Review of PBIS Foundations

Positive Behavior Interventions & Supports
Multi-tiered Model

• PBIS is a multi-tiered framework for matching instruction and support to student needs.
  
  – Tier I School-wide Foundations focused on prevention
  – Tier II Group-based Interventions focused supporting at-risk students to prevent future behavior concerns
  – Tier III Individualized Interventions focused on reducing the intensity and impact of student behavioral needs
Supporting Student Behavior

Social Competence & Academic Achievement

Supporting Staff Behavior

Positive Behavior Support

OUTCOMES

SYSTEMS

DATA

PRACTICES

Supporting Decision Making
PBIS Framework

- Classroom Systems (Day 4)
- School-wide Systems (Days 1 & 2)
- Specific Setting Systems (Day 3)
- Individual Student Systems (Tiers II & III)
Emphasis on Prevention

• Primary - Tier I
  – Reduce new cases of problem behavior

• Secondary - Tier II
  – Reduce current cases of problem behavior

• Tertiary - Tier III
  – Reduce complications, intensity, severity of current cases
Tier I – School-wide PBIS

1. Identify a common purpose and approach to discipline
2. Define a clear set of positive expectations and behaviors
3. Implement procedures for teaching expected behavior
4. Differentiate supports from a continuum of procedures for encouraging expected behavior
5. Differentiate supports from a continuum of procedures for discouraging inappropriate behavior
6. Implement procedures for on-going monitoring and evaluation
Tier II – Group-based

- Specialized group administered system for students who display high-risk problem behavior & are unresponsive to universal interventions
  - Functional behavior assessment based interventions
  - Daily behavioral monitoring
  - Regular & frequent opportunities for positive reinforcement
  - Home-school connection
  - Individualized academic accommodations for academic success
  - Planned social skills instruction
  - Behaviorally based interventions
Tier III - Individualized

• Specialized individually administered system for students who display most challenging problem behavior & are unresponsive to targeted group interventions
  – Simple request for assistance
  – Immediate response (24-48 hours
  – Functional behavioral assessment-based behavior support planning
  – Team-based problem solving process
  – Data-based decision making
  – Comprehensive service delivery derived from a wraparound process
School-Wide Systems for Student Success: A Response to Intervention (RtI) Model

Academic Systems

**Tier 3/Tertiary Interventions**
- Individual students
- Assessment-based
- High intensity

**Tier 2/Secondary Interventions**
- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

**Tier 1/Universal Interventions**
- All students
- Preventive, proactive

Behavioral Systems

**Tier 3/Tertiary Interventions**
- Individual students
- Assessment-based
- Intense, durable procedures

**Tier 2/Secondary Interventions**
- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

**Tier 1/Universal Interventions**
- All settings, all students
- Preventive, proactive

Evidence Based Practice Approach

Tier 3: Individualized
1-5% of students

Tier 2: Group-based
10-15% of students

Tier 1: School-wide
80-90% of students

TIME & CHANGE in Staff behavior required to generate desired outcome

Level of Discipline Concern

0-1 Referrals

2-4 Referrals

5 + Referrals
Tier I
- 100% Team
- School-wide Foundation
- Facilitator
- Representative Membership
- Admin Leadership
- Meets Monthly

Tier II
- 20% Team
- Group Interventions
- Behavior Specialist
- Counselor
- Team Members
- Meets Monthly

Tier III
- 5% Team
- Individual Interventions
- Behavior Specialist
- District Support
- Key Members
- Meets When Needed
## Expanded Three-tier Model

<table>
<thead>
<tr>
<th>Tier</th>
<th>Students</th>
<th>Staff</th>
<th>Family</th>
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</thead>
<tbody>
<tr>
<td>Tier I</td>
<td>SW Values Acknowledgement Systems Consist Response to Problem Behavior</td>
<td>Discipline Process Teacher Tool kit Grade Level Teams Guess &amp; Check Acknowledgement System</td>
<td>Resource Center Parenting Positive Referrals/ Contact Student Needs Assessment</td>
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<tr>
<td>Tier II</td>
<td>Daily Monitoring and feedback Group-based interventions</td>
<td>RFA Menu of Interventions Teacher Assist. Team</td>
<td>CICO Home FCU Support Focused Resources</td>
</tr>
<tr>
<td>Tier III</td>
<td>FBA-BIP Wrap-around Support Person-centered Planning</td>
<td>RFA Immediate Response Behavior Support Team</td>
<td>Parent Support Parent-guided FBAI Community Resources</td>
</tr>
</tbody>
</table>
In General,

• Success with PBIS includes
  – Integrating/embedding w/existing practices
  – Methodical/slow implementation
  – Adapting practice/program to fit the culture
  – Access to resources
  – Collaboration and communication
Including Families & Communities

Creating an Inclusive and Integrated foundation
Factors contributing to antisocial behaviors

• School
• Community
• Home
School (e.g., Mayer)

- Reactive/punishing discipline approach
- Lack of agreement about rules, expectations, & consequences
- Lack of staff support
- Failure to consider & accommodate individual differences
- Academic failure
Community (e.g., Biglan)

- Antisocial network of peers
- Lack of prosocial engagements
Home (e.g., Dishion & Patterson)

- Inconsistent management
- Reactive discipline
- Lack of monitoring
Positive School Climate: Relevant & Culturally Responsive

• School environment is predictable
  – common language (agreed upon expectations)
  – common vision (positive and preventative)
  – common experience (everyone included, represented)

• School environment is positive
  – regular recognition for positive behavior

• School environment is safe
  – violent and disruptive behavior is not tolerated

• School environment is consistent
  – all students, all settings, all times
Buehlman & Gottman

• Predicted whether 700 newlywed couples would stay together or divorce by scoring their positive and negative interactions in 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.
  – Critical variable – ratio of positive to negative interactions/statements
Impact of Positive Climates

- **Business Teams**
  - High Performance teams = 5.6 to 1
  - Medium Performance teams = 1.9:1
  - Low Performance teams = 1 to 2.7
    - (Losada, 1999; Losada & Heaphy 2004)

- **Supervisor**
  - Likeability is key variable (Agnew, Aubrey Daniels International)

- **Parenting**
  - Observed welfare, working class, professional
  - Parenting style- Talking, Tone, & 5:1 ratio
  - Impacted language development
    (Hart & Risley, 1995)
Review: Purpose of Tier I Team

• 100% Team
  – Address the needs/focus on school-wide (100%)
  – Collaborate with the Tier II 20% Team

• Monitor implementation and needs using data

• Identify which behaviors/routines need to be taught and re-taught

• Create acknowledgment and discipline systems

• Create two-way communication systems
  – Staff (administration, certified, classified)
  – Families
  – Community
Team Membership

Staff Membership
• General education teachers
• Special education teachers
• Support staff
• Clinical expertise
• Administrators

Inclusive Membership
• Family members – Family Voice
• Students – Student Voice
• Community members – Community Voice
• Team members represent the cultures and ethnicities in the community
Student and Family Considerations

- Who is invited to participate on the team
- How they participate in PBIS
  - Team Meetings (part not all)
  - Focus Groups
  - Link with AVID or other student groups
  - Others –
    - Contests
    - Events
    - Feedback
School/Student/Family/Community Partnerships

- As you begin the process of installing and expanding PBIS it is critical to have the voice of key stakeholders
  - Student
  - Family
  - Community
  - Mental health

- Possible Activities
  - Parent resources in school, web, etc.
  - Share a positive parent moment during staff meeting
Project Respect

• Teach
  – Social skills lessons at school, principal letter and policies to parents, parent quiz

• Encourage Appropriate
  – Gotcha tickets (student, class, school, home), Wall of Fame

• Discourage Inappropriate
  – Level I school only, Level II-IV school & parents
Student Involvement

• Think of ways to include students in the acknowledgement system – giving not just receiving
  – “Pay it Forward” – student’s receives token/slip from adult, then they give a peer. Both students and teacher receive acknowledgement

• Focus on individual to classroom to whole school
  – Grade level competition
  – Whole school celebration
    • Maple Leaf example
    • Hallway border example
    • Dance “confetti” example
Family Involvement

• Think of ways to include students in the acknowledgement system
  – Wall of Fame
    Students and parents acknowledged for reading at home
    • Earn a book mark made my classmate
    • Earn a choice of book for home
  • Parents assemblies
    – Classroom and Individual student awards
      Pictures with their child
Letting parents know about PBIS

Informing our Parents

The Dragon Way

- Take care of yourself
- Take care of others
- Take care of your environment

Above are the three Dunseith Public Schools, school-wide expectations. We encourage all of our students to abide by these during school, at school sponsored activities, and throughout the Dunseith community.

The Dragon Way Objectives

- To teach our students to manage social behaviors positively in order to prevent undesired behaviors.
- To maximize academic success while increasing social behavior success.
- To provide an understanding of the relationship between academic success and social success amongst our school and community environments.

Handed out approximately 100 key chains and brochures to parents in an 8 hour period.
“Positive Office Referral”

• Balancing positive & negative with adult & student contacts

• Procedures
  – Develop equivalent positive referral
  – Process like negative referral
  – Include families in the process
## Positive Parent Contacts

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<thead>
<tr>
<th>Parent/Guardian Name</th>
<th>Phone #</th>
<th>Reason for Contact</th>
<th>Date</th>
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Teacher ____________________________________________
Quick Assessment of Positive Parent Feedback (Family Check-up)

**Goal 2**
Increase Positive Feedback to Families: *Develop Strategies for Sending Positive Feedback*

1. *Your team has provided parents with information about PBIS School-Wide expectations:*
   - At a school event
   - In a letter sent home

2. *Your team has made plans for making positive contact with all families that:*
   - Has clear staff leadership
   - Is specific to each student
   - Can be accomplished within the first month of the school year

3. *Your team has*
   - Identified a system to send positive feedback to all families
   - Sent positive feedback to all families within the first month of school
   - Created a school cultural expectation around maintaining ongoing positive contact with families

4. *Your school has created a simple system to incentivize staff for making positive contacts*
Parent Resources: What Parents Can Do

• Ask your child about school successes daily
  – “One thing you learned today?”
  – “One success you had today?”
  – Weekly Newsletter – “On Tuesday ask…”

• Reward your child’s school efforts, progress, & successes
• Read/be with your child
  – Look at books, magazine, newspaper together
  – Limit passive activities, especially tv
• Communicate with your child’s teacher
  – Ask for ways to help child
  – Give suggestions for improving learning
Enhance homework

- Establish homework routine (time, place)
- Actively supervise
- Record progress
- Reward all efforts
- Use effective rewards
- Don’t nag….precorrect & let natural consequences occur
- Homework Folder (Weekly, let parents choose what night to complete assignments)
Community Involvement

• Build a relationship with key local businesses
  – Introduce your PBIS program
  – Ask for donations/support
  – Acknowledge them as a sponsor/supporter

  – Ask if they have useful resources for parents and families that could be located in your parent welcome center (within reason)
Brining Local Businesses into to PBIS

- Asked the stores to post their district-wide expectations and ask them to let students know when they were following them. Also got the city to paint the Dragon Way logo on the garbage cans around town.
Dunseith Public School chosen for ‘positive’ project

The Dunseith Public School was chosen as a pilot school by the North Dakota Department of Public Instruction to participate in a three to five year project titled Positive Behavior Support Initiative (PBS).

Other schools participating are Lewis and Clark Elementary School, Minot; New Town Middle and High Schools; Madison Elementary School, Fargo; Standing Rock Elementary, Junior High and High Schools; and Kelly Elementary School, Grand Forks.

PBS is a school-wide system intended to assist the school in its efforts to improve school climate and academic outcomes for all students. The Dunseith Public School has chosen three school-wide goals to begin implementation of the program. The goals, entitled The Dragon Way, teach students to care for self, care for others and care for the environment.

Upcoming activities to kick off the full implementation of the program include instructing staff on teaching students appropriate social skills, development and implementation of the Matrix—a tool used in the school to teach and remind students appropriate behaviors, and development of lesson plans and teaching social skills.

Because the program focuses on appropriate behavior both in and out of school getting the support and involvement of the community of Dunseith will be important. Look for information on this new and exciting adventure.
REFLECTION

• BUILDING RELATIONSHIPS

• How do you build positive relationships with:
  – Children?
  – Families?
  – Community?

• Brainstorm a list of things you could do to build or strengthen relationships with students, families, or other colleagues
Teri Lewis, PhD
Terilewis@boisestate.edu
THANK YOU