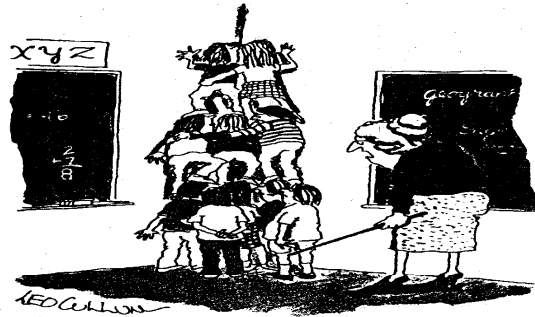


9/30/2014

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



"This is the worst class I've ever had."

NOVEMBER 1985

209

Meeting Matrix

I AM RESPECTFUL	<ul style="list-style-type: none">-Listen to the speaker-Respect others opinions-Agree to disagree
I AM RESPONSIBLE	<ul style="list-style-type: none">-Silence phones-Take phone calls outside the meeting area-Go and return quickly

9/30/2014

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.

9/30/2014

The Objective of PBIS

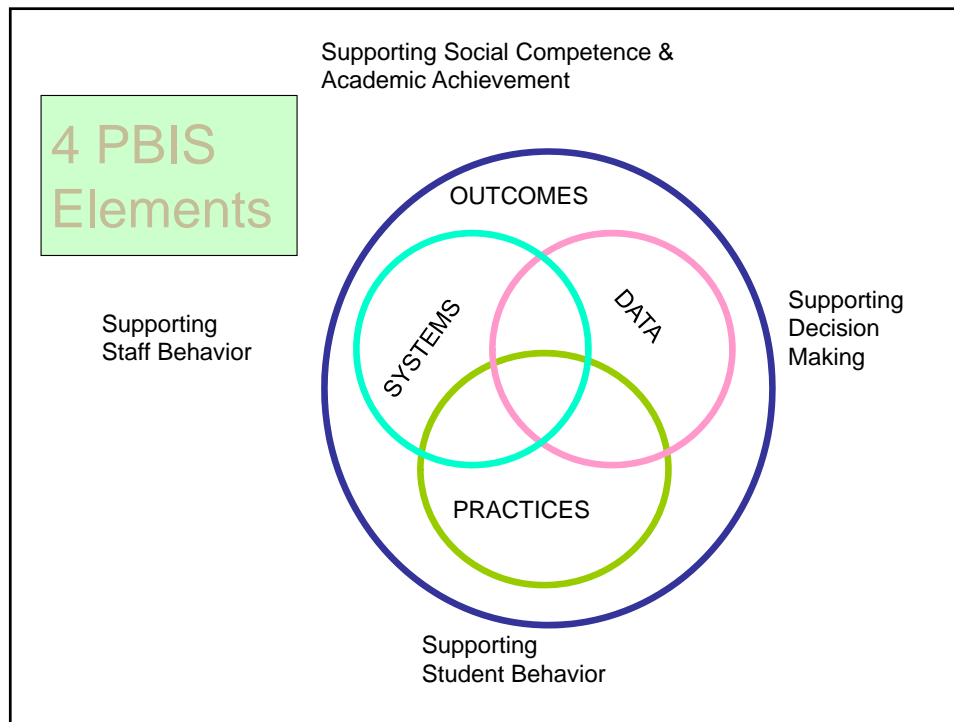
The objective of PBIS is to create a school-wide discipline system of support that includes proactive strategies for:

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

9/30/2014



The Necessities

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

9/30/2014

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.

9/30/2014

Change Your Words, Change Your World

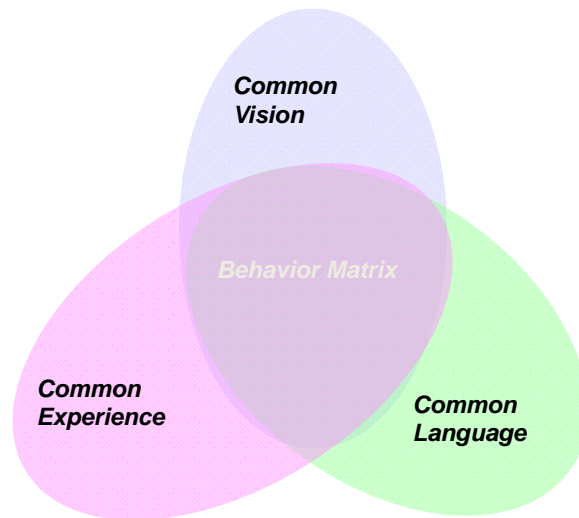
http://www.youtube.com/watch?feature=player_detailpage&v=8n4DyFh9iWA

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?

9/30/2014

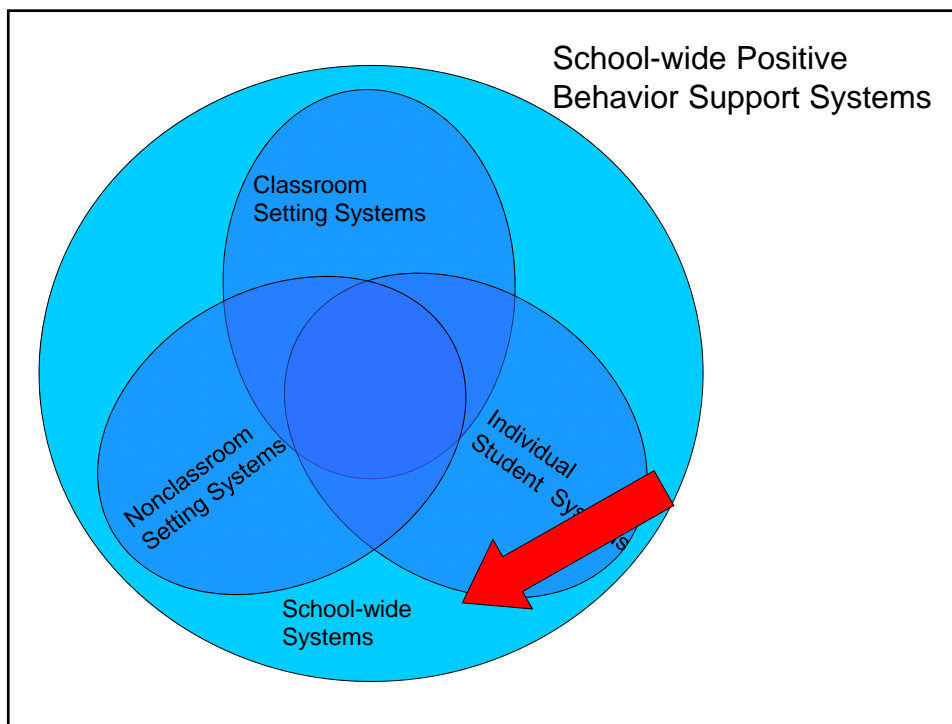
Why Use A Matrix?



Benefits of a Matrix

- Clear set of **positive** expectations and behaviors
- **Specific** to area and location
- **Pro-active**, not reactive

9/30/2014



Vesey Expectations- The High Paw Way

School Areas	Entering School	Office/ Nurses Office	Learning Areas: PODS, Classroom, Library	Hallway	Restroom	Playground	Cafeteria	Bus	Parent Pick-Up
Expectations									
I AM SAFE	<ul style="list-style-type: none"> Stay on school grounds Keep hands/feet to myself. 	<ul style="list-style-type: none"> Sit and wait to be called Walk quietly 	<ul style="list-style-type: none"> Use materials properly Sit up straight 	<ul style="list-style-type: none"> Walk quietly Keep hands/feet to myself. 	<ul style="list-style-type: none"> Open doors slowly Wash hands 	<ul style="list-style-type: none"> Use equipment properly Take turns 	<ul style="list-style-type: none"> Move carefully Report spills Sit properly 	<ul style="list-style-type: none"> Stay seated Face forward Keep hands and objects inside bus 	<ul style="list-style-type: none"> Remain seated Wait for an adult to walk me to the car.
I AM RESPONSIBLE	<ul style="list-style-type: none"> Arrive on time. Line up when bell rings Follow school dress code. 	<ul style="list-style-type: none"> Have a pass Go and return quickly 	<ul style="list-style-type: none"> Be on time Use materials properly Complete work. 	<ul style="list-style-type: none"> Have a hall pass. Go and return quickly. 	<ul style="list-style-type: none"> Flush toilet Throw paper towels in trash. Report problems to an adult. 	<ul style="list-style-type: none"> Play games fairly. Collect equipment Line up when bell rings. Report problems to an adult. 	<ul style="list-style-type: none"> Have lunch card ready Eat the lunch ordered. 	<ul style="list-style-type: none"> Keep all belongings with you Stay in line. Report dangerous behavior to an adult. 	<ul style="list-style-type: none"> Listen for your name to be called. Clean up after yourself.
I AM RESPECTFUL	<ul style="list-style-type: none"> Listen to adults Use inside voices Follow directions 	<ul style="list-style-type: none"> Use inside voices Respond to adults properly 	<ul style="list-style-type: none"> Listen to teacher Use inside voices. Raise hand to speak 	<ul style="list-style-type: none"> Walk on the right Use inside voices 	<ul style="list-style-type: none"> Respect others privacy Keep restroom clean 	<ul style="list-style-type: none"> Share equipment Solve problems using kind words 	<ul style="list-style-type: none"> Wait your turn Clean up after yourself Empty tray carefully 	<ul style="list-style-type: none"> Be kind with words and actions Listen and follow directions 	<ul style="list-style-type: none"> Use inside voices Use good manners
I AM EXCEPTIONAL	<ul style="list-style-type: none"> Lead by example 	<ul style="list-style-type: none"> Listen to adults Follow directions 	<ul style="list-style-type: none"> Do quality work Have integrity Think for yourself 	<ul style="list-style-type: none"> Be courteous with your actions and words 	<ul style="list-style-type: none"> Go and return quickly 	<ul style="list-style-type: none"> Show good sportsmanship Be a friend Stop and help if someone falls 	<ul style="list-style-type: none"> Use good manners Use inside voices 	<ul style="list-style-type: none"> Sit quietly Remain seated 	<ul style="list-style-type: none"> Be patient Remain seated

9/30/2014



P Perseverance Holding to a course of action despite obstacles <ul style="list-style-type: none"> • Stay positive • Set goals • Learn from mistakes 	R Respect To show consideration, appreciation, and acceptance <ul style="list-style-type: none"> • Respect yourself • Respect others • Demonstrate appropriate language and behavior 	I Integrity Adherence to an agreed upon code of behavior <ul style="list-style-type: none"> • Be responsible • Do your own work • Be trustworthy and trust others 	D Discipline Managing ones self to achieve goals and meet expectations <ul style="list-style-type: none"> • Strive for consistency • Attend class daily; be on time • Meet deadlines; do your homework 	E Excellence Being of finest or highest quality <ul style="list-style-type: none"> • Do your personal best • Exceed minimum expectations • Inspire excellence in others
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NEHS website, Oct. 26, 2004

Matrix Questions?



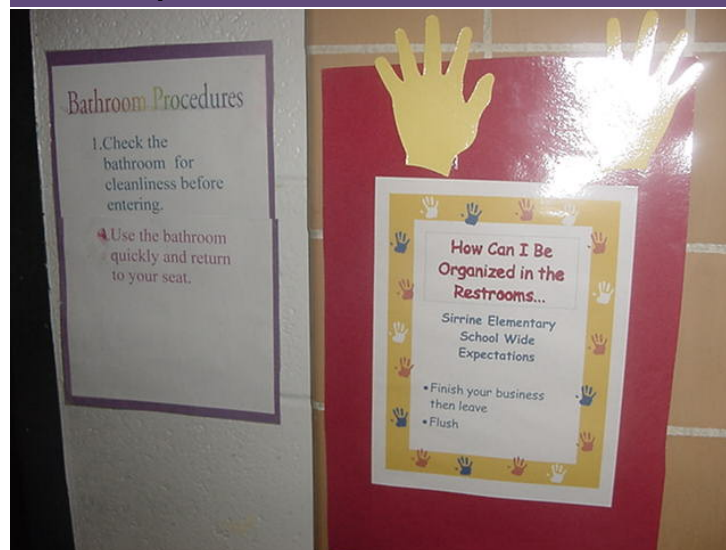
- Does your team have a matrix?
- What, if anything, do you need to add to or change on your matrix?
- Add any ideas you have to your "To Do" list.

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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



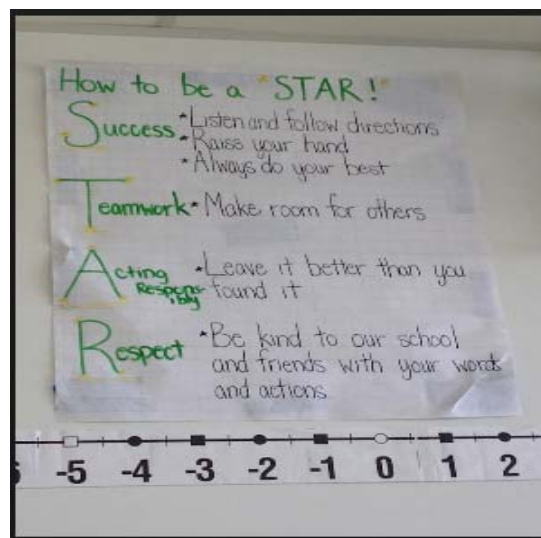
Sirrine Elementary June 8, 2004 SC

9/30/2014

Hallway Example



Classroom Example



9/30/2014

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**

9/30/2014

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

Vesey Elementary Minor Behavior Incident Report		
Student Information Name: _____ Teacher: _____ Date: _____ Time: _____		Behavior <ul style="list-style-type: none"> <input type="checkbox"/> Name calling/bullying <input type="checkbox"/> Refusal to cooperate <input type="checkbox"/> Vandalism <input type="checkbox"/> Inappropriate language <input type="checkbox"/> Racial slurs <input type="checkbox"/> Physical violence <input type="checkbox"/> Other: _____
Location <ul style="list-style-type: none"> <input type="checkbox"/> Classroom <input type="checkbox"/> Cafeteria <input type="checkbox"/> Playground <input type="checkbox"/> Hallway <input type="checkbox"/> Bathroom <input type="checkbox"/> Bus <input type="checkbox"/> Other: _____ 	Motivators <ul style="list-style-type: none"> Attention from <ul style="list-style-type: none"> <input type="checkbox"/> Adults <input type="checkbox"/> Peers Avoidance of <ul style="list-style-type: none"> <input type="checkbox"/> Adults <input type="checkbox"/> Peers Avoidance of work Obtaining an item Unknown 	Incident What happened before, during, and after?
Parent will be notified when student has received 3 MBI's.		

Step 1: Redirect the student Action Taken: Please mark off <ul style="list-style-type: none"> <input type="checkbox"/> Remind student of expectation <input type="checkbox"/> Make eye contact with the student <input type="checkbox"/> Use proximity <input type="checkbox"/> Stop and wait <input type="checkbox"/> Point to matrix <input type="checkbox"/> Create a signal as a reminder <input type="checkbox"/> Appropriate physical touch <input type="checkbox"/> Have student say/write expectation
Step 2: Student/Teacher Conference Action Taken: Please mark off <ul style="list-style-type: none"> <input type="checkbox"/> Ask for their input, what is causing misbehavior <input type="checkbox"/> Solicit ideas from the student that will help him/her re-focus (moving seats, sitting alone, addressing the workload, etc.) <input type="checkbox"/> Create a plan you both agree on
Step 3: Removal from class: Teacher, LSC, Counselor, Community Representative <ul style="list-style-type: none"> <input type="checkbox"/> Student was sent to _____ at _____ (time) (staff member) <input type="checkbox"/> Please return student at _____ (time)
Step 4: Parent/Guardian contact: Inform the parent of the situation and have the student talk to him/her. <ul style="list-style-type: none"> <input type="checkbox"/> Name of parent: _____ <input type="checkbox"/> Parent wasn't available, letter sent home with student.
Step 5: Office Visit: Action Taken: <ul style="list-style-type: none"> <input type="checkbox"/> Behavior Plan <input type="checkbox"/> Loss of privilege
Follow-Up:

9/30/2014

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.



9/30/2014

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

9/30/2014

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

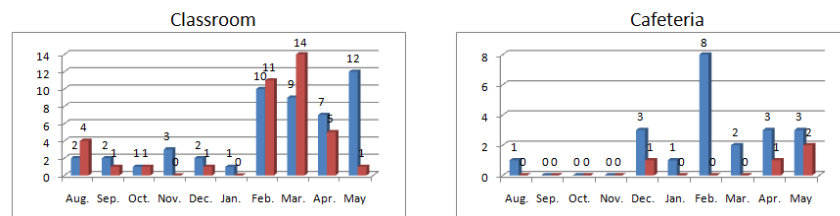
9/30/2014

Data Analysis

- Excel File

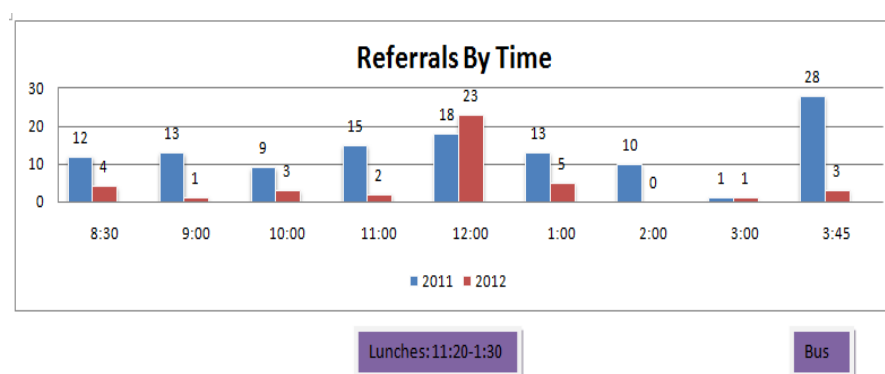
Data Graphs

Specific Area Data |

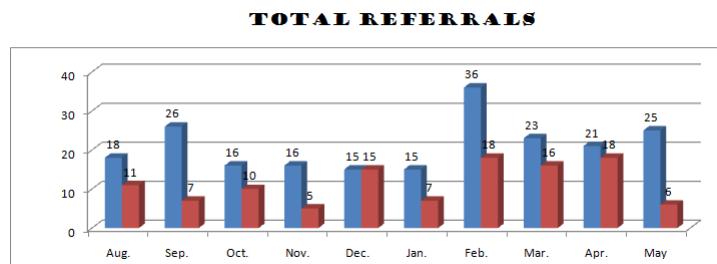


9/30/2014

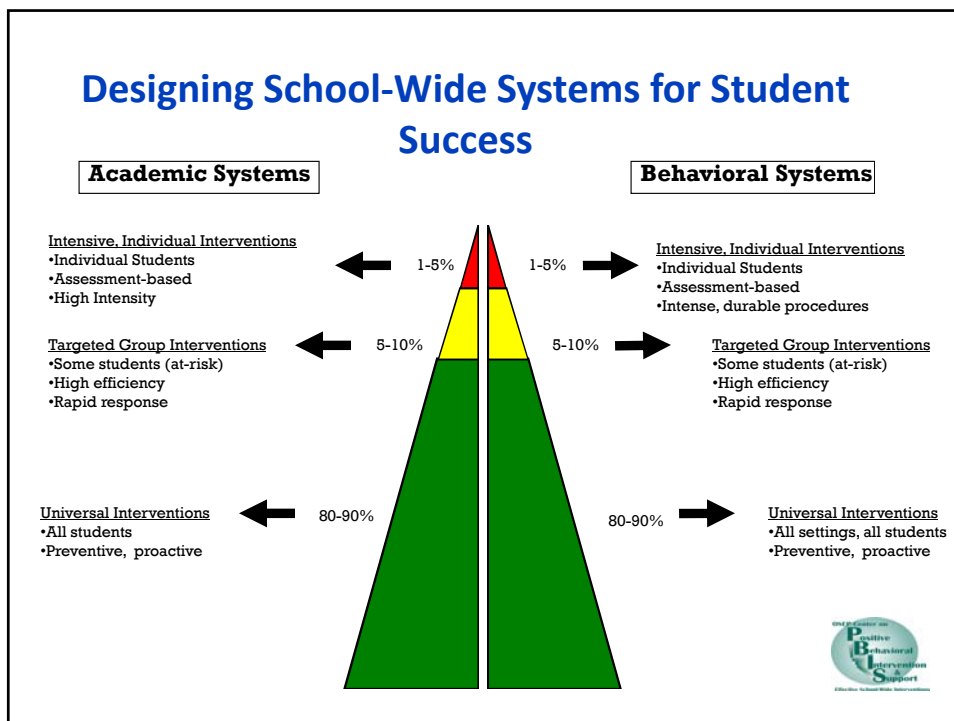
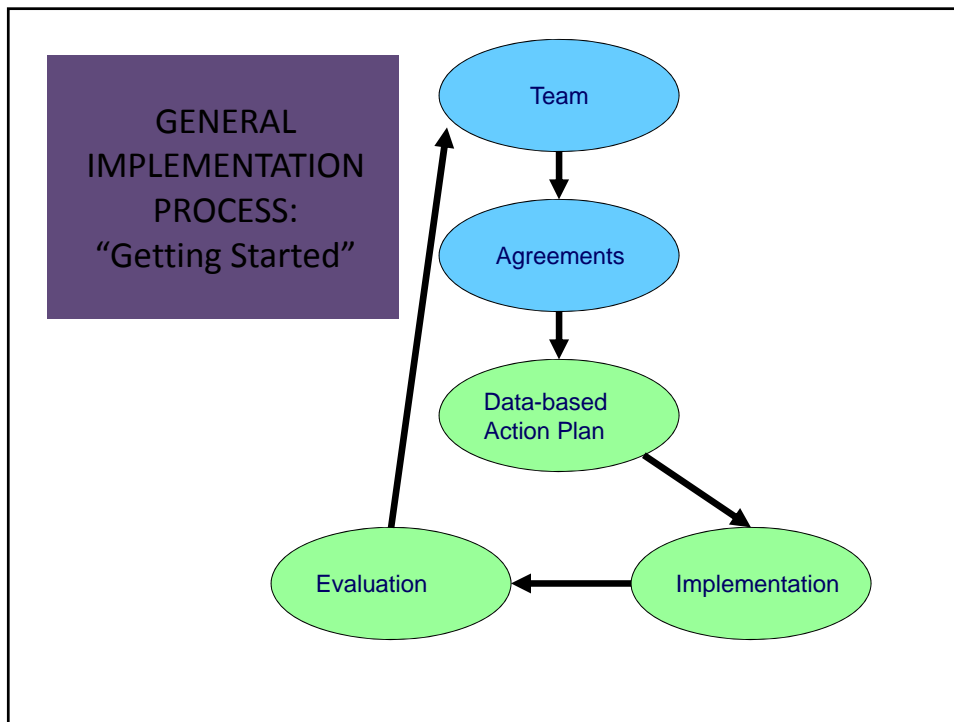
Graphs Cont'd



Graphs Cont'd



9/30/2014



9/30/2014

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

9/30/2014

Acknowledge and Recognize

- Rewards
 - Individual
 - Class
 - Teachers
 - School

Reward Tickets

- P.A.W.S. : Positive Attitude Winning Spirit
- Badger Bucks
- Titan Tickets
- Dragon Dollars

9/30/2014

“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

9/30/2014

“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?

9/30/2014

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.michigan.gov/documents/mde/SchoolwidePBS_264634_7.pdf
- <http://www.pbis.org/training/student.aspx>
- http://www.pbis.org/swpbs_videos/default.aspx

9/30/2014



Create A Movement At Your School

[http://www.youtube.com/watch?v=fW8amMCV
AJQ](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?

_____	<input type="checkbox"/>	_____	<input type="checkbox"/>
_____	<input type="checkbox"/>	_____	<input type="checkbox"/>
_____	<input type="checkbox"/>	_____	<input type="checkbox"/>

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.michigan.gov/documents/mde/SchoolwidePBS_264634_7.pdf

<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:

Staff Development

2.0

\$0.00

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

Name	Position	District	2:00 PM - 4:00 PM
Anderson, Patricia	Classified Staff	Robison Elementary	
Arvayo, Sonia	Certified Staff	Holladay Intermediate Magnet Van Buskirk Elementary	<i>Sonia Arvayo</i>
Batty, Emma	Certified Staff	Kellond Elementary	<i>Emma Batty</i>
Bednar, Ilsa	Certified Staff	Howell Elementary Myers Ganoung Elementary	
Brooks, Deborah	Certified Staff	Collier Elementary	<i>Deborah Brooks</i>
Buchanan, Wanda	Certified Staff	Naylor Middle Roberts Elementary	<i>Wanda Buchanan</i>
Burrola, Andres	Certified Staff	Tucson Magnet High	
Calkins, Sandra	Certified Staff	Banks Elementary	<i>Sandra Calkins</i>
Campillo, Marisela	Certified Staff	Hollinger Elementary	
Carmona, Alma	Certified Staff	Mary Belle McCorkle PreK-8	<i>Alma Carmona</i>
Carranza, Maricella	Certified Staff	Drachman Elementary Lawrence Intermediate	<i>Maricella Carranza</i>

Clayton, Karen	Certified Staff	Magee Middle
Cowman, Phyllis	Certified Staff	Bonillas Elementary Dodge Middle
Culin, Mary	Certified Staff	Utterback Magnet
Cunningham, Debra	Certified Staff	Cholla Magnet High
Gow, Eileen	Certified Staff	Robison Elementary Tolson Elementary
Gunnels, Kathryn	Certified Staff	Rincon High
Harris, Jessica	Certified Staff	Sahuaro High
Henry, Mia	Certified Staff	Van Buskirk Elementary Wright Elementary
Hernandez, Carmen	Certified Staff	University High
Lopez, Dale	Certified Staff	Roskrige Bilingual Magnet
Lovegren, Kellin	Certified Staff	Booth/Fickett Magnet
Masi, Gail	Certified Staff	Miller Elementary Whitmore Elementary
McGlory, Dinah	Certified Staff	Santa Rita High
Mejia, Julie	Certified Staff	Doolen Middle Vail Middle
Milligan, Janet	Certified Staff	Cragin Elementary Sewell Elementary
Moore-Rendon, Kira	Certified Staff	Ochoa Elementary
Moreno, Patricia	Classified Staff	Oyama Elementary
Ojeda, Patricia	Certified Staff	Doolen Middle
Paquette, Karen	Certified Staff	Bloom Elementary Hudlow Elementary Whitmore Elementary
Redondo, Elizabeth	Administrator	Mary Belle McCorkle PreK-8
Rodriguez-Quihu, Elizabeth	Certified Staff	Davis Bilingual Magnet White Elementary

Phyllis A Cowman

M. Culin

Debra Cunningham

Eileen Gow

Kathryn Gunnels

Jessica Harris

Mia Henry

Carmen Hernandez

Dale Lopez

Kellin Lovegren

Gail Masi

Dinah McGlory

Julie Mejia

Janet Milligan

Kira Moore-Rendon

Patricia Moreno

Patricia Ojeda

Karen Paquette

Elizabeth Redondo

Elizabeth Rodriguez-Quihu

Elizabeth Rodriguez-Quihu

Elizabeth Rodriguez-Quihu

Romancho, Debra	Certified Staff	Gale Elementary Henry Elementary
Rossman, Jane	Classified Staff	Grijalva Elementary
Salcido, Marisa	Certified Staff	Borman Elementary Soleng Tom Elementary
Schmidt, Tamara	Certified Staff	Catalina Magnet High
Speight-Clark, Lynnethea	Classified Staff	Lineweaver Elementary Tully Elementary
Stewart, Caroline	Certified Staff	Roberts Elementary Rose Elementary
Torres, Yolanda	Classified Staff	Warren Elementary
Udner, Sofia	Classified Staff	Blenman Elementary Brichta Elementary Maxwell K-8
Valenzuela, Andrea	Certified Staff	Tucson Magnet High
Vella, Mercedes	Certified Staff	Davis Bilingual Magnet Maldonado Elementary
Wilderman, Ruth	Certified Staff	Robins Elementary
Worthington, Evan	Certified Staff	Bonillas Elementary Hughes Elementary Whitmore Elem.

Debra Romancho
Jane Rossman

Marisa Salcido

Tamara Schmidt

Lynnethea Speight-Clark
Caroline Stewart
Yolanda Torres
Sofia Udner

Andrea Valenzuela
Mercedes Vella

Ruth Wilderman

Evan Worthington