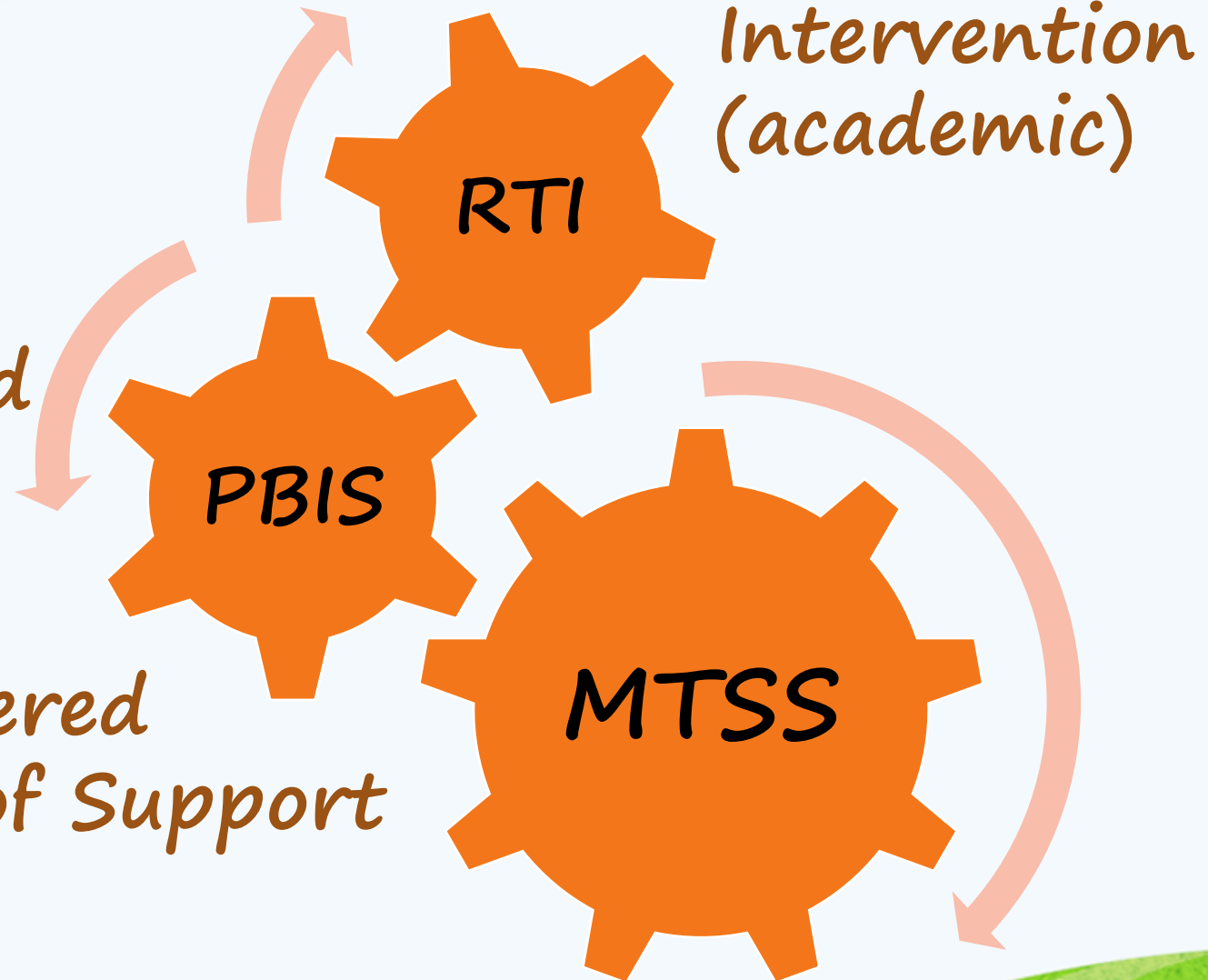# PBIS

Tier 1 with Fidelity

Goals

- Clarify the components of RTI, PBIS and MTSS

- Establish fundamental purposes of PBIS

- Confirm the relationship between behavior and academic support

- Identify key practices of PBIS Tier One

- Identify key systems of PBIS Tier One

- Provide fundamental "talking points" for AMP teams

- Establish must haves for Tier One PBIS fidelity

Terminology

Positive Behavioral Interventions and Supports

Response to Intervention (academic)

RTI

PBIS

Multi-Tiered System of Support

MTSS

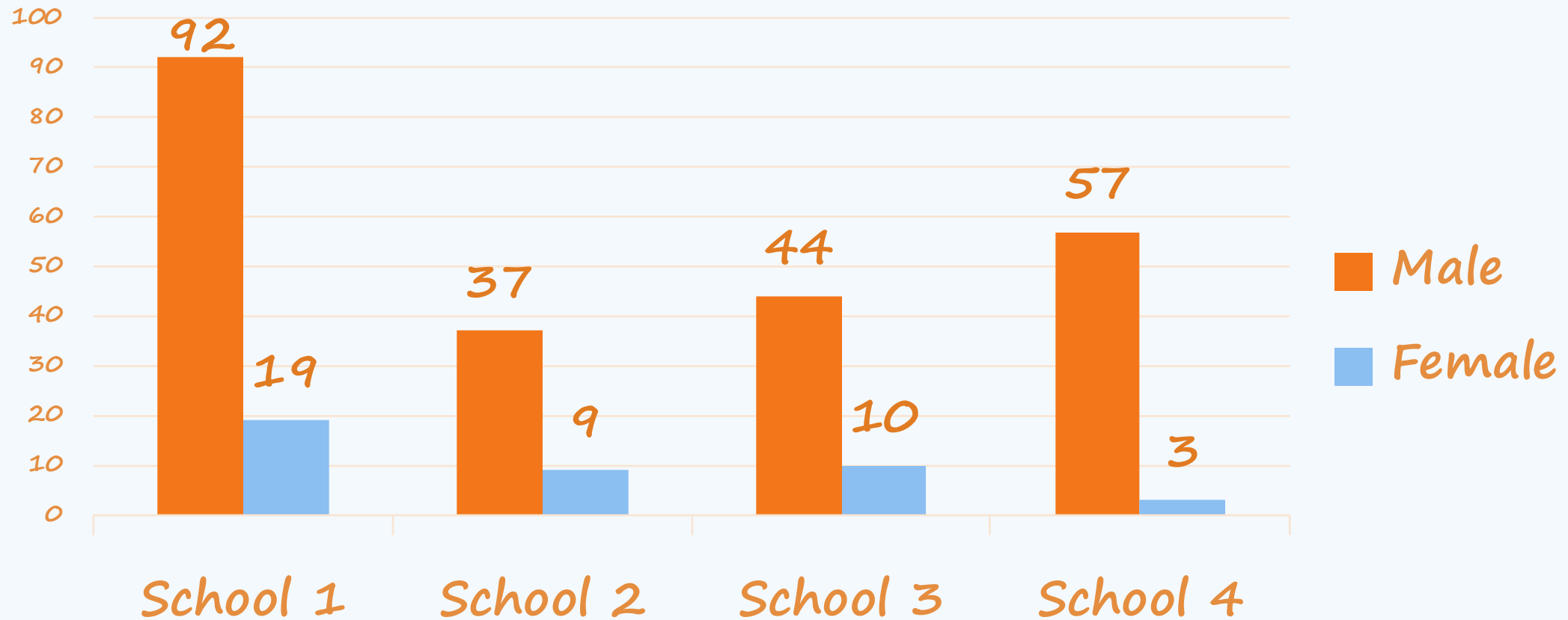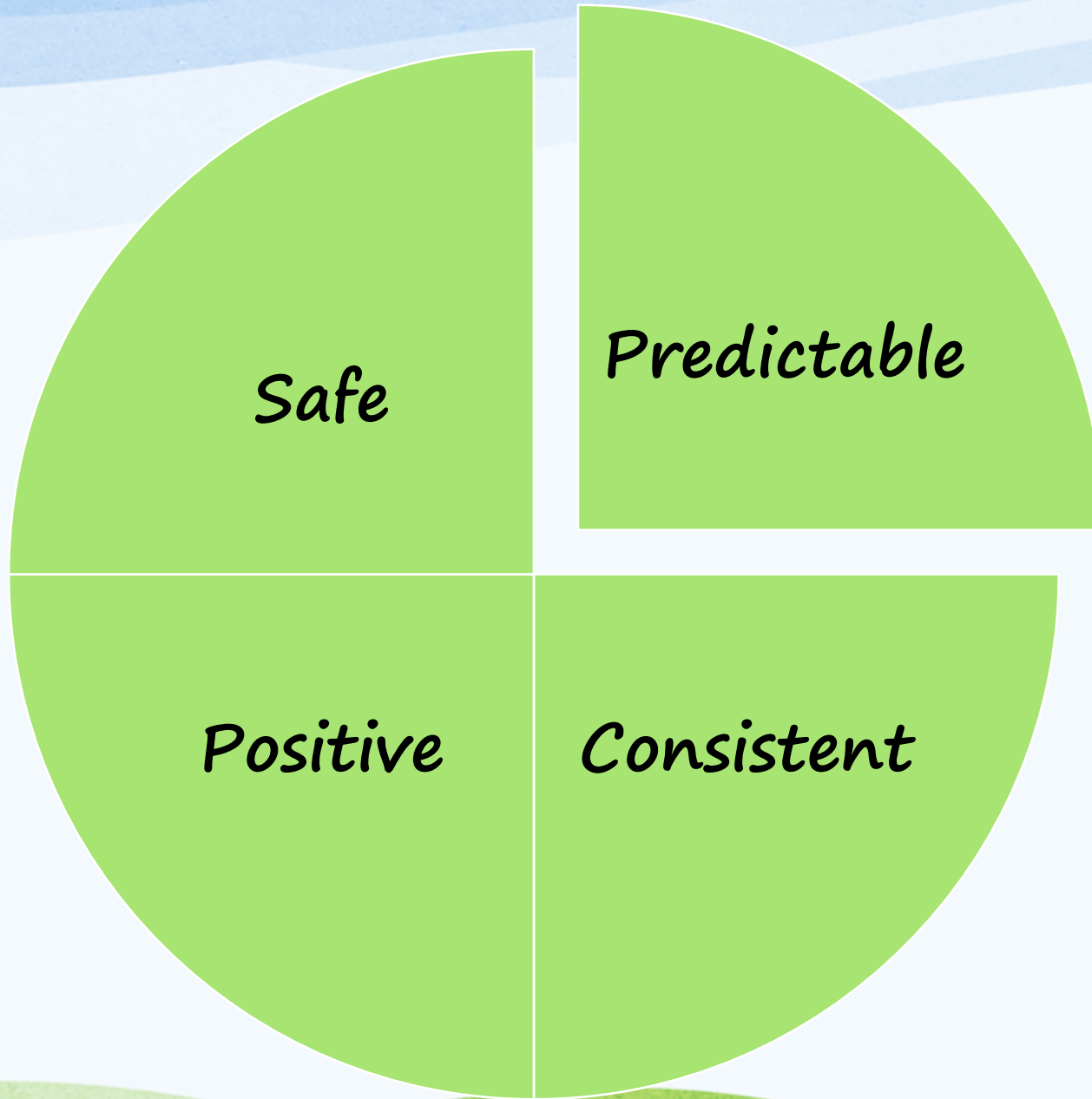| RTI	MTSS	PBIS
• Specific academic assessments and interventions • Use of direct assessment of skills • Benchmarking • Focus on grade-level teaming	• Scientifically-based interventions • Instruction as prevention • Tiered continuum of supports with increasing intensity based on need • Regular screening for early intervention • Use of a problem-solving model and data based decisions • Focus on teaming • Emphasis on improving quality of implementation	• Social behavior assessments and interventions • Indirect assessment of behavior • Continuous assessment of social behavior with existing data sources • Focus on school-wide teaming

Key Messages

- **Effective BEHAVIOR support improves academic outcomes**

- **Effective INSTRUCTION improves classroom social behavior**

- **Equity in education requires BOTH effective behavior support and effective instruction**

Equity = dealing fairly and equally with all concerned

Effective Behavioral Support?
Effective Instructional Practice?
Equitable?

Bar chart comparing Male and Female counts across four schools. School 1: Male 92, Female 19. School 2: Male 37, Female 9. School 3: Male 44, Female 10. School 4: Male 57, Female 3.

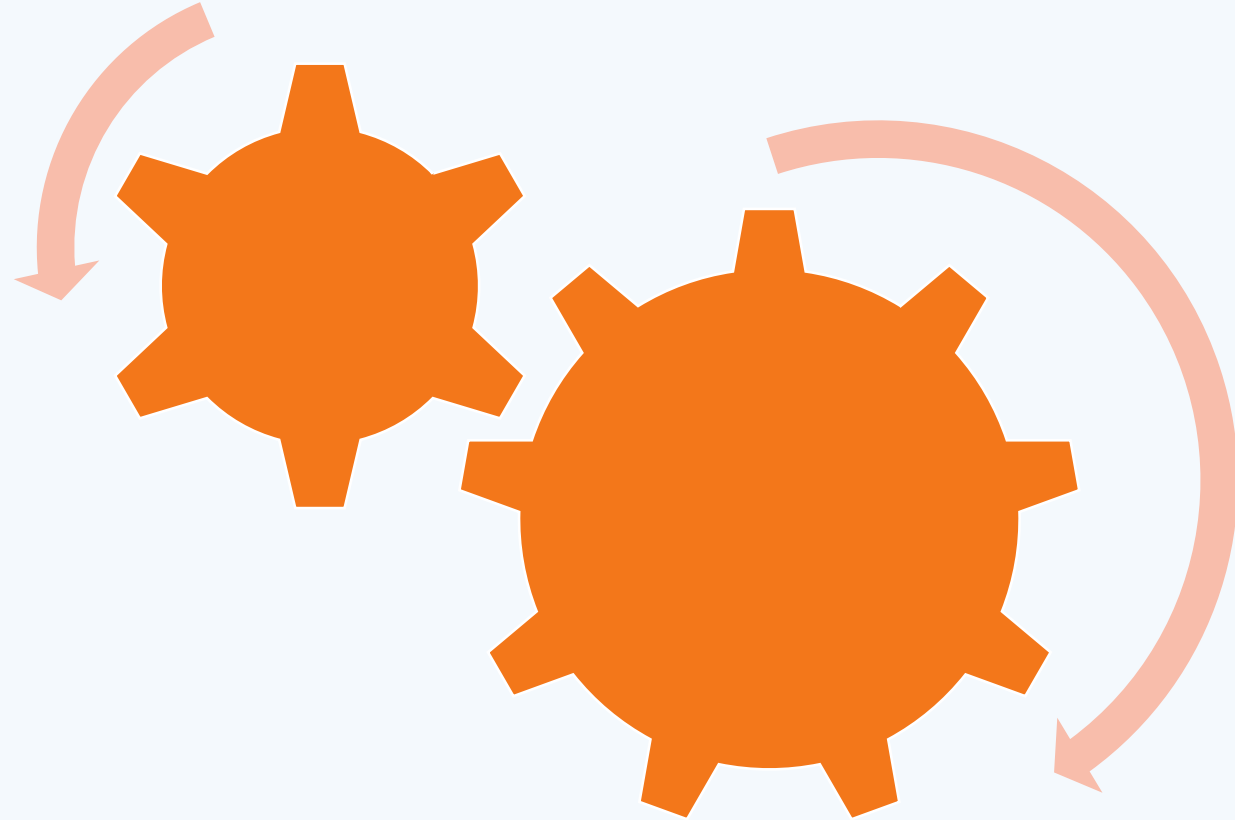Safe

Predictable

Positive

Consistent

The fundamental purpose of PBIS is to make schools more *effective, efficient* and *equitable* learning environments.
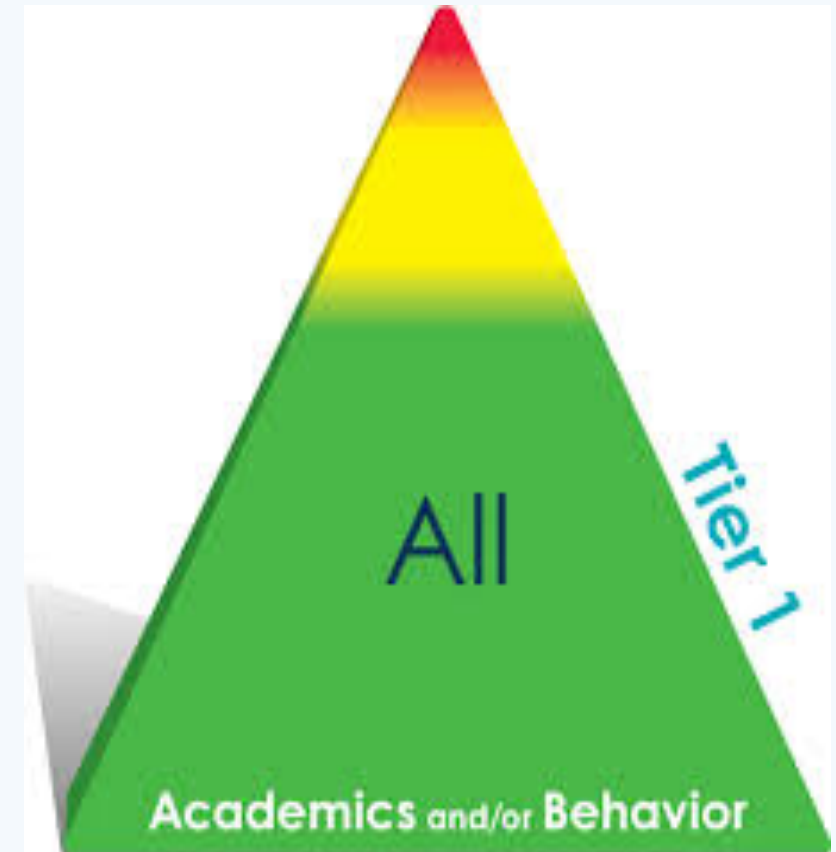
Terminology

Practices = How the staff interacts with students

Systems = How things are done

- Procedures for non-classroom settings (lunchroom, bus, bathrooms, assemblies, hallways)

- Procedures for reinforcing expected behavior

- Procedures for responding to discipline referrals (minors, majors).

- Procedures for meeting the needs of all students (AMP).

- Procedures for data usage

Systems

	Respect	Responsibility	Readiness
Hallway	-Silent -Quiet bodies	- Maintain personal space - Walk	- Salt and pepper
Playground	-Follow playground rules -Show teamwork -Cooperate and include others	-Keep hands & feet to self -Bring in everything you take out	-Listen for your teacher -Bring your equipment
Bathroom	-Quiet voices -Give privacy -Take care of school property	-Flush, wash, leave	-Teacher Permission
Cafeteria	- Inside voices - Say Please and Thank You - Allow anyone to sit next to you	- Raise hand for help - Maintain personal space - Clean your space - Eat your own food	- Bring lunch or money - Clean hands before and after lunch - Sit with feet on floor, bottom on bench, facing table

School-wide Positive <u>common</u> expectations & routines taught & encouraged

Eastside Elementary

I. Classroom Managed Behaviors

Intensity Level 1 Behaviors:

- Distracting others
- Inappropriate tone and/or volume of voice
- Leaving seat without permission
- Making noises (non-speech)
- Not following directions
- Off task behavior
- Not listening/ paying attention
- Rough play
  - Pushing
  - Poking
  - Horseplay
- Talking out of turn
- Talking to neighbors/ others without permission
- Tattling

II. Classroom Managed Behaviors

Intensity Level 2 Behaviors:

- Disrespecting Staff
  - Arguing
  - Inappropriate tone or volume
- Cheating (could depend on age or situation)
- Lying
- Profanity
- Leaving the classroom without permission
- Spitting
- Teasing and/or pestering

- Any **persistent** and **continued** disruption to the classroom learning environment after it has been addressed with classroom interventions.

III. Administrator Managed Behaviors

Intensity Level 3 Behaviors:

- Abusive/inappropriate language
- Fighting/Assault/Policy JFCL
- Vandalism
- Theft
- Weapons-Policy JFC
- Bullying
- Intimidation
- Harassment (physical and nonphysical)
- Serious threats of violence
- Drugs/alcohol/tobacco
- Disrespect/continues willful disobedience
- Stealing
- Cheating/forgery
- Bomb threat
- Technology violation
- Display of profane language
- Gambling extortion gestures
- Any **persistent** and **continued** disruptions to the classroom learning environment after Behavior Sheets have already been given for this offense.

The teacher addresses the misbehavior with classroom interventions and consequences.

The student is given a reteach by the classroom teacher, parents are called, incident is reported in teacher log.

After 3 Behavior Sheets, the parent must conference with the teacher. The next incident could be sent to the principal with a referral.

The student will be sent to the principal with a referral.

- **Conference with the principal**
- **Disciplinary actions will follow as the administrator deems appropriate**

Eastside Elementary

Consistent and known procedures for minor (classroom) discipline referrals versus major (office) discipline referrals

Common School-wide Expectations

Define

- 3-5 school-wide expectations

- A *clear distinction* must exist between problem behaviors that are staff-managed (**minor**) versus problem behaviors that are office-managed or crisis (**major**)

Operationally Defined

What one teacher may consider disrespectful, may not be disrespectful to another teacher. For that reason, problem behaviors must be *operationally defined.*

Operational Definition

Intensity 4

Definition

Examples

Office Managed
Foul, Profane, Abusive, Sexual,
Racial Language (JFC)

Student Friendly Definition

Non-examples
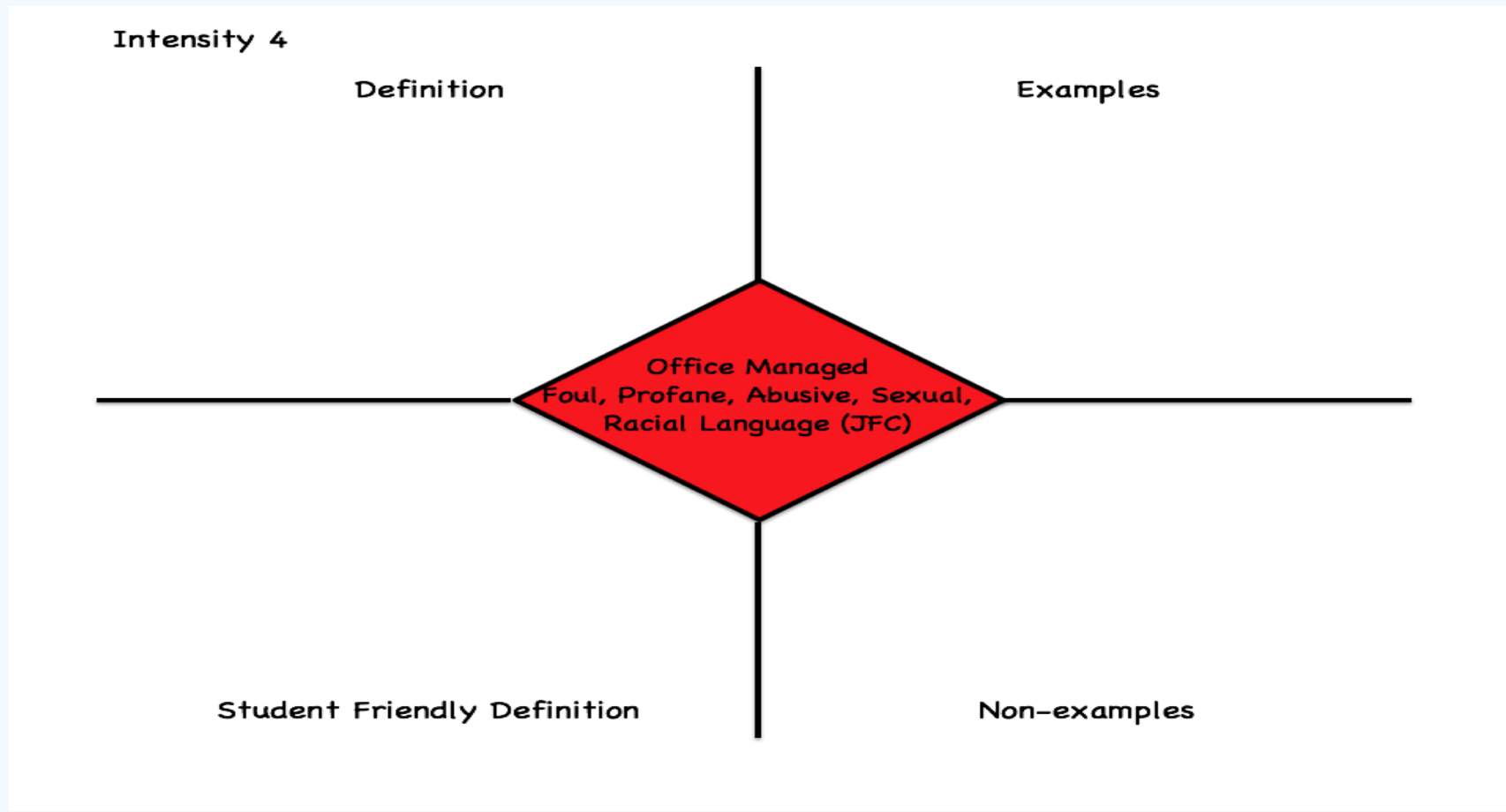
Establish a Predictable School Environment
Define Major vs. Minor

Major

- Discipline incidents that must be handled by an administrator (JFC).

Minor referral form must be SWIS compatible!

Minor

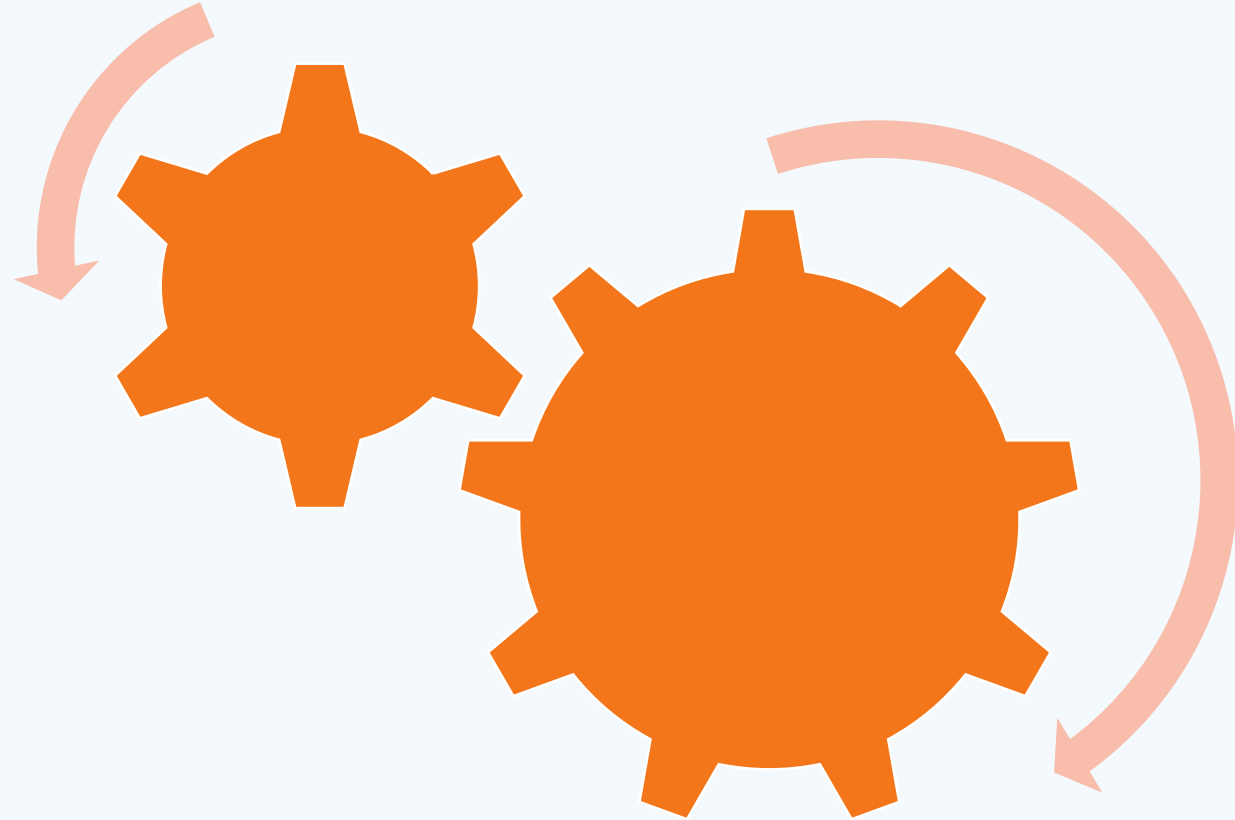- Discipline incidents that will be handled by the classroom teacher and do not warrant a visit to the office

- These incidences are still tracked in SWIS but the reteach/consequence is delivered in the classroom

Terminology

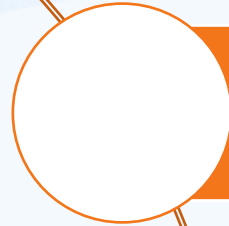Practices = How the staff interacts with students

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Practices = How staff interact with students
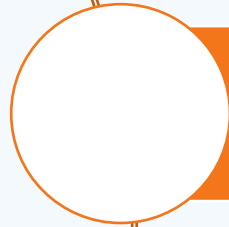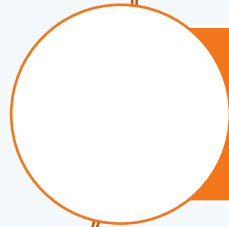
- Teach
- Model
- Acknowledge
- Re-teach
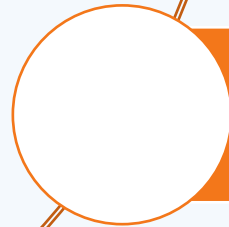
Teach

- Behaviors for "common" areas and classrooms
- Behaviors like we teach academics
- In the moment, in the location, with reminders and redirection
  - Bus, hallway, lunchroom, playground...
- Pre-correct to "get" expected behavior

Model

- **Adults practice what we preach**

    Lunchroom personnel, crossing guards, administrators, teachers, paras, custodians, parents...

- **Students practice what we teach**

Stand up if…

Why should I reward students for something they should be doing anyway?

Acknowledge

- **Immediate/high frequency, intermittent/unexpected, long-term, reinforcements for expected behaviors**
- School-wide, for every student
- Individualize for students needing increased support
- Classroom/non-classroom

Reteach

- *Review* of expected behavior
- Addition of needed behavioral/academic supports
- Consequences for non-compliance, not your first response

Communicate With Parents

- Student handbook
- Website
- Newsletter
- School Board report
- Volunteers

Establish a Predictable Environment

Define and teach building-wide non-classroom expectations (systems).

Every time <u>any</u> adult interacts with a student, it is an instructional moment (practice).

- Classroom Management
- Predictable Environment
- Prevention of behavior
- Responding to behavior

AMP Team Talking Points Tier One Classroom

Can we assist with…
Effective Classroom Management Practices

- Physical layout is functional
- Behavioral expectations are taught
- Common routines are established and taught
- High engagement
- Prompt and pre-correct appropriate behavior
- Active supervision
- High rate of positive recognition
- Collect and use data for decision-making

Can we help establish a...
Predictable Environment

- Define and teach classroom routines
  - How to enter the classroom and begin work
  - How to predict the schedule for the day
  - What to do if you don't have materials
  - What to do if you need help
  - What to do if you need to go to the bathroom
  - What to do if you are handing in late material
  - What to do if someone is bothering you
  - Teacher signal for and effective transitions
  - Teacher signals for obtaining class attention

Can we help a staff member...
Respond to Problem Behavior

- Always consider TWO responses
  1. Immediate
  2. Prevention

- Select responses based on the function (motivation) of the behavior as much as the form of the behavior

Define: Problem Behavior, Context, and Maintaining Function

Obtain

- Peer Attention
- Teacher Attention
- Physical Objects
- Access to Activity

Escape Avoid

- Peer Attention
- Embarrassment
- Teacher Attention
- Reprimand
- Aversive Tasks
- Uncertainty/Confusion

Responding to Problem Behavior

Immediate

- Make every interaction a teaching event

- Prevent escalation

- Continue instruction for remainder of class

- Minimize reward for problem behavior

- Safety

Prevention

- Change future situations, remove trigger

- Teach expected or alternate behavior

- Pre-correct

- Elevate rewards

PBIS Tier One With Fidelity

- Provide an environment that is predictable, consistent, positive and safe
  - Practices
  - Systems

- Provide explicit instruction that matches student performance level
  - Academic
  - Behavioral

"Attend as much or more to what you do **BETWEEN** problem behaviour events as to what you do **DURING** a problem behaviour event."
Ted Carr

Group Think

- **Form a new group of four**
- **Select a spokesperson**
- **On a notecard, write down one word illustrative of a focus thought**
- **Create a sentence from the four words given, add as few new words as possible**
- **Share out**