If we continue to do the same things we’ve been doing, we will continue to get the same results.

Meeting Matrix

| I AM RESPECTFUL | -Listen to the speaker  
|                 | -Respect others opinions  
|                 | -Agree to disagree  
| I AM RESPONSIBLE | -Silence phones  
|                 | -Take phone calls outside the meeting area  
|                 | -Go and return quickly  

“DeGallier
“This is the worst class I’ve ever had.”

NOVEMBER 1985  209
OBJECTIVES

- To be able to begin a behavior matrix for your school.
- To begin a flow chart for data collection.
- To collect data and use it to effect change in behavior.
- To create a reward system for students, classrooms, and teachers.

What is PBIS?

- PBIS is a system, not a program.
- It is about being positive, not about punishing.
The Objective of PBIS

The objective of PBIS is to create a school-wide discipline system of support that includes proactive strategies for:

**defining, teaching and supporting** appropriate student behaviors to create **positive** school environments.

PBIS Messages

- Measurable & justifiable outcomes
- On-going **data-based** decision making
- Evidence-based **practices**
- **Systems** ensuring durable, high fidelity of implementation
The Necessities

- School-wide PBIS team
- Behavior matrix
- Flow chart
- Data-collection system
- Data analysis/review
- Reward system
The PBIS Team

- Who should be on your team?
- One person from each grade-level team/dept.
- Principal/Asst. Principal/LSC
- Teacher Aide/Monitor
- School Counselor/Psychologist/Nurse
- Reading/Math Specialists
- Special Ed/Resource
- Anyone outside the classroom who works with children.

PBIS Team Questions?

- Are there any people who need to be added to your team?

- Put a written invitation in their mailbox inviting them to participate.

- Add them to your “To Do” list.
Change Your Words, Change Your World

http://www.youtube.com/watch?feature=player_detailpage&v=8n4DyFh9iWA

Why do we have to teach good behavior?

• Why should I have to teach kids to be good? They already know what they are supposed to do.

• Why can I not just expect good behavior?
Why Use A Matrix?

Common Vision

Common Experience

Behavior Matrix

Common Language

Benefits of a Matrix

• Clear set of positive expectations and behaviors

• Specific to area and location

• Pro-active, not reactive
School-wide Positive Behavior Support Systems

Vesey Expectations - The High Paw Way

<table>
<thead>
<tr>
<th>School Areas</th>
<th>Entering School</th>
<th>Office / Nurse's Office</th>
<th>Learning Areas: PODS, Classroom, Library</th>
<th>Hallway</th>
<th>Restroom</th>
<th>Playground</th>
<th>Cafeteria</th>
<th>Bus</th>
<th>Parent Pick-Up</th>
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<tbody>
<tr>
<td><strong>I AM SAFE</strong></td>
<td>Stay on school grounds</td>
<td>Sit and wait to be called</td>
<td>Walk quietly</td>
<td>Walk quietly</td>
<td>Open doors slowly</td>
<td>Use equipment properly</td>
<td>Use equipment properly</td>
<td>Move carefully</td>
<td>Stay seated</td>
</tr>
<tr>
<td></td>
<td>Keep hands/feet to myself</td>
<td>Put up straight</td>
<td>Wash hands in sink</td>
<td>Wash hands</td>
<td>Check turns</td>
<td>Take turns</td>
<td>Take turns</td>
<td>Sit properly</td>
<td>Walk forward</td>
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<tr>
<td></td>
<td>Sit and wait to be called</td>
<td>Walk quietly</td>
<td>Sit up straight</td>
<td>Keep hands/feet to myself</td>
<td>Open doors slowly</td>
<td>Use equipment properly</td>
<td>Use equipment properly</td>
<td>Move carefully</td>
<td>Keep hands and objects inside bus</td>
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<tr>
<td><strong>I AM RESPONSIBLE</strong></td>
<td>Arrive on time</td>
<td>Go to class when bell rings</td>
<td>Use inside voices</td>
<td>Follow school dress code</td>
<td>Complete work</td>
<td>Wear hall passes</td>
<td>Keep hands and objects inside bus</td>
<td>Use inside voices</td>
<td>Stay in line</td>
</tr>
<tr>
<td></td>
<td>Line up when bell rings</td>
<td>Follow school dress code</td>
<td>Respect others’ privacy</td>
<td>Respect others’ privacy</td>
<td>Respect problems to an adult</td>
<td>Respect problems to an adult</td>
<td>Respect problems to an adult</td>
<td>Respect dangerous behavior to an adult</td>
<td>Respect dangerous behavior to an adult</td>
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<td>Follow school dress code</td>
<td>Complete work</td>
<td>Wear hall passes</td>
<td>Wear hall passes</td>
<td>Respect problems to an adult</td>
<td>Respect problems to an adult</td>
<td>Respect problems to an adult</td>
<td>Stay in line</td>
<td>Respect dangerous behavior to an adult</td>
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<td>Listen to adults</td>
<td>Use inside voices</td>
<td>Follow directions</td>
<td>Use inside voices</td>
<td>Respect to adults’ property</td>
<td>Respect to adults’ property</td>
<td>Respect to adults’ property</td>
<td>Respect to adults’ property</td>
<td>Respect to adults’ property</td>
</tr>
<tr>
<td></td>
<td>Follow directions</td>
<td>Use inside voices</td>
<td>Use inside voices</td>
<td>Be courteous with your actions and words</td>
<td>Be courteous with your actions and words</td>
<td>Be courteous with your actions and words</td>
<td>Be courteous with your actions and words</td>
<td>Be courteous with your actions and words</td>
<td>Be courteous with your actions and words</td>
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<tr>
<td><strong>I AM EXCEPTIONAL</strong></td>
<td>Lead by example</td>
<td>Listen to adults</td>
<td>Follow directions</td>
<td>Be quality work</td>
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</table>

Appendix VI-13 p. 8
NEHS website, Oct. 26, 2004

Matrix Questions?

- Does your team have a matrix?

- What, if anything, do you need to add to or change on your matrix?

- Add any ideas you have to your “To Do” list.
Create a Culture

• Walkthroughs of each location. Teach behavior through context.

• Staff skits, videos, raps, assemblies

• Role Playing by upper classmen

• Make the matrix visible for reference.

Expected behaviors are visible

Sirrine Elementary June 8, 2004 SC
Hallway Example

Classroom Example
Creating a Culture Questions?

- What does your team need to do to make your matrix visible?
- What are some ideas you have about how your team can present the matrix to students.
- Is there anything you need to add to your “To Do” list?

Purpose of a Flow Chart

- A common purpose and approach to discipline.
- Procedures for on-going monitoring and evaluation
Access or Avoidance

• PBIS says students are doing one of two things when they misbehave:
  – They are trying to access something.
  – They are trying to avoid something.

• Asking ourselves this question when dealing with behaviors helps identify underlying issues.

Sample Flow Chart
Flow Chart Questions?

- What do you use to collect data?
- If you don’t have a system, what ideas do you have for creating and implementing a flow chart?
- Add them to your “To Do” list.

If students are making the same mistakes, consider changing the system – not the students.
Data Collection

- Provides a more coordinated focus
  - Whole Group
  - Targeted Groups
  - Individual Students

Benefits of Data Collection

- Decisions are more likely to be effective and efficient when they are based on data.

- Data helps us ask the right questions...
  It does not provide the answers.

- Use data to
  - Identify problems
  - Define the questions that lead to solutions
  - Refine changes
Data Collection Questions?

• How will you collect data?

DATA ANALYSIS

• Measurable indicators of behavior

• Data helps place the “problem” in the context rather than in the student
Data Analysis

- Excel File

Data Graphs

[Bar charts for Classroom and Cafeteria data]
Graphs Cont’d

Referrals By Time

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<td>3:30</td>
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Lunches: 11:30-1:30

Graphs Cont’d

TOTAL REFERRALS

- Aug: 16, 26
- Sep: 10, 15
- Oct: 15, 16
- Nov: 23, 15
- Dec: 25, 15
- Jan: 25, 15
- Feb: 25, 15
- Mar: 23, 15
- Apr: 23, 15
- May: 21, 15
GENERAL IMPLEMENTATION PROCESS: “Getting Started”

Team

Agreements

Data-based Action Plan

Evaluation

Implementation

Designing School-Wide Systems for Student Success

**Academic Systems**

- **Intensive, Individual Interventions**
  - Individual Students
  - Assessment-based
  - High Intensity

- **Targeted Group Interventions**
  - Some students (at-risk)
  - High efficiency
  - Rapid response

- **Universal Interventions**
  - All students
  - Preventive, proactive

**Behavioral Systems**

- **Intensive, Individual Interventions**
  - Individual Students
  - Assessment-based
  - Intense, durable procedures

- **Targeted Group Interventions**
  - Some students (at-risk)
  - High efficiency
  - Rapid response

- **Universal Interventions**
  - All settings, all students
  - Preventive, proactive
Data Analysis Questions?

Acknowledging Expectations: Rationale

- To learn, humans require regular & frequent feedback on their actions
- Humans experience frequent feedback from others, self, & environment
  - Planned/unplanned
  - Formal/Informal
  - Desirable/undesirable
- Without formal feedback to encourage desired behavior, other forms of feedback shape undesired behaviors
Acknowledge and Recognize

• Rewards
  – Individual
  – Class
  – Teachers
  – School

Reward Tickets

• P.A.W.S. : Positive Attitude Winning Spirit
• Badger Bucks
• Titan Tickets
• Dragon Dollars
“Super Sub Slips”

- Empowering substitutes
- Procedures
  - Give 5 per sub in subfolder
  - Give 2 out immediately

“Golden Plunger”

- Involve custodian
- Procedure
  - Custodian selects one classroom/hallway each week that is clean & orderly
  - Sticks gold-painted plunger with banner on wall
“Bus Bucks”

Procedures
- Review bus citations
- On-going driver meetings
- Teaching expectations
- Link bus bucks w/ schools
- Acknowledging bus drivers

Reward Questions?

- Ideas for reward tickets at your school?
- Ideas for how kids could use reward tickets?
Action Planning

• To Do List:

• Logistics
  – Develop report to staff
  – Build data-management
  – Schedule next team meeting date

• Highlight 2-3 planned activities for your team from your “To Do” list.

Sample websites (www.)

• http://www.pbis.org/
• http://www.pbis.org/training/student.aspx
• http://www.pbis.org/swpbs_videos/default.aspx
Create A Movement
At Your School

http://www.youtube.com/watch?v=fW8amMCV
AJQ
Positive Behavior Intervention System

PBIS is a ________________, not a ________________.

OBJECTIVE:

There are 4 objectives for today:

a. _____________________________________________________________

b. _____________________________________________________________

c. _____________________________________________________________

d. _____________________________________________________________

1. The objective of PBIS is to create a school-wide discipline system of support that includes pro-active strategies for _________________, _________________ and _________________ appropriate student behaviors to create _________________ school environments.

2. There are four messages from PBIS:

- _________________ that are justifiable and measureable
- on-going decision making that is _________________
- evidence-based _________________
- _________________ ensuring durable, high-fidelity of implementation

NECESSITIES:

3. What do you need to implement PBIS?

[ ] _________________; [ ] _________________

[ ] _________________; [ ] _________________

[ ] _________________; [ ] _________________

Place an X in the box next to each “necessity” that you’ve already implemented.
MATRIX:

4. There are 3 commonalities to having a matrix:

   ________________   ________________
   __________________

5. There are 3 benefits to having a matrix:
   a. A clear set of ________________ expectations and behaviors.
   b. ________________ to area and location.
   c. ________________, not reactive.

6. A school-wide PBIS system allows us to have:

   ________________   ________________

Have fun with teaching the matrix. Students love to see teachers acting silly.

FLOW CHART:

7. The purpose of a flow chart is that it provides:
   a. common ________________ and ________________ to discipline.
   b. procedures for ________________ and ________________

8. PBIS says misbehaving students are looking for one of two things:
   a. ________________
   b. ________________

DATA COLLECTION:

9. Data collection provides a coordinated focus on:
   a. ________________
   b. ________________
   c. ________________
10. The benefits of data collection are that:
   a. Decisions are more likely to be __________________________ and
      __________________________ when they are based on data.
   b. Data helps us __________________________.

11. Use data to:
   a. __________________________ problems.
   b. __________________________ questions that lead to solutions.
   c. __________________________ changes.

Data Analysis

12. Benefits of analyzing data:
   a. __________________________ indicators of behavior.
   b. Helps place the problem in the __________________________ rather than in the student.

Implementing Change

13. __________________________

______________________________

______________________________

Remember to share changes and successes with staff. Provide staff with the data facts.
Acknowledge and Recognize

14. Create rewards for:

__________________________  ______________________

__________________________  ______________________

Useful websites:

http://www.pbis.org/


http://www.pbis.org/training/student.aspx

http://www.pbis.org/swpbs_videos/default.aspx
“TO DO” LIST

PBIS Team/Next Meeting:

Matrix:

Flow Chart:

Data Collection:

Data Analysis:

Implementing Change:

Rewards:
Course Administration

Section Attendance

#: 11503
Title: USP: PBIS #3 - Using Data Effectively for Learning Supports Coordinators
Clock Hours: 2.0 $0.00
Staff Development

Section #: 14187
Section Title: USP: PBIS #3 - Using Data Effectively for LSC's
Start Date: 01/13/2014
End Date: 01/13/2014
Maximum Number of Participants: 66
Current Date: Monday January 13, 2014

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Appendix VI-13 p. 31
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