


APPENDIX V – 176

Admin PPT on PBIS for MTSS Teams 060115

POSITIVE BEHAVIORAL INTERVENTION SUPPORTS
 ADMINISTRATIVE MANAGEMENT AND COMPLIANCE PROFESSIONAL DEVELOPMENT
 June 1- June 5, 2015



PBIS OVERVIEW

Karen Ward
 Guidance and Counseling Dept.
 TUSD
 Phone # 225.6211

OUTCOMES

- Benefits of PBIS
- The importance of communication
- The need for continuous teaching of expectations
- That good behavior and good academics need coaching
- A plan for acknowledging expected behavior
- Absolute certainty that you have the best TEAM possible.

COMMUNICATION

<http://www.youtube.com/watch?v=y50W9C83rtI>

Why PBIS?

To make schools:

- PREDICTABLE
- CONSISTENT
- POSITIVE
- SAFE

PREDICTABLE-CONSISTENT-POSITIVE-SAFE

How do we achieve this kind of school culture?


Questions

- 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 Sugrue and Sarah Swaminathan, 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 write what you already have in place that is characteristics of this PBIS framework.



PBIS FRAMEWORK


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

PBIS IS NOT

- a specific practice or curriculum...it's general approach to preventing problem behavior
- limited to any particular group of students...it's for all students
- new...its based on long history of behavioral practices & effective instructional design & strategies

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

- 1. Schoolwide Expectations
- 2. Classroom Expectations
- 3. Individual Student Expectations
- 4. Data-based Decision Making

When do you feel most confident about your data?



QUESTIONS

- Did you base your answer on a feeling, referrals, or some other data source?
- What is currently being done about the misbehavior?
- Is what you are doing working?

EVIDENCE-BASED INTERVENTION PRACTICES


SCHOOL-WIDE

- Leadership team
- Set of positive expectations & behaviors
- Procedures for teaching classroom-wide expected behavior
- procedures for encouraging expected behavior
- Procedures for on-going data-based monitoring & evaluation

Evidence-Based Intervention Practices

CLASSROOM

- Consistent across all classrooms
- Maximum structure & predictability in routines & environments
- Positively stated expectations posted, taught, reviewed, prompted, and supervised.
- Opportunities to respond and do well academically
- Continuum of strategies to acknowledge displays of appropriate behavior.
- Continuum of strategies for responding to inappropriate behavior.

<p>Evidence-Based Intervention Practices</p> <p>INDIVIDUAL STUDENT</p> <ul style="list-style-type: none"> 1. Behavioral competence at school 2. Function based behavior support planning 3. Team & data based decision making 4. Comprehensive person centered planning 5. Targeted social skills & self management instruction 6. Individualized instructional & curricular accommodations 	<p>Evidence-Based Intervention Practices</p> <p>NONCLASSROOM</p> <ul style="list-style-type: none"> 1. Positive expectations & routines taught & encouraged 2. Active supervision by all staff (Scan, move, interact) 3. Precorrections & reminders 4. Positive reinforcement 	<p>Evidence-Based Intervention Practices</p> <p>FAMILY ENGAGEMENT</p> <ul style="list-style-type: none"> 1. Positive behavior support to be used with families 2. Frequent, regular positive contacts, communications, & acknowledgements 3. Formal & active participation & involvement as equal partner 	<p>WHO IS GOING TO DO ALL THE WORK?</p>	<p>TEAM AWESOME</p> <ul style="list-style-type: none"> How will you select your team? Should you create a new team? Do you know the people on your team? Are you on the team? 	<p>Good teamwork and bad teamwork</p> <p>www.pbisworld.com/vstcr/Dani2Wt-csyp0/</p>
<p>19</p>	<p>20</p>	<p>21</p>	<p>22</p>	<p>23</p>	<p>24</p>
<p>MATRIX</p> 	<p>KEEP IN MIND</p> <p>You will want your expectations to be:</p> <ul style="list-style-type: none"> No more than 5 expectations Keep it simple Positively stated Be specific Observable, Measurable Publicly Post in prominent places (in other words everywhere) 	<p>QUESTIONS ABOUT MATRIX</p> <ul style="list-style-type: none"> Is the Matrix easy to read? Is the Matrix appealing and interesting? Does it have the school logo? Does the Matrix have the name of the school? Is the Matrix written using positive statements? 	<p>TIPS FOR A GOOD MATRIX</p> <ul style="list-style-type: none"> 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 SOMETHING THAT ALL AGES UNDERSTAND 	<p>ACKNOWLEDGING POSITIVE BEHAVIOR</p> <p>Be creative</p> <p>Be sensitive to what students would enjoy</p> <p>Be fun</p>	<p>RECOGNIZING APPROPRIATE BEHAVIORS</p> <ul style="list-style-type: none"> COUPONS OR TICKETS GIVEN IMMEDIATE TO STUDENTS WHICH CAN BE REDEEMED FOR A PRIZE LUNCH WITH THE PRINCIPAL OR OTHER AWARD ASSEMBLY/INDIVIDUAL CERTIFICATES PARTICIPATE IN MORNING ANNOUNCEMENTS HOMEWORK PASSES LUNCH IN THE CLASSROOM WITH A FRIEND LISTEN TO MUSIC
<p>25</p>	<p>26</p>	<p>27</p>	<p>28</p>	<p>29</p>	<p>30</p>
<p>MORE IDEAS</p> <ul style="list-style-type: none"> STUDENT OF THE WEEK BUS STUDENT OF THE WEEK COMPUTER TIME SCHOOL SPIRIT ITEMS: T-SHIRTS, PENCILS, ERASERS, KEY CHAINS, ETC. SIT BY A FRIEND DURING CLASS 	<p>REVIEW OF CURRENT PLAN</p> <ul style="list-style-type: none"> Do students know the expectations? Are restorative practices developing good relationships in the school and in the community? Do students and staff exhibit a caring attitude? Is appropriate behavior acknowledged? Are there services in place for students who need extra or more intensive support? Are teachers using Think Time strategies? Is there a plan in place for new students? 	<p>THINK TIME STRATEGY FOR SCHOOLS: Bringing order to the classroom</p> <p>J. Ron Nelson, Ph.D. and Beth Ann Carr</p> <p>Think Time is designed to:</p> <ul style="list-style-type: none"> Cut short a negative social exchange Provide the student with feedback and plans for subsequent performance Start a positive social exchange 	<p>DATA</p>	<p>BASIC RULES FOR DATA COLLECTION</p> <ul style="list-style-type: none"> Be specific It should take not more than 1% of staff time Data should be shared and discussed with the entire school staff Collect meaningful data Collect data for whole group, targeted groups, and individual students 	<p>STEPS TO DEVELOP A PBIS PLAN</p> <p>For review and for your new staff. Also make sure new staff has the sheet called, What is PBIS?</p>
<p>31</p>	<p>32</p>	<p>33</p>	<p>34</p>	<p>35</p>	<p>36</p>
<p>RESOURCE</p> <p>www.PBISWorld.COM</p>	<p>MAKING IT HAPPEN</p> <ul style="list-style-type: none"> PLANNING ANOTHER STAFF DEVELOPMENT TEACHING BEHAVIOR EXPECTATIONS DEVELOP PLAN FOR RECOGNIZING APPROPRIATE BEHAVIORS DESIGN CONSEQUENCES SYSTEM FOR REDUCING INAPPROPRIATE BEHAVIOR INDIVIDUAL SUPPORT SYSTEMS ARE INTEGRATED SCHOOL WIDE 	<p>HOW DOES THE WORK GET DONE?</p> <p>YOU MUST HAVE A GOOD TEAM!</p>	<p>What does your team look like?</p> <p>www.pbisworld.com/vstcr/vsU-lv5ssetrE/</p>		
<p>37</p>	<p>38</p>	<p>39</p>	<p>40</p>		