Schoolwide PBIS 101

Presenters:
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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.

2015-2016 Idaho Schools Participating in PBIS

North
• Boise Elementary
• Cub Creek Elementary
• Derwood Elementary
• Green River Elementary - Middle School
• Declo Elementary
• Dierkesville Elementary
• Murphy Elementary
• Rupert Elementary
• Southwood Elementary
• Whitepine Elementary
• Payette Charter School
• Pioneer Academy
• North Idaho Charter School
• Ramsey Magnet School of Science

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

Schools Participating in Tier 3
North
• Pathways

Southeast
• Henry's Fork Elementary
• Rigby High School
• Theresa Bunker Elementary
• Twin Falls School District

Schools Participating in Tier 4
North
• Payette

Southeast
• Butte Elementary
• Rigby High School
• Treasure Valley Elementary

Schools Participating in Tier 5
North
• Payette

Southeast
• Butte Elementary

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Schools Participating in Tier 5
North
• Payette

Southeast
• Butte Elementary

*PBIS Idaho supported 80 schools, 400 educators, and 35,000 students in the 2015-2016 school year.
2016-2017 Schools Participating in PBIS

**North**
- Garwood Elementary
- West Elementary
- Monroe Elementary
- Troy Elementary
- Twin Lakes Elementary

**Southeast**
- Acequia Elementary
- Hailey Elementary
- Mountain Home School District
- Mountain View Elementary
- Paul Elementary
- Rupert Elementary
- Terreton Elementary
- Total Learning Center
- White Pine Charter
- Wood River Middle School

**Schools Participating in Tier 2**

**North**
- Bonner's Ferry High School
- Bryan Elementary
- Clearwater Valley Elementary
- Culdesac School
- Grangeville Elementary Middle
- Lake City High School
- McGhee Elementary
- Moscow Charter School
- Mount Hall Elementary
- Naples Elementary
- Ramsey Magnet
- Valley View Elementary
- Webster Elementary
- Winton Elementary

**Schools Participating in Tier 3**

**North**
- Borah Elementary
- Camelot Elementary
- Fernan Elementary
- Silver Hills Elementary
- Skyway Elementary

**Southwest**
- Ammon Elementary
- Harwood Elementary
- Malad Elementary
- The Village Charter School
- Whitney Elementary

**Southeast**
- East Minico
- Filer High School
- Heyburn Elementary
- Jerome High School
- Minico High School
- O'Leary Middle School
- Pocatello Community Charter
- Robert Stuart Middle School
- West Minico

- Gooding Elementary
- Gooding Middle School
- Marsing Elementary School
- Marsing Middle School
- Marsing High School
- May Roberts Elementary (Oregon)
- Nyssa Elementary (Oregon)

* IPBN supported approximately 60 schools, 340 educators, and 30,000 students in the 2016-2017 school year.

**FUTURE TRAININGS!**

Tier 1 SWPBIS Regional Training Institutes

**North:** June 13, 14, 15, & 16th, 2017

**Southeast:** June 20, 21, 22, & 23rd, 2017

**Southwest:**
June 5, 6, 7, & 8th, 2017 (Space is limited)
June 26, 27, 28, & 29th, 2017

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**Impact of 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).

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?

“Schools that are safe, effective, and controlled are not accidents.”

[Sugai, Behnke, Horner, & Walker, 2000]
Promoting Positive Learning Environments

**Environment:** Well-managed schools and classrooms fulfill students' needs of autonomy, competence, and connectedness.

**Safety:** Students are safe from bullying and violence, and they feel emotionally and academically safe to take risks in the classroom.

**Engagement:** Strong relationships exist between teachers and students, among students, among teachers, and between teachers and administration.

See National Center on Safe Supportive Learning Environments

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Which comes first???

- Academic problems often precede behavior problems
- Behavior problems often precede academic problems

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Multi-Tier System of Supports (MTSS) Approach

**Academic Systems**
- Intensive, Individual Interventions
- Behavioral Interventions
  - Assessment-based
  - High intensity
  - Intensive, Individual Interventions
  - Targeted Group Interventions
    - Some students (at risk)
    - High efficiency
    - Rapid response
- Universal Interventions
  - All students
  - Prevention, primary

**Behavioral Systems**
- Intensive, Individual Interventions
- Behavioral Interventions
  - Assessment-based
  - High intensity
  - Intensive, Individual Interventions
  - Targeted Group Interventions
    - Some students (at risk)
    - High efficiency
    - Rapid response
- Universal Interventions
  - All students
  - Prevention, primary
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)

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

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 Behavioral Interventions and Supports (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.
What is PBIS?

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.
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?

Implementation Approaches

- “Letting it Happen”: A policy or program has been mandated or adopted and, with minimal supports, practitioners are expected to make the transition 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, and achieving positive outcomes.
Managing Complex Change

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
Contact the IPBN

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