Schoolwide
PBIS 101

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Regarding PBIS...

1. What do you already know?
2. What do you want to know?
3. What are you excited about?
4. What are your fears/reservations?
Objectives

• Describe the rationale behind a schoolwide approach to behavior support
• Outline the general and generic organization of the application of tiered behavioral supports
Impact on Behavior on Schools

• More than 30% of our teachers will leave the profession due to student discipline issues and intolerable behavior of students (Public Agenda, 2004).

• Student problem behavior can consume more than 50% of teachers’ and administrators’ time (U.S. Department of Education, 2000).
Student Wellbeing

• One in five (20%) of students are in need of some type of mental health service during their school years, yet 70% of these students do NOT receive services (Surgeon General’s Report on Mental Health, 2011).

• It is estimated that the number of students being identified as having an Emotional/Behavioral Disorder has doubled in the last 30 years (U.S. Dept. of Ed., 2007).
Do we want to stop a negative behavior, bullying, or do we want to promote and strengthen the positive behaviors that will ultimately create the conditions where bullying becomes incompatible with the cultural and social norms of the school?

Reframing bullying prevention is about creating the right conditions for all members of the school community to treat each other with care and respect. That is a simple and positive goal, but one that will require significant changes in how schools educate students, and it is a very different goal from the goal of just stopping bullying.

(Dillon, 2015)
Which comes first???

☑ Academic problems often precede behavior problems
☑ Behavior problems often precede academic problems
Multi-Tier System of Supports (MTSS) Approach

**Academic Systems**
- **Intensive, Individual Interventions**
  - Individual Students
  - Assessment-based
  - High Intensity
- **Targeted Group Interventions**
  - Some students (at-risk)
  - High efficiency
  - Rapid response
- **Universal Interventions**
  - All students
  - Preventive, proactive

**Behavioral Systems**
- **Intensive, Individual Interventions**
  - Individual Students
  - Assessment-based
  - Intense, durable procedures
- **Targeted Group Interventions**
  - Some students (at-risk)
  - High efficiency
  - Rapid response
- **Universal Interventions**
  - All settings, all students
  - Preventive, proactive
TIER III: 
Intensive, 
Individualized

TIER II: 
Supplemental, 
Targeted

TIER I: Core, 
Universal

(Walker, 2015)
Level of Intensity of Response = Level of Intensity of Behavior

At the top of the pyramid, this is individualized work. The good news is that if we have developed a solid, positive foundation with the base of the pyramid, we will have more energy and resources to work with this small, challenging group of individuals.

(Hierck, Coleman, Weber, p. 47, 2011)
Response to Intervention
Focusing on the Core

No intervention program can compensate for ineffective core instructional practices.

Core program, also commonly referred to as Tier 1, base, primary, or universal program, refers to a set of school’s initial instructional practices – in other words, the teaching and school experiences that all kids receive every day.

A school that has significantly less than 75% of its students at or above grade-level proficiency has a core program problem, not an intervention problem.
Science of behavior has taught us that students:

• Are NOT born with “bad behaviors”
• Do NOT learn when presented contingent aversive consequences

**DO** learn better ways of behaving by being taught directly and receiving positive feedback
Prevention is...

- Decreasing development of new problem behaviors
- Preventing increased severity of existing problem behaviors
- Eliminating triggers and maintenance of problem behaviors
- Teaching, monitoring, and acknowledging prosocial behaviors
- Using a three-tiered prevention logic that defines a continuum of support
- Designing schoolwide systems for student success
Always ask:

• What in our environment and culture supports positive behavior?
• What are some small changes we can make for a big return?
• How can I respond so the behavior is less likely to occur in the future?
Positive Behavior Support

PBS is a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students.

“EBS” = “PBS” = “PBIS”
PBIS...

Gives educators a new way to think about behavior and is a framework for assisting school personnel in adopting and organizing evidence-based behavioral interventions to increase academic and social behavior outcomes for ALL students.
Outcomes of Implementing PBIS Include:

- Decreased bullying behavior
- Increased academic performance
- Increased safety
- Decreased problem behavior
- Increased teacher well being
- Creates positive school cultures that makes a school a more effective and equitable learning environment
- Builds capacity for educators to implement evidence-based practices
What Does PBIS Look Like?

**Tier 1**

- >80% of students can tell you what is expected of them and give a behavioral example because they have been taught, actively supervised, practiced, and acknowledged
- Positive adult-to-student interactions exceed behavior
- Function-based behavior support is the foundation for addressing problem behavior
- Data and team-based action planning and implementation are operating
- Administrators are active participants
- Full continuum of behavior support is available to all students
What Does PBIS Look Like?

**Tier 2 & 3**

- Team-based coordination and problem-solving occurs
- Local specialized behavioral capacity is built
- Function-based behavior support planning occurs
- Person-centered, contextually, and culturally relevant supports are provided
- District/regional behavioral capacity is built
- Supports are instructionally oriented
- SWPBIS practices and systems are linked
- School-based comprehensive supports are implemented
PBIS is NOT:

• A specific practice or curriculum, but rather a general framework to preventing problem behavior.
• Limited to any particular group of students, but rather for all students.
• New, but rather is based on a long history of behavioral practices and effective instructional design strategies.
What is PBIS?
What is SWPBIS?

A **systems** approach for establishing the **social culture** and behavioral supports needed for school to be **effective** learning environments for **all** students.
Define Schoolwide Expectations for Social Behavior

• Identify 3-5 expectations
• Short statements
• Positive statements (what to do, NOT what to avoid doing)
• Memorable
• Examples:
  • Be Respectful, Be Responsible, Be Safe, Be Kind, Be a Friend, Be-there-be-ready, Hands and feet to self, Respect Self, others, property, Do Your Best, Follow Directions of Adults
THE COYOTE WAY

Respect
Responsibility
Readiness
Relationships
AT OUR SCHOOL WE WILL

W - Work hard
T - Take responsibility
M - Make good choices
S - Show respect

“TODAY TOMORROW TOGETHER”
Hawks
SOAR to Success
SOAR
SCHOLARLY
ON TARGET
ACHIEVING GOALS
RESPECTFUL
PAWTASTIC CHOICES

Be Respectful

Be Responsible

Be Safe

For Excellence
FILER

Respectful

Own your education

Accountable

Responsible

WILDCATS
Montgomery Arrows are on target.
<table>
<thead>
<tr>
<th>Heyburn Elementary School Behavior Expectation Matrix</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Ready</strong></td>
</tr>
<tr>
<td>School Wide</td>
</tr>
<tr>
<td>- be on time</td>
</tr>
<tr>
<td>- have appropriate materials</td>
</tr>
<tr>
<td>- ready to work</td>
</tr>
<tr>
<td>Classroom</td>
</tr>
<tr>
<td>- use the bathroom quickly and quietly</td>
</tr>
<tr>
<td>- hands to self</td>
</tr>
<tr>
<td>- quiet walking feet</td>
</tr>
<tr>
<td>- looking forward</td>
</tr>
<tr>
<td>Bathroom</td>
</tr>
<tr>
<td>- dress for the weather</td>
</tr>
<tr>
<td>- line up immediately when the bell rings</td>
</tr>
<tr>
<td>- hands to self</td>
</tr>
<tr>
<td>- face forward</td>
</tr>
<tr>
<td>Hallway</td>
</tr>
<tr>
<td>- go directly to bus line</td>
</tr>
<tr>
<td>- sit in your appropriate line 2 by 2</td>
</tr>
<tr>
<td>Playground</td>
</tr>
<tr>
<td>- use manners</td>
</tr>
<tr>
<td>- pick up trash and dump own tray</td>
</tr>
<tr>
<td>- eat your own food</td>
</tr>
<tr>
<td>- eat main dish or drink milk</td>
</tr>
<tr>
<td>Lunch Room</td>
</tr>
<tr>
<td>- walk to and from busses</td>
</tr>
<tr>
<td>- follow teacher and driver instructions</td>
</tr>
<tr>
<td>Bus Loading Area</td>
</tr>
<tr>
<td>- follow bus rules to and from school</td>
</tr>
<tr>
<td>- wait to load bus until directed by a teacher</td>
</tr>
<tr>
<td>- allow bus flag to be visible by all</td>
</tr>
</tbody>
</table>

| Be Respectful                                       |
| Keep hands, feet, objects, and hurtful words to self |
| - be kind and courteous                             |
| - be considerate of students, staff, and visitors   |
| - be considerate of others' personal property and space |
| - follow all safety rules                           |
| Classroom                                           |
| - be courteous of others                            |
| - be mindful of others' privacy                     |
| - stay on the right side of the hall                |
| - hold doors for others                             |
| Bathroom                                            |
| - take turns                                        |
| - follow game rules                                 |
| - include others                                    |
| - be a good sport                                   |
| - apologize for mistakes                            |
| Hallway                                             |
| - clean up after yourself                           |
| - sit were directed until dismissed                 |
| - always walk                                       |
| Playground                                          |
| - follow bus rules to and from school               |
| - wait to load bus until directed by a teacher      |
| Lunch Room                                          |
| - follow bus rules to and from school               |
| - wait to load bus until directed by a teacher      |
| Bus Loading Area                                    |
| - follow bus rules to and from school               |
| - wait to load bus until directed by a teacher      |
| - allow bus flag to be visible by all               |

| Be Responsible                                      |
| Keep clean                                          |
| - keep correct voice level                          |
| - be responsible for personal belongings            |
| Classroom                                           |
| - complete all assignments                          |
| - do your personal best                             |
| - follow directions                                 |
| - stay focused on learning                         |
| - flush when finished                               |
| - use closet student bathroom                      |
| - report serious problems to your teacher          |
| - wash hands and return promptly                    |
| - go directly to your destination                   |
| - have permission from staff to be in the hallway   |
| - use equipment appropriately                      |
| - play in designated areas                         |
| - immediately and accurately report problems to an adult |
| Hallway                                             |
| - clean up after yourself                           |
| - sit were directed until dismissed                 |
| - always walk                                       |
| Playground                                          |
| - follow bus rules to and from school               |
| - wait to load bus until directed by a teacher      |
| - allow bus flag to be visible by all               |
| Lunch Room                                          |
| - follow bus rules to and from school               |
| - wait to load bus until directed by a teacher      |
| - allow bus flag to be visible by all               |

| Voice Level                                         |
| - as directed by teacher                            |
| Classroom                                           |
| - Level 0                                           |
| - Level 0                                           |
| - Level 0                                           |
| - Level 1 (in line)                                 |
| - Level 2 (at tables)                               |
| - Level 2                                           |
Positive School Climate

• Maximizes academic engagement and achievement
• Minimizes rates of rule violating behavior
• Encourages acts of respectful and responsible behavior
• Organizes school functions to be more efficient, effective, and relevant
• Improves supports for students with disabilities and those placed at risk of educational failure
How Full is Your Bucket?

Focusing on the positives generates positive outcomes!

Buehlman and Gottman predicted whether 700 newlywed couples would stay together or divorce by scoring their positive and negative interaction in a one 15-minute conversation between each husband and wife. Ten years later, the follow-up revealed that they had predicted divorce with 93.6% accuracy.
Acknowledge Positive Behavior

Rationale:

• Focuses attention on desired behaviors
• Increases the repetition of desired behaviors
• Fosters a positive school climate
• Reduces amount of time spent on discipline
• Increases instructional hours
On-going Reward of Appropriate Behavior

• Every faculty and staff member acknowledges appropriate behavior
  – 5 to 1 ratio of positive to negative contacts
• System that makes acknowledgement easy and simple for students and staff
• Different strategies for acknowledging appropriate behavior (small frequent rewards are more effective)
  – Beginning of class recognition
  – Raffles
  – Open gym
  – Social acknowledgement
Reinforcement Systems: Guidelines for Implementing

- Encourage every staff member to reinforce positive student behavior
- Reward frequently in the beginning
- Ensure that earned = kept
- Provide equal access to reinforcement for all students
- Collect data on frequency of reinforcement
Borah Buck

Respect
On task and attentive
Always safe
Responsible
Oh, That's Sharp!
Sharpen pencils for the day!

Hat Head
Wear a hat to class today!

Lunch Date
Eat lunch with the teacher.

Smelly Feet
No need for shoes today.

Get Comfy
Reserve a comfy chair for the day.

Show and Tell
It's your turn to Show and Tell for the class!
GOTCHA _________!
(Student Name)

- Shows Respect
- Was prepared
- Was acting responsibly
- Was a team player

- Playground
- Lunchroom
- Bus
- Field Trip
- Restroom
- Hallway

Date: __________________
Grade: __________________
Staff: __________________
INDIAN CREEK
GOTCHA REWARD MENU

2 Gotchas
Be the first one in the lunch line.
Choose a picture book for the teacher to read aloud.
Earn extra computer time.
Earn the privilege of emailing a parent at work telling of accomplishments.
Enjoy a positive visit with the principal.
Have the teacher make a positive phone call home.
Keep a stuffed animal at desk.
Listen with a headset to a book on audio tape.
Operate the remote for a PowerPoint lesson.
Play a favorite game or puzzle.
Read a book to the class.
Sit with a friend at lunch.
Take home a game for a night.
Work in the lunchroom.
Write with a special pen/pencil for the day.

5 Gotchas
Assist the custodian.
Be a helper in another classroom.
Be recognized during announcements.
Be the leader of a class game.
Eat lunch with a teacher or principal.
Have Mrs. Voyles write an invitation for lunch.
Eat with a friend in the classroom.
Have an extra 5 minutes of recess for the class.
Listen to music while working.
Read to a younger class.
Receive a grab from the mystery pack.
Use the teacher's chair.
Work as the Principal apprentice for 20 minutes.

10 Gotchas
Assist with morning announcements.
Design a school bulletin board.
Earn a trophy, plaque, ribbon or certificate.
Enjoy class activity outdoors for the whole class.*
Get a food coupon.
Name put on scrolling marquee with a specific message.
Read outdoors.*
Teach the class a favorite game.

15 Gotchas
Be featured on the desk.
Be the teacher's helper for the day.
Dance to favorite music in the classroom.*
Earn an item with the ICE logo on it.
Eat lunch outdoors or in the classroom with the class.*
Special activity with teacher.
(List of teachers and talents)

20 Gotchas
Borrow the principal's chair for the day.
Earn extra PE time. (whole class)*

* the whole class may combine their gotchas to receive this prize.
In PBIS We Strive to:

Make misbehaviors ineffective and inefficient by:
• Restructuring the environment
• Our procedures
• Our responses

It is generally about environmental and adult behavior change and making small modifications for big gains!
**Consequence is NOT Synonymous with Punishment**

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Punishment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Is student focused</td>
<td>• Is adult oriented</td>
</tr>
<tr>
<td>• Shows students what they have done wrong</td>
<td>• Requires judgment</td>
</tr>
<tr>
<td>• Clarifies ownership of the problem</td>
<td>• Imposes power</td>
</tr>
<tr>
<td>• Facilitates problem solving</td>
<td>• Arouses anger and resentment</td>
</tr>
<tr>
<td>• Seeks resolution and leaves dignity intact</td>
<td>• Invites more conflict</td>
</tr>
</tbody>
</table>

Hierch, Coleman, & Weber, 2011
Make Your Response Predictable for You and the Student Both!

• Make consequences *system dependent* instead of *teacher dependent*
  – Helps keep you and the student from escalating
  – Makes responding more efficient (lowest possible disruption to flow of instruction)

• **Decide what the consequence for broken rules will be in advance**
Steps to be Taken...

• Establish levels of behavior and the behaviors that fall within each level.
• Define the behaviors.
• What levels are handled in the setting and by whom?
• Develop a hierarchy of responses to problem behaviors that fit the level of behavior.
• Check to see that the process is working and make changes as needed.
Consequences

• Decide in advance what your consequences will be. Teach them first and be sure to follow through.

• Match the intensity of your consequence to the intensity of the behavior.

• Be systematic in administering your consequences to minimize the disruption to the flow of your instruction.
## Level I Behaviors

<table>
<thead>
<tr>
<th>Definition</th>
<th>Examples</th>
<th>Procedure</th>
</tr>
</thead>
</table>
| Behaviors that: | • Not following directions  
  • Talking and engaging in off task behaviors  
  • Play that is a violation of the behaviors outlined in the matrix  
  • Minor safety violation  
  • Using inappropriate language (an isolated incident)  
  • Making noises that disrupt the learning environment or violate the matrix  
  • Talking in the hall | 1. Inform student of rule violated  
  2. Describe expected behavior  
  3. Contact parent if necessary  
  4. Debrief and reteach schoolwide behavioral expectation |
Level I Behaviors

- Have I pre-taught to the expectation?
- Have I acknowledged the correct behavior?
- Have I re-taught the behavior?
- If so, then I may apply the following: Warning slip.
- I may also apply any of the following consequences or other appropriate consequence.

Possible Consequences:

<table>
<thead>
<tr>
<th>Verbal Correction</th>
<th>Reflection Form</th>
<th>Time Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apology</td>
<td>Loss of Privileges</td>
<td>Loss of Recess</td>
</tr>
<tr>
<td></td>
<td>Communication with Teacher</td>
<td></td>
</tr>
</tbody>
</table>
# Level II Behaviors

<table>
<thead>
<tr>
<th>Definition</th>
<th>Examples</th>
<th>Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviors that:</td>
<td>• Arguing with teacher/talking back</td>
<td>1. Inform student of rule violated</td>
</tr>
<tr>
<td>• Significantly violate the rights of others</td>
<td>• Throwing inappropriate object</td>
<td>2. Describe expected behavior</td>
</tr>
<tr>
<td>or</td>
<td>• Talking out on a regular basis</td>
<td>3. Complete ODR form</td>
</tr>
<tr>
<td>• Put others at risk or harm</td>
<td>• Not following directions on a regular basis</td>
<td>4. Contact parent</td>
</tr>
<tr>
<td>or</td>
<td>• Continued use of inappropriate language</td>
<td>5. Submit ODR form to office</td>
</tr>
<tr>
<td>• Are chronic Level 1 behaviors</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Level II Behaviors

Possible Consequences:

<table>
<thead>
<tr>
<th>Verbal Correction</th>
<th>Reflection Form</th>
<th>Time Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apology</td>
<td>Loss of Privileges</td>
<td>Loss of Recess</td>
</tr>
<tr>
<td>Behavior Contract</td>
<td>After School Detention</td>
<td></td>
</tr>
</tbody>
</table>
# Level III Behaviors

<table>
<thead>
<tr>
<th>Definition</th>
<th>Examples</th>
<th>Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviors that: • Violate school policies or • Violate state policies or laws • Are chronic Level II behaviors • Require administrator involvement</td>
<td>• Purposefully hitting others • Throwing inappropriate objects at others • Self-inflicting wounds • Spitting or biting • Making verbal or written racial, ethnic, religious, violent, or sexual slurs • Possessing a weapon or a look-alike weapon • Sexually inappropriate behaviors • Bullying • Profanity (real or implied) • Fighting • Vandalism • Theft</td>
<td>1. Inform student of rule violated 2. Describe expected behavior 3. Complete ODR form If necessary: 4. Send student to office with ODR form and attach any relevant documentation forms if possible or Incident may require immediate removal from class to office. Call office to alert; follow up with a written description of the event on an ODR form. 5. Parent contact coordinated between teacher and principal.</td>
</tr>
</tbody>
</table>

Reference Definition of Behaviors
Level III Behaviors

Possible Consequences:

<table>
<thead>
<tr>
<th>Verbal Correction</th>
<th>Reflection Form</th>
<th>Time Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apology</td>
<td>Loss of Privileges</td>
<td>Loss of Recess</td>
</tr>
<tr>
<td>After School Detention</td>
<td>Suspension from School</td>
<td>Parent Escort at School/Events</td>
</tr>
<tr>
<td>Restitution</td>
<td>Parent Contact</td>
<td></td>
</tr>
</tbody>
</table>
Intervening with Major Problem Behaviors

Can't Do versus Won't Do

Can't Do or Don't Know When To Do
• Skill Deficit
• Performance Deficit
• Perception Deficit

Won't Do
• Function of Behavior
Functions

Problem Behavior

Obtain/Get Something

Stimulation/Sensory

Adult

Neg Reinf

Escape/Avoid Something

Social

Peer

Pos Reinf

Tangible/Activity

Sobrepositive/Get Something

Somthing
### Consequences:

<table>
<thead>
<tr>
<th>Level 1: Behaviors that impact only the student</th>
<th>Level 2: Behaviors that interfere with the learning of others</th>
<th>Level 3: Behaviors that affect an orderly environment</th>
<th>Level 4: Harmful/Illegal behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Not prepared</td>
<td>- Talking out</td>
<td>- Talking back to adult</td>
<td>- Actions that cause harm</td>
</tr>
<tr>
<td>- Out of seat</td>
<td>- Visiting/talking</td>
<td>- Throwing things</td>
<td>- Stealing</td>
</tr>
<tr>
<td>- Breaking pencils</td>
<td>- Inappropriate noises</td>
<td>- Throwing things</td>
<td>- Fighting</td>
</tr>
<tr>
<td>- Not following directions</td>
<td>- Telling</td>
<td>- Lying</td>
<td>- Drugs</td>
</tr>
<tr>
<td>- Whining</td>
<td>- Touching</td>
<td>- Cheating</td>
<td>- Weapons</td>
</tr>
<tr>
<td>- Playing in desk</td>
<td>- Poking</td>
<td>- Fierceness</td>
<td>- Punching</td>
</tr>
<tr>
<td>- Not doing classwork</td>
<td>- Standing on furniture</td>
<td>- Inappropriate language</td>
<td>- Biting</td>
</tr>
<tr>
<td>- Not in line</td>
<td>- Constant talking</td>
<td>- Tantrums</td>
<td>- Throwing furniture</td>
</tr>
<tr>
<td>- Sleeping</td>
<td>- Out of seat and interfering with others learning</td>
<td>- Climbing in bathroom</td>
<td>- Threatening to do injury to person or property</td>
</tr>
<tr>
<td>- Copying behaviors</td>
<td>- Crawling on floor and interfering with others learning</td>
<td>- Looking under bathroom stalls</td>
<td>- Sexual harassment</td>
</tr>
<tr>
<td>- Not listening</td>
<td>- Crawling on floor and interfering with others learning</td>
<td>- Pushing</td>
<td>- Sexual behaviors</td>
</tr>
<tr>
<td>- Learning in chair</td>
<td>- Inappropriate chair manners</td>
<td>- Disrespect to others</td>
<td>- Bullying</td>
</tr>
<tr>
<td>- Refusing to work</td>
<td>- Consistently not following directions</td>
<td>- Leaving room without permission</td>
<td></td>
</tr>
<tr>
<td>- Crawling on floor</td>
<td>- Learning</td>
<td>- Hallway behaviors</td>
<td></td>
</tr>
<tr>
<td>- Not taking responsibility for action</td>
<td>- Inappropriate chair manners</td>
<td>- Bagging on window</td>
<td></td>
</tr>
<tr>
<td>- No homework</td>
<td>- Consistently not following directions</td>
<td>- Profane hand gestures</td>
<td></td>
</tr>
<tr>
<td>- Not having a pencil</td>
<td>- Learning</td>
<td>- Punching</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Vandalizing school property</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Spitting on others</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Bullying</td>
<td></td>
</tr>
</tbody>
</table>

### Ideas for controlling behavior

<table>
<thead>
<tr>
<th>Eyes contact</th>
<th>Proximity</th>
<th>High levels of supervision</th>
<th>Discussion about expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Re-teaching of expectations</td>
<td>- Re-teaching of school rules/expected behaviors</td>
<td>- Re-teaching of school rules/expected behaviors</td>
<td></td>
</tr>
<tr>
<td>- Link rewards to appropriate behaviors</td>
<td>- Link rewards to appropriate behaviors</td>
<td>- Consultation with grade level teams/school</td>
<td></td>
</tr>
<tr>
<td>- Consultation with grade level teams/school</td>
<td>- Consultation with grade level teams/school psychologist for classroom/individual behavior management ideas</td>
<td>- Consultation with grade level teams/school psychologist for classroom/individual behavior management ideas</td>
<td></td>
</tr>
</tbody>
</table>

### Consequences may include

<table>
<thead>
<tr>
<th>Timeout in room</th>
<th>Parent contact</th>
<th>Loss of privileges</th>
<th>Moving seat</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students should only receive referrals at this level, level 3 may occur once.</td>
<td>- Students should receive referrals to the team leader if ideas for controlling behaviors have not been successful.</td>
<td>- Students should be referred to the team leader AND staff at first referral teacher’s discretion.</td>
<td>- Students should be referred to the team leader AND staff at first referral teacher’s discretion.</td>
</tr>
</tbody>
</table>

*IMMEDIATE office referrals should occur with this level of referral.*
Observe Problem Behavior

Warning/Conference with Student

Is behavior office managed?

No

Use Classroom Consequence

Complete Minor Incident Report

Does student have 3 MIR slips for the same behavior in the same quarter?

Write the student a REFERRAL to the main office

Classroom Managed
• Preparedness
• Calling Out
• Classroom Disruption
• Refusal to Follow a Reasonable Request (Insubordination)
• Failure to Serve a Detention
• Put Downs
• Ref using to Work
• Inappropriate Tone/Attitude
• Electronic Devices
• Inappropriate Comments
• Food or Drink

Office Managed
• Weapons
• Fighting or Aggressive Physical Contact
• Chronic Minor Infractions
• Aggressive Language
• Threats
• Harassment of Student or Teacher
• Truancy/Cut Class
• Smoking
• Vandalism
• Alcohol
• Drugs
• Gambling
• Dress Code
• Cheating
• Not at Class During Emergency
• Leaving School Grounds
• Foul Language at Student/Staff

Yes

Write referral to office

Administrator determines consequence

Administrator follows through on consequence

Administrator provides teacher feedback

SIDE BAR on Minor Incident Reports

• Issue slip when student does not respond to pre-correction, re-direction, or verbal warning
• Once written, file a copy with administrator
• Take concrete action to correct behavior (i.e. assign detention, complete behavior reflection writing, seat change)
Establish PBIS Leadership Team

- Behavioral capacity
- School, student, family, and district representation
- Active administrator participation
- Efficient communications and staff development
- Leadership and decision-making status
- Data-based decision-making and problem-solving
Why Focus on School-Level Teams?

![Diagram showing comparison between No Implementation Team and Implementation Team in terms of improvement in intervention outcomes.]

**No Implementation Team**
- From “Letting it Happen”
- Improvement in Intervention Outcomes: 14% in 17 Years

**Implementation Team**
- To “Making it Happen”
- 80% in 3 Years

Sources:
- Fottler, Elke, Timbers, & Wolf, 2001
- Butler & Boren, 2000
- Green & Seiffert, 2005
Implementation Approaches

“Letting it Happen”

• A policy or program has been mandated or adopted and, with minimal supports, practitioners are expected to make the translation from information to practice and are held accountable for the intended outcomes.

“Helping it Happen”

• A policy or program has been mandated or adopted and materials, training resources, and websites are provided to support practitioners. The practitioners are left to figure out how to solve problems that arise, and are held accountable for achieving positive outcomes.

“Making it Happen?”

• A policy or program has been mandated or adopted and active purposeful implementation best practices are provided to help practitioners and administrators. The Implementation Team is accountable for developing the implementation support system, resolving organizational and system issues that arise, and achieving positive results.

Fixsen et al., 2011
Managing Complex Change

- Vision
- Skills
- Incentives
- Resources
- Action Plan

→ Change
→ Confusion
→ Anxiety
→ Gradual Change
→ Frustration
→ False Starts

Knoster, T. & George, H. (2002) NASP Communique, 6
Top Ten Reasons PBIS Fails

1. Lack of continuous administrative support and involvement
2. Lack of awareness and understanding that staff set and change culture in schools
3. Lack of commitment and buy-in from staff
4. Lack of understanding that academic success is driven by school culture
5. Not working through the PBIS process as a team
6. Taking on too much too fast
7. Inconsistency of implementation by staff
8. Looking for the negative vs. positive in student behavior
9. Focusing only on the high risk students
10. Not tracking, reporting out, and responding to data
Six Basic Recommendations for Implementing PBIS

1. Never stop doing what is working
2. Always look for the smallest change that will produce the largest effect
   ✓ Avoid defining a large number of goals
   ✓ Do a small number of things well
3. Do not add something new without also defining what you will stop doing to make the addition possible
4. Collect and use data for decision-making
5. Adapt any initiative to make it “fit” your school, community, culture, and context
6. Establish policy clarity before investing in implementation
At the End of This Year You Should Feel Like...

1. There is room for improvement but we have the basics in place and have a basis for identifying non-responders.
2. We are teaching desired behaviors to all students, in all settings.
3. For the most part, our teachers support implementation (80%).
4. Our system for supporting the behavior of students is sustainable.
Idaho Positive Behavior Network (IPBN)

Mission:

The goal of the IPBN is to increase Idaho’s student achievement through creating an integrated system of sustainable support at the school level to meet every student’s needs. The Network also strives to continue to offer Schoolwide Positive Behavioral Interventions and Supports (SWPBIS) Training Institutes to increase student engagement in academics, improve student behavior, and enhance school culture and climate.
Idaho POSITIVE BEHAVIOR Network

2015-2016 Idaho Schools Participating in PBIS

**Schools Participating in Tier 1**

**North**
- Culdesac School
- Lake City High School
- McGee Elementary
- Moscow Charter
- Naples and Mount Hall Elementary
- Plummer-Worley Jr./Sr. High
- Ramsey Magnet School of Science
- Webster Elementary
- Winton Elementary

**Southwest**
- Garfield Elementary
- Gooding Elementary
- Gooding Middle School
- Marsing Elementary
- Marsing Middle School
- Marsing High School
- Morley Nelson Elementary
- Owyhee Elementary – Boise
- Owyhee Elementary – Nampa
- Trailwind Elementary
- Valley View Elementary
- Whittier Elementary
- Wilder Middle School

**Southeast**
- Heyburn Elementary
- Jerome High School
- Minidoka Middle School District Team
- Minidoka High School District Team
- Terreton Elementary

**Schools Participating in Tier 2**

**North**
- Atlas Elementary
- Borah Elementary
- Camelot Elementary
- Fernan Elementary
- Heyburn Elementary
- Lapwai High School
- Skyway Elementary
- St. Maries Middle School
- Whitman Elementary

**Southwest**
- The Village Charter
- Whitney Elementary

**Southeast**
- Kimberly Elementary
- Ammon Elementary

**Schools Participating in Tier 3**

**North**
- Pathways

**Southeast**
- Henry’s Fork Elementary
- Rigby High School
- Theresa Bunker Elementary
- Twin Falls School District

*PBIS Idaho supported 80 schools, 400 educators, and 35,000 students in the 2014-2015 school year.*
# Schools Supported by PBIS
## Idaho 2014-2015

### Cohort 1 – Tier 3
(12 teams)
- North
  - Lakeside Elementary
  - Post Falls Middle School
  - Lapwai Elementary
  - Orofino Jr./Sr. High
- Southwest
  - Sage Valley Middle School
  - Lake Hazel Elementary
  - Lake Hazel Middle School
- Southeast
  - Day Treatment
  - Jerome Middle School
  - Dora Erickson Elementary
  - Hillcrest Elementary
  - Rigby Middle School

### Cohort 2 – Tier 2
(27 teams)
- North
  - Pathways Alternative Program
  - Silver Hills Elementary
  - Boundary County Middle School
  - Betty Kiefer Elementary
  - Highland
- Southwest
  - Fruitland Middle School
  - Melba Elementary
  - Gateway School of Language and Culture
- Twin Falls
  - Robert Stuart Middle School
  - ISDB
  - Popplewell Elementary
  - Oregon Trail Elementary
  - Vera C. O’Leary Middle School
  - Buhl High School
  - Wendell Middle School
  - Bridge Academy
  - Malad Elementary
- Idaho Falls
  - Rigby High School
  - Ethel Boyes Elementary
  - Longfellow Elementary
  - Sunnyside Elementary
  - Temple View Elementary
  - Edgemont Gardens Elementary
  - Theresa Bunker Elementary
  - Henry’s Fork Elementary
  - Harwood Elementary
  - Linden Park Elementary

### Cohort 3 – Tier 1
(34 teams)
- North
  - Bonner’s Ferry High School
  - Prairie View Elementary
  - Spirit Lake Elementary
  - Fernan Elementary
  - Farmin Stidwell Elementary
  - Farmin Stidwell Elementary
  - Skyway Elementary
  - Heyburn Elementary
  - St. Mary’s Middle School
  - Borah Elementary
  - Nezperce (k-12)
  - Lapwai Middle/High School
  - Whitman Elementary
  - Camelot Elementary
- Southwest
  - Fruitland Middle School
  - Spalding STEM Academy
  - Parkview High School
  - Ridgeline High School
  - Heights Elementary
  - Syringa Middle School
  - Whitney Elementary
  - Hawthorne Elementary
  - The Village Charter
- Southeast
  - Filer High School
  - Vera C. O’Leary Middle School
  - Robert Stuart Middle School
  - Kimberly Elementary
  - Hawthorne Elementary
  - Ridgecrest Elementary
  - William Thomas Middle School
  - Rigby High School
  - Pocatello Community Charter
  - Rigby Middle School
  - Ammon Elementary
SWPBIS Professional Learning Opportunities

Idaho Positive Behavior Network
Four-day Tier 1 SWPBIS Training Institutes

North: June 13, 14, 15, and 16th
Southwest: June 6, 7, 8, and 9th
Southeast: June 21, 22, 23, and 24th

Possible Funding Sources:
• Title I
• Safe and Drug Free School Grant
• School Improvement
• HUB International…
Tier 1 SWPBIS Training Institutes

Content:
• The “Compelling Why” of SWPBIS
• Elements of SWPBIS
• SWPBIS in the Classroom and Non-classroom Settings
• Teaming, Collaboration, Data-based Decision Making
• Continuum of Consistent and Predictable Consequences
• Understanding and Managing Escalating Behavior
• Implementing SWPBIS with Fidelity and Sustaining the Framework
• Bullying Prevention
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