PBIS FOR ADMINISTRATORS
The principal is the most important person in the building.
PBIS IS ABOUT CHANGING ADULT BEHAVIOR SO THAT STUDENTS CAN PRODUCE EXPECTED BEHAVIOR
**Quick Review of PBIS**

PBIS is:
- A school reform effort
- A process not a program
- Going to take 5–7 years to implement
- A paradigm shift for traditional adults
- Dependent on strong, focused leadership
KEY FEATURES OF PBIS

❖ Clearly defined expectations for students and adults
❖ Social and behavioral instruction
❖ Positive and proactive discipline
❖ Active supervision and monitoring
❖ Data based decision making
How PBIS benefits the Principal

❖ Saves time on discipline
❖ Increases retention of teachers
❖ Provides bullying prevention
❖ Trauma based approach
❖ Improves school culture
❖ Improves support for at-risk students and those with disabilities
IMPACT OF BEHAVIOR IN 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 (US Dept. of Ed, 2000)
(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 past 30 years, (US Dept. of Ed., 2007).
The importance of relationships

Rita Pierson: Every Kid Needs a Champion (video link)
COMMUNICATION

- Body Language: 55%
- Tone of Voice: 38%
- Words That Are Said: 7%
COMMUNICATION

Role play:
● Are you ready?
● I’m waiting for you
● Did you turn that in?
SARCASM
THE PRINCIPAL IS THE KEY TO PBIS
PRINCIPAL’S ROLE IN PBIS / SCHOOL REFORM

❖ Idea person – if you believe in PBIS so will they
❖ Head cheerleader – we can do this!
❖ Trainer – these tools will help the adults
❖ Accountability – this is what we’re doing
❖ Evaluator – I see you doing / not doing PBIS
❖ RTI and PSIT – this is how to support the student
❖ Disciplinarian – we will teach you what to do
IMPLEMENTATION STEPS AND MISSTEPS

❖ Build relationships with everyone!
❖ Assemble strong staff leaders
❖ Don’t put naysayers on the team
❖ Special ed teachers—save for Tier 3
❖ Attend every training with the team
❖ Schedule regular PBIS Team meetings
IMPLEMENTATION STEPS AND MISSTEPS

❖ Hold regular all staff PBIS trainings
❖ Include classified staff, after school programs and daycare staff
❖ Every year add a new layer of training
❖ Review data regularly
❖ Embed PBIS in every aspect of the school
IMPLEMENTATION STEPS AND MISSTEPS

❖ Go slow to go fast
❖ Repeat, revisit, go back
❖ Think about a Tier 1 and a Tier 2 team
❖ Set your school calendar in May for the following year, add PBIS meeting times and dates
**Train Outside of the Box**

- Hire subs to cover classes or responsibilities
- Use PLC times
- Use Schoology for book studies
- Make videos or power-points to share
- Use teacher training days
- Give comp time
PBIS AND THE IEP

❖ Add specific strategies to the Intervention plan or IEP
❖ Analyze behavior as related to academic frustration, look at both
❖ Hold teachers accountable for teaching pro-social behaviors to students
PBIS AND THE IEP

- Don’t let the gen ed teacher off the hook
- Teach the Gen ed teacher how to treat difficult student – Love and Logic
- Train every adult to use positive language with students on Behavior Plans
HOLDING STAFF ACCOUNTABLE

❖ People resist because they don’t have the skills to perform in a different way
❖ Train and teach them
❖ Discuss and decide on school wide agreements – quiet hallways
❖ Expect to see them in action
❖ Recognize and reward
❖ Have fun with it – give prizes in staff meeting, post successes in the staff room
❖ Add comments on Walk Through Observations
❖ Use the evaluation to add comments about PBIS implementation under Classroom Management and Professional Responsibilities
School Practices for Prevention

- Individual, group, and classroom systems
- CICO
- Social skills groups
- Alternate recess
- Safe zones on the playground
- Seating charts on the bus
- Buddy tables or benches in the cafeteria
SCHOOL PRACTICES FOR DISCIPLINE

❖ Hands Off Policy
❖ Think Sheets
❖ Reflection sheets, restorative questions
❖ Office Discipline Referral (not a consequence)
❖ Restitution based consequences
❖ 5:1
RESOURCES

❖ Love and Logic for Educators
❖ Restorative Practices
❖ Conscious Discipline
❖ TOOLBOX
❖ Bucket Filling
❖ Zones of Regulation
❖ Mindfulness
MORE RESOURCES

❖ 7 Habits of Highly Effective People
❖ Teach To’s
❖ Restitution
❖ Outrageous Behavior Management
❖ Search Institute – Asset Building
❖ SWIS
THANKS!

Any questions?
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