

APPENDIX VI – 5

PBIS 1

Why PBIS?

To make schools:

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

PREDICTABLE-CONSISTENT- POSITIVE-SAFE

How do we achieve this kind of school culture?

- ❖ How do we achieve this kind of school culture? (predictable, consistent, positive and safe)
- ❖ What needs to happen? What would your school look like?
- ❖ Choose one person to report back to the group.

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

PBIS teaches appropriate behavior to all students by developing procedures to accomplish 4 goals.

Goal 1. Behavioral Expectations are **Defined.**

- ▶ A small number of behaviors
- ▶ Clearly defined in positive, simple expectations or procedures. (some would rather say rules)
- ❖ Be Respectful Respect Yourself
- ❖ Be Responsible Respect Others
- ❖ Be Safe Respect Property

PBIS teaches appropriate behavior to all students by developing procedures to accomplish 4 goals.

Goal 2: Behavior Expectations are **Taught.**

- ▶ Behavioral expectations are taught in real settings
- ▶ Describe what each rule means and looks like in each of the settings.

- ▶ <https://www.youtube.com/watch?v=rSdrMbpwyLU>

PBIS teaches appropriate behavior to all students by developing procedures to accomplish 4 goals.

Goal 3: Appropriate Behaviors are

Acknowledged.

- ▶ Once appropriate behaviors have been defined and taught, they need to be acknowledged on a regular basis.
- ▶ Acknowledgement may be done through a formal system like tickets, coupons.
- ▶ Acknowledgements may be done through social events where students are recognized

PBIS teaches appropriate behavior to all students by developing procedures to accomplish 4 goals.

Goal 4: Behavioral Errors are Corrected Proactively.

- ▶ Clear procedures are needed to provide information to students that their behavior was unacceptable
- ▶ Clear procedures are needed to prevent the unacceptable behavior to receive inadvertent rewards or attention

I want you to think about your school and go to each poster and write what you already have in place that shows: 1. student outcomes 2. evidence and research based practices 3. consistent response to intervention 4. use of data to make informed decisions

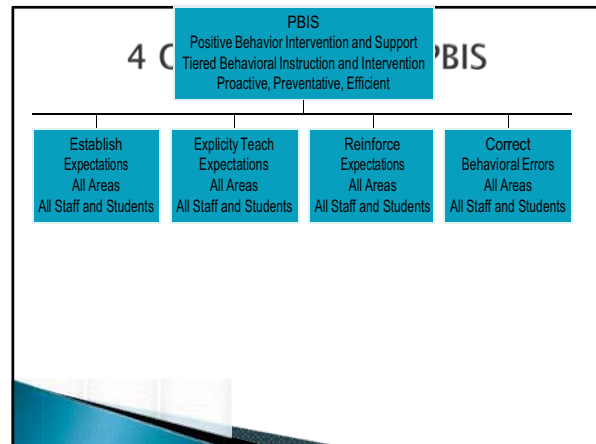
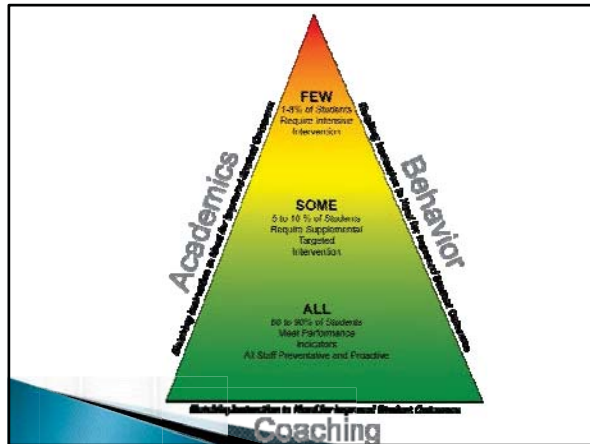


WHY DO SCHOOLS NEED PBIS?

- ▶ Well, the USP says we need it !!
- ▶ Seriously, the goal is to:
 - ❖ Reduce office referral rates
 - ❖ Improve attendance and school engagement
 - ❖ Improve academic achievement
 - ❖ Reduce dropout rates
 - ❖ Improve school climate

This list is your job description, but buy in by the staff is a must. You are not the PBIS person. You are the leader, but everyone or at least 80% of the staff need to participate.

<https://www.youtube.com/watch?v=MZ1kDWv-uv0>



- ### 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

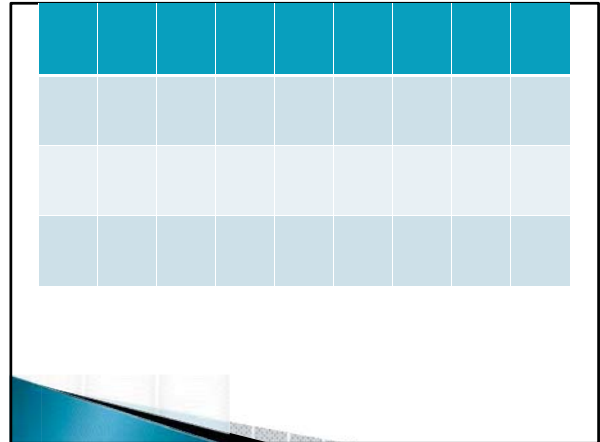
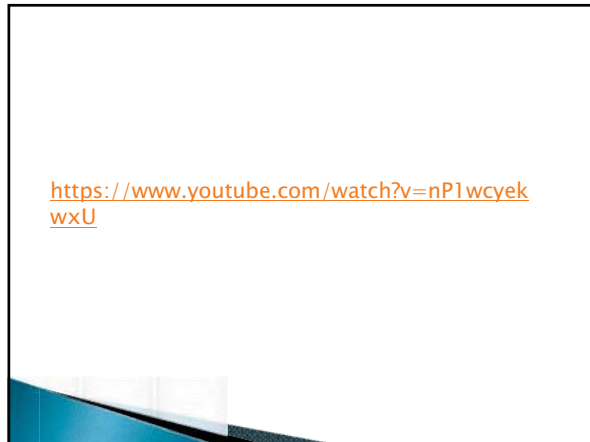
NONCLASSROOM

- ▶ 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



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 IS 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 white 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 CLASS