

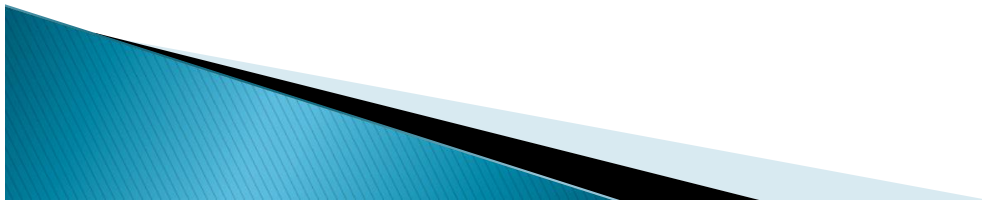
Why PBIS?

To make schools:

- ❖ **PREDICTABLE**
- ❖ **CONSISTENT**
- ❖ **POSITIVE**
- ❖ **SAFE**

PREDICTABLE-CONSISTENT- POSITIVE-SAFE

How do we achieve this kind of school culture?



ACTIVITY

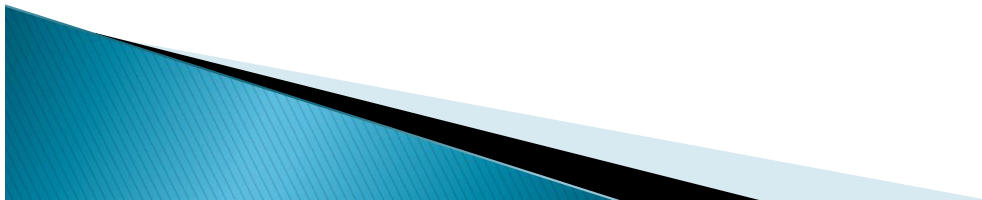
- ❖ How do we achieve this kind of school culture? (predictable, consistent positive and safe)
- ❖ What needs to happen? What would your school look like? How would we know it is working.

Characteristics of PBIS

George Sugai and Brandi Simonsen Center for PBIS and Center for Positive Behavioral Interventions and Supports, University of Connecticut

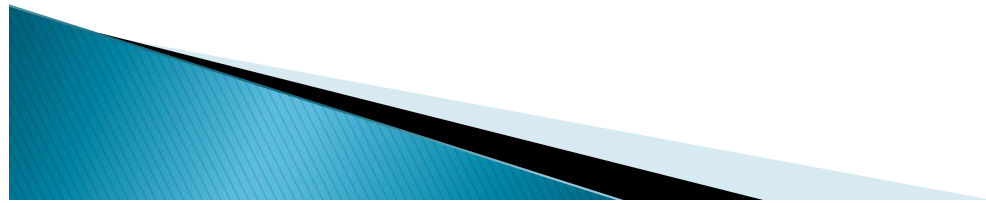
- ▶ 1. The PBIS framework is based on student outcomes
- ▶ 2. Adoption of evidence and research-based practices
- ▶ 3. Consistent with the response-to-intervention
- ▶ 4. The effective, efficient, and relevant use of data or information to guide decision-making

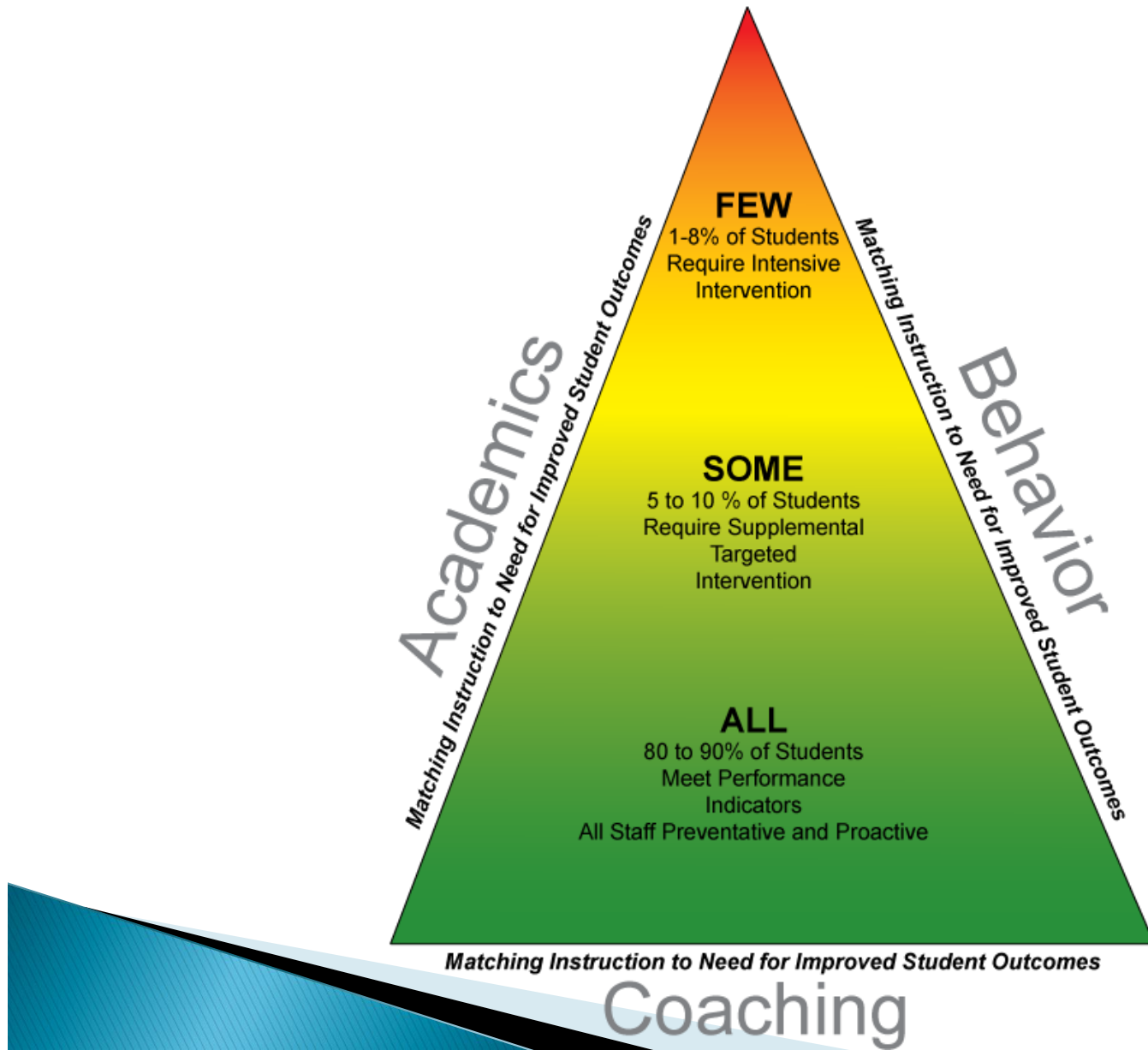
Think about your school and go to each poster and write what you already have in place that shows each of the words working effectively at your site.



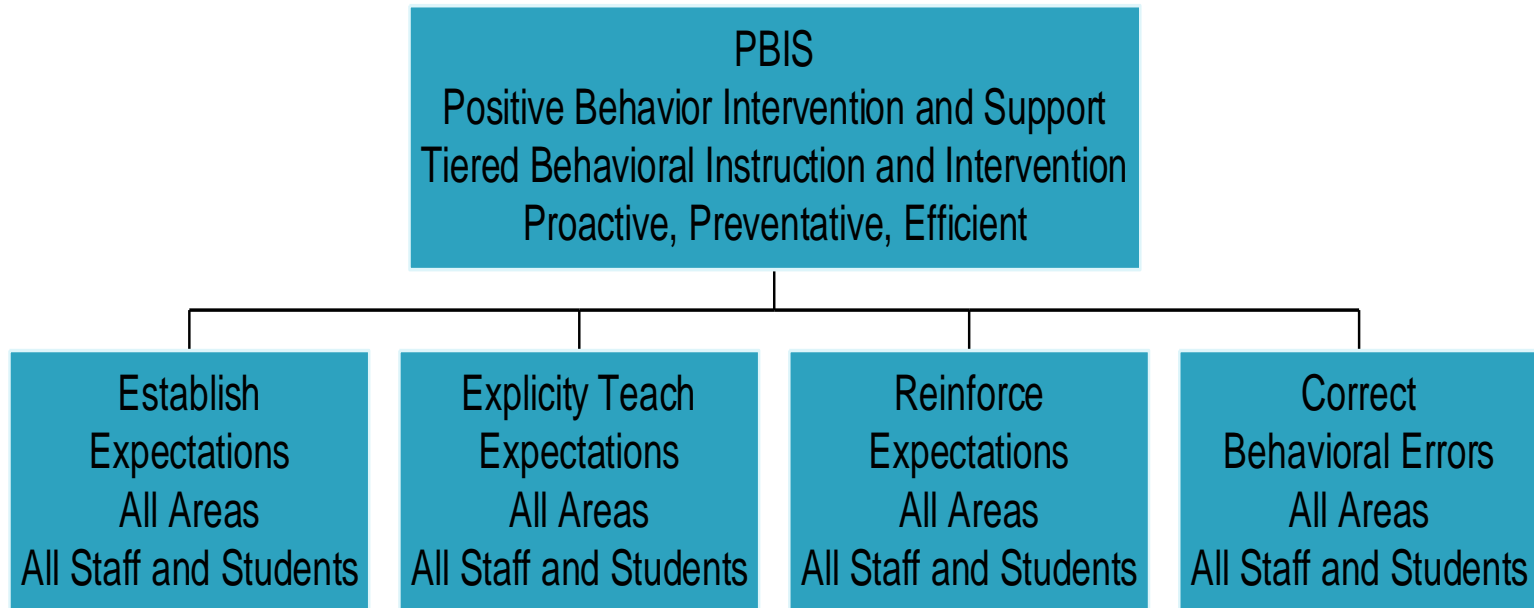
WHY DO SCHOOLS NEED PBIS?

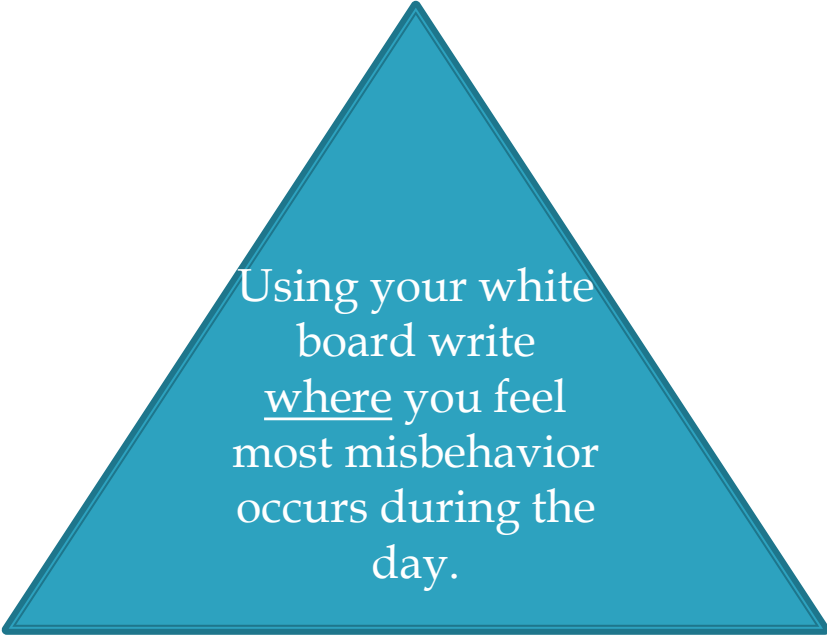
- ▶ The goal is to:
 - ❖ Reduce office referral rates
 - ❖ Improve attendance and school engagement
 - ❖ Improve academic achievement
 - ❖ Reduce dropout rates
 - ❖ Improve school climate





4 Components of PBIS





Using your white
board write
where you feel
most misbehavior
occurs during the
day.

EVIDENCE-BASED INTERVENTION PRACTICES

SCHOOL-WIDE

1. Leadership team
2. Behavior purpose statement
3. Set of positive expectations & behaviors
4. Procedures for teaching classroom-wide expected behavior
5. Continuum of procedures for encouraging expected behavior
6. Continuum of procedures for discouraging rule violations
7. Procedures for on-going data-based monitoring & evaluation

Evidence-Based Intervention Practices

CLASSROOM

1. All school-wide
2. Maximum structure & predictability in routines & environments
3. Positively stated expectations posted, taught, reviewed, prompted, and supervised.
4. Opportunities to respond and do well academically
5. Continuum of strategies to acknowledge displays of appropriate behavior.
6. Continuum of strategies for responding to inappropriate behavior.

Evidence-Based Intervention Practices

INDIVIDUAL STUDENT

- ▶ 1. Behavioral competence at school & district levels
- ▶ 2. Function-based behavior support planning
- ▶ 3. Team- & data-based decision making
- ▶ 4. Comprehensive person-centered planning & wraparound processes
- ▶ 5. Targeted social skills & self-management instruction
- ▶ 6. Individualized instructional & curricular accommodations

Evidence-Based Intervention Practices

NONCLASSROOM

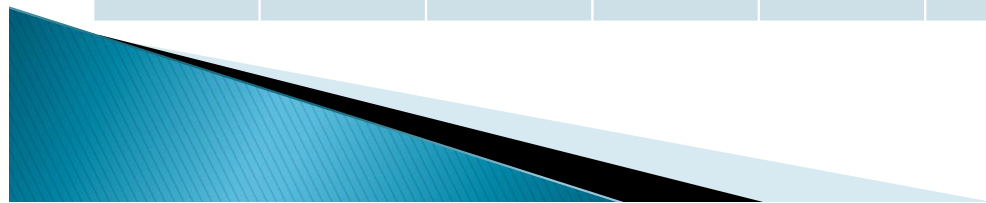
- ▶ 1. Positive expectations & routines taught & encouraged
- ▶ 2. Active supervision by all staff (Scan, move, interact)
- ▶ 3. Precorrections & reminders
- ▶ 4. Positive reinforcement

Evidence-Based Intervention Practices

FAMILY ENGAGEMENT

1. Continuum of positive behavior support for all families
2. Frequent, regular positive contacts, communications, & acknowledgements
3. Formal & active participation & involvement as equal partner
4. Access to system of integrated school & Community resources

CREATE A MATRIX



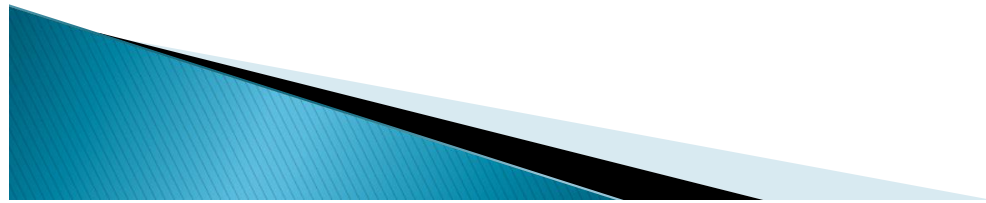
KEEP IN MIND

You will want your expectations to be:

- ❖ No more than 5
- ❖ Keep it simple
- ❖ Positively stated
- ❖ Be specific
- ❖ Observable, Measurable
- ❖ Publicly Post in a prominent place (in other words everywhere)

TIPS FOR A GOOD MATRIX

- ▶ SOMETHING THAT IS EASY TO CATCH ON TO
- ▶ SOMETHING THAT SHOWS SCHOOL SPIRIT
- ▶ KEEP IT RATHER SHORT (4 OR 5) WORDS
- ▶ SCHOOL LOGO
- ▶ NAME OF SCHOOL (IF IT IS SHORT)
- ▶ SOMETHING THAT ALL AGES UNDERSTAND



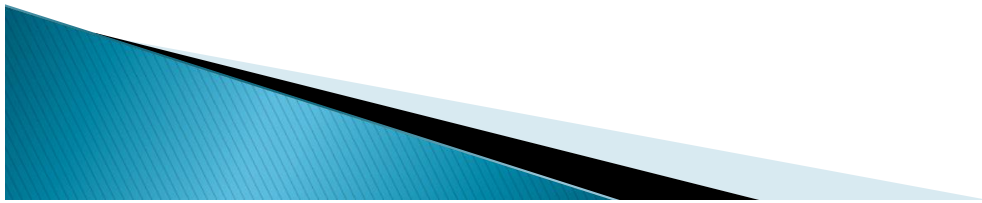
ACKNOWLEDGEING POSITIVE BEHAVIOR

*Go to the yellow paper on the wall and write
down rewards for positive behavior*

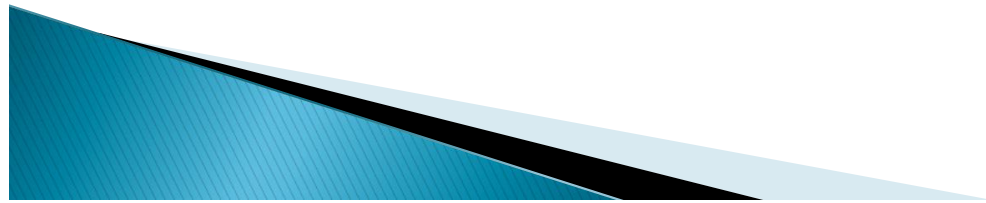
Be creative

Be sensitive to what students would enjoy

Be fun



THANK YOU SO
MUCH FOR A
LOVELY LEARNING
OPPORTUNITY!



Course Administration

Section Attendance

#: 11422

Title: USP: PBIS #1 - Getting Started for Learning Supports Coordinators

Clock Hours: Hours General
 Staff Development 2.5 \$0.00

Section #: 14034

Section Title: USP: PBIS #1 for Learning Supports Coordinators

Start Date: 09/16/2013

End Date: 09/16/2013

Maximum Number of Participants: 30

Current Date: Monday September 16, 2013

*9/16/13
 entered
 clock hours
 & attendance
 in portal
 BR*

Name	Position	District / School	2:00 PM - 4:30 PM
Amundson, Cindy	Administrator	Project M.O.R.E.	<i>C. Amundson</i>
Arvayo, Sonia	Certified Staff	Holladay Intermediate Magnet School Van Buskirk Elementary School	<i>Sonia Arvayo</i>
Batty, Emma	Certified Staff	Kellond Elementary School	<i>Emma Batty</i>
Burroia, Andres	Certified Staff	Tucson Magnet High School	<i>Andres Burroia</i>
Calkins, Sandra ✓	Certified Staff	Banks Elementary School	<i>Sandra Calkins</i>
Campillo, Marisela ✓	Certified Staff	Hollinger Elementary School	<i>Marisela Campillo</i>
Carmona, Alma ✓	Certified Staff	Mary Belle McCorkle PreK-8	<i>Alma Carmona</i>
Carranza, Maricella	Certified Staff	Drachman Elementary School Lawrence Intermediate	<i>Maricella Carranza</i>
Clayton, Karen	Certified Staff	Magee Middle School	<i>Karen Clayton</i>
Davis, Sean	Certified Staff	Pistor Middle School	<i>Sean Davis</i>
Gow, Eileen	Certified Staff	Tolson Elementary School	<i>Eileen Gow</i>

Harris, Jessica ✓	Certified Staff	Sahuaro High School
Hickman, Nina	Certified Staff	Carrillo Intermediate Magnet School Pueblo Gardens Elementary School
Karn, Jason	Certified Staff	Palo Verde Magnet High School
Lovegren, Kellin ✓	Certified Staff	Booth/Fickett Magnet School
McNally, Kimberly	Classified Staff	Wheeler Elementary School
Milligan, Janet ✓	Certified Staff	Cragin Elementary School Sewell Elementary School
Moreno, Patricia ✓	Classified Staff	Oyama Elementary School
Ojeda, Patricia	Certified Staff	Doolen Middle School
Ottley, Ruth	Administrator	Miles E.L.C.
Paquette, Karen ✓	Certified Staff	Bloom Elementary School Hudlow Elementary School
Rikli, Sharon ✓	Certified Staff	Catalina Magnet High School
Rodriguez-Quihu, Elizabeth	Certified Staff	White Elementary School
Salcido, Marisa ✓	Certified Staff	Borman Elementary School Soleng Tom Elementary School
Schmidt, Tamara	Certified Staff	Catalina Magnet High School
Valenzuela, Andrea	Certified Staff	Tucson Magnet High School
Worthington, Evan ✓	Certified Staff	Hughes Elementary School

[Handwritten signatures and initials for each row, including: J. Harris, Nina Hickman, Jason Karn, Kellin Lovegren, Kimberly McNally, Janet Milligan, Patricia Moreno, Patricia Ojeda, Ruth Ottley, Karen Paquette, Sharon Rikli, Elizabeth Rodriguez-Quihu, Marisa Salcido, Tamara Schmidt, Andrea Valenzuela, Evan Worthington, Gil Masi, Carolina Stewart, Kim Moore-Rendlen, Miller, Rose, Ochoa, and a note for 'Assistant for Moore-Rendlen']

Masi, Gil ✓ LSC Miller
 Stewart, Carolina ✓ LSC ROSE
 Moore-Rendlen, Kim LSC Ochoa