School Wide Positive Behavioral Interventions and Supports (PBIS)

Brought to you by….

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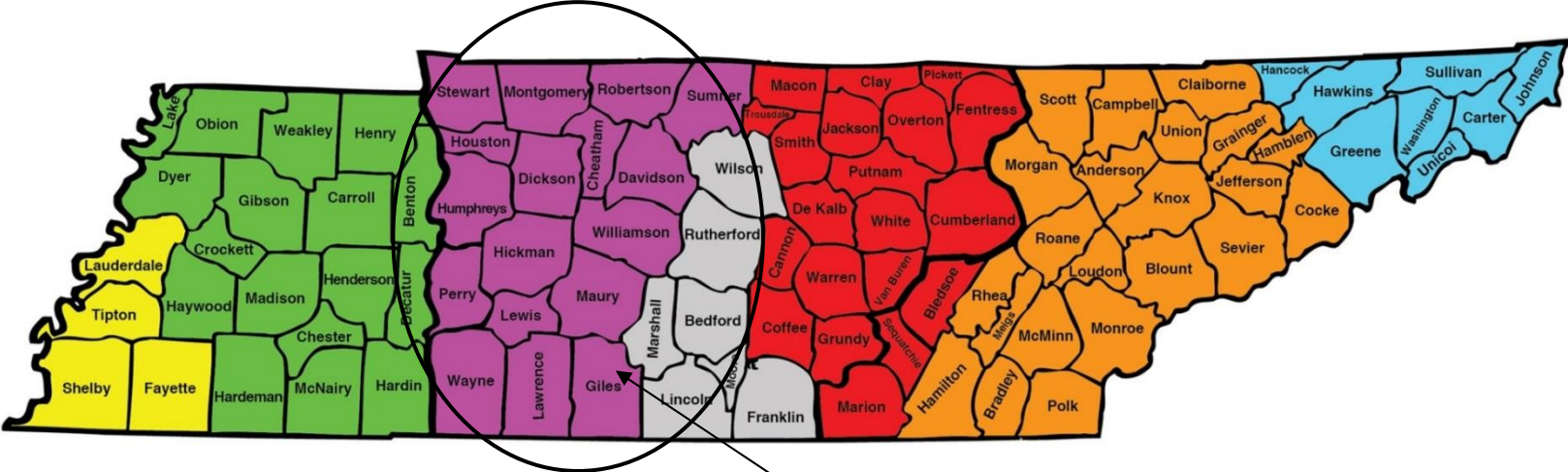Project Support & Include, Vanderbilt

Brooke.shuster@vanderbilt.edu

Project Support and Include

- Statewide Initiative funded by the State of Tennessee's Department of Education to:

    - Provide training and technical assistance to schools who would like to develop a Comprehensive, Integrated, Three-tiered (CI3T) Model of Prevention

    - Emphasis on Positive Behavioral Interventions and Support (**PBIS**) framework

Project Support and Include: Vanderbilt University

Vanderbilit's Catchment Area

PSI Resources: Briefs

Behavior-Specific Praise in the Classroom

This guide was produced by Project Support & Include at Vanderbilt University—one of seven projects across the state funded by the Tennessee Department of Education...

Praise is a powerful tool for educators. When effectively in the classroom, it can increase the and academic performance of students, as w improve classroom climate. General praise ca reinforcing for some students, but the most p praise is specific to a student's behavior. Beh specific praise (BSP) gives students specific, verbal feedback indicating approval of social academic behavior (e.g., "Sydney, I like how y sitting with your hands to yourself.").[1] It is an based classroom management strategy that i student behavior by letting students know ex what they are doing correctly.[2] BSP can also l incorporated into any instructional setting.[3] example, in the cafeteria, students can be pra standing quietly in line while waiting for food library for reading quietly to themselves.

WHAT DOES BEHAVIOR-SPECIFIC PRAISE LO
BSP is a nonintrusive way to reinforce specifi behaviors of your students. This classroom n strategy can be differentiated based on age o development, the settings in which you teach school's culture (e.g., "Thumbs up for sitting on the rug." versus "Thank you for engaging i

discussion
the chapter
BSP can inc
students' ti
and decrea
disruptive

For more information about the technical assistance project funded to support schools in your region, please see page 8 of this guide.

Lessons from the Field:
Monitoring and Revising Three-Tiered Models of Support

Many schools across Tennessee are implementing three-tiered models of support, such as School-wide Positive Behavior Supports and Interventions (SWPBIS) and Response to Intervention (RTI). The goal of these programs is to help students develop academic, behavioral, and social competencies, as well as to meet the needs of students who need additional support. Once a model of support is developed and implemented throughout a school, it should be monitored to ensure it is being implemented as planned, being supported by staff, and having a positive impact. By collecting and

▶ Comprehensive, integrated, three-tiered models of prevention (CI3T) are a proactive approach to concurrently meeting the academic, behavioral, and social needs and strengths of individual students. For more information about CI3T models of prevention, see *The CI3T Model of Prevention: Supporting Academic, Behavioral, and Social Development of Students* at vkc.mc.vanderbilt.edu/ci3t/resources/

reviewing data in these three areas, school teams can make meaningful, strategic changes to maximize the program's impact on the school.

Schools implementing three-tiered models are using several formal and informal methods of monitoring. We provide an overview of these tools and practices in this guide with a specific focus on how they can be used to monitor implementation of a SWPBIS program.

IS YOUR PROGRAM B
One of the most impo
school-wide program
fidelity. Implementa
which the program is
originally designed. S
when they are implem
inconsistently throug
fidelity data can help
why student outcom
identifying how well
implemented.[2] For e
school implementing

Lessons from the Field:
Planning Effective School-Wide Ticket and Reinforcement Systems

This guide was produced by Project Support & Include at Vanderbilt University—one of seven projects across the state funded by the Tennessee Department of Education to provide training and technical assistance to schools as they address the academic, social, and behavioral...

Schools are called to meet the needs of an increasingly diverse student population. These students come to school each day with a wide range of academic, social, and behavioral strengths and needs. To serve all students well, schools must create a systematic framework that supports the individualized strengths and needs of students.

▶ Comprehensive, integrated, three-tiered models of prevention (CI3T) are a proactive approach to concurrently meeting the academic, behavioral, and social needs and strengths of individual students. For more information, see the CI3T Model of Prevention: Supporting Academic, Behavioral, and Social Development of Students at http://vkc.mc.vanderbilt.edu/ci3t/resources/

Schools often use school-wide positive behavioral interventions and supports (SWPBIS)[1] as one component of their multi-tiered system of support. SWPBIS provides a framework for preventing behavioral challenges before they occur and assisting students who need additional support through targeted interventions.

Components of SWPBIS include establishing school-wide expectations,

(Sample) PAWS
Reward:
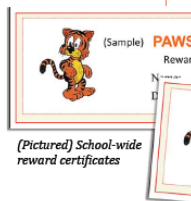
(Pictured) School-wide reward certificates

teachers had not explicitly

For more information about the technical assistance project region, please see page 11 of this guide.

The CI3T Model of Prevention:
Supporting Academic, Behavioral, and Social Development of Students

This guide was produced by Project Support & Include at Vanderbilt University—one of seven projects across the state funded by the Tennessee Department of Education to provide training and technical assistance to schools as they address the academic, social, and behavioral needs of students. This brief was authored by Benjamin Cabeza, Kathryn Germer, Lauren Magill, Kathleen Lynne Lane, Erik W. Carter, and Wendy P. Oakes. 03/2013

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the s
scho Students come to school with a wide
crea range of academic, behavioral, and
scho social strengths and needs. To serve
expe these students well, schools need
a carefully crafted plan aligning
In th supports and services in ways that
dist address these individual strengths
rein and needs. Where might your
We a school start? This guide illustrates
an approach increasing numbers of
Tennessee schools are adopting to
meet the needs of diverse students.

A comprehensive, integrated, three-tiered (CI3T) model of prevention is a proactive approach to meet the academic, behavioral, and social needs of students. The CI3T model aims to prevent and respond effectively to the development of learning and behavioral challenges through tiers of support. A school-based team—which is representative of the entire school's staff and includes at least one administrator with the authority to make changes—creates and leads implementation of the CI3T model based on the unique needs and culture of their school. Next, we describe the three tiers of support constituting these plans and address some of the logistics of teaching, reinforcing, and monitoring a CI3T plan.

TIERS OF PREVENTION: DIFFERENTIATING SUPPORTS FOR STUDENTS BASED ON NEEDS
Primary Support
Primary prevention—often called Tier 1 supports and interventions—focuses on the needs of all students with the goal of preventing academic and behavioral challenges before they ever emerge. Approximately 80% of students are likely to respond to this first level of support. Examples of primary prevention programs include providing instruction linked to the district and Common Core State Standards, a Positive Behavioral Interventions and Supports (PBIS) framework, and validated social skills/character education curricula.

Secondary Support
Secondary prevention—often called Tier 2 supports and interventions—involves delivering more focused academic, behavioral, and/or social interventions for students who were not responsive to the primary tier of prevention. The goal of secondary prevention is to reverse existing academic, behavioral, and/or social skills challenges that have begun to emerge. Approximately 10-15% of students in a typical

school are likely to require this level of support. Secondary prevention efforts usually involve specialized intervention groups or low-intensity supports designed to address students' acquisition (can't do), fluency (trouble doing), or performance (won't do) deficits. Examples of secondary prevention programs might include small-group social skills instruction, small-group reading instruction, behavior contracts, or self-monitoring plans.

Tertiary Support
Tertiary prevention—often called Tier 3 supports and interventions—entails implementing specialized, one-to-one systems for students who are at heightened risk for school failure because they have not responded to the school's primary or secondary intervention efforts. The goal of this level of prevention is to reduce harm. Approximately 5-7% of students in a school may require this level of support. Examples of tertiary prevention programs include functional assessment-based interventions, multisystemic therapy, and one-to-one academic tutoring.

For more information about the technical assistance project funded to support schools in your region, please see page 4 of this guide.

PSI Resources: Webinars

Comprehensive, Integrated, Three-tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)

Goal: Reduce Harm
Specialized Individual Systems
for Students with High-Risk

≈ 5%
Tertiary Prevention

≈15%
Secondary Prevention

Goal: Reverse Harm
Specialized Group
Systems for Students At-Risk

Goal: Prevent Harm
School/Classroom-Wide Systems
for All Students, Staff, & Settings

Primary Prevention

PBIS Framework

Validated
Curriculum

RTI² Framework

≈ 80%

Academic

Behavioral

Social

Comprehensive, Integrated, Three-tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)

≈ 5%
Tier 3

≈ 15%
Tier 2

≈ 80%

PBIS Framework

Validated Curriculum

RTI² Framework

Academic   **Behavioral**   **Social**

By any other name....still the same!

MTSS

SWPBS

RTI:B

PBIS

SWPBIS

CI3T

PBS

So what is it?

A systems framework for establishing the **social culture** and intensive behavioral supports needed for a school to be an effective learning environment for all students.
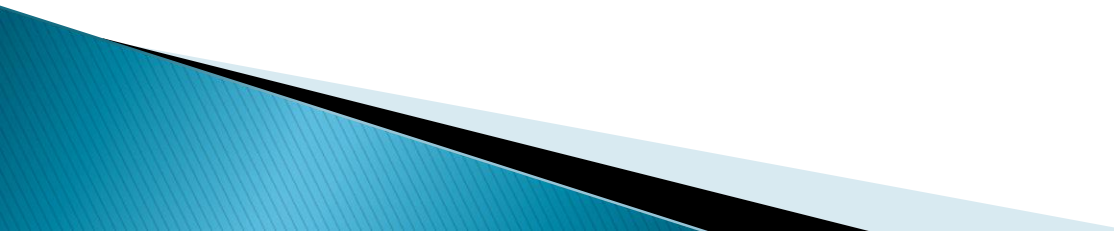
Education 2018: *Excellence for Every Student* is the district's five-year strategic plan. It sets ambitious goals for our elementary and middle schools to ensure children are on the path to success in high school and prepared for college and career.

District Commitment

"We are committed to providing every student with the foundation of knowledge, skills and character necessary to excel in higher education, work and life…"

By 2018 every student in these transition grades will have five characteristics:

1		
	4th	Academically, Socially & Emotionally Ready for Middle School
	8th	Academically, Socially & Emotionally Ready for High School
	12th	A plan for post-secondary education and career

SEL Core Competencies

"Good instruction in a behaviorally chaotic environment will fail!"

Horner, 2006 Annual ASWPBS conference
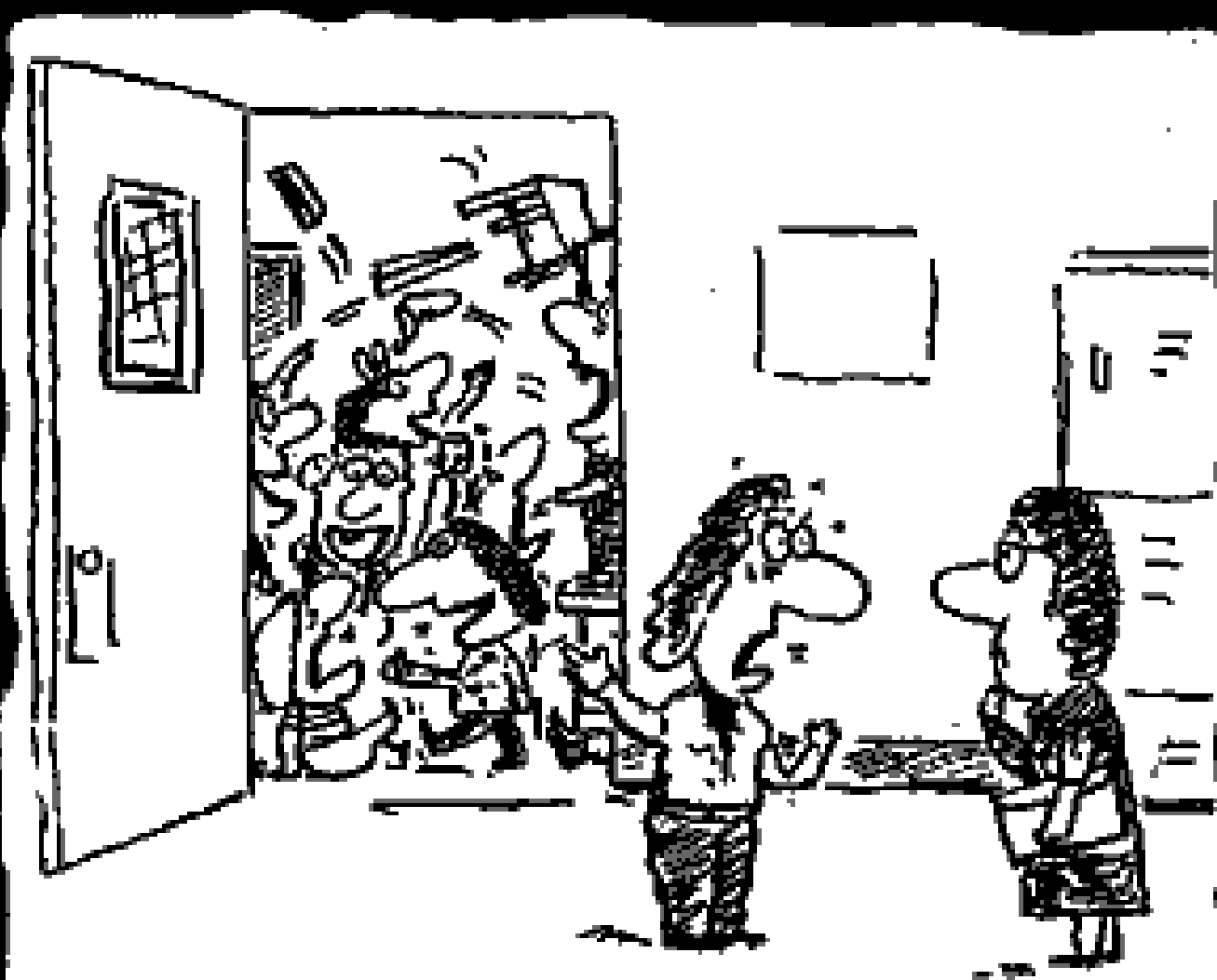
Can you help me, Mrs. Martin? This wasn't covered in any of my education courses.

Problem behaviors and their challenges…

Insubordination, noncompliance, defiance, late to class, nonattendance, truancy, fighting, aggression, inappropriate language, social withdrawal, excessive crying, stealing, vandalism, property destruction, tobacco, drugs, alcohol, unresponsive, not following directions, inappropriate use of school materials, weapons, harassment, unprepared to learn, not following directions, parking lot violation, irresponsible, trespassing, disrespectful, banned items, failure to complete homework, disrupting teaching, uncooperative, violent behavior, disruptive, verbal abuse, physical abuse, dress code, other, etc., etc., etc.....

- Exist in every school, only vary in intensity
- Lead to negative school climates and unsafe schools
- A concern in every community

Inappropriate behaviors are often managed by reactive strategies

- Time out
- Sit in the corner
- Sit outside the door
- See the principal and sit outside her office
- After School Detention
- In School Suspension
- Out of School Suspension
- Alternative School
- Expulsion
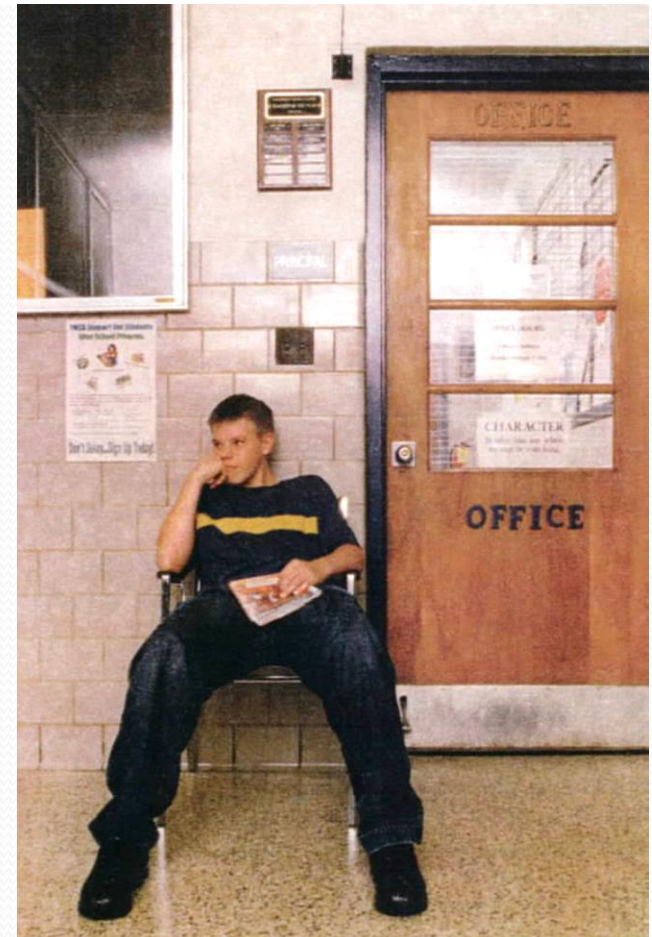
How problems are commonly addressed in school settings

Academic Problems

- ***Responsive***
- Assume student is trying to make correct response
- Assume error was accidental
- Provide assistance

- Provide more practice

Behavior/Social Problems

- ***Reactive***
- Assume student is not trying to make correct response
- Assume error was deliberate
- Provide negative consequence
- Practice not required

The premise: practice makes perfect!

Some may know what to do
but have not had opportunity
to practice the correct response
well enough.
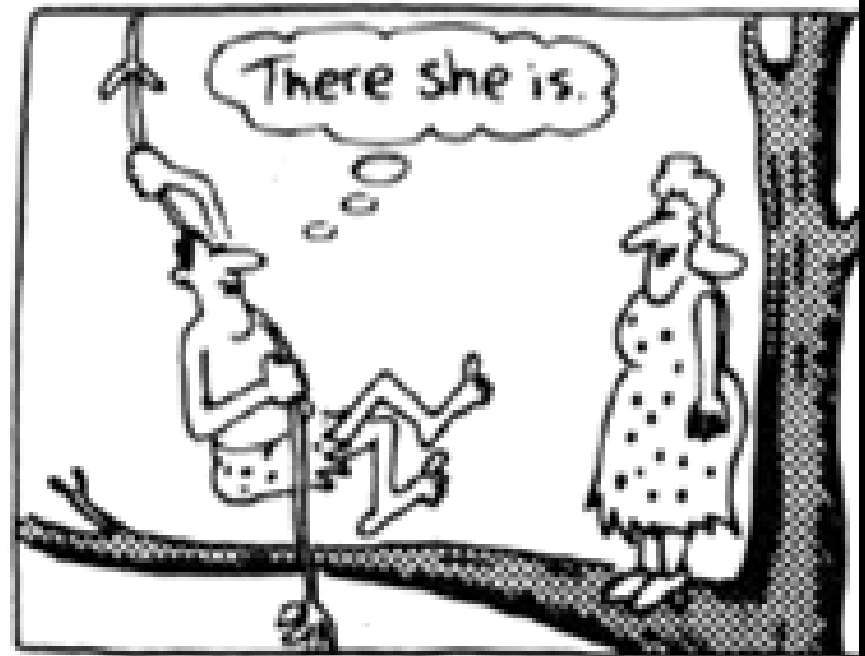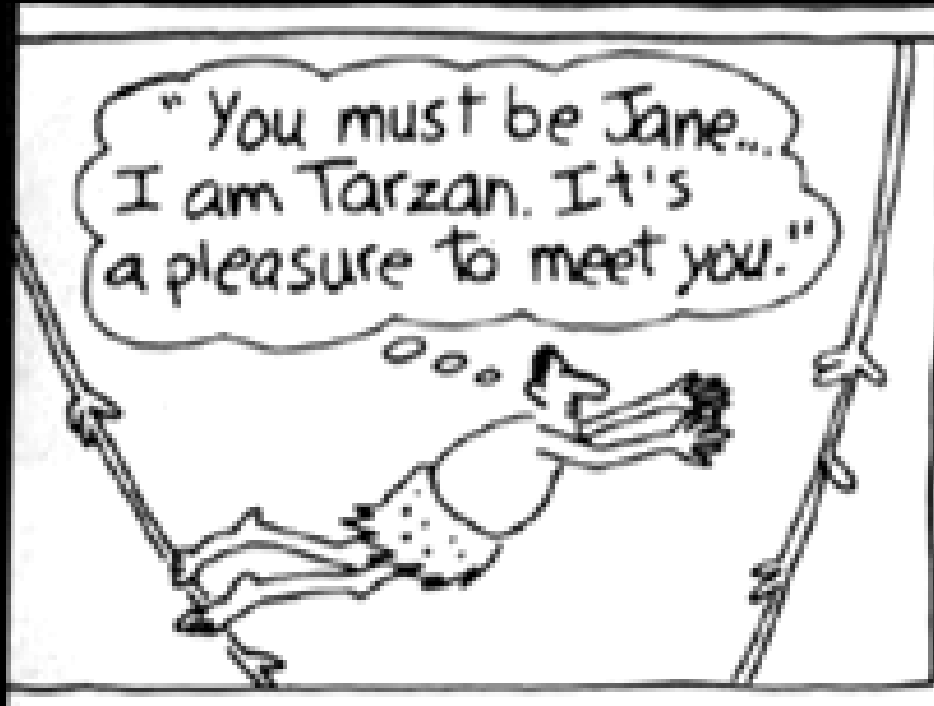
Science of behavior has taught us that students…

- Are **NOT** born with "bad behaviors"
- Do **NOT** learn when threatened with negative consequences
- **DO** learn better ways of behaving by being taught directly & receiving positive feedback
- Will **NOT** change if we do **NOT** change what we are doing
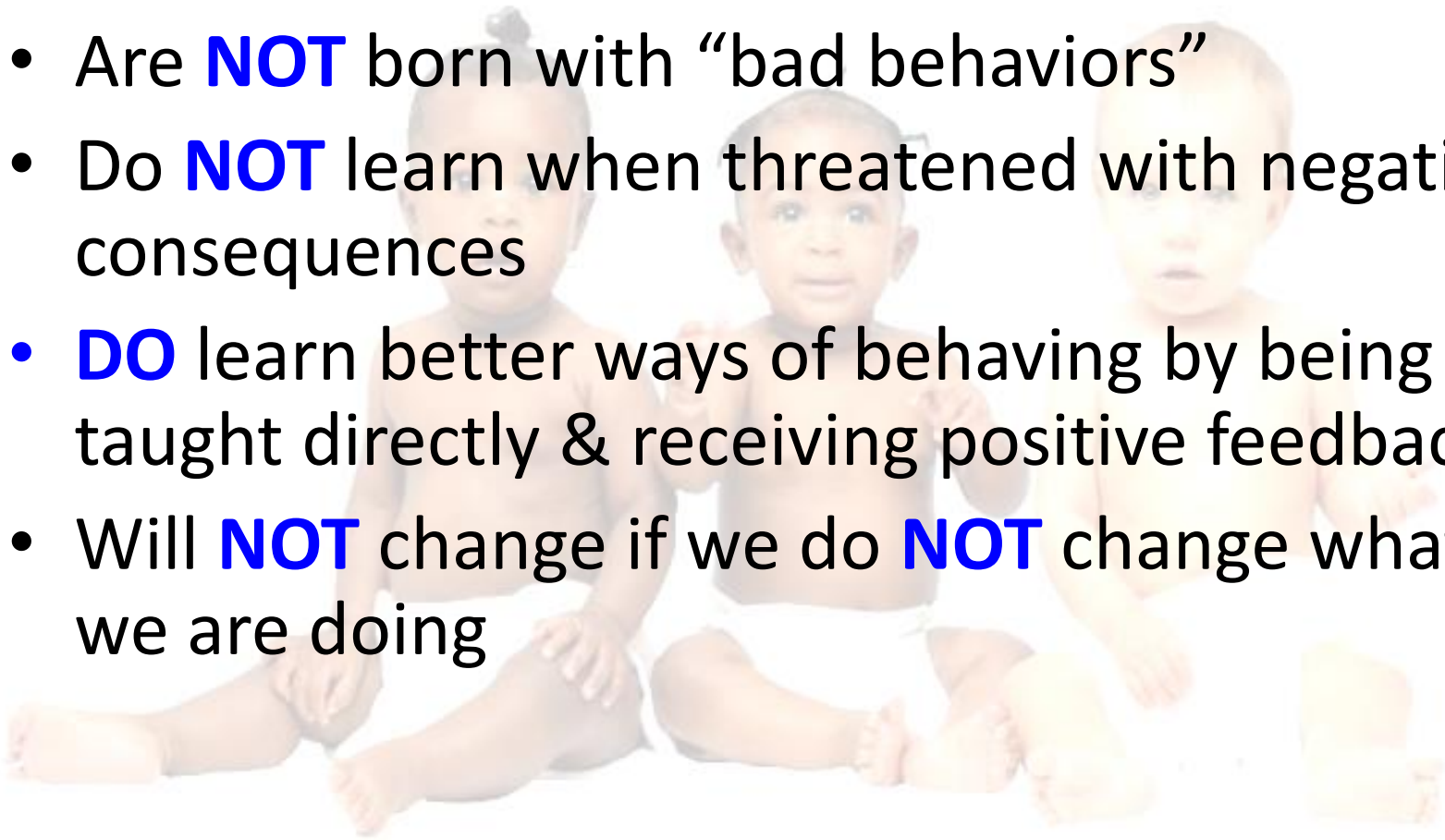
Why SWPBIS?

- **The fundamental purpose of SWPBIS is to make schools more effective and equitable learning environments.**

Predictable

Positive

Consistent

Safe

Positive Behavioral Interventions and Support (PBIS) is.......

➤ Research-based
➤ In ~20,000 schools in the US (and growing)
➤ Proactive
➤ A way of allocating resources within a school
➤ A systems approach

Number of Schools Implementing SWPBIS since 2000
January, 2014

19,960

20000	
18000	
16000	
14000	
12000	
10000	
8000	
6000	
4000	
2000	
0	

00 01 02 03 04 05 06 07 08 09 10' 11' 12' 13' 14'
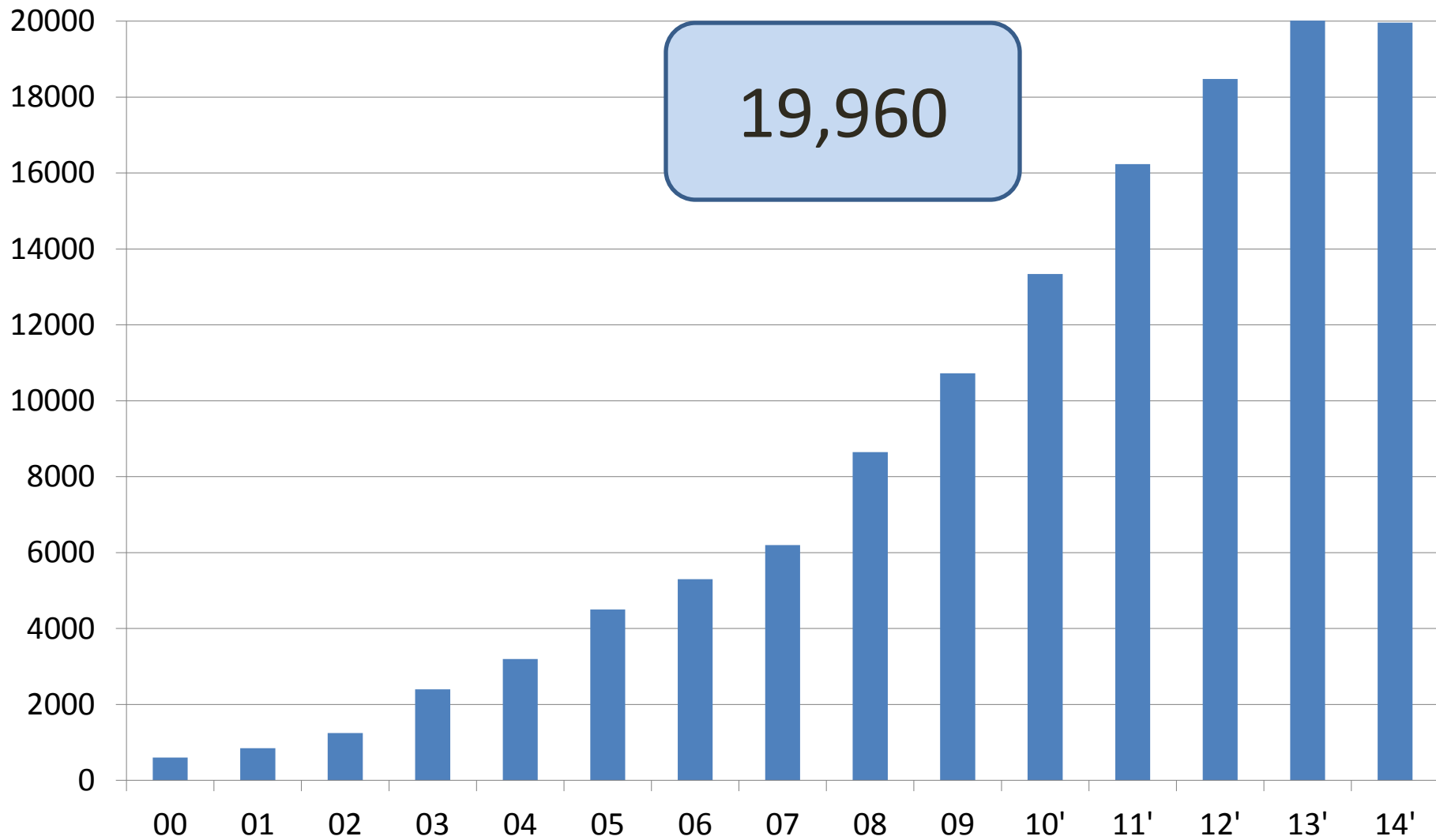
Number of Schools Implementation SWPBIS (Tier I) by State
January 2014

14 States with more than 500 schools

Specialized, individualized systems for students with high-risk behavior

Specialized, group systems for students with at-risk behavior

School/Classroom-wide systems for all students, staff, and settings

Tertiary ~ 5%

Secondary ~ 15%

Primary ~ 80%
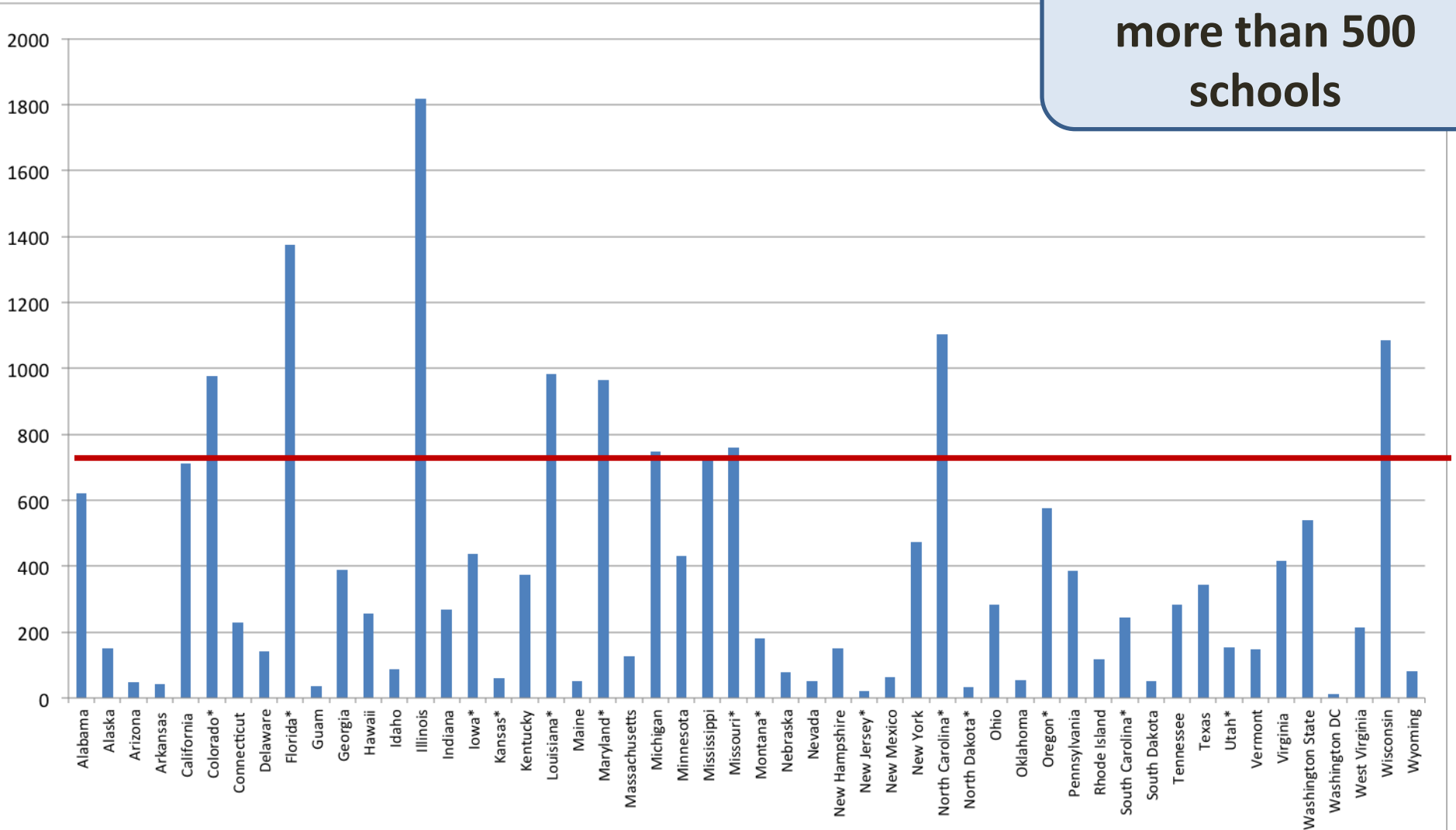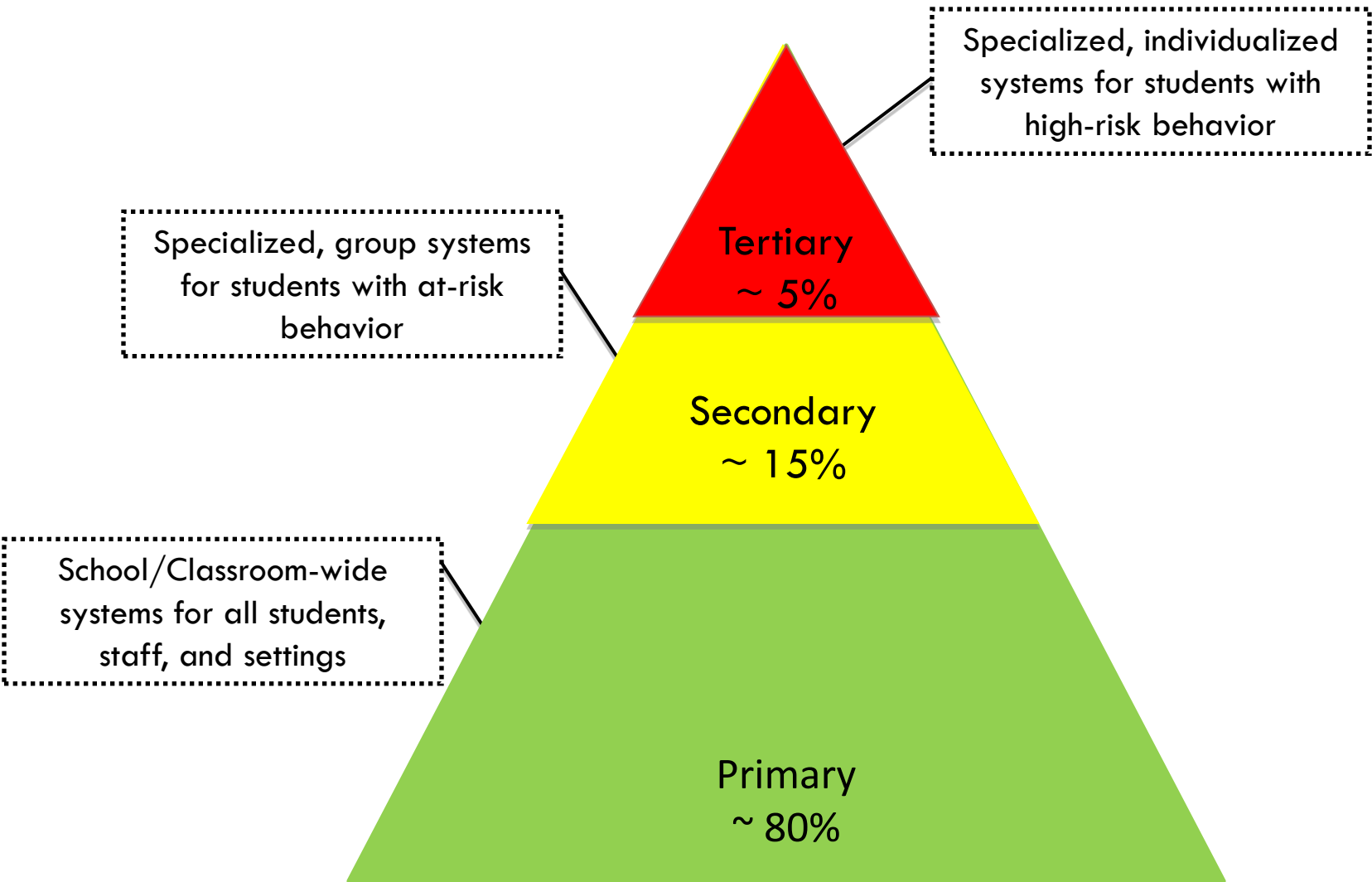
PBIS: Examples of Tiered Interventions

Tertiary

individualized

- Individual counseling
- FBA/BIP, safety plan
- Support team plans, 504 plans, IEPs

Secondary

small groups

- Small group academic tutoring
- Social skills groups
- Check-In/Check-Out

Primary (PREVENT)

for ALL students, staff, and settings

- School-wide rules and expectations
- Explicit instruction in academics and behavioral expectations
- Proactive and positive classroom management in all classrooms
- School-wide procedures for acknowledging appropriate behavior

Tennessee RTI² Model

Guiding Principles

► Leadership
► Culture of Collaboration
► Prevention & Early Intervention

TIER I   All   80–85%

ALL students receive research-based, high quality, general education instruction using Common Core Standards in a positive behavior environment that incorporates ongoing universal screening and ongoing assessment to inform instruction.

TIER II   Some   10–15%
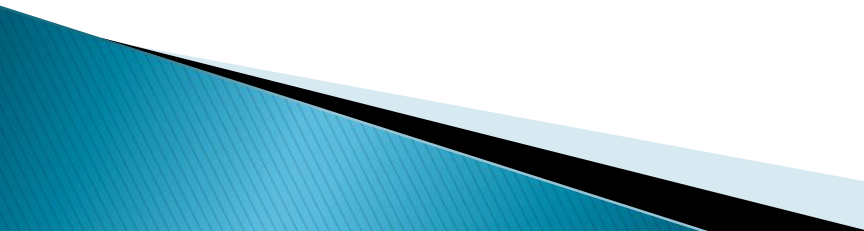
In ADDITION to Tier I, interventions are provided to students that fall below the 25th percentile on universal screening and are struggling academically and/or behaviorally. Research-based interventions will be provided to students within their specific area(s) of deficit. These students are progress monitored using a tool that is sensitive to change in area of deficit and that provides a Rate of Improvement (ROI) specific to the individual deficit.

TIER III   Few   3–5%

In ADDITION to Tier I, interventions are provided to students who have not made significant progress in Tier II, are 1.5-2.0 grade levels behind or are below the 10th percentile. Tier III interventions are more explicit and more intensive than Tier II interventions. Research-based interventions will be provided to students within their specific area(s) of deficit. These students, who are struggling academically and/or behaviorally are progress monitored using a tool that is sensitive to change in area of deficit and that provides a Rate of Improvement (ROI) specific to the individual deficit.

DEFINE

Data-Based Decision Making

EVALUATE

ANALYZE

IMPLEMENT

Increasing Support for Students

TENNESSEE DEPARTMENT OF EDUCATION
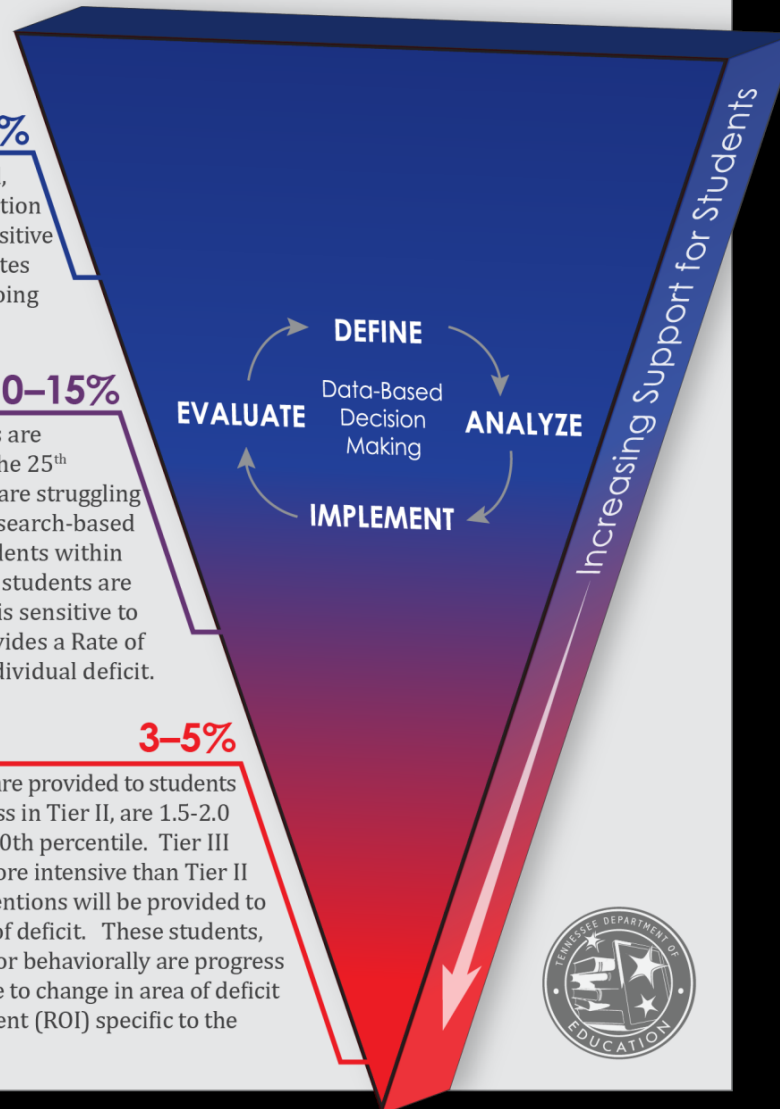
Evidence-based features of PBIS

- Prevention
- Define and teach positive social expectations
- Acknowledge positive behavior
- Arrange consistent consequences for problem behavior
- On-going collection and use of data for decision-making
- Continuum of intensive, individual intervention supports.
- Implementation of the systems that support effective practices

Define and teach positive social expectations

Unclear rules lead to confusion

School Wide Rules

✓ **3 – 5 rules which are broad and comprehensive**

✓ **Are positively stated in < 5 words/rules**

✓ **Are mutually exclusive**

✓ **Are culturally appropriate**

✓ **Apply to ALL staff and students in ALL Settings**

✓ **Require > 80% approval by faculty and staff**

✓ **Posted in each location and are easily identified as the school rules, include icons, and are highly visible**

✓ **Are communicated to stakeholders.**

BE
RESPECTFUL

BE
RESPONSIBLE

BE
READY

We are responsible We are respectful We are ready
We are responsible We are respectful We are ready
We are responsible We are respectful We are ready
We are responsible We are respectful We are ready
We are responsible We are respectful We are ready
We are responsible We are respectful We are ready
We are responsible We are respectful We are ready
We are responsible We are respectful We are ready

We ARE HILLWOOD
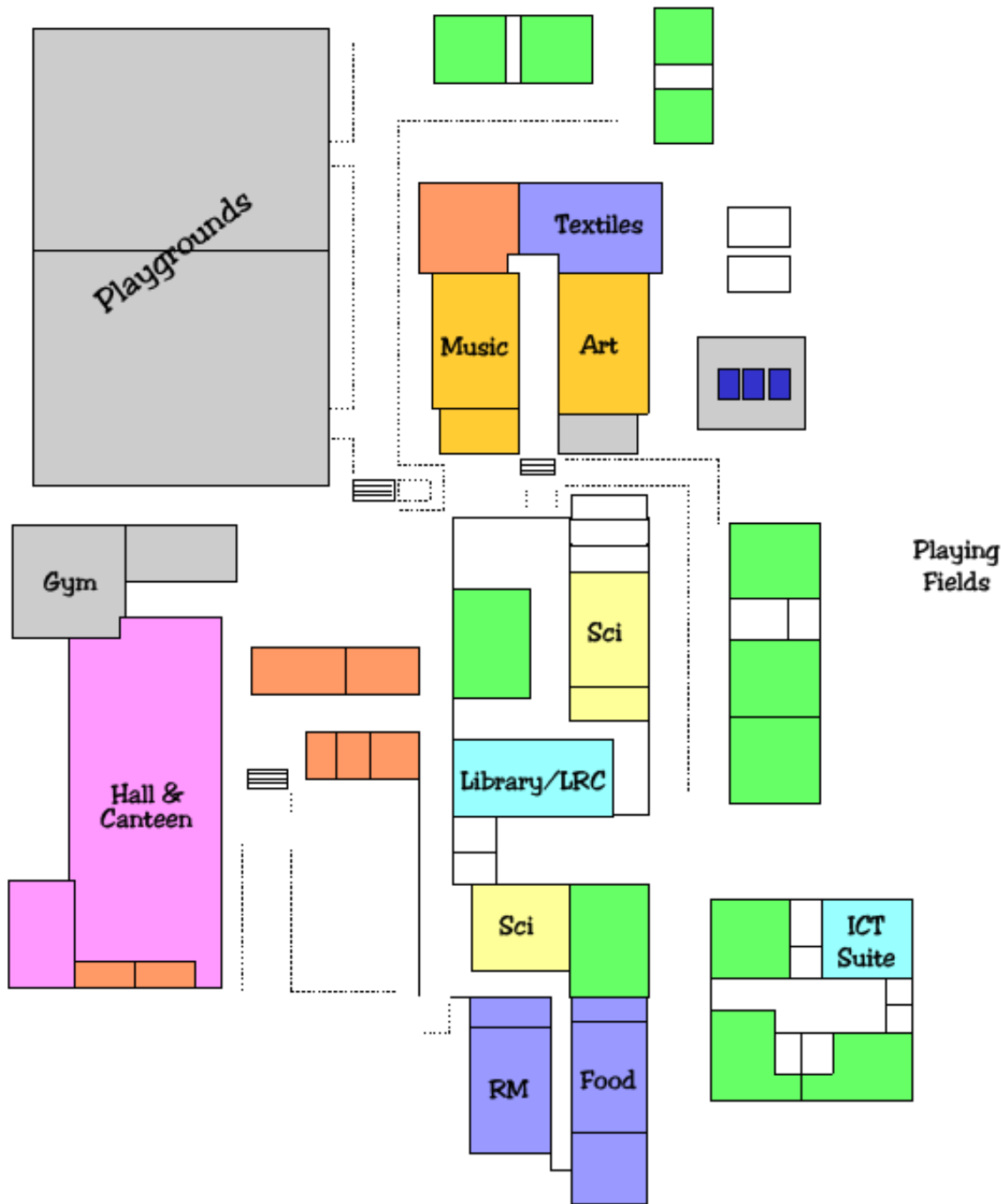
Within the rules… behaviors are determined by location.

A **Behavioral Matrix** defines the behavior in specific locations.

	Be Ready	Be Responsible	Be Respectful
R E S T R O O M	• Be prompt in use of facilities.	• Use restroom during designated breaks or with teacher approval. • Pick up litter and put in trashcan. • Wash hands with soap and water. • Walk away from potential fights. • **Report trouble to teachers or staff.**	• **Keep your feet on the floor**. • Maintain personal space and privacy (one person per stall). • Flush the toilet. • Wait your turn. • Place toilet paper only in the toilets.

Restrooom Rules

Be Respectful

- Give people privacy
- Use quiet voices
- Use appropriate language

Be Responsible

- Keep walls, stalls, and floors clean
- Flush Toilet
- Wash your hands with 1 scoop of soap
- Use 2 clicks of paper towels

Be Safe

- Keep water in the sink
- Keep hands and feet to yourself

Hallway

S — Safe Behavior
- Always walk.
- Keep body under control.
- Keep hands at your side, in pockets, in front, or behind your back.
- Walk on the 4th tile (wall on your right).

O — On Task
- Go directly to designated area.
- Watch while you are walking.

A — Act Responsibly
- Give everyone personal space.
- Use a whisper voice.
- Stay with your class.
- Know where you are going.
- Follow directions first the time asked.

R — Respect All
- Speak with good purpose.
- Use kind words and actions.
- Keep trash off floor.

"Taking Control for Success in Life."

Lesson plans are taught to the entire school in the settings the behavior occurs.

Acknowledge positive behavior!

Procedures for Acknowledging & Reinforcing Behavior
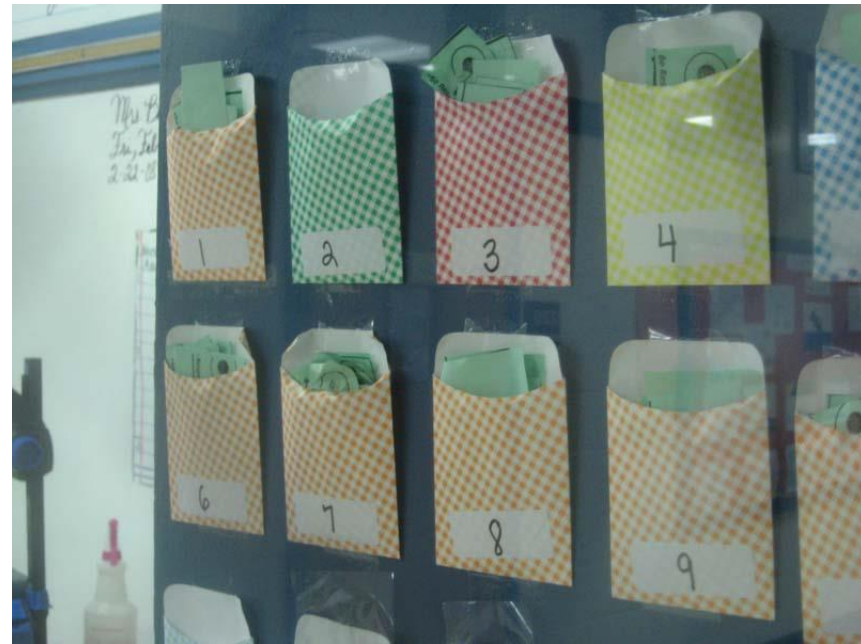
TREASURE TICKET

Name:

Teacher:

☺ Be respectful ☺ Be responsible ☺ Be safe ☺

It's about feedback...

The Great Good Bus Ride Behavior Race!

DAY 5   DAY 4   DAY 3   DAY 2   DAY 1   START!

Make it fun!

Class Points

10 Outstanding

8 Great Day

6 Good Day

4 Think About It

2 Let's Try Harder

Arrange consistent consequences for problem behavior…

Have a plan!

Managing Behaviors

- MINORS
  - Teacher-handled
  - Stays in the classroom

- MAJORS
  - Handled by an administrator
  - Goes to the office (or the administrator comes to the classroom)

Behavioral Definitions create a common language to enhance communication.

Major Problem	Definition
Abusive Language/ Profanity	Verbal messages that include swearing, name calling, racial or gender slangs or use of words in an inappropriate way *so as to hurt or threaten*.
Defiance/ Disrespect/ Non-compliance	Refusal to follow adult directions, talking back and/or *socially rude interactions.* High intensity disrespect and body language.

Behavioral Definitions create a common language to enhance communication.

Behavior	Definition	Minor infractions	Major infractions
Defiance/Disrepect/ non-compliance	Any behavior, activity, insult or action deliberately undermining any school personnel's authority. (This includes insults or offensive remarks toward school personnel).	Examples: Inappropriate or mocking tone of voice, rolling eyes, asking redundant questions such as "what did I do" or "why". Refusal or noncompliance after <u>one</u> request by an adult to stop the behavior(s).	Refusal or noncompliance after <u>two</u> requests from an adult to immediately stop the behavior. Examples are found in the minor area.
Disruption	Student engages in low-intensity, but inappropriate disruption.	Examples: tapping desks, out of seat, humming, and whistling, unnecessary noises.	Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.
Dress Code violation	Standard School Attire as defined my MNPS.	Any violation that can be altered to bring the clothing item into compliance with the dress code within the confines of the classroom. Examples: add a collared shirt, unrolling the waist band of a skirt, putting a belt or improvised belt on to prevent sagging pants, putting on a jacket.	Any violation that requires correction beyond the classroom environment. (Examples include: Having to go to the locker to get collared shirt, wearing jeans, going to the bathroom to change clothes, leaving to get a belt.)

ODR is used to document a student's inappropriate behavior.

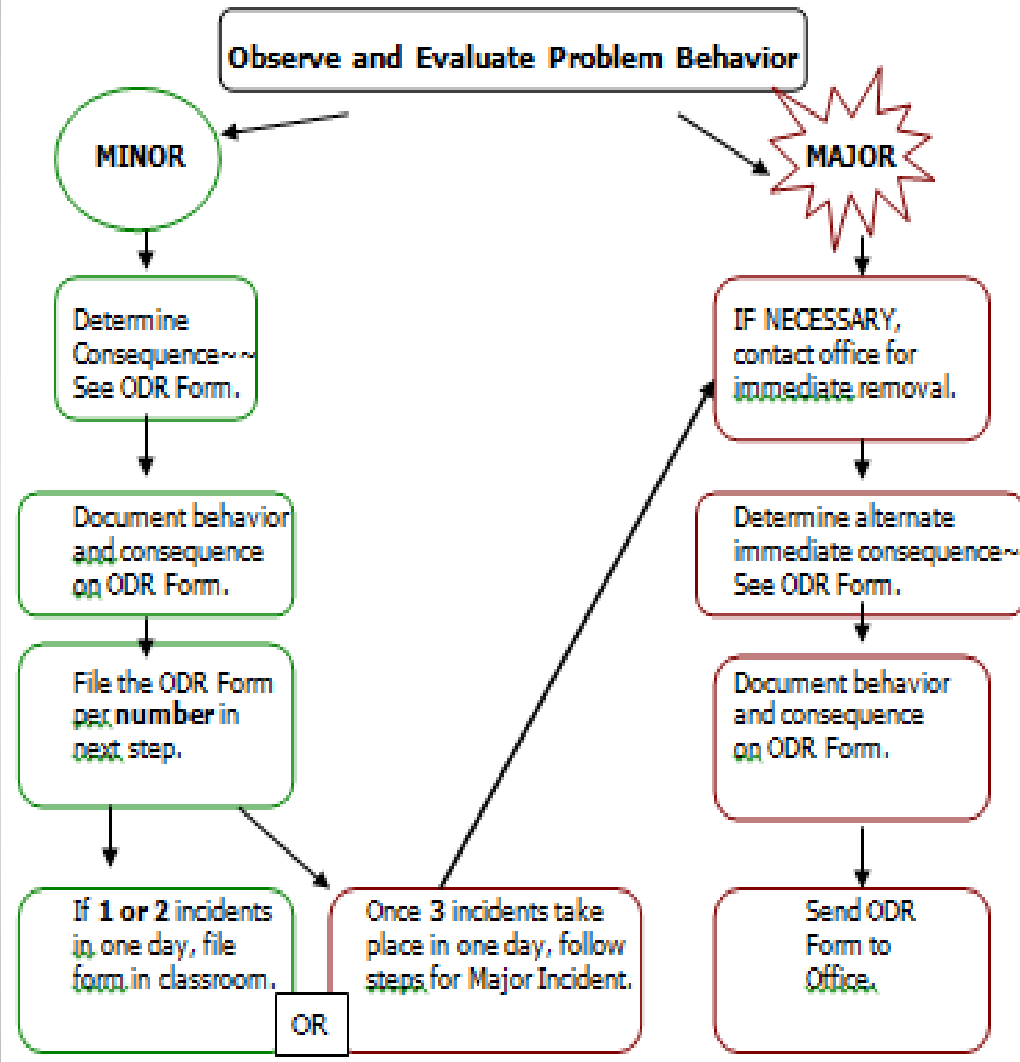Maynardville Elementary School Office Referral Form

- Name
- Grade
- Teacher
- Date
- Time
- Location
- Problem Behavior
- Others involved
- Possible Motivation
- Administrative Decision

A **Flow Chart** makes negative consequences predictable.

Observe Problem Behavior
Is the behavior a major problem?

No

Yes

Document Behavior

↓

Problem Solve

↓

Determine Consequences/
PBS Strategy

↓

Document and
Monitor Behavior

↓

Is the behavior a continual
problem?

No

Yes

Problem Solved!

Fill Out a Referral
for the Office

Complete a Referral and
Send Student to the Office

↓

Administrator Determines
Consequences

↓

Administration and Teacher
Follow Through with Documented
Consequences

↓

File Necessary Documentation
and Review Student History to
Determine What Works Best

↓

Implement a New PBS Strategy and Work
on Proactive Strategies to Decrease
Unwanted Behaviors

↓

Continue to Document and
Monitor Behavior

Westmeade Elementary School
Procedures for Discipline of Minor/Major Problem Behaviors

Observe and Evaluate Problem Behavior

MINOR

MAJOR

Determine Consequence~~ See ODR Form.

IF NECESSARY, contact office for immediate removal.

Document behavior and consequence on ODR Form.

Determine alternate immediate consequence~~ See ODR Form.

File the ODR Form per **number** in next step.

Document behavior and consequence on ODR Form.

If **1 or 2** incidents in one day, file form in classroom.

Once 3 incidents take place in one day, follow steps for Major Incident.

Send ODR Form to Office.

OR

On-going collection and use of data for decision-making

Procedures for Monitoring and Decision Making

Time Cost of a Discipline Referral

(Avg. 45 minutes per incident for student 30 min for Admin 15 min for Teacher)

	1000 Referrals/yr	2000 Referrals/yr
Administrator Time	**500 Hours**	**1000 Hours**
Teacher Time	**250 Hours**	**500 Hours**
Student Time	**750 Hours**	**1500 Hours**
Totals	**1500 Hours**	**3000 Hours**

ODRs by Year: Napier Enhanced Option School

Year	ODRs
2010-2011	465
2011-2012	169
2012-2013	131
2013-2014	203
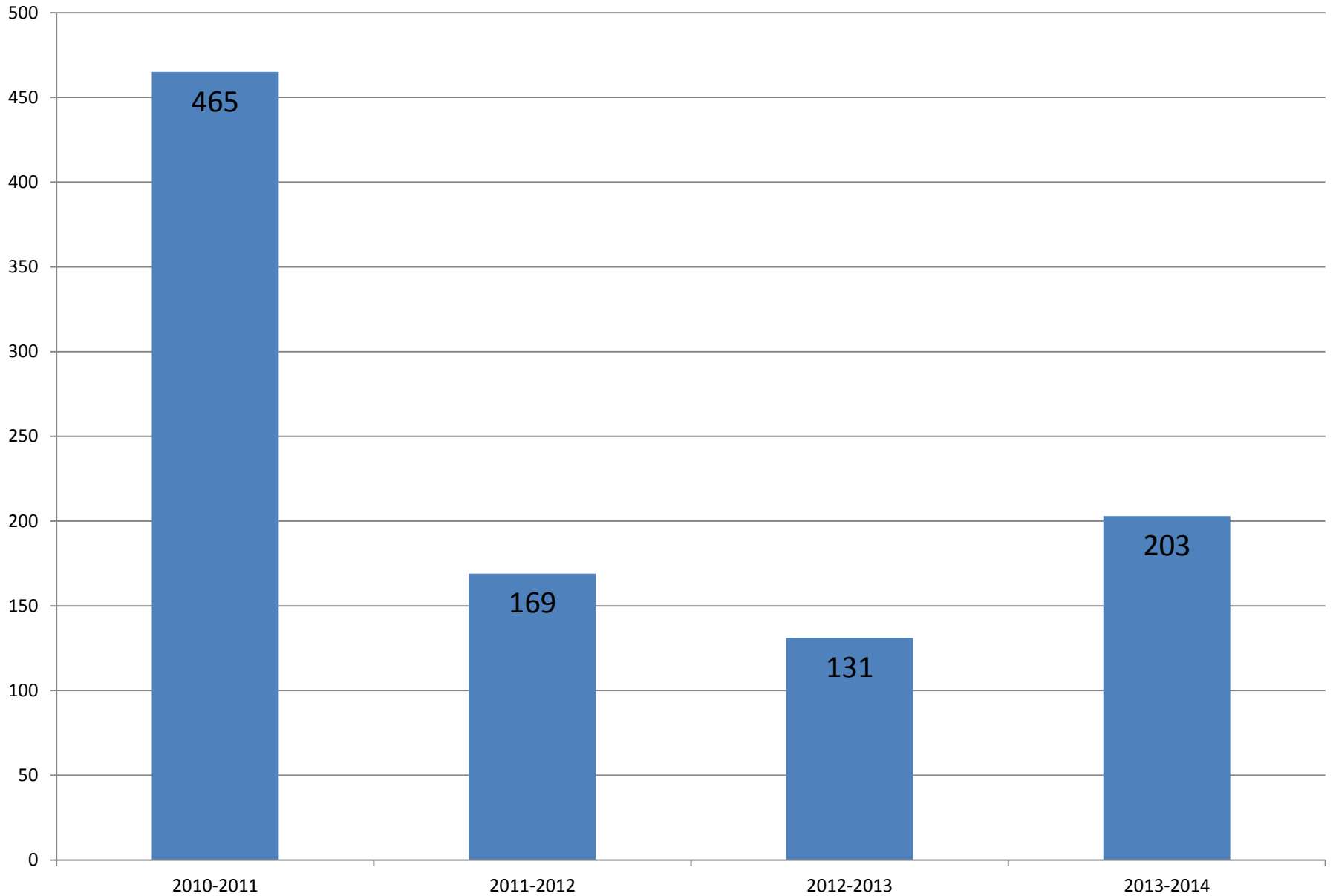
What did prevention achieve at Napier EOS?

- Recouped **administrative** time:

298 x 15 mins = 74 hours

(10.6 school days)

- Retrieved **academic learning** time:

298 x 45 mins = 222 hours

(31.7 days or 6 weeks)

School-level decision-making

Average Referrals Per Day Per Month
All, 2013-14
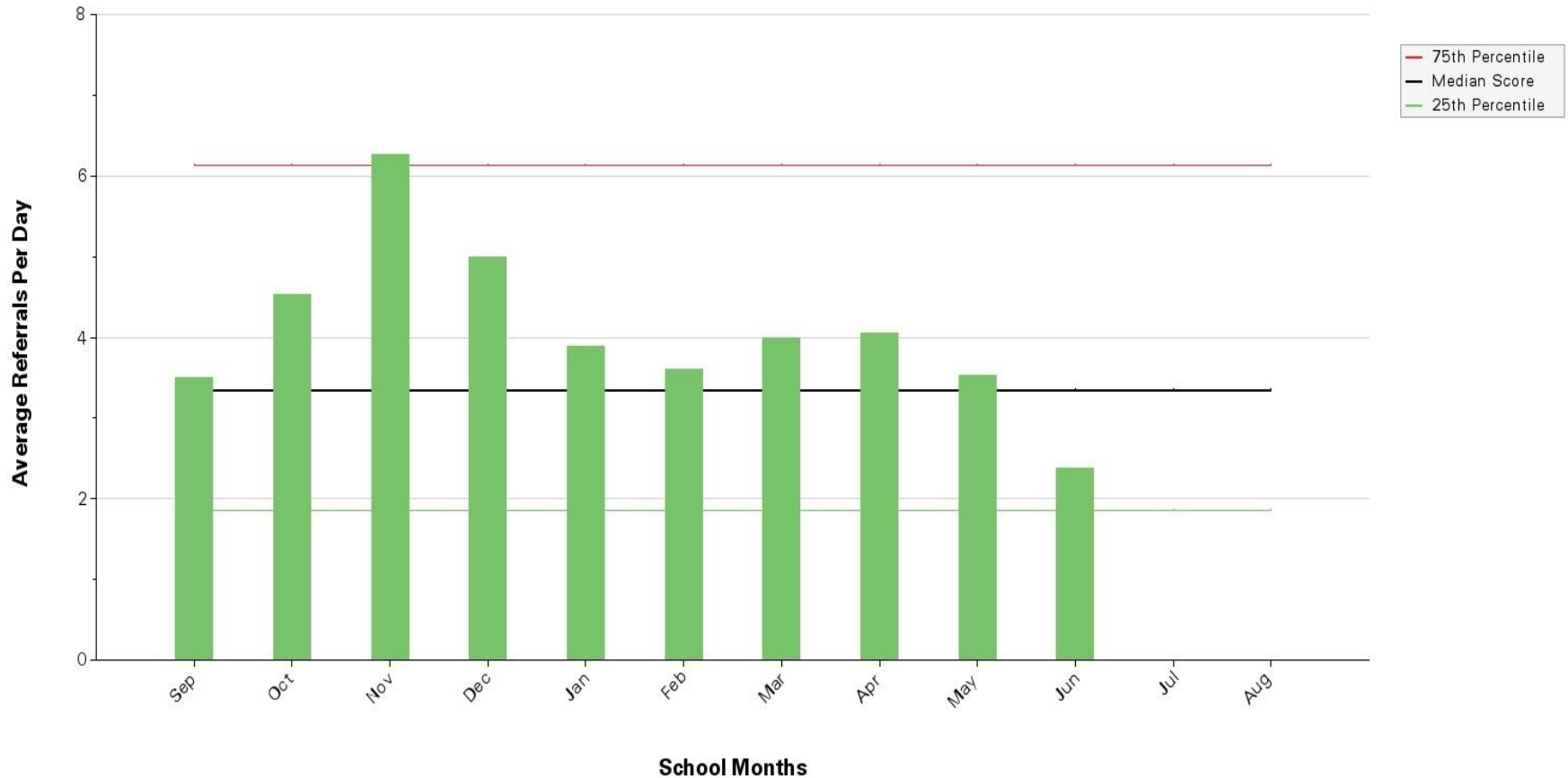
Referrals by Problem Behavior
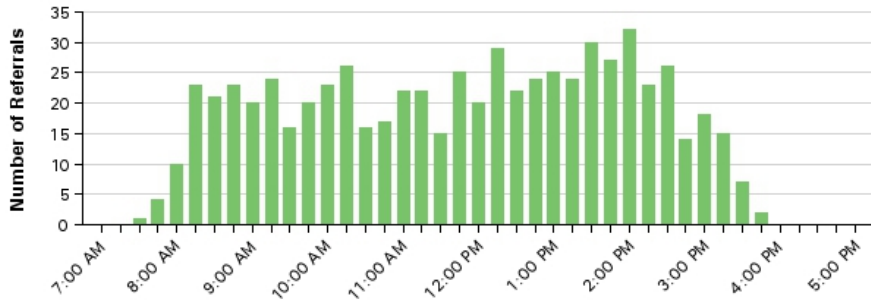All, Sep 1, 2013 - Aug 31, 2014
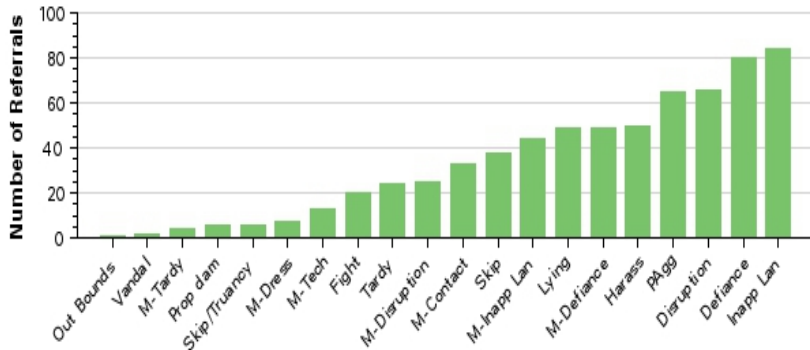
Referrals by Location
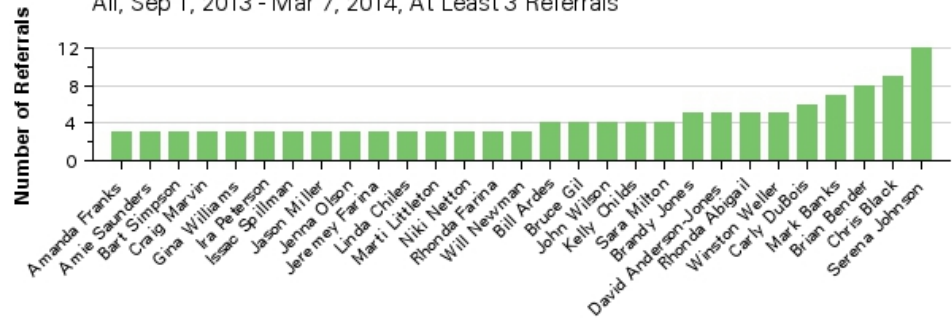All, Sep 1, 2013 - Aug 31, 2014
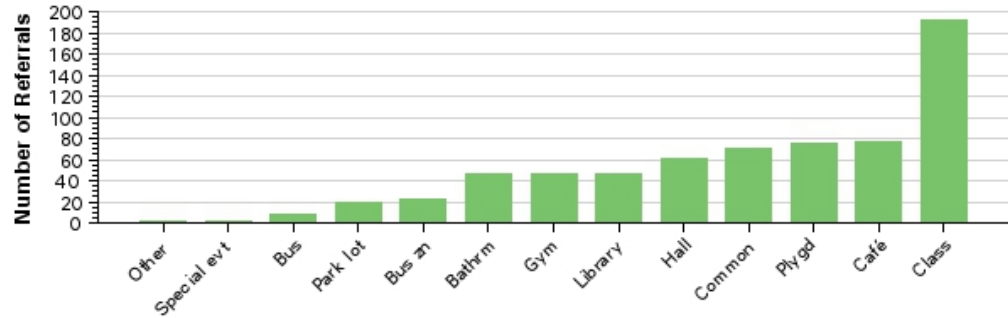
Referrals by Time
All, Sep 1, 2013 - Aug 31, 2014

Referrals by Student
CONFIDENTIAL
All, Sep 1, 2013 - Mar 7, 2014, At Least 3 Referrals

Mental Health and School-age Children

One in 5 students age 5-18 have a clear need for mental health support.

70% of children receive their mental health support during the school day.

Source: Barrett et al., 2014

Adapted from: Illinois PBIS Network (2012) Universal behavior screeners. Retrieved from: https://sites.google.com/a/pbisillinois.org/il-pbis-web/curriculum/universalscreening/presentations

Purpose of Universal Screening for Behavior

Universal screening for behavior is integral to the Response to Intervention (RtI) model

- Emphasis on prevention versus intervention
  - Use an evidence-based instrument to identify:
    - Risk factors for emotional/behavioral difficulties
    - Social-emotional strengths and needs

Measure	Authors	Ordering Information
Early Screening Project	Walker, Severson, & Feil (1994)	Available for purchase from Sopris West
Systematic Screening for Behavior Disorders	Walker & Severson (1992)	Available for purchase from Cambium Learning/ Sopris West
Student Risk Screening Scale	Drummond (1994)	Free
Strengths and Difficulties Questionnaire	Goodman (1991)	Free online at http://www.sdqinfo.com/
Behavior and Emotional Screening System	Kamphaus & Reynolds (2007)	Available for purchase from Pearson/ PsychCorp
Social Skills Improvement System: Performance Screening Guide	Elliott & Gresham, (2007)	Available for purchase from Pearson/ PsychCorp

Acceptability and Fidelity
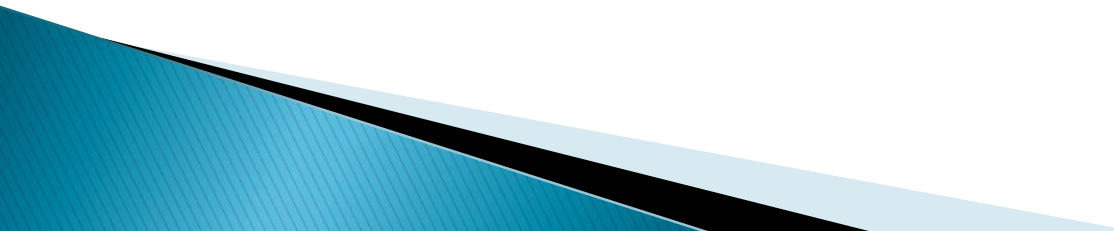
Social Validity (Acceptability)

- Measures the **opinion** and social significance/ importance of the programs goals, procedures, and outcomes.

- **"Buy-in"**

Implementation Fidelity

- Measures the extent to which the plan has been **implemented as intended**.
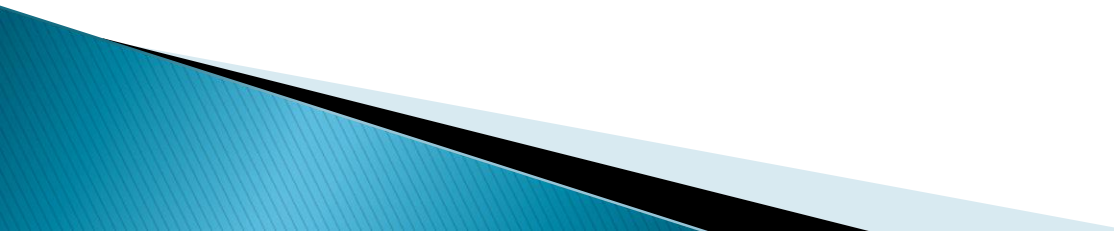
Is PBIS right for your school?

Critical pieces:
- Administrative support
- 80% of buy-in from staff
- Adequate planning time before implementation
- Acceptance that there is no magic wand!

PSI Resources

Visit our website!

http://vkc.mc.vanderbilt.edu/ci3t/home/ci3t/

For more information:

- www.pbis.org

- www.pbisapps.org

- cynthia.minnis@mnps.org
  for information on MNPS team trainings

- jessica.sellers@mnps.org or SchoolNet for the following classroom support and intervention trainings:

BST Trainings

- COMP (Classroom Organization & Management Program)
- The Essential 8 of Classroom Management
- Beyond Classroom Management
- Writing Effective FBAs and BIPs (2 days)
- Taming the Tantrum
- De-Escalation Procedures
- Classroom Strategies for Serving Students with ADHD
- Proactive, Practical, and Positive Behavior Interventions