

# School Improvement Conference

Leadership within a Positive Behavioral Interventions & Supports Framework

June 22, 2016





## Sources for information and materials

- PBIS.org
- Midwestpbis.org
- Pbissmissouri.org
- Wisconsinpbisnetwork.org
- Pbismaryland.org

## References

### Research literature on Discipline & PBIS

- <https://www.pbis.org/research>
- [http://www.nhcebis.seresc.net/research\\_and\\_literature](http://www.nhcebis.seresc.net/research_and_literature)

# Today's presentation: [cce.astate.edu/pbis/](http://cce.astate.edu/pbis/)

The screenshot shows the website [cce.astate.edu/pbis/](http://cce.astate.edu/pbis/). The page features a dark header with the logo for the Center for Community Engagement at Arkansas State University and the text "Arkansas Positive Behavioral Interventions & Supports". A navigation menu includes links for HOME, PRESENTATIONS, SERVICES, RESOURCES, WHAT'S NEW, CALENDAR, and CONTACT US. Below the navigation, a main banner reads "Arkansas PBIS Resource for Arkansas" with a "Calendar" button. The page is divided into three columns: "Quick Links" with links to "What is PBIS?", "PBIS Schools", "Center for Community Engagement", "pbis.org", "pbisApps.org", and "Illinois PBIS Network"; "News" with a welcome message and a call to action; and "Event List" with a notice that there are no upcoming events.

[cce.astate.edu/pbis/](http://cce.astate.edu/pbis/)

Arkansas PBIS Resource for Arkansas

Calendar

### Quick Links

- [What is PBIS?](#)
- [PBIS Schools](#)
- [Center for Community Engagement](#)
- [pbis.org](#)
- [pbisApps.org](#)
- [Illinois PBIS Network](#)

### News

*Welcome to our Arkansas PBIS Resource Website! Please look around and see what PBIS is all about!*

*Enjoy the site, and please use the information on the Contact Us page to give us feedback!*

Join us!

### Event List

No upcoming events

Check out our Calendar for more events!  
Click on the blue event boxes for details!

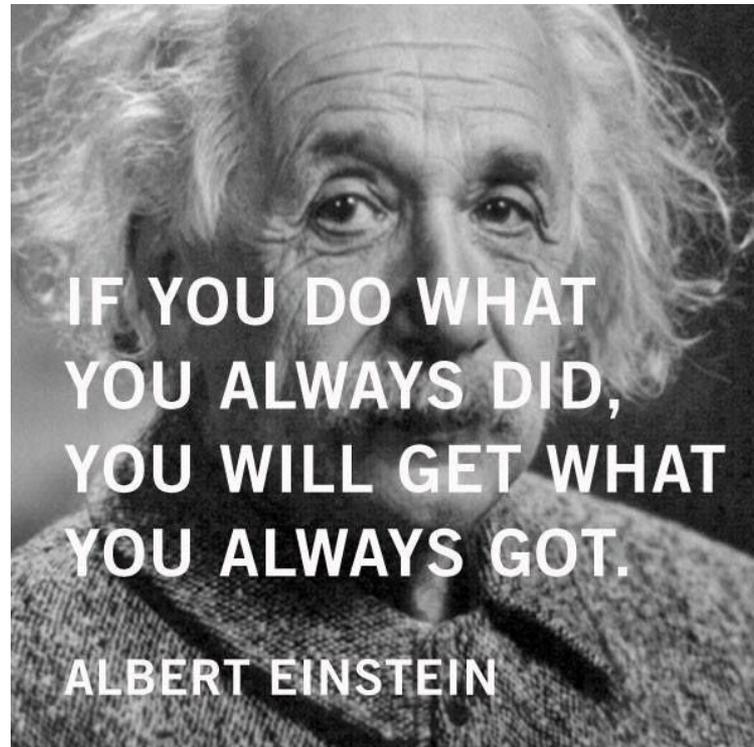
# Objective for today's presentation

To address the following questions:

- Why implement PBIS?
- What does PBIS involve?
- Who forms the leadership for PBIS?
- How does a school implement PBIS?

**WHY IMPLEMENT PBIS?**

# THINKING ABOUT SOLUTIONS



# START HERE: Principal's survey questions

Q: What are the top 2 concerns or needs at your school for which you would like help/assistance from ASU's College of Education?

1. Common Core
2. Teacher Excellence Support System (TESS)

What was #3?

3. Student behavior problems (classroom management, etc.)

\*58 respondents



# TESS

## A Framework for Teaching: Components of Professional Practice

### Domain 2: The Classroom Environment

- a) Creating an Environment of **Respect** and Rapport
- b) Establishing a **Culture for Learning**
- c) **Managing Classroom** Procedures
- d) **Managing Student Behavior**
- e) Organizing Physical Space

# What do current and emerging professionals think?

*“I am confident in my classroom management skills”*

- 52 Paraprofessional Teachers (February 2015)
  - ❖ Mean = 3.9; 27% do not agree
- 87 Pre-Service Teachers (July 2015)
  - ❖ Mean = 4.2; only 11% do not agree

# The reality:

## The impact of behavior issues in schools

>**30%** of school staff will leave the profession due to student discipline issues and intolerable behavior of students (Public Agenda, 2004).

Student's problem behaviors can consume > **50%** of school staff and administrators' time (U.S. Department of Education, 2000).

Confident or not.....

...all schools and classrooms have  
behavioral challenges



We asked students in 2 Arkansas ***Middle Schools*** in September 2015:

“What do you think is the biggest behavioral issue at your school?”

Bullying

Drama

Disrespect

Talking

Fighting

Talking back

We asked students in 2 Arkansas *High Schools* in September 2015:

“What do you think is the biggest behavioral issue at your school?”



How do you begin to *change* student behavior in your school?

Build a framework to manage student behavior focused on *prevention*.



PBIS is a framework for  
improving school climate by  
**changing behavior**



# HOW WOULD YOU REACT TO A CHILD LIKE THIS

Name: Brooke Smith Date: June 20, 2014

## Math Review

1. What is the mode of 9 2 8 9 2 8 9 9?

8            9

2. What is 47.6 rounded to the nearest number?

47    48

3. Tim stacked 54 books into 9 even piles. How many books did Tim put into each pile?

9    6

4. Evaluate.

$3^2 = 6$     9             $5^3 = 15$     125             $4^7 = 28$     16,384

5. Solve for x.

$7x - 4x = 12$             3.5    4

5. Solve.

$\begin{array}{r} 4.73 \\ + 5.49 \\ \hline 9.12 \end{array}$	10.22	$\begin{array}{r} 22.2 \\ \times 2.2 \\ \hline 24.4 \end{array}$	48.84	$\begin{array}{r} 23.4 \\ - 17.3 \\ \hline 6.1 \end{array}$	6.1
--------------------------------------------------------------	-------	------------------------------------------------------------------	-------	-------------------------------------------------------------	-----

**“If a child doesn’t know how to read, we *teach*.”**

**“If a child doesn’t know how to swim, we *teach*.”**

**“If a child doesn’t know how to multiply, we *teach*.”**

**“If a child doesn’t know how to drive, we *teach*.”**

**“If a child doesn’t know how to behave, we... *...teach?*  
*...punish?*”**

**“Why can’t we finish the last sentence as automatically as we do the others?”**

# PBIS is a different philosophy

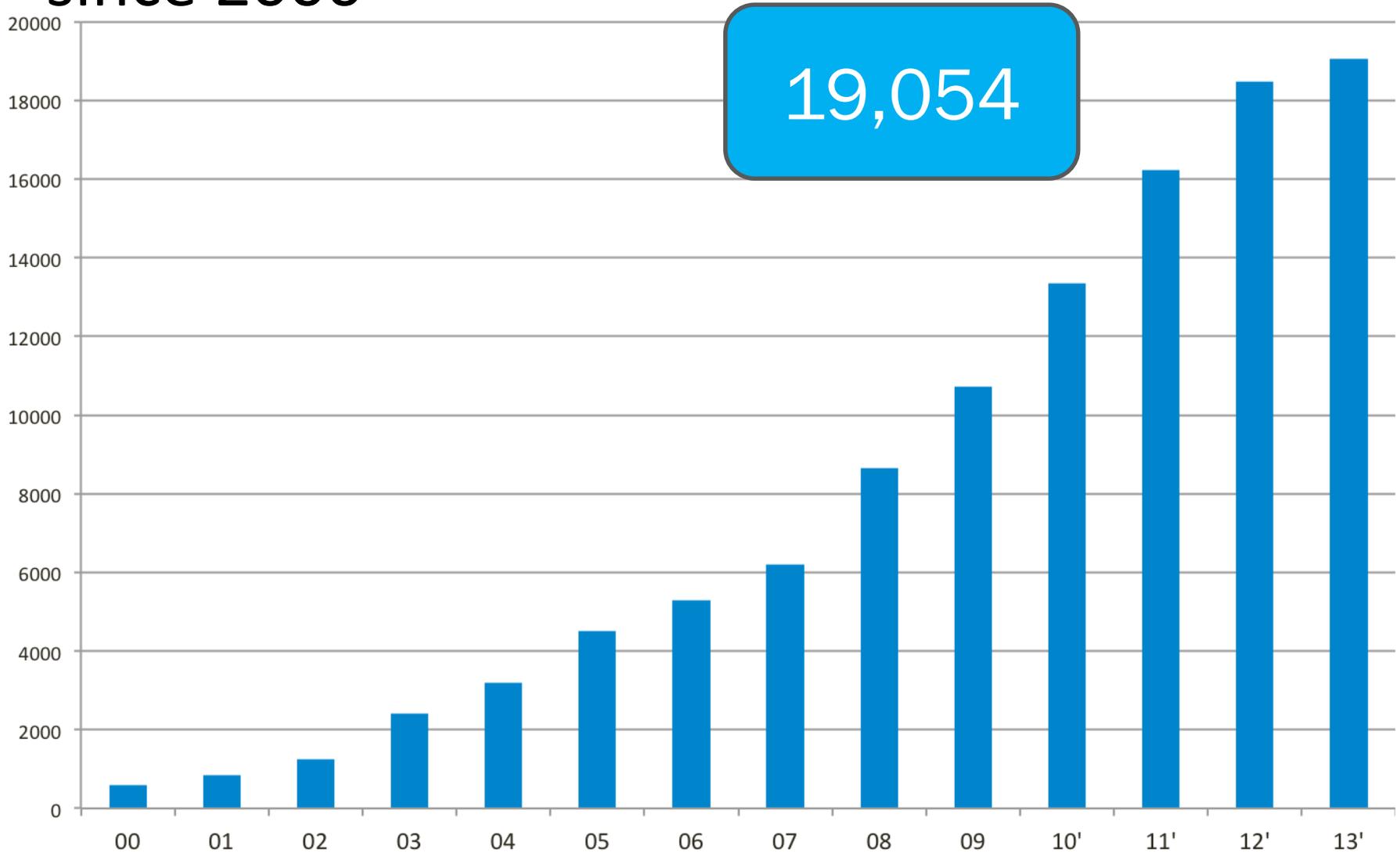
PBIS = proactive and positive approach to discipline

PBIS ≠ punitive discipline

PBIS = **teaching**, modeling, and encouraging positive student behavior

PBIS ≠ waiting for students to make a mistake

# Number of Schools Implementing SWPBIS since 2000



# Why build a prevention framework for behavior?

- **Sanity** 😊
- **More time spent on positive interactions with students**
- **Predictability:**
  - Common, consistent practices and routines
  - Common language
- **More instructional time**
- **More administrative time**

# Time LOST

Enter info below

School name	Any School
Number of referrals for last year	720
Number of referrals for this year	
Average # of minutes student is out of class due to referral	30
Average # of minutes administrator needs to process referral	20

## Time LOST

	Student	Administrator
Minutes	21600	14400
Hours	360	240
Days	51	34

# TIME REGAINED by reducing referrals by half

Enter info below

School name	Any School
Number of referrals for last year	720
Number of referrals for this year	360
Average # of minutes student is out of class due to referral	30
Average # of minutes administrator needs to process referral	20

## Time Regained

	Student	Administrator
Minutes	10800	7200
Hours	180	120
Days	25	17

# HOW EFFECTIVE IS TAKING STUDENTS OUT OF CLASS?



"The Principal suspended me —  
School is the only place in the  
world where you can get time  
off for *bad* behavior."

# If you want student behavior to change ...

The **focus** cannot just be on student behavior,  
it also has to be on **adult behavior**



# “WHAT THE WORLD'S GREATEST MANAGERS DO DIFFERENTLY”

...BUCKINGHAM & COFFMAN 202, GALLUP

Interviews with 1 million workers, 80,000 managers, in 400 companies.

Create working environments where employees:

## ***1. Know what is expected***

2. Have the materials and equipment to do the job correctly

## ***3. Receive recognition each week for good work***

4. Have a supervisor who cares, and pays attention

## ***5. Receive encouragement to contribute and improve***

6. Can identify a person at work who is a “best friend”

7. Feel the mission of the organization makes them feel like their jobs are important

8. See the people around them committed to doing a good job

9. Feel like they are learning new things (getting better)

10. Have the opportunity to do their job well

The **PBIS** framework starts with establishing a consistent school-wide plan.



# RTI Framework: Behavior and academic supports

(adapted from Horner, undated, pbis.org)

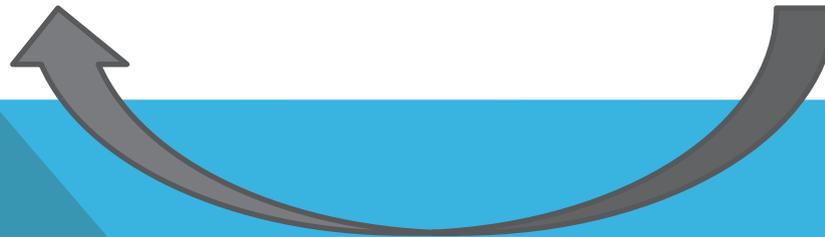


ACADEMIC → BEHAVIOR

Effective **Instruction** engages students, and is central to reduction in problem behavior

BEHAVIOR → ACADEMIC

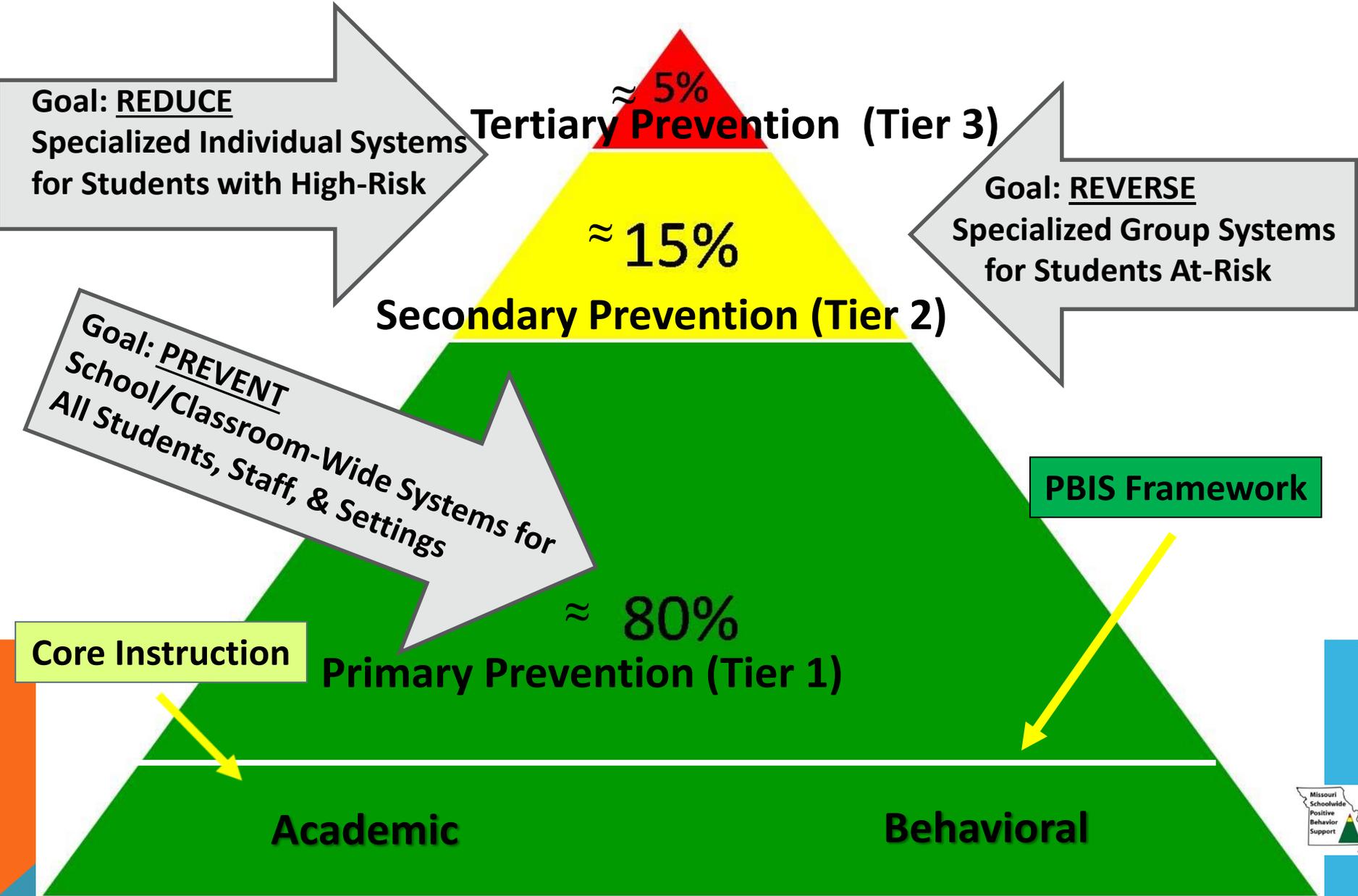
Effective **Classroom Management** improves student engagement and is central to increased academic success.



(Based on Lee, Sugai & Horner (1999), Allday & Pakurar, 2007; McIntosh, Horner, Chard & Braun, (2008), Preiado, Horner, & Baker (2009), Sanford & Horner (2013), undated, PBIS.org)

# Comprehensive, Integrated, Three-Tier Model of Prevention

(Lane, Kalberg, & Menzies, 2009)



# WHAT DOES PBIS INVOLVE?



# Key components of PBIS

1. Clear behavioral expectations and rules
2. Consistent teaching & enforcement of rules
3. Consistent reinforcement of appropriate behavior
4. Regular examination of data
5. Regular evaluation of progress and school

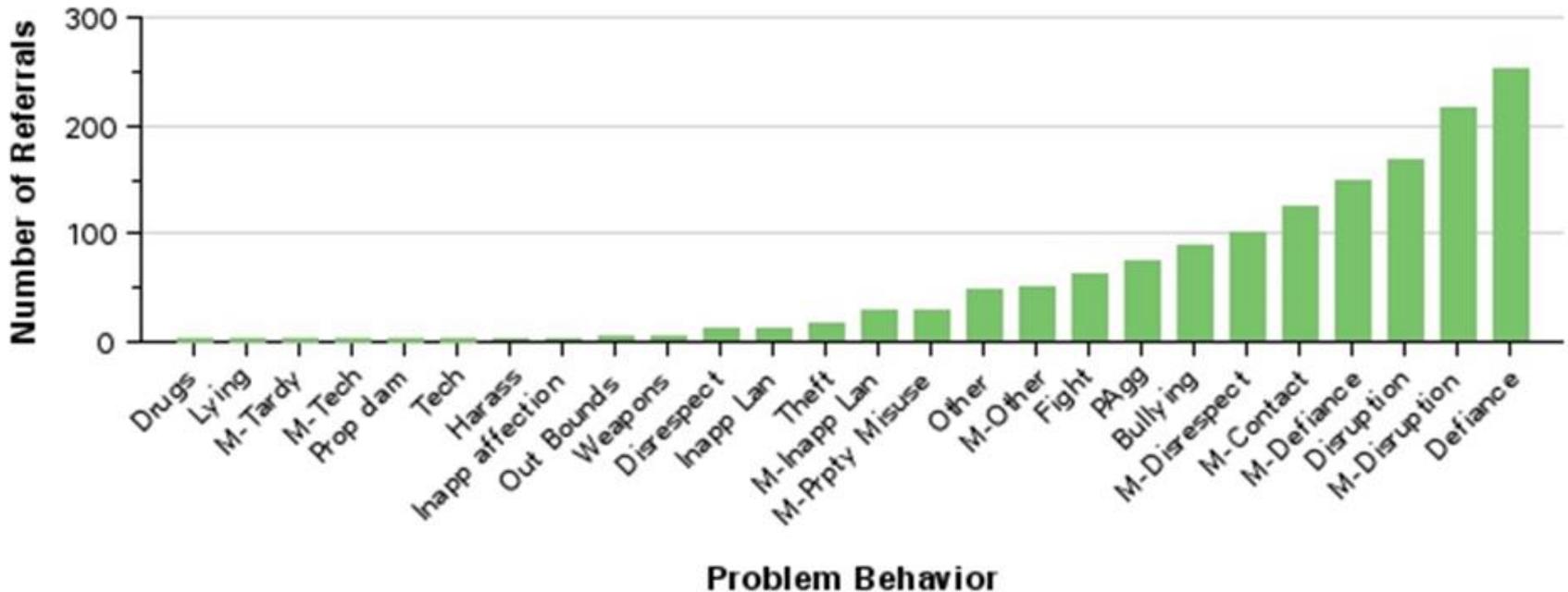
# Component #1: BEHAVIORAL EXPECTATIONS

# Use data to decide what behavior you want to see

*example:* office discipline referrals

## Referrals by Problem Behavior

All, Aug 1, 2013 - Jul 17, 2014



**RESPECTFUL**



**OPTIMISTIC**



**APPROPRIATE**



**RESPONSIBLE**



*What are the expected behaviors at  
Brookland Middle School?*



**“Bearcats never L.O.S.E.**

**when they respect**

**Learning, Others,**

**Self, and Environment.”**

What happens when you start every sentence with ...

“Don’t”?



Don't!

Don't!

Don't!

# EXAMPLE: LEARNING TO PLAY LACROSSE

1. Don't have 12 players on the field.
2. Never have less than 4 defensive players at the bottom half of the field.
3. Don't carry the ball in your hands.
4. Never have more than 3 midfielders.
5. Don't have defensive and offensive players on the same side of the field.



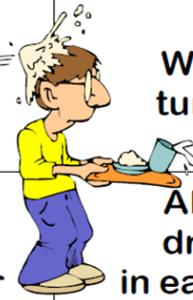
Now.....GO PLAY!!! 😊

	CLASSROOM & SPECIALS	HALLWAY & COMMON AREAS	BUS	CAFETERIA	BATHROOMS	PLAYGROUND
<b>Respect</b> 	<ul style="list-style-type: none"> <li>Raise your hand</li> <li>Whole body listening</li> </ul>	<ul style="list-style-type: none"> <li>Quiet mouths</li> <li>Walking feet</li> <li>Hands and feet to yourself</li> <li>Hold doors</li> </ul>	<ul style="list-style-type: none"> <li>Inside voices</li> <li>Hands and feet to yourself</li> <li>Share seating</li> </ul>	<ul style="list-style-type: none"> <li>Inside voices</li> <li>Wait your turn</li> <li>Follow directions</li> </ul>	<ul style="list-style-type: none"> <li>Inside voices</li> <li>Knock on door before entering a stall</li> <li>Allow privacy</li> <li>Wait your turn</li> </ul>	<ul style="list-style-type: none"> <li>Take turns</li> <li>Share equipment</li> </ul>
<b>Ownership</b> 	<ul style="list-style-type: none"> <li>Participate</li> <li>Accept consequences</li> <li>Do your best work</li> </ul>	<ul style="list-style-type: none"> <li>Accept consequences</li> </ul>	<ul style="list-style-type: none"> <li>Follow driver instructions</li> <li>Follow all bus rules</li> </ul>	<ul style="list-style-type: none"> <li>Clean up your area</li> </ul>	<ul style="list-style-type: none"> <li>Clean up your mess</li> <li>Flush the toilet</li> </ul>	<ul style="list-style-type: none"> <li>Listen for the lineup signal</li> <li>Line up promptly</li> </ul>
<b>Attitude</b> 	<ul style="list-style-type: none"> <li>Use kind words</li> <li>Be helpful</li> <li>Work together</li> <li>Believe in yourself</li> </ul>	<ul style="list-style-type: none"> <li>Silent greeting</li> <li>Be helpful</li> </ul>				
<b>Responsibility</b> 	<ul style="list-style-type: none"> <li>Ask permission</li> <li>Be honest</li> <li>Make smart choices</li> <li>Use and return materials</li> <li>Hold doors</li> </ul>	<ul style="list-style-type: none"> <li>Turn in found items</li> <li>Go to your destination quickly &amp; quietly</li> </ul>				
<b>Safety</b> 	<ul style="list-style-type: none"> <li>Chair legs on the floor</li> <li>Hands and feet to yourself</li> <li>Walking feet</li> </ul>	<ul style="list-style-type: none"> <li>Walking feet</li> <li>Eyes forward</li> <li>Hands at sides</li> <li>Keep to the right</li> </ul>				

SBCUSD Positive Behavior Support Initiative

## Cafeteria Expectations

Be Respectful	Be Responsible	Be Safe
Only eat the food on your plate	Wait your turn in line	Leave space between you and others (in line)
Clean up your area: table and floor	All food & drink stay in eating areas	Walk at all times
Listen to all adults	Pick up trash around you – even if left by others	Keep all food off the floor



## RESTROOM

- Be quick.
- Speak quietly.
- Respect privacy of others.
- Use fixtures & supplies appropriately.
- Put only toilet paper in toilet.
- Flush toilet.
- Wash & dry hands.
- Keep restrooms clean.
- Report anything that needs attention to a staff member.

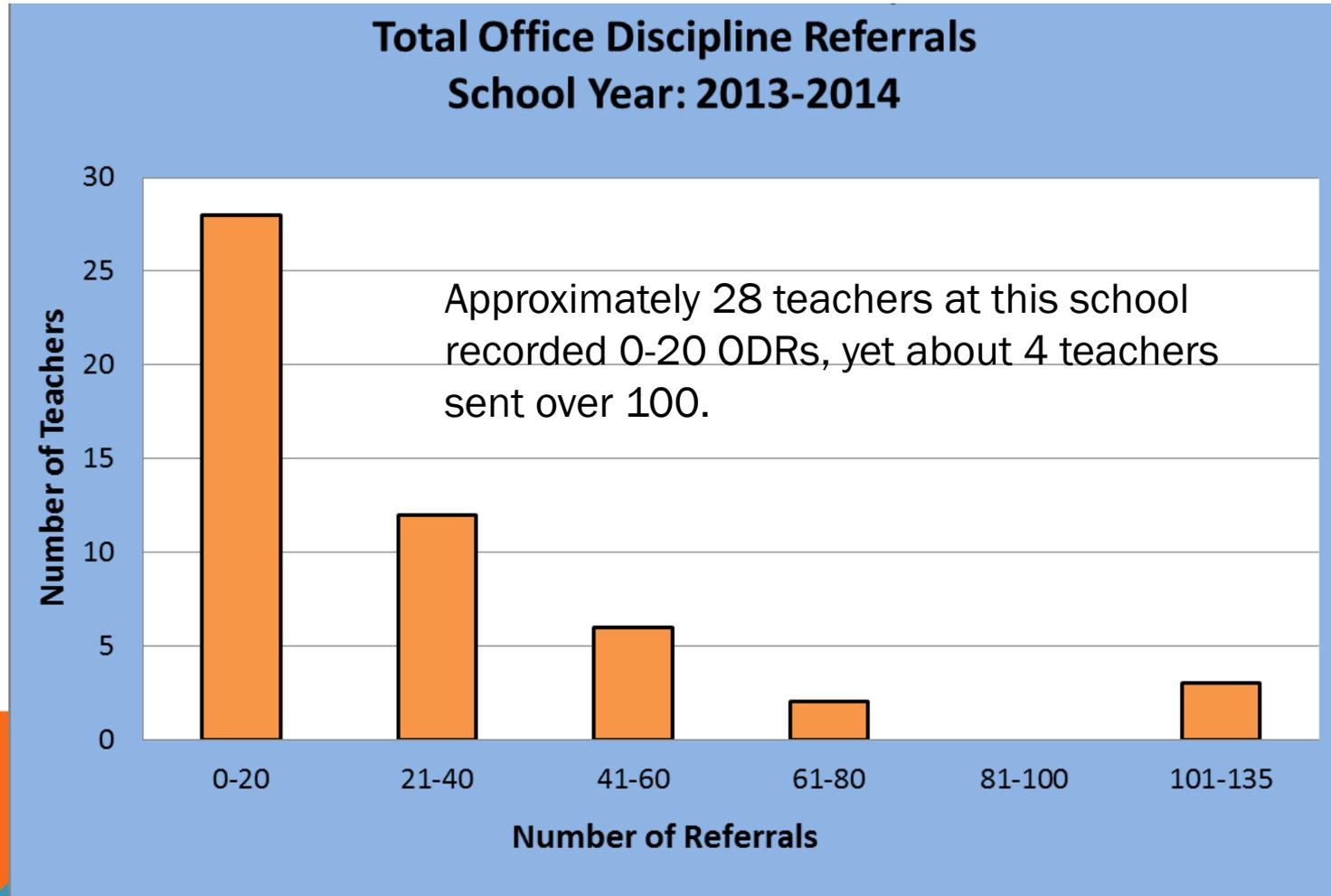


**Component #2:**  
**CONSISTENT TEACHING**  
**OF BEHAVIOR AND**  
**EXPECTATIONS**

# What teachers told us they want

- For their school as a whole group to be **consistent**
- To have **Consistency** throughout the building
- **To be on the same page** through whole building
- **To have the same rules for classrooms and activities- everywhere**
- **To be on the same page** as everyone

# Office discipline referrals “by teacher”



# T-Chart example

Teacher Managed Behaviors	Office Managed Behaviors
<p data-bbox="465 325 595 362">Minors</p> <ul data-bbox="146 379 898 925" style="list-style-type: none"><li data-bbox="146 379 305 416">• Tardy</li><li data-bbox="146 429 639 466">• Inappropriate Language</li><li data-bbox="146 479 703 516">• Chewing Gum, Food/Drinks</li><li data-bbox="146 529 763 566">• Not Having Materials, Supplies</li><li data-bbox="146 579 548 616">• Missing Homework</li><li data-bbox="146 629 340 666">• Tattling</li><li data-bbox="146 679 508 716">• Teasing/Bullying</li><li data-bbox="146 729 479 766">• Lying/Cheating</li><li data-bbox="146 779 581 816">• Dress Code Violation</li><li data-bbox="146 829 629 866">• Disruption (not chronic)</li><li data-bbox="146 879 898 916">• Defiance/Disrespect/Non-Compliance</li></ul>	<p data-bbox="1271 325 1400 362">Majors</p> <ul data-bbox="948 379 1653 1125" style="list-style-type: none"><li data-bbox="948 379 1445 416">• Chronic/Severe Bullying</li><li data-bbox="948 429 1155 466">• Stealing</li><li data-bbox="948 479 1199 516">• Vandalism</li><li data-bbox="948 529 1398 566">• Electronics Violations</li><li data-bbox="948 579 1321 616">• Illegal Substance</li><li data-bbox="948 629 1456 666">• Chronic Non-Compliance</li><li data-bbox="948 679 1437 716">• Possession of Weapons</li><li data-bbox="948 729 1543 766">• Profanity directed at a person</li><li data-bbox="948 779 1541 816">• Repeated Minor Disruptions*</li><li data-bbox="948 829 1309 866">• Fighting/Assault</li><li data-bbox="948 879 1128 916">• Threat</li><li data-bbox="948 929 1640 966">• Chronic Wandering/Class-Skipping</li><li data-bbox="948 979 1445 1016">• Gang Related Behaviors</li><li data-bbox="948 1029 1363 1066">• Sexual Harassment</li><li data-bbox="948 1079 1653 1116">• False AED/Fire Alarm/Bomb Threat</li></ul> <p data-bbox="948 1186 1335 1223">* 3 Minors = 1 Major</p>

## MINOR INFRACTION (BUDDY ROOM)

- Calling names
- Horseplaying (Does not escalate)
- Not being prepared for class
- Missing homework/work
- Not following directions
- Accidentally bumping into another student
- Inappropriate comments or calling names (not a pattern of behavior for that student)
- Spending too much time in restroom
- Kicking a table/chair, breaking pencil/crayons
- Borrowing and just forgetting to return
- Being off task on the computer
- Undocumented, "He's been doing this for a week!"

2014 Missouri Summer Training Institute  
Poster Session

# Example: **behavior lesson plan** for cafeteria

(ELEMENTARY)

## I Am Safe

### Teaching Examples

Example: Darius uses two hands on his tray and looks forward as he moves to his table.

Non Example: Alex forgets his straw. He runs back to the utensil tray, pushes his way in, and grabs a new one.

Example: Judy accidentally knocks over her milk. She raises her hand to get help to clean it up so no one falls.

### Student Activity

1. Walk your students through the lunch room process before the lunch shift starts.
2. Practice washing hands, with soap, to the count of ten, rinse, and dry using one towel.
3. Make a poster to hang in the cafeteria to illustrate a safety skill.

### After the Lesson (During the Day)

1. Review safety precautions building-wide.
2. Discuss food safety (hygiene, sharing, temperature, etc.)

# Students teach “booster” trainings



**Component #3:**  
**REINFORCEMENT AND**  
**ACKNOWLEDGEMENTS**

# Why do we need to acknowledge students for behaving like they should?

- Encourage the behaviors we want to recur
- Positive peer pressure
- May be the only bright spot in student's day!!
- Turn the behavior into a habit!!



Acknowledgement → meeting behavior expectation

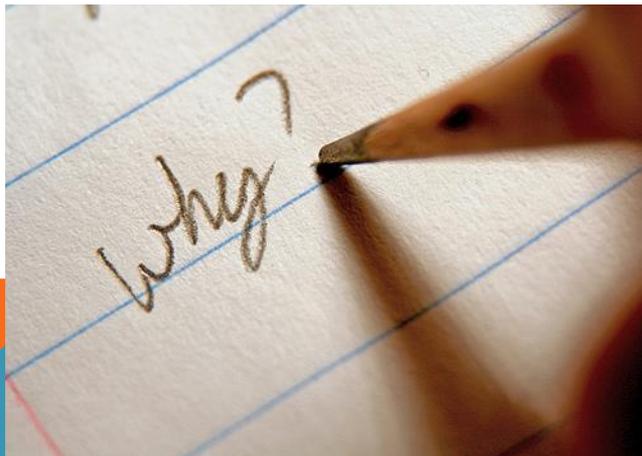
No:

“Yo Dude....good job!”

Yes:

“Thank you Jack for picking up that trash!  
I appreciate how you are **respecting** our cafeteria!”

- Always tell the student **WHY** he/she is getting the acknowledgement
- restate the *expectation*



# Celebrate & reinforce good behavior!



# Component #4: DATA BASED DECISION MAKING

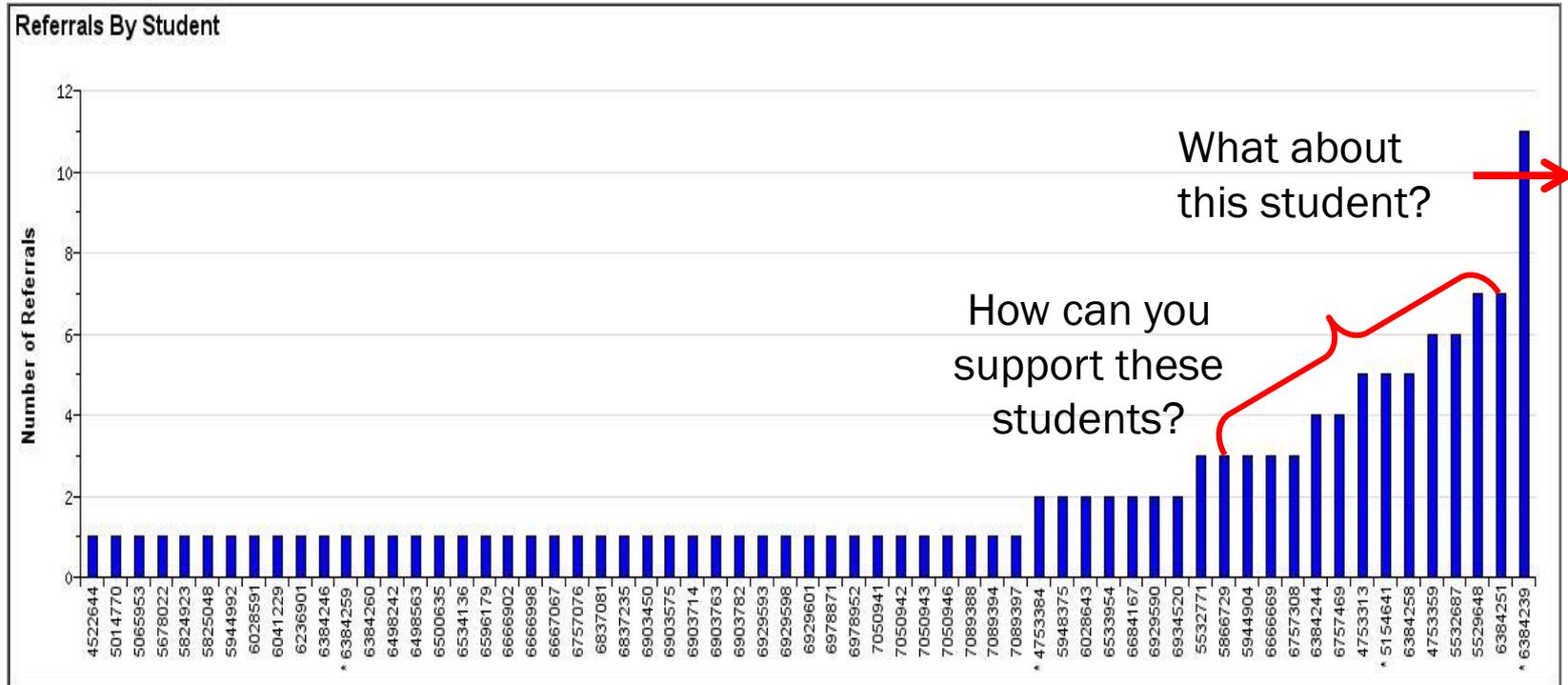


# What type of data do you need for decisions?

## Use data that will tell the story of school-wide behavior

- ❖ Demographics
- ❖ Attendance
- ❖ Grades
- ❖ Office Discipline Referrals

# Use data to determine which students need extra supports (example of SWIS data)



Other data you may want to use:  
Attendance, Grades, Benchmarks, etc.

# Component #5: EVALUATION OF PROGRESS



# Key to fidelity

## Regular evaluation of progress and school

- ❖ School-Wide efforts
- ❖ PBIS Team efforts



# Who is going to do all this?

(unfortunately it's won't magically happen)



# WHO FORMS THE LEADERSHIP FOR PBIS?



# 1. The PBIS Team



# Create a dream (PBIS) team

What is needed for *school-wide* implementation:

An Administrator – decision making power

Representative from each grade – voice back to PLCs

Represent demographics of school

Represent various types of staff



# Importance of team-driven

- **People come and go**
  - long-term **sustainability**
- **Problem-solving process**
  - need diverse expertise and input
- **Avoid 1 person effort**



# 2. The District Leadership Team

# WHO SHOULD BE ON THE DISTRICT TEAM?

## Personnel who focus on...

- prevention of problem behavior
- Title or related initiatives
- management & evaluation of resources on behavioral supports
- Administration

## Examples:

District/School administration  
District PBIS trainers  
Teachers  
Special Education Staff  
School Psychology Specialists or  
Counselors  
Student Health Staff  
Students, parents, family  
Character Education trainers  
Alternative Programming staff  
Data Management staff  
Cultural Competency staff

**EXAMPLE: DISTRICT LEADERSHIP TEAM  
COLUMBIA PUBLIC SCHOOLS, COLUMBIA MO**

**Director of Student  
Services**

**Director of Special  
Education**

**Assistant Superintendent  
for Curriculum**

**Director of Secondary  
Education**

**Director of Elementary  
Education**

**Professional Development  
Coordinator**

**Building Principals from  
elementary and  
secondary schools**

**Classroom teacher**

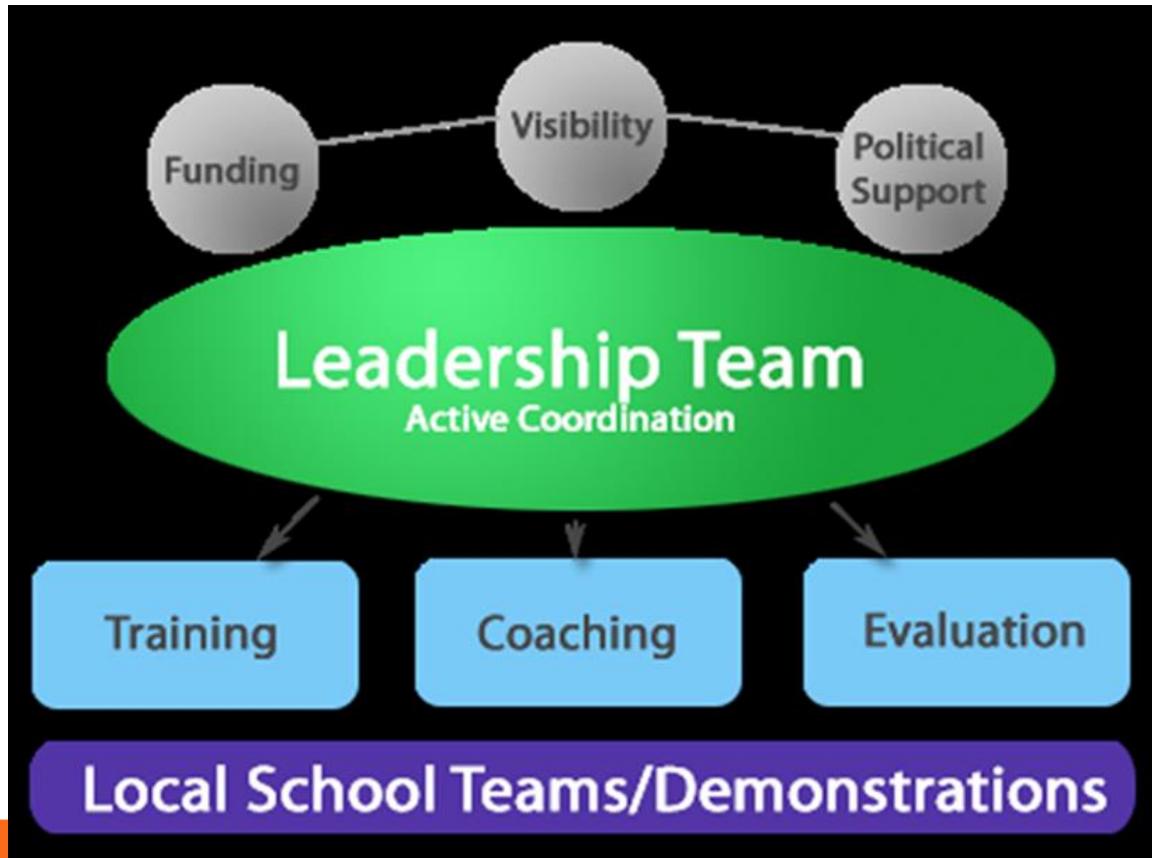
**School Psychologist  
Coordinator**

**Guidance Counselor**

**University Researcher**

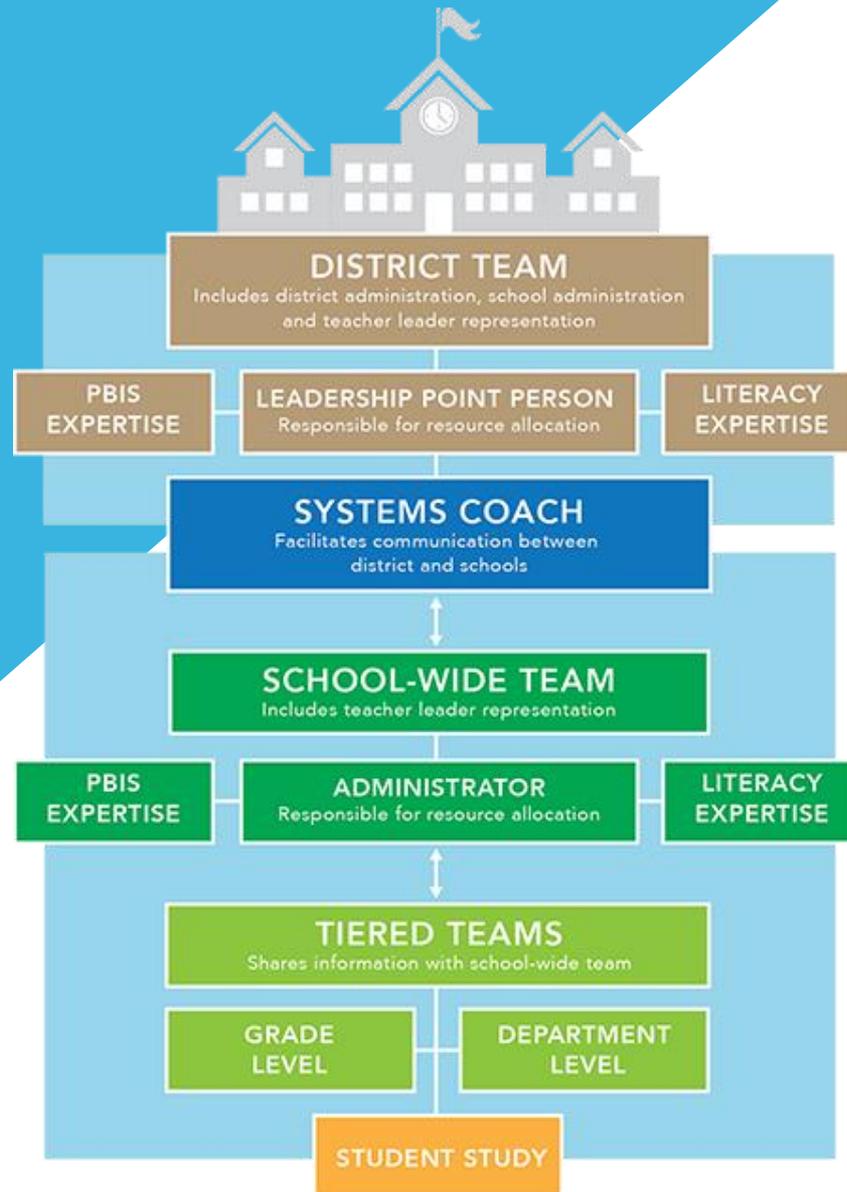


# DISTRICT LEADERSHIP TEAM MODEL



# DISTRICT TEAM EXAMPLE FROM OREGON

This is the Oregon model for district RTI leadership for behavior and literacy.



# RESPONSIBILITIES OF THE DISTRICT TEAM

- Make student behavior top priority
- Self assessment
- Make and monitor 3-5 year action plan
- Conduct regularly scheduled meetings
- Secure stable funding
- Establish visibility (website, newsletter, etc.)
- Build training capacity
- Develop coaching network
- Evaluate school-wide PBIS efforts



# **FUNCTIONS OF THE DISTRICT COORDINATOR**

**Chair District PBIS  
Leadership Team**

**Coordinate Team  
Functions**

- Funding
- Visibility
- Data & Evaluation
- Training

**Manage District PBIS  
Action Plan**

**Coordinate district PBIS  
training & PD**

**Coordinate with other  
district initiatives**

**Provide PBIS technical  
assistance**



# TIERS 2 AND 3

# Readiness to add Tier II to Universal Tier I

DATA INDICATORS	IN PLACE	NOT IN PLACE	NOTES
1. SET score of 80/80 OR			
2. BoQ score of 80% or higher			
3. SAS Schoolwide 80% or higher			
4. SAS Non-Classroom 80% or higher			
5. SAS Classroom 80% or higher			
6. 80% or more students in the 0-1 ODR range or within national range for school's grade			
7. Consistent use of schoolwide data for making decisions as evidenced by monthly Big 5 Data Reports.			
8. System in place to collect classroom minor referrals.			
9. Tier 2 team includes administrator, crossover member, behavioral expertise or desire to develop, academic expertise.			
10. Effective Classroom Practices taught to all staff and evident in all classrooms.			
11. Access to district level support			

# Example of a tier 2 intervention:

## check-in check-out

### ANYWHERE SCHOOL Daily Progress Report

Name: **SAMPLE**

Date: \_\_\_\_\_

Teachers: Please indicate student=s achievement for the following goals...  
**2** = 1 or less “redirects” necessary  
**1** = 2 to 3 “redirects” necessary  
**0** = 4 or more “redirects” necessary

Expectation	Activity Class	Mrs. Lewis' class	Mrs. Graham's class	Mrs. McGee's class
<b>Respect Learning</b>	<b>2 1 0</b>	<b>2 1 0</b>	<b>2 1 0</b>	<b>2 1 0</b>
<b>Respect Others</b>	<b>2 1 0</b>	<b>2 1 0</b>	<b>2 1 0</b>	<b>2 1 0</b>
<b>Respect Self</b>	<b>2 1 0</b>	<b>2 1 0</b>	<b>2 1 0</b>	<b>2 1 0</b>
<b>Respect Environment</b>	<b>2 1 0</b>	<b>2 1 0</b>	<b>2 1 0</b>	<b>2 1 0</b>
Total Points				
Teacher Initials				
<b>Assignments/Notes</b> (written by student)				

Daily Goal: 26/32(80%)

Daily Score: \_\_\_\_ / 32

Daily Percentage: \_\_\_\_%

(Over)

# Tier 3: individualized interventions

- For students exhibiting **very high-risk** behaviors
- For students with significant histories of **behavioral and/or academic** difficulties
- Specialized and intensive interventions

# ISSUES AND QUESTIONS

# COMMON CONCERNS

1. What is the hardest part?
2. How much time will it take?
3. What about cultural differences?
4. What will it cost?
5. Can we keep our other programs?
6. Is there support for training and coaching?
7. How can we start?
8. What benefits are there for my school?
9. Is it guaranteed to work?

# SUMMARY



- Invest in prevention
- Teach, model, & reinforce expected behaviors
- Use & share data

**David Saarnio (A-State)**  
[dsaarnio@astate.edu](mailto:dsaarnio@astate.edu)

**Anne Merten (A-State)**  
[amerten@astate.edu](mailto:amerten@astate.edu)

**Jennifer Gonzales (ADE)**  
[Jennifer.Gonzales@arkansas.gov](mailto:Jennifer.Gonzales@arkansas.gov)



**Like us on Facebook & Twitter**

[www.facebook.com/asucce](http://www.facebook.com/asucce)   <https://twitter.com/asucce>