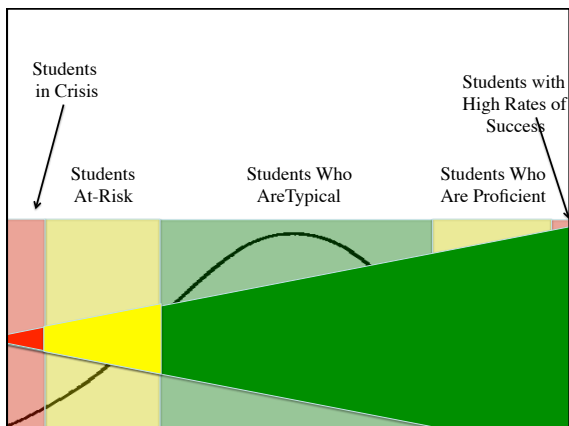


Supporting Adults in PBIS



Effective Instruction is Chicken Soup *(The easiest thing we control that has good probability for success when applied proactively)*

Explicit

- Show and tell students what it is that is expected
- Monitor and guide to facilitate success

Engaging

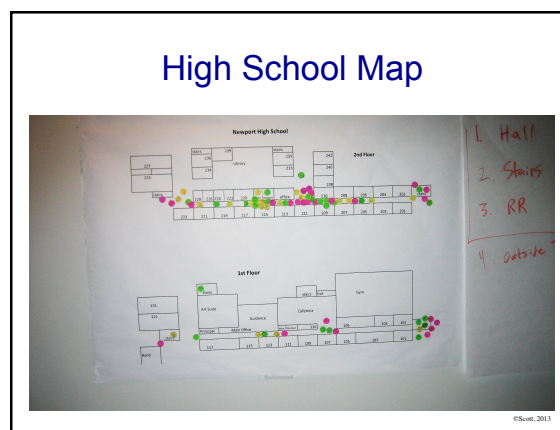
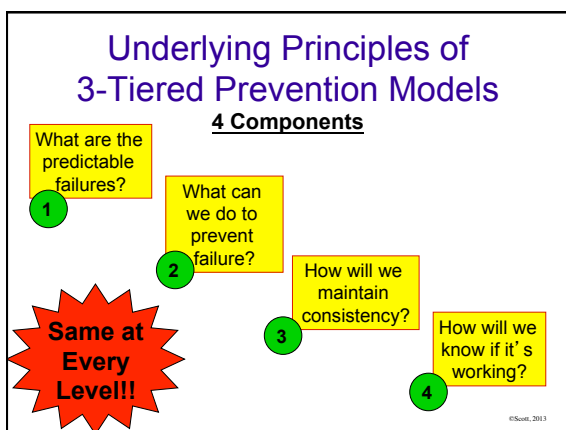
- Opportunities to respond
 - Group (choral) or individual respo
 - Questions
 - Requests for student behavior

Frequent Feedback

- Verbal and Gestural
 - Positive and Negative
 - Correction



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Predictable Problems Summary

HALLWAY/STAIRS			
WHEN	WHO	WHAT	WHY
Transitions AM bell	All	Pushing Running Congestion Stopping in Stairs Yelling - cursing	Congregating and talking Crowding Not moving then running to catch up
OUTSIDE			
WHEN	WHO	WHAT	WHY
Lunch	Boys Freshman/Sophomore	Smoking Vandalism	Not able to see these students
RESTROOM			
WHEN	WHO	WHAT	WHY
Throughout the day Mainly when students are allowed to go during class	All	Smoking Vandalism Truancy	Not able to see students Congregation to talk

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- ## Prevention Strategies
- Rules
 - agreed upon by team - willing/able to enforce
 - posted, brief, positively stated
 - Routines
 - avoid problem contexts, times, groupings, etc.
 - consistent
 - Physical Arrangements
 - clear physical boundaries
 - supervision of all areas
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Groups Discuss

- Brainstorm in small groups (arranged by role in the school)
- Prompt to think about prevention
- What students should do
- What we'll do



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Finalize Agreed Upon Solutions

- What do we want the students to do? **Rules**
- What will we do? **Routines and Arrangements**

Ridgspott High School	
Hallways	
Rules:	
1. Walk	
2. Appropriate Language	
3. Hands and Feet to Self	
4. Keep Moving	
Routines/Arrangements:	
1. Stand in doorway during passing	
a. As much as possible	
2. Provide positive prompts before releasing students from class	
a. Reminders about appropriate behaviors in hallway	
3. Keep doors to stairway open	
4. Have sweeper run through stairways as well as hallway	
5. Acknowledge students following rules	
a. Verbal praise and encouragement	
6. Correct students who behavior inappropriately	

**** Should never have more student than adult behaviors!**

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Teaching Rules

Keys to Teachable Rules

1. Anchor all rules to 3-5 big ideas – School-Wide
2. All rules are taught as examples of the big ideas
3. Organize by location
 - Try for max 5 rules per location
4. Teach to students directly and explicitly
5. Revisit instruction throughout the year – acknowledge compliance



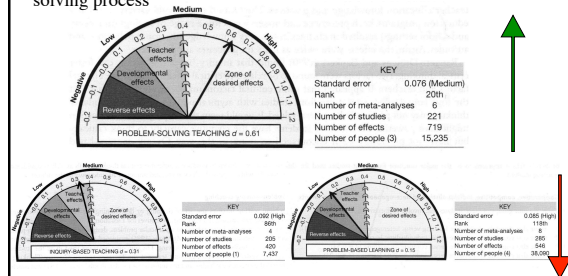
EXAMPLE

- Respect Yourself**
 -in the classroom (do your best)
 -on the playground (follow safety rules)
- Respect Others**
 -in the classroom (raise hand to speak)
 -in the stairway (single file line)
- Respect Property**
 -in the classroom (ask before borrowing)
 -in the lunchroom (pick up your mess)

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Effect Size Inquiry vs. Problem-Solving

Instruction wherein the students solve without teacher instruction to lead do not have effects as strong as teacher instruction of problem solving process

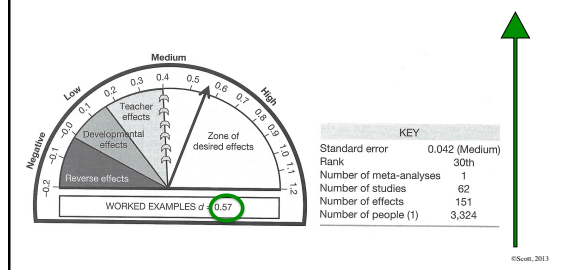


Teach it Where it Happens



Effect Size Modeling

Teacher modeling is an essential component of effective instruction -- show them how, then when and when not to



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Terra Centre Elementary
Where Tigers Learn With Pride

Terra Centre Tigers care:
We're **Respectful**
We're **Responsible**
We're **Ready to Learn**

Virginia

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Here are the three R's for lunchtime in the cafeteria:

Rule:	Behavior:
I am respectful .	<ul style="list-style-type: none"> Raise hand for help Use quiet voices
I am responsible .	<ul style="list-style-type: none"> Eat your lunch Keep hands, feet & food to yourself
I am ready to go .	<ul style="list-style-type: none"> Clean up messes Line up quietly Face front

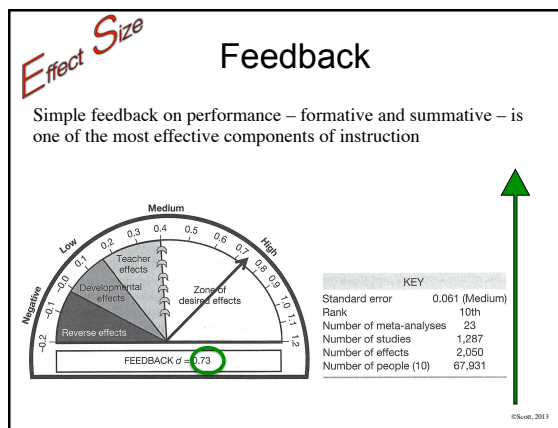
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LIBERTY MIDDLE SCHOOL PBS TEACHING MATRIX
Liberty Students Are Respectful, Responsible, and Right On Time




	Definition	Cafeteria	Locker Pod	Hallways	Bus	Classroom
RULES/EXPECTATIONS	Respectful Treat others as you want to be treated.	-Be courteous -Stay in line -Do as adults tell you	-Be courteous -Keep area clean -Clean your locker gently	-Use appropriate voice and language -Move through the hallways safely	-Be courteous -Do as adults tell you	
	Responsible Be accountable for your actions.	-Walk to the lunch line and tables -Clean up after yourself -Perform your assigned clean up duties	-Use your own locker -Keep your personal items locked up -Follow decorating procedures	-Walk on the right and keep moving	-Stay seated -Clean up after yourself -Follow all bus rules	
	Right on Time Always be on time.	-Use assigned route to the cafeteria -Arrive on time	-Budget your locker time	-Proceed to class promptly with your materials	-Be prepared to your bus stop -Proceed directly to bus after dismissal	




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Positive Feedback






- Use the least amount necessary
- Approximate and/or pair with *natural* reinforcers
- Make part of routine and systems
- Pre-plan and teach consequences

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Acknowledge Success

- Level 1: Verbal Praise
 - Age appropriate
 - "thanks" "I appreciate" "I'm impressed" etc.
 - Delivered with specificity "you did XX correctly"
 - Mix up use of superlatives
 - Exactly, super, awesome, perfect, thank you, etc

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Acknowledge Success

- Level 2: Access to Privilege
 - Things that already exist and are used
 - Make contingent



Acknowledge Success

- Level 3: Public Acknowledgement
 - For those who like it
 - For those deserving more
 - Free



Acknowledge Success

- Level 4: Token Reinforcement
 - For specific behaviors, times, & contexts based on data
 - Token may be the reinforcement for young children
 - Trade for existing privileges
 - Drawings and Chances to Win
 - More tokens = better chance



Correction

Feedback that behavior is inappropriate

- *“is that the right way?”*
- *“is there a better way?”*
- *“are you being respectful – why not?”*

Re-teach appropriate behavior

- *“what is a better way?”*
- *“what would it look like if it was done better?”*
- *“what is a more respectful behavior?”*

Re-teach appropriate behavior

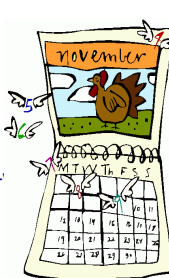
- *“Show me that --- thanks – remember to do that.”*

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Team Meeting Process

Schedule a Monthly Meeting Date

1. Have an agenda
 - State goal of meeting at outset
 - Leader runs meeting by agenda
 - Take minutes
2. Tasks
 - Evaluate progress toward school-
 - Identify new hot spots
 - Identify “at risk” students



Assess Fidelity

PBIS Self-Assessment

PBIS School Wide Checklist: Are We a PBIS School?
Self-Assessment

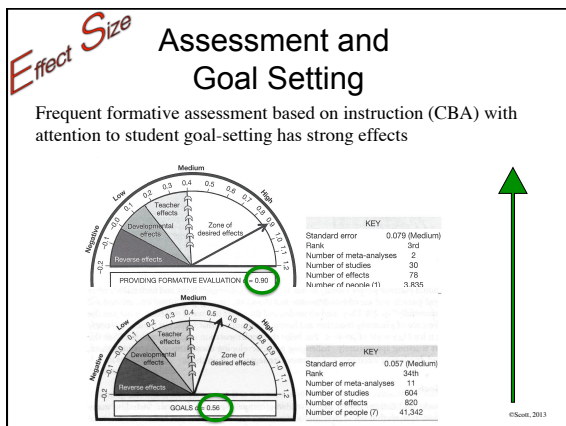
School _____ Date _____

Read each indicator and the scoring criteria – If neither is true then the answer should be No

Indicator	Yes	Some	No
1. PBIS has been presented to the entire faculty/staff and there was consensus for school-wide PBIS. (Yes = 80% or better consensus; Some = 50-70% consensus)			
2. There is a dedicated PBIS team that meets at least once per month to look at data and discuss PBIS related interventions. (Yes = team exists and meets monthly; Some = team exists and meets at least quarterly)			
3. (1) The Team is representative of the entire school faculty/staff. (2) The Principal is a member of this committee. (3) meeting minutes can be produced. (Yes = all true; Some = 2 are true)			
4. PBIS is listed as one of the top 3 SIP goals. (Yes = top 3; Some = listed but not top 3)			
5. The school has at least one measurable school-wide behavior goal in writing. (Yes = all true; Some = has goal but not measurable)			
6. The school has used data to make full faculty discussion to identify predictable student behavioral failures by time, location, context, event, and these predictors are recorded in writing. (Yes = data on process for an identified predictor in writing; Some = data on process but no identified predictor in writing)			

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Supporting Adults in PBIS



Portable Referral Form

Woodlawn Elementary School
Report/Referral Form

Time _____ Date _____ Grade _____

Student(s) Involved _____

Reporting Staff Person _____

Incident

homework (repeatedly) offensive language/gesture
 tardy intimidation
 defiance physical aggression/fighting
 disruptive behavior insubordination
 other property damage

Location

hallway outside dismissal/arrival
 playground restroom (caf., add., 6th, 2nd)
 room # _____ cafeteria

Teacher Response

redirection loss of privilege
 physical proximity parent contact
 warning date
 time-out in class buddy room
 detention parent conference
 community service date
 private conference
 other _____

Administrative Response

private conference alternative placement
 time-out detention
 loss of privilege parent conference
 suspension community service

Comments

Administrative Signature _____

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Make Data Public

Elementary School posts the monthly data on the mailroom door so staff can look for patterns and changes.

-Notice they post **POSITIVES** and ODR data.

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The University of Louisville

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PBIS School-Wide Checklist: *Are We a PBIS School?***Self-Assessment**

School _____ Date _____

Read each indicator and the scoring criteria – If neither is true then the answer should be **No**

Indicator	Yes	Some	No
1. PBIS has been presented to the entire faculty/staff and there was consensus for school-wide PBIS. <i>(Yes = 80% or better consensus; Some = 50-79% consensus)</i>			
2. There is a dedicated PBIS team that meets at least once per month to look at data and discuss PBIS related interventions. <i>(Yes = team exists and meets monthly; Some = team exists and meets at least quarterly)</i>			
3. (1) The Team is representative of the entire school faculty/staff, (2) the Principal is a member of this committee, (3) meeting minutes can be produced. <i>(Yes = all true; Some = 2 are true)</i>			
4. PBIS is listed as one of the top 3 SIP goals. <i>(Yes = top 3; Some = listed but not top 3)</i>			
5. The school has at least one measurable school-wide behavior goal in writing. <i>(Yes = all true; Some = has goal but not measurable)</i>			
6. The school has used data and/or full faculty discussion to identify predictable student behavioral failures by time, location, context, event, and student – and these predictors are recorded in writing. <i>(Yes = all true; Some = data or process but no identified predictors in writing)</i>			
NOTE: if answer to 6 above is No then answers to 7 and 8 below cannot be Yes			
7. Rules have been established for each common area in the school – based upon identified predictable problems in each location – and these rules are in writing. <i>(Yes = all true; Some = rules for each area but not connected to predictors or not in writing)</i>			
8. Specific routines and physical arrangements have been established for each common area in the school – based upon identified predictable problems in each location – and these agreements are in writing. <i>(Yes = all true; Some = exist in all areas but not connected to predictors or not in writing)</i>			
9. All adults agree that rules are specifically taught to students with teachers taking time to facilitate discussion of each area and each rule – at the beginning of school and throughout the year. (this is different from mentioning in assembly or posting) (should be able to show lesson plans) <i>(Yes = all true; Some = rules are taught but no school-wide agreement or specific instruction)</i>			

10. There is an agreed upon goal among faculty/staff to provide students with praise for demonstrating the rules as taught. The average student, if asked, can recall being individually praised for behavior in every location of the school.			
<i>(Yes = all true; Some = praise has been discussed but no agreement is in place)</i>			
11. Entire school has (1) agreed as to what behavior incidents are to be handled by faculty/staff and which are to be referred to the office and (2) this is in writing and all were involved in the development.			
<i>(Yes = all true; Some = one true)</i>			
12. (1) Entire school has discussed appropriate and effective responses to misbehavior that should occur prior to removing a student from the setting and (2) procedures are in writing.			
<i>(Yes = all true; Some = one true)</i>			
13. The school has an agreed upon behavior report form for monitoring incidents of misbehavior both those that require removal to office/other and those that are handled by the teacher/staff (all use same form)			
<i>(Yes = all true; Some = agreed upon form but not submitted if student not removed)</i>			
14. Behavior report form includes recording of information regarding variables of time, location, incident, and student name.			
<i>(Yes = all true; Some = 2-3 of the variables)</i>			
15. All behavior reports are entered into an electronic database (e.g., Infinite Campus, SWIS)			
<i>(Yes = all true; Some = some reports entered)</i>			
16. Electronic database allows PBIS team to analyze data by at least 4 variables: time, location, student, incident			
<i>(Yes = all true; Some = 2-3 of the variables)</i>			
17. PBIS Team used database at each meeting to assess effectiveness of rules, routine, arrangements, and instruction (data-based decisions reflected in meeting minutes).			
<i>(Yes = all true; Some = data present but not directly connected to rules, etc. by location)</i>			
18. PBIS Team uses database at each meeting to identify students in need of Tier II and III intervention (additional, more individualized, and more intense)			
<i>(Yes = all true; Some = Non-responders identified but no clearly delineated cut scores for such)</i>			
19. All school-wide data is (1) reported back to the full faculty at each faculty meeting and (2) done so in graphic form.			
<i>(Yes = all true; Some = one true)</i>			
20. All new faculty/staff are trained in all PBIS practices when they arrive at the school and PBIS processes are mentioned during the interview process.			
<i>(Yes = all true; Some = one true)</i>			
TOTALS			