A4 — Getting Started with PBIS

Presenters:
Heather Peshak George, Ph.D. & Stephanie Martinez, Ph.D.

University of South Florida

Topic: School-Wide
Keywords: PBIS Foundations, Tier 1, Implementation
## Expectations

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>OVERALL Event</th>
<th>CHAT Tab</th>
<th>POLLS Tab (+Q&amp;A)</th>
</tr>
</thead>
</table>
| **BE RESPONSIBLE** | ✧ Use a shared action plan for your team  
✧ Complete session evaluations | ✧ Post positive on-topic comments  
✧ Questions for the presenters go in the POLLS tab ⇢ | ✧ Add questions before and/or during session |
| **BE RESPECTFUL** | ✧ Limit distractions  
✧ Follow up on your assigned action items | ✧ Use inclusive language | ✧ Use sincere phrasing  
✧ Complete additional polls when prompted |
| **BE SAFE** | ✧ Take movement breaks  
✧ Be aware of your stress level | ✧ Engage in productive dialogue | ✧ Ask solution-oriented questions |
| For Presenters | ✧ Ensure Files Tab has current materials and related weblinks | ✧ Monitor and remove inappropriate comments | ✧ Identify common Qs to address in final 15 minutes |
Tips for Participants

Finding Your Registered Sessions in Pathable

Your Personalized Schedule (My Agenda)

Locate the Agenda Menu, Select “My Agenda” from the drop-down, and you will see the sessions for which you are registered. A green check mark in the upper right corner indicates you are registered.
Tips for Participants

Navigating the Session Page

1. **Session Details** (Title, Presenters, Date & Time, Description, Keywords)
2. **Join Session**
3. **Interact through Chat, Polls, & Uploaded Files**
Tips for Participants

Chat, Polls, and Q&A

1. Use Chat for engaging with other participants around the session topic. Presenters may use chat differently in specific sessions.

   Follow overall Forum expectations for responsible, respectful, and safe chatting

2. Find the Q&A under Polls. Questions for presenters go there.

3. Some sessions have other Polls or more Specific Questions. Complete those when prompted.
While participating in a live Session…Be Present!

- If you navigate away from the live Session you will need to press the “Join Meeting” button to get back in.
- What does navigating away look like? Here are some examples:
  1. Clicking on any area of the navigation menu
  2. Clicking on a Person’s name
Tips for Participants

Support is Available

If at any time you need support as a participant, use the Help Desk:
When Working In Your Team

Consider 5 Questions

- How does this compare to our priorities?
- Who would do this work?
- Where would this work live (e.g., responsibility)?
- What should we stop doing to make room for this work?
- How will we assess whether it’s (a) implemented well and (b) working?
Learning Objectives

• Identify and define PBIS
• Describe the rationale for implementing PBIS
• Identify the next steps in getting started in establishing a PBIS Tier 1 system in a school
How many of you work primarily...

• with students and their families?
• as school administrators?
• at the district level?
• at the state level?
• as a family member hoping to learn more about PBIS?
• Other?
How many of you are supporting schools...

• just starting their **first full year** of PBIS implementation?
• implementing PBIS for **up to 5 years**?
• implementing PBIS for **up to 10 years**?
• implementing PBIS for **more than 10 years**?
• ...well, I’m **thinking about it** and haven’t implemented PBIS
WHAT IS PBIS?

PBIS creates schools that supports everyone for success, including SWDs!
Big Ideas

- Teach
- Support
- Screen
- Connect

Positive, Predictable, & Safe Learning Environments

OUTCOMES
SYSTEMS
DATA
EQUITY
PRACTICES
**Goals of PBIS**

1) Build effective, **positive school environments** which increases school safety

2) **Improve academic and behavioral outcomes** for all students

3) **Prevent** and/or reduce problem behaviors using a **collaborative, assessment-based** approach for developing effective instruction and interventions

4) **Teach and reinforce** appropriate behavior to enhance social-emotional learning leading to meaningful and durable lifestyle outcomes across a **multi-tiered system of supports**
PBIS is the Multi-“Tiered” Behavioral Framework

- Cannot “fix” every student one at a time
- Critical role of a strong core at Tier 1
- Decision rules for who gets what, when, why, and how long
- Matched, and timely supports based on student and teacher needs
- Problem-solving never stops until students no longer need interventions
- Special education is not a PLACE...set of specialized instructions that fit in ALL tiers
- All based in the prevention logic
Establishes the foundation for delivering regular, proactive support and preventing unwanted behaviors by clearly **defining** expected behaviors for *ALL*

1) Procedures for **teaching** & **practicing** expected behaviors across all settings
2) Procedures for **encouraging** expected behaviors
3) Procedures for **discouraging** problem behaviors
4) Procedures for **data-based decision making**
5) **Family** awareness and Involvement
PBIS: Things to Know

• Intervention of choice in federal legislation
  – More evidence supports PBIS than any other behavior-related program or initiative

• Represents a different way of supporting student behavior

• Provides a framework for integrating ALL behavior supports related to behavior, attendance, climate, mental health, and social-emotional learning

• 10 Critical Elements define the Tier 1 system
  – PBIS is not fully implemented until it is culturally responsive
WHY PBIS?
Schools Face Difficult Challenges

- Multiple expectations
  - Academic accomplishment, social competence, safety
- Students arrive to school with widely differing understandings of what is socially acceptable
- Students and their families facing a range of complex issues
  - Poverty, mental health, substance use and/or abuse, etc.
- Traditional “get tough” and “zero tolerance” approaches have proven ineffective
- Individual student interventions are effective but can’t meet the need
- Teachers leave the profession due to (1) behavior problems and (2) lack of support from administration to address student behaviors
- Teachers report that “uncivil” behavior is increasing and is a threat to effective learning
- Lack of discipline is viewed as one of the most serious challenges facing public schools
Common Responses to Problem Behavior

• Exclusion and Punishment
  – Both are ineffective at producing long-term reduction in problem behavior
  – Associated with higher rates of school dropout and not shown to improve school outcomes
  – Punishment (without a proactive support system) associated with increases in aggression, vandalism, truancy and dropping out

• Hardening schools to “prevent” violence
  – Students & staff experience higher levels of fear in schools with hi-tech security measures
  – No evidence that the money spent to “harden schools” will work

(Walker, 2019; Warnick & Kapa, 2019; Price & Khubchandani, 2019; Strauss, 2019)
Traditional Discipline versus PBIS

**Traditional Discipline:**

Undesirable behavior is *expected to stop through the use of punishment*

- Waits for the problem behavior to happen
- Appropriate alternative behavior may or may not be addressed
- May actually reinforce the problem behavior
- Removes students with frequent problems

**Positive Behavior Support**

Undesirable behavior is *reduced by:*

- Altering environments to prevent common problems
- Teaching appropriate skills
- Rewarding appropriate behavior
- Systematically using data to identify appropriate supports for students
Multiple Initiatives without Planning is Counterproductive, Ineffective and...

Feeling overwhelmed?
Which of these are you experiencing?

A. “Difficult” challenges: (e.g. multiple expectations, students with complex issues, teacher turnover)

B. High rate/increasing rates of exclusionary practices & punishment

C. Practices used to “harden” schools to prevent violence

D. High rates of using traditional disciplinary practices

E. Multiple initiatives being implemented without collaborative planning

F. More than one of the above
What do you value?

What do you want to accomplish or build?

What skills/resources are needed to achieve your goals?

What’s your vision for your school?
How Do We Do This?

• Need a **vision** for what you want your children to become
• Need a **foundation** that provides a safe and orderly environment that is conducive to learning
• Need to provide **access** to opportunities to build skills
• Need **data** to guide problem-solving
• Need to understand that **well-being** is essential to success!
• Need a **diverse team**-based approach
• Need to be **willing to do things differently**!
Improved Student Outcomes

- academic performance (Horner et al., 2009)
- social-emotional competence (Bradshaw, Waasdorp, & Leaf, 2012)
- social & academic outcomes for SWD (Lewis, 2017; Tobin, Horner, Vincent, & Swain-Bradway, 2012)
- reduced bullying behaviors (Ross & Horner, 2009; Waasdorp, Bradshaw, & Leaf, 2012)
- decreased rates of student-reported drug/alcohol abuse (Bartable, Kittelman, McIntosh, & Haselton, 2015; Bradshaw et al., 2012)

Reduced Exclusionary Discipline

- office discipline referrals (Bradshaw, Mitchell, & Leaf, 2010; Bradshaw et al., 2012; Horner et al., 2009)
- suspensions (Bradshaw, Mitchell, & Leaf, 2010)
- restraint and seclusion (Reynolds et al., 2016; Simonsen, Britton, & Young, 2010)

Improved Teacher Outcomes

- perception of teacher efficacy (Kelm & McIntosh, 2012; Ross, Romer, & Horner, 2012)
- school organizational health and school climate (Bradshaw, Koth, Bevans, Jalongo, & Leaf, 2008; Bradshaw, Koth, Thornton, & Leaf, 2009)
- perception of school safety (Horner et al., 2009)

School-Wide Positive Behavior Interventions and Supports
Do the Math

pbismaryland.org/costbenefit.xls

If 1000 Office Discipline Referrals (ODRs) (average of 45 minutes each) are Reduced by 35%...

15,750 minutes,
262.5 hours, or
43.75 school days (avg 6 hours/day) of Instructional Minutes are Regained

If Administrators take avg 10 minutes/ODR, they regained 3500 minutes, 58 hours, or 9.72 days (avg 6 hours/day)
School Climate Survey Data

- A small percentage of elementary students reported experiencing bullying incidents frequently (7%) or every day (4%)
- 20% of secondary students reported having seriously considered self-harm within the past 12 months

However, what do the students have to say about the climate across those schools?

Reasons for Considering Self-Harm

- A small percentage of elementary students reported experiencing bullying incidents frequently (7%) or every day (4%)
- 20% of secondary students reported having seriously considered self-harm within the past 12 months

However, what do the students have to say about the climate across those schools?
GETTING STARTED: PLANNING FOR PREVENTION AND EFFECTIVE SUPPORTS WITH PBIS
Stages of Implementation

[https://sisep.fpg.unc.edu/guidebook/level-one/stages-implementation](https://sisep.fpg.unc.edu/guidebook/level-one/stages-implementation)

### Implementation Stages

- **Exploration**
  - Assess needs
  - Examine intervention components
  - Consider Implementation Drivers
  - Assess Fit

- **Installation**
  - Acquire Resources
  - Prepare Organization
  - Prepare Implementation Drivers
  - Prepare Staff

- **Initial Implementation**
  - Adjust Implementation Drivers
  - Manage Change
  - Deploy Data Systems
  - Initiate Improvement Cycles

- **Full Implementation**
  - Monitor & Manage Implementation Drivers
  - Achieve Fidelity & Outcome Benchmarks
  - Further Improve Fidelity & Outcomes

**2-5 years**

POLL #5: Stage?
Strategic Planning Needs to Occur

What are our CHALLENGES/NEEDS?
What are our STRENGTHS/RESOURCES?
What do you want/need to KNOW?

To what extent are districts/schools/students meeting expectations?
   Academically?  Behaviorally?  Emotionally?

Are we effective at building implementation capacity of PBIS with high fidelity and with sustainability?

Is our approach resulting in valued outcomes for ALL stakeholders?

Do our stakeholders view our products/services useful and high quality?

What are our GOALS?

5-Year, 3-Year, 1-Year, Next Steps
Stakeholder Engagement
Funding and Alignment
Policy
Workforce Capacity

Executive Team Functions
Leadership Teaming
Implementation Functions

Training
Coaching
Evaluation

Local Implementation Demonstrations
Steps for Getting Started

1) Establish Leadership Team Membership with Identified Roles
2) Identify Vision and Develop Brief Statement of Purpose
3) Complete a PBIS Fidelity Tool (e.g., TFI or BoQ)
4) Identify Specific Goals and Objectives based on Vision and Results
5) Identify Positive School-Wide Behavioral Expectations
6) Develop Procedures for Teaching SW Behavioral Expectations
7) Develop Procedures for Classroom-Wide Behavioral Expectations
8) Develop Continuum of Procedures for Encouraging Behavioral Expectations
9) Develop Continuum of Procedures for Discouraging Behavioral Expectations
10) Develop Data-based Procedures for Monitoring Implementation of SWPBIS
11) Develop Systems to Support Staff
12) Develop Systems to Increase Family Engagement and Community Partnerships
13) Build Routines to Ensure Ongoing Implementation Across the School Year
1) Establish **Leadership Team Membership with Identified Roles**

**Team member roles:**
- PBIS Coach or Facilitator
- Team Leader
- Administrator
- Behavior ‘expert’
- Data Specialist
- Recorder
- Timekeeper
- Communications
- “Snack Master”
- Student Voice
- Parent/Community Voice
Characteristics of Effective Teams: What’s needed to make this all work?

http://www.livebinders.com/play/play?id=2280169#anchor

**Foundation**
- A Clear Purpose
- Well-defined Goals
- Established Norms and with Clear Roles and Responsibilities
- Diverse Skills of Team Members

**Positive Environment**
- Balanced Participation
- Open and Collaborative Communication
- Positive Atmosphere and Managed Conflict
- Trusting and Cooperative Relationships

**Process**
- Effective Decision Making
- Participative Leadership

Stakeholders Need Ongoing PD and TA!
2) Identify **Vision** and Develop Brief Statement of **Purpose**
3) Complete a PBIS Fidelity Tool (e.g., TFI or BoQ)
Benchmarks of Quality (BoQ)

Measuring School-wide Positive Behavior Support Implementation:
Development and Validation of the Benchmarks of Quality

Rachel Carbon
Dana Kincaid
Karen Elfner Childs
University of South Florida

Abstract: School-wide positive behavior support (SWPBS) has been implemented in more than 4,000 schools as a means of addressing problem behavior in a systemic fashion. Patterns of school improvement associated with SWPBS implementation and maintenance suggest that SWPBS is an effective approach for reducing problem behavior. The current study evaluated the reliability and validity of a set of benchmarks of quality (BoQ) for SWPBS implementation.

Appendix 1. School-wide Benchmarks of Quality (BoQ) – Full Instrument

Evaluating Implementation of Schoolwide Behavior Support: Are We Doing It Well?

HEATHER PESHAK GEORGE and KAREN ELFNER CHILDS
University of South Florida-Tampa, Tampa, FL, USA

Benchmarks of Quality (BoQ)

https://www.pbis.org/resource-type/assessments
### Specific Benchmarks of Quality Across the Critical Elements

<table>
<thead>
<tr>
<th>Critical Element</th>
<th>Benchmarks of Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBS team</td>
<td>Clear mission/purpose</td>
</tr>
<tr>
<td>Faculty commitment</td>
<td>Establish and review goals</td>
</tr>
<tr>
<td>Effective procedures for dealing with discipline</td>
<td>Behaviors defined</td>
</tr>
<tr>
<td>Data entry and analysis established</td>
<td>Array of responses to majors</td>
</tr>
<tr>
<td>Expectations and rules developed</td>
<td>Array of responses to minors</td>
</tr>
<tr>
<td>Reward/recognition program established</td>
<td>Analyzed monthly</td>
</tr>
<tr>
<td>Lesson plans for teaching expectations/rules</td>
<td>Shared with team/faculty</td>
</tr>
<tr>
<td>Implementation plan</td>
<td>Rules linked</td>
</tr>
<tr>
<td>Classroom</td>
<td>Staff provide feedback</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Varied for interest</td>
</tr>
<tr>
<td></td>
<td>Naturally occurring</td>
</tr>
<tr>
<td></td>
<td>Ratios high</td>
</tr>
<tr>
<td></td>
<td>Incentives for staff</td>
</tr>
<tr>
<td></td>
<td>Embedded into subjects</td>
</tr>
<tr>
<td></td>
<td>Faculty involved</td>
</tr>
<tr>
<td></td>
<td>Strategies for families</td>
</tr>
<tr>
<td></td>
<td>Booster sessions</td>
</tr>
<tr>
<td></td>
<td>Schedule for rewards</td>
</tr>
<tr>
<td></td>
<td>Orientation for incoming staff/students</td>
</tr>
<tr>
<td></td>
<td>Involve families/ community</td>
</tr>
<tr>
<td></td>
<td>Ratios high</td>
</tr>
<tr>
<td></td>
<td>Tracking procedures</td>
</tr>
<tr>
<td></td>
<td>Range of consequences</td>
</tr>
<tr>
<td></td>
<td>Use reward system</td>
</tr>
<tr>
<td></td>
<td>Outcomes documented</td>
</tr>
</tbody>
</table>

(www.pbis.org) (George & Childs, 2012)
SWPBIS Tiered Fidelity Inventory
version 2.1

Available from OSEP TA Center
www.pbis.org
www.pbisapps.org

No Cost Assessors Training PowerPoint and Assessors Training Video at www.pbisapps.org

Tiered Fidelity Inventory (TFI)
https://www.pbis.org/resource-type/assessments

Technical Adequacy of the SWPBIS Tiered Fidelity Inventory

Kent McIntosh, PhD¹, Michelle M. Massar, MEd¹,
Robert F. Algozzine, PhD², Heather Peshak George, PhD³,
Robert H. Horner, PhD¹, Timothy J. Lewis, PhD⁵,
and Jessica Swain-Bradway, PhD⁷

Factor Validation of a Fidelity of Implementation Measure for Social Behavior Systems

Michelle M. Massar, PhD¹, Kent McIntosh, PhD¹,
and Sterrett H. Mercer, PhD²
The purpose of the School-wide PBIS Tiered Fidelity Inventory is to provide an efficient and valid index of the extent to which PBIS core features are in place within a school.

- Tier I (Universal PBIS)
  - Whole School Universal Prevention
- Tier II (Targeted PBIS)
  - Secondary, Small Group Prevention
- Tier III (Intensive PBIS)
  - Tertiary, Individual Support Prevention
4) Identify Specific Goals and Objectives based on Vision & Results

Do the goals align with your vision?
Baseline Benchmarks of Quality (BoQ) – Determining Next Steps

Develop & Implement Discipline Procedures

Develop lesson plans

Come to consensus on expectations & rules

Survey staff: get input & support
Tiered Fidelity Inventory (TFI)

Subscale Reports

Sub-subscale and Item Reports

- Sub-subscale
  - Tier I
    - Teams
    - Implementation
    - Evaluation
  - Tier II
    - Teams
    - Interventions
    - Evaluation
  - Tier III
    - Teams
    - Resources
    - Assessment
    - Support plan
    - Monitoring and adaptation

- Item Report
## Tier 1 Action Planning

### Tiered Fidelity Inventory (TFI)

[https://www.pbis.org/resource-type/assessments](https://www.pbis.org/resource-type/assessments)

### Benchmarks of Quality (BoQ)

[https://www.pbis.org/resource-type/assessments](https://www.pbis.org/resource-type/assessments)

#### Action Planning Form

<table>
<thead>
<tr>
<th>Item</th>
<th>Current Score</th>
<th>Action</th>
<th>Who</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Team Composition</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2 Team Operating Procedures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3 Behavioral Expectations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4 Teaching Expectations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5 Problem Behavior Definitions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.6 Discipline Policies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.7 Professional Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.8 Classroom Procedures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.9 Feedback and Acknowledgement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.10 Faculty Involvement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.11 Student/Family/Community/Involvement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.12 Discipline Data</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.13 Data-Based Decision Making</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.14 Fidelity Data</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.15 Annual Evaluation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Appendix 2: Benchmarks of Quality (Revised) Action Plan

<table>
<thead>
<tr>
<th>Critical Element</th>
<th>Step 1: What is the problem or issue to address?</th>
<th>Step 2: Why is it important?</th>
<th>Step 3: What are we going to do about it?</th>
<th>To-Do List</th>
<th>Person(s) Responsible</th>
<th>Follow-Up Date</th>
<th>Completion Date</th>
<th>How will we know we’ve been successful?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5) Identify Positive School-Wide Behavioral Expectations

- Every Turner Tiger will...
  - Responsible
  - Respectful
  - Ready

- Respectful

- Optimistic
  - Appropriate
  - Responsible
  - Respectful
  - Ready to Learn

- Southside ISD Cardinals are
  - Safe
  - Respectful
  - Responsible
  - Be a Cardinal!

- We are One
  - Trustworthy
  - Respectful
  - Individuals
  - Brave and Agers to Learn
6) Develop Procedures for Teaching School-Wide Expectations

Expectations & behavioral skills are taught & recognized in natural context
<table>
<thead>
<tr>
<th>Expectations</th>
<th>All Settings</th>
<th>Hallways</th>
<th>Playgrounds</th>
<th>Cafeteria</th>
<th>Assembly</th>
<th>Bus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect Ourselves</td>
<td>Be on task.</td>
<td>Be kind.</td>
<td>Have a plan.</td>
<td>Eat all your food.</td>
<td>Study, read, compute.</td>
<td>Watch for bus stop.</td>
</tr>
<tr>
<td></td>
<td>well</td>
<td>Help/share with others.</td>
<td>Include others.</td>
<td></td>
<td>Listen/watch</td>
<td>Stay in your seat.</td>
</tr>
<tr>
<td></td>
<td>Walk to right.</td>
<td>Walk to right.</td>
<td>Include others.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Social Skill
2. Natural Contexts
3. Behavior Examples
Sherwood Forest Elementary

Einstein Students Are...
Safe, Respectful, Responsible, Ready to Learn

Our CLASSROOM Expectations

- Keep your hands, feet and objects to yourself.
- Go directly to your destination.
- Stay to the right side of the hallway.
- Adhere to all school rules.
- Walk quickly and quietly to your destination.
- Follow directions when moving from one area to another.

Drive on left in Australia
7) Develop Procedures for Classroom-Wide Expectations

Classroom Routines

<table>
<thead>
<tr>
<th>Rules</th>
<th>Group work</th>
<th>Desk work</th>
<th>Quizzes and tests</th>
<th>Arrival</th>
<th>Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect Ourselves</strong></td>
<td>Offer ideas</td>
<td>Sit with feet on the ground</td>
<td>Study for all assessments</td>
<td>Get all supplies for the day</td>
<td>Check on homework</td>
</tr>
<tr>
<td>Complete all tasks</td>
<td>Get up and stretch if necessary</td>
<td>Read through and double-check all work</td>
<td>Lock belongings in locker</td>
<td>Pack necessary materials</td>
<td></td>
</tr>
</tbody>
</table>

**Respect Others**

| Compliment others’ ideas | Work silently | Keep eyes on your own paper | Keep phone off and in bag | Let others speak |
| Listen and make eye contact | Read quietly if finished ahead of others | Study with others | Move out of the way quickly in the hall | Hold those who need help |

- **Classroom Expectations**
  - Be Responsible
  - Be Respectful
  - Be Safe
  - Be a Participant in Your Learning
  - Be Listening

- **Classroom Expectations**
  - Be on time, prepared to learn
  - Use kind words
  - Follow teachers' directions
  - Keep hands, feet, and objects to yourself
  - Sit properly
  - Be a participant in your learning
  - Be listening

- **CLASSROOM EXPECTATIONS**
  - Be on time, prepared to learn
  - Use kind words
  - Follow teachers' directions
  - Keep hands, feet, and objects to yourself
  - Sit properly
  - Be a participant in your learning
  - Be listening
# Resources for Classrooms

**PBIS Technical Brief on Systems to Support Teachers**

**Implementation of Positive Classroom Behavior Support**

Prepared by: Jessica Pearson, Brandi Simpson, Mimi Suhr, Holly Wall, and Rachel Lounsbury

**What is the purpose of this technical brief?**

The purpose of this technical brief is to summarize proactive, efficient, and evidence-based systems for supporting teachers: implementation of positive classroom behavior support (PCBS) practices schoolwide. Specifically, this technical brief is designed to inform and support school and district leadership teams as they address the following problem while implementing PCBS schoolwide:

- What practices do you want to implement?
- Where are the practices implementable?
- Who are your implementation supporters?
- How will you support implementation?

**What is PCBS?**

PCBS is a multi-tiered, evidence-based approach that is implemented at the school and classroom levels. In this brief, leaders are provided with resources and strategies to prepare and support teachers in the classroom. This technical brief is designed to inform and support these decisions.

**What are the benefits of implementing PCBS?**

Implementing PCBS provides additional support to teachers as they work to support students' academic and social skills.

**Resources for Teachers**

- PBIS Technical Brief on Systems to Support Teachers
- Implementation of Positive Classroom Behavior Support
- PBIS Technical Brief on PBIS Schoolwide

---

**Supporting and Responding to Behavior**

Data: Evidence-Based Classroom Strategies for Teachers

**Outcomes**

Systems that guide the process of students:
- Implementing a proactive, efficient, and evidence-based systems for supporting teachers.
- Implementing, monitoring, and supporting behavior.
- Providing feedback and support.

**Practices**

This guide can help you dig deeper regarding the use of data for ongoing improvement.

**Diagram**

---

**PBIS Technical Brief on PBIS Schoolwide**

**PBIS Technical Brief on Classroom Data**

**Data Use in PBIS Implementation:**


Prepared by: Jessica Pearson, Robert Pearson, Jennifer Ferrance, Bruce Simonsen, Robert Gonzalez, Tiffany Frank, Lillian Long, and Brian Little

**What is the purpose of this technical guide?**

There are two main purposes of this technical guide. First, it guides educators to use data for decision making to implement Positive Classroom Behavior Support (PCBS) practices.

Second, it guides school leadership teams to use data for decision making in implementing PCBS. Using data to guide decisions can help schools improve the behavior of students and educators' needs.

**This guide describes:**

- (1) types of data included in a comprehensive decision making process
- (2) how these data are used to support implementation of PBIS for data-based decision making process
- (3) what teachers describe as effective, common, prudent, or sample methods and examples of and non-examples of use and
- (4) summaries of the data for decision making in the classroom and school building. This technical brief is intended to support data selection and use in the Tier 3 level for local decision making in the implementation of PBIS. The guide provides basic information on how schools can use data to support students at educators receiving Tier 3.7 or supports. The Tier 3.7 and Tier 3.6 sections of PBIS guide provide additional information about advanced tiers.

**What are the benefits of using this technical guide?**

Data are an active, dynamic part of decision making in the classroom that allow educators to identify patterns of strengths and needs. These patterns drive decision making to continue, adopt, or modify PBIS practices and systems. For the purposes of this guide, data refers to observed behaviors, opportunities, classroom information about students, educators, or schools. In educational settings, we typically use data to gain instruction and intervention (for Tier 3.7 schools) or to determine if the system and PBIS methods are sufficient (Tier 3.6 schools). In these cases, we examine data for patterns and relationships that suggest that PBIS practice and support are effective. These patterns may include data on student behavior, academic performance, or other data-related outcomes. It is important to note that data collection and analysis are not observed, and (4) summarizing this guide for implementation purposes. These data-based decisions occur in the context of classroom setting, is critical for supporting students.

**Supporting and Responding to Behavior**

**https://www.pbis.org/topics/classroom-pbis**
Resources for Classrooms

RETURNING TO SCHOOL DURING AND AFTER CRISIS:
A Guide to Supporting States, Districts, Schools, Educators, and Students through a Multi-Tiered Systems of Support Framework during the 2020-2021 School Year

GUIDANCE ON ADAPTING CHECK-IN CHECK-OUT (CICO) FOR DISTANCE LEARNING

SUPPORTING STUDENTS WITH DISABILITIES IN THE CLASSROOM WITHIN A PBIS FRAMEWORK

ADJUSTING PBIS FOR STUDENTS NEW TO SCHOOL: STARTING THE YEAR WITH INCREASED SUPPORT

www.pbis.org
8) Develop Continuum of Procedures for Encouraging Expectations
9) Develop Continuum of Procedures for Discouraging Expectations

*Student conference
Re-teach expectation
Parent contact
Detention
Refer to guidance
In-school suspension
Out-school suspension (recommended for expulsion)*

*Seating Change
Student Conference
Parent Contact
Student Contract
Redirection
Proximity
Loss of Privilege
Feedback
Apology
Verbal & Non-Verbal Prompt
Reward Alternatives Behavior*

*Write a referral & escort student to office
Admin determines consequence

*Verbal Warning
Re-state Expectation/Rule

*2nd Step (same behavior)
Re-teach Expectation; begin classroom behavior report/apply intervention

*3rd Step (same behavior)
apply intervention; contact parent

*Behavior stops; no further action

*Behavior stops; no further action

*Behavior stops; no further action

*Behavior stops; no further action

*Behavior stops; no further action

*Behavior stops; no further action

For Office Referrals
Attach completed copies of classroom behavior reports

Write a referral & escort student to office

*Teaching Community: Classroom Assessment Tool (CFT) to assess referrals to classroom that may be promoting problem behaviors (e.g., disruptive, classroom behavior system, & curriculum/ instruction)*

*Martin County Schools: Hidden Oaks MS*
A hierarchy of explicit recognition strategies supports all students, including those with intensive needs.

PBIS is Positive

Artist Ludacris at Poinciana HS (Osceola Co.)
10) Develop Data-based Procedures for Monitoring SWPBIS Implementation
Drilling Down into your Data for an Accurate Problem ID

To Avoid the Activity

CLASSROOM LARGE GROUP INSTRUCTION
Referrals by MOTIVATION, 9:00-11:30

If Tier 1/core is NOT sufficient for either a “domain” or group of students, what barriers have or could preclude students from reaching expected levels?

POLL #8: Data System

School
11) Develop Systems to Support Staff

PLC Norms
We will model Respect, Kindness, Responsibility, Teamwork, and Integrity
We will maintain a Positive Perspective that will reflect a Positive Attitude.
We will Support one another.
We will maintain the highest level of Professionalism.
We will be Attentive at all times.

What are the most significant problem behaviors on campus?

What is the problem?

<table>
<thead>
<tr>
<th>What Kind</th>
<th>Staff Survey</th>
<th>ODR Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Threatening</td>
<td>48</td>
<td>32</td>
</tr>
<tr>
<td>Fighting</td>
<td>30</td>
<td>27</td>
</tr>
<tr>
<td>Bullying</td>
<td>19</td>
<td>32</td>
</tr>
</tbody>
</table>

Now based on data, what is the most significant problem behavior?

What Worked?

PBS Updates and Reminders

What are the primary initiatives to improve student behavior?

 PBS Report for the Week of January 15th 2018

What is PBS?
- School Wide Initiative: Positive Behavioral Support

Action Plan:

Data Breakdown:
- Aggression: 48 (17.7%)
- Skipping Class: 35 (13.7%)
- Disorderly Conduct: 34 (13.0%)
- Disruptive: 32 (12.0%)
- Inappropriate Language: 31 (11.7%)
- Inappropriate Behavior: 30 (11.3%)
- Inappropriate Dress Code: 29 (10.7%)

Reminders:
- Positive reinforcement for good behavior
- Acknowledge students for efforts made

Together we can: Don’t Forget to STORM!
PBIS is Relationship-based

Teaching Social-Emotional Competencies within a PBIS Framework

PBIS is a comprehensive, evidence-based behavior improvement system that focuses on teaching all students the social and emotional skills they need to succeed in school and in life. It is designed to be implemented school-wide, with the goal of creating a positive school culture where all students feel safe and supported. PBIS is not a disciplinarian model, but a prevention-focused, multi-tiered system that is designed to be implemented across the entire school community. It is based on the belief that all students have the potential to learn and grow, and that the key to this growth is providing all students with the supports they need to succeed.

By teaching social-emotional competencies, PBIS helps students develop the skills they need to manage their behavior, make good decisions, and build positive relationships. These skills are essential for success in school and in life, and are the foundation for all other academic achievement.

PBIS is effective because it is based on the principles of positive reinforcement and social consequences. By identifying positive behaviors and reinforcing them, PBIS helps students develop a sense of belonging and归属感, which in turn leads to improved academic performance and behavior. PBIS is a collaborative effort that involves all members of the school community, including teachers, staff, parents, and students.

Reintegration Flow Chart

Reintegration from Class Removal

Reintegration from ISS

Reintegration from OSS

Reintegration from Alternative Education (or DJJ)

For each of the following situations, discuss what will be the timeline, action plan, and steps for developing the procedures for reintegration in your school.

1. Identify the student and the problem behavior.
2. Develop an intervention plan.
3. Notify the student's parents.
4. Work with the student to develop a reintegration plan.
5. Implement the plan and monitor progress.

Reintegration is a process that involves collaboration and support from all stakeholders, including teachers, staff, parents, and the student themselves. It is a positive approach that focuses on helping students return to school and succeed.

Poinciana Ele
(Monroe Co.)
12) Develop Systems to Increase Family and Community Engagement
Resources for Educators in Working with Families

**Data**

Data refers to scores (often numbers or percentages) that reflect a measure of what students are expected to know or do in different areas like reading, math, or behavior at their particular grade level. Data may provide information on:

- a score on a reading test (96 words read correctly per minute);
- a score on a math test (23/32 problem answered correctly);
- scores on state-level tests (Level 3 in FCAT reading assessment);
- the number of times a student raised their hand to answer the teacher’s questions (7 times during a 30-minute class observation).

Data are often shown on a graph to show student progress over time. As part of implementing a Multi-Tiered System of Support (MTSS) or data-based problem-solving process is used to make decisions about how best to support student learning, in this sense “data-based” means using students’ scores on certain measures (tests) and comparing their current level of performance to where the level of performance they are expected to be performing at in order to advance to the next grade level. By making these data-based comparisons, it allows educators to know how much help or support to provide students in order to ensure they reach their educational goals in a timely manner. Using data, rather than solely relying on adult perception and judgment of student performance, allows for comparisons and discussions of student progress that are objective.

**Instruction**

Instruction is another word for teaching. It refers to the different strategies and techniques educators use to teach students skills and information. Instruction can be provided to larger groups of students (entire classrooms) and smaller groups of students (one on one or two students).

### Glossary of Terms

[http://florida-rti.org/reveal/glossary/glossary.htm](http://florida-rti.org/reveal/glossary/glossary.htm)

### Tips for Administrators, Teachers and Families


### Data Dialogue

Resources for Educators in Working with Families

RETURNING TO SCHOOL: CONSIDERATIONS FOR STUDENTS WITH THE MOST INTENSIVE BEHAVIORAL NEEDS
A Guide to Supporting Students With Disabilities, Their Families, and Educators During the 2020-21 School Year

SUPPORTING STUDENTS WITH DISABILITIES AT SCHOOL AND HOME:
A Guide for Teachers to Support Families and Students

AN OVERVIEW OF ENDS EW F.: IMPLICATIONS FOR STUDENT BEHAVIOR

www.pbis.org
Resources for Families

Tips for Families: Responding to Inappropriate Behavior

Prevention is Key
- Create clear expectations and rules
- Provide structure with routines and visual reminders
- Recognize and acknowledge desired behaviors

When Problem Behavior Occurs...
- Respond immediately and stay calm
- Use the lowest level of response that works: include teaching what to do in the future
- Consider changing routines, adding more structure and teaching a replacement behavior

Maintain Relationships
- Model behaviors you want to see when correcting mistakes
- Include your children by offering choices and generating solutions

Links To Support Families With Tips:
- https://www.pbis.org/Resources
- https://www.pbis.org/SupportingFamilies
- https://www.pbis.org/ACLresources

Family Essentials
- Put these 5 essentials into practice for your family:
  - Maximize Structure
  - Child Engagement
  - Expectations & Rules

https://www.pbis.org/Resources

Supporting Families With PBIS At Home

APOYANDO A FAMILIAS CON PBIS EN EL HOGAR

March 2020

Marzo de 2020

https://www.livebinders.com/play/play?id=2646212
Communities can have expectations too!

Communities and parents can benefit from reminders of the vision, purpose and the behavioral expectations!
13) Build Routines to Ensure Ongoing Implementation

[Year At A Glance Image]

https://www.livebinders.com/media/get/MTk1NTkyNjI=
SOME RESOURCES
In sum, when schools implement PBIS, they...

✓ Regularly check the effectiveness of practices used - **NO ONE IS EXEMPT!**
✓ Pull from a continuum of **evidence-based interventions** to support student needs – MTSS is content neutral!
✓ Develop content expertise through **coaching and on-going professional development**
✓ Rely on teams to guide implementation - **Leadership COMMITS and WORKS TOGETHER!**
✓ Implement **universal screening** practices
✓ Use data to monitor student progress - **Prevention is key** yet people need to know how to respond to behaviors
✓ Include community members and families to **create culturally-relevant practices**
Enhance Quality of Life

FOR PEOPLE ACROSS THE LIFE-SPAN
by joining over 1400 researchers, professionals, and family members to promote evidence-based positive behavior support.

Join APBS

THE ASSOCIATION FOR POSITIVE BEHAVIOR SUPPORT

Mission

“Enhance the quality of life of people across the life-span by promoting evidence-based and effective positive behavior support to realize socially valid and equitable outcomes for people, families, schools, agencies, and communities.”

APBS Networks

Find an APBS Network consisting of like-minded professionals, practitioners, and family members in your region or a network corresponding to your area of PBS practice. APBS Networks span the globe, from the U.S.A and Canada, to Europe, Asia, and Australia.

Conference

APBS' International Conference on Positive Behavior Support features over 150 oral presentations, posters, pre-conference and skill-building workshops highlighting empirical findings, assessment and intervention methods, current topics, and other aspects of Positive Behavior Support (PBS).

Webinars

APBS' Live Webinar Series features experts in Positive Behavior Support presenting in a collaborative online environment. Registration for webinars is free for APBS Members who have access to video recordings of past webinars in the members' section.
State Evaluation Reports

State PBIS Projects
https://www.pbis.org/about/pbis-state-coordinators
<table>
<thead>
<tr>
<th>Kent McIntosh</th>
<th>Brandi Simonsen</th>
<th>Tim Lewis</th>
<th>Heather Peshak George</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:kentm@uoregon.edu">kentm@uoregon.edu</a></td>
<td><a href="mailto:Brandi.Simonsen@uconn.edu">Brandi.Simonsen@uconn.edu</a></td>
<td><a href="mailto:LewisTJ@missouri.edu">LewisTJ@missouri.edu</a></td>
<td><a href="mailto:hgeorge@usf.edu">hgeorge@usf.edu</a></td>
</tr>
</tbody>
</table>

**Co-Principal Investigators and Co-Directors**

www.pbis.org

Twitter & FaceBook: @CenterOnPBIS
Maximize positive outcomes for students.

Your vision for effective Multi-Tiered Support Systems (MTSS) requires practical strategies, targeted planning, and efficient tools. Working smarter requires a strong foundation, leadership, professional growth, and resources that make practice easier. The FLPBIS Partnership brings together resources, to develop systems that sustain student success.
QUESTIONS???
College and Career Readiness for Transition (CCR4T)

**Measurement Study funded by the Institute of Educational Sciences** that includes a 5 domains of college and career readiness that map onto academic, social, and transition skills

**Seeking school partners to:**
- Field-test the online CCR4T as well as provide certain academic and behavioral school data in 2020-2021 and/or 2021-2022

**Benefits:**
- Online administration allows for use as a distance learning and/or re-entry tool to measure student perceptions
- The opportunity to provide direct feedback on the CCR4T data reports. *Access to data will be provided to all school partners.*
- A stipend of $5000 will be issued to school partners who can commit to both parts of the data collection in Fall semester 2020 (Oct-Dec)
- Visit [http://ccr4t.education.uconn.edu](http://ccr4t.education.uconn.edu)
- Questions? Email allison.lombardi@uconn.edu

Questions? Email allison.lombardi@uconn.edu