APPENDIX VI – 6
PBIS 2
POSITIVE BEHAVIORAL INTERVENTION SUPPORTS #2

REVIEW
- WHERE IS THE MATRIX?
- IS THERE COMMON LANGUAGE?
- IS THERE A SYSTEM WIDE FOCUS ON POSITIVE BEHAVIOR?
- WHAT DID YOU PUT IN PLACE FOR NEW STUDENTS?
- HAVE YOU HELD A “KICK OFF” ASSEMBLY?

MAKING IT HAPPEN
- 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

TESTING????
BEHAVIOR IS LEARNED AND CAN BE TAUGHT

FOUR ESSENTIAL ELEMENTS

- CLARITY - plan, expectations and procedures clear to all
- CONSISTENCY - school and family using the same plan, expectations and rewards
- SIMPLICITY - simple, practical, accessible
- CONTINUATION - even as behavior improves it is important to keep the teaching and the positive supports in place

COMPARISON OF TRADITIONAL BEHAVIOR MANAGEMENT AND POSITIVE BEHAVIORAL SUPPORT

Traditional Behavior Management
- Views individual as "the problem"
- Attempts to "fix" individual
- Extinguishes behavior
- Takes days or weeks to "fix" a single behavior
- Implemented by a behavioral specialist
- Often resorted to when systems are inflexible

Positive Behavioral Support
- Views systems, settings, and skill deficiencies as "the problem"
- Attempts to "fix" systems, settings, and skills
- Creates new contacts, experiences, relationships, and skills.
- Takes years to create responsive systems, personalized settings, and appropriate empowering skills.
- Implemented by a team
- Flourishes when systems are flexible

https://www.youtube.com/watch?v=59Hjhtn6gmE
COMMON LANGUAGE

THINK OF ONE THING YOU SAY ALL THE TIME THAT IS A DIRECTIVE AND FIGURE OUT HOW TO MAKE IT AN ENFORCEABLE STATEMENT.

https://www.youtube.com/watch?v=5C-Wyy_JPNk

MOST STUDENTS RESPOND WELL TO CHOICES
**CHOICES**

A. You're welcome to or .

B. Feel free to or .

C. Would you rather or ?

D. What would be best for you or ?

**PERSISTENT PROBLEMS**

TRY SAYING: I’M GOING TO HAVE TO DO SOMETHING. I’M NOT SURE WHAT JUST YET. TRY NOT TO WORRY TOO MUCH ABOUT IT. I’LL LET YOU KNOW WHEN I DECIDE HOW I’M GOING TO RESPOND.

**THINK TIME STRATEGY**

Think Time includes three elements:

1. A precision request that reduces or eliminates warnings and/or repeated requests through early intervention by the teacher.
2. A time-out procedure, contingent on observation, or contingent on withdrawal of attention when a disruptive behavior has occurred.
3. A debriefing process to provide students with feedback regarding their behavior and to plan for the future.

**Systems for Reducing Inappropriate Behavior**

- Level of Behavior
- Level of Consequences
Think Time strategy encourages:

- Teachers to expect more from their students
- Students to take more responsibility for their behavior
- Teachers to realize that repeated warnings actually promote disruptive behavior
- Teachers to realize that there really can be one response for all types of behavior
- Teachers to catch disruptive behavior early to keep it from escalating

Think time is designed to:

- Cut short a negative social exchange
- Provide the student with feedback and plans for subsequent performance
- Start a positive social exchange

Think time is not the time to embarrass the student by sending them to a much younger classroom. Think Time is not a punishment.

PLANNING WITH YOUR TEAM

- Periodic PBIS Team meetings
- Staff Feedback
- Promotion and program evaluation-ongoing
THANKS SO MUCH FOR COMING TO LEARN ABOUT PBIS-KAREN WARD
Hudlow PBIS Playground

<table>
<thead>
<tr>
<th>Playground Contract for ___________________________</th>
<th>Signatures</th>
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<tbody>
<tr>
<td><strong>Be Respectful</strong></td>
<td>I will be respectful</td>
</tr>
<tr>
<td>o I will keep my hands, feet and objects to self</td>
<td>____________</td>
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<tr>
<td>o I will use appropriate language</td>
<td></td>
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<tr>
<td>o I will share and take turns</td>
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<tr>
<td>o I will show sportsmanship</td>
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<td>o I will respect the environment</td>
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<td>o I will include others</td>
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<tr>
<td>o I will use kind words</td>
<td></td>
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<tr>
<td><strong>Be Responsible</strong></td>
<td>I will be responsible</td>
</tr>
<tr>
<td>o I will use equipment as intended</td>
<td>____________</td>
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<tr>
<td>o I will follow game rules</td>
<td></td>
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<tr>
<td>o I will line up when bell rings</td>
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<tr>
<td>o I will secure equipment</td>
<td></td>
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<tr>
<td>o I will <strong>Enter and Exit</strong> the school with hallway procedures</td>
<td></td>
</tr>
<tr>
<td>o I will wear shoes for playing</td>
<td></td>
</tr>
<tr>
<td><strong>Be Safe</strong></td>
<td>I will be safe</td>
</tr>
<tr>
<td>o I will stay in supervised areas</td>
<td>____________</td>
</tr>
<tr>
<td>o I will ask an adult if I need help</td>
<td></td>
</tr>
<tr>
<td>o I will play games that abide by the hands-to-self rule</td>
<td></td>
</tr>
<tr>
<td>o I will ask for permission to leave the area</td>
<td></td>
</tr>
<tr>
<td>o I will only run in grassy area</td>
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</tr>
<tr>
<td>o If I hurt someone, I will take them to the nurse</td>
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I understand that if I am unable to keep this contract, I will need to make a plan.