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.
Idaho POSITIVE BEHAVIOR Network

2015-2016 Idaho Schools Participating in PBIS

Schools Participating in Tier 1

North
• Colesia School
• Lake City High School
• Mc Gee Elementary
• Moscow Charter
• Naples and Mount Hall Elementary
• Primmer-Wonder Jr./Sr. High
• Ramsey Magnet School of Science
• Webster Elementary
• Winton Elementary

Southwest
• Camas Elementary
• Green Valley Elementary
• Gooding Middle School
• Jourdanton Elementary
• Mission High School
• Moscow Elementary
• Nampa Middle School
• Owyhee Elementary – Boise
• Owyhee Elementary – Nampa
• Trailblazer 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
• Buhl Elementary
• Cameo Elementary
• Frazier Elementary
• Heyburn Elementary
• Laguna High School
• Skyway Elementary
• St. Mary’s 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
• Thereza Bunker Elementary
• Twin Falls School District

*PBIS Idaho supported 80 schools, 400 educators, and 35,000 students in the 2014-2015 school year.
**Idaho POSITIVE BEHAVIOR Network**

*IPBN supported approximately 73 schools, 440 educators, and 33,700 students in the 2016-2017 school year.*

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### 2016-2017 Schools Participating in PBIS

**Schools Participating in Tier 1**

**North**
- Garwood Elementary
- Kamiah School District
- McSorely Elementary
- Salmon Jr./Sr. High School
- Troy Elementary
- Twin Lakes Elementary

**Southeast**
- Acequia Elementary
- Hailey Elementary
- Midway Elementary
- Mountain View Elementary
- North Gem School District
- Paul Elementary
- Rupert Elementary
- Sawtooth Elementary
- Stephensen Elementary
- Terreton Elementary
- Total Learning Center
- West Jefferson Jr. High
- White Pine Charter
- Wood River Middle School

**Southwest**
- Bonner Mountain High School
- Eagle Elementary
- East Elementary
- Hacker Middle School
- Jefferson Elementary
- Mountain Home High School
- Mountain Home Jr. High School
- Mountain Home School District
- New Plymouth Elementary
- North Elementary
- Sherman Elementary
- West Elementary

**Schools Participating in Tier 2**

**North**
- Bonner’s Ferry High School
- Bryan Elementary

**Schools Participating in Tier 3**

**North**
- Caldesac School
- Clearwater Valley Elementary
- Grangeville Elementary Middle
- Lake City High School
- McBoe Elementary
- Moscow Charter School
- Mount Hall Elementary
- Naples Elementary
- Ramsey Magnet
- Valley View Elementary
- Webster Elementary
- Winston 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

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

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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 the intolerable behavior of students.

  Public Agenda, 2004

• Problematic student 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.


• It is estimated that the number of students being identified as having an Emotional/Behavioral Disorder has doubled in the last 30 years.

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, Sprague, Horner, & Walker, 2000
Promoting Positive Learning Environments

Environment: Well-managed schools and classrooms fulfill students’ basic 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
Which Comes First??

- Academic problems often precede behavior problems
- Behavior problems often precede academic problems
Multi-Tier Systems of Support (MTSS) Approach

**Intensive, Individual Interventions**
Individual Students  
Assessment-based  
High Intensity

1-5%

**Targeted Group Interventions**
Some students (at-risk)  
High efficiency  
Rapid response

5-10%

**Universal Interventions**
All students  
Preventive, proactive

80-90%

**Intensive, Individual Interventions**
Individual Students  
Assessment-based  
Intense, durable procedures

1-5%

**Targeted Group Interventions**
Some students (at-risk)  
High efficiency  
Rapid response

5-10%

**Universal Interventions**
All settings, all students  
Preventive, proactive

80-90%

**Academic Systems**

**Behavioral Systems**
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, 2011, p. 47
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.

Buffum, Mattos, & Weber, 2009
The science of behavior has taught us that students:

• Are NOT born with “bad behaviors”

• Do NOT learn when given reactive punishments

• **DO** learn better ways of behaving with direct teaching and positive feedback
What is PBIS?
Common Expectations for Student and Adult Behavior

1. What are our common expectations for how students behave?
2. What are our common expectations for how staff work and interact? What about parents and other community members?
3. What do we know about best-practice and high-yield strategies that make a difference in student learning?
4. What collective commitments will we make to ensure that the very highest levels of adult and student behavior becomes a reality in our school?
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.
Foundation of Universal Prevention

• Prevention (no less than 80%)
  – Rapport Building: Staying Close
  – Establishing Clear Expectations
  – Positive Reinforcement

• Intervention (no more than 20%)
  – Pivoting/Planned Ignoring with Proximity
  – Stop-redirect Procedures
Working Smarter…Not Harder

• Think about the amount of time you invest each day in your classroom managing student behavior.

• Minimally, you want 80% of this classroom management time invested in prevention and no more than 20% of your invested time in responding to (intervening on) student inappropriate behavior.
In PBIS We Strive to:

Make misbehaviors ineffective and inefficient by:

• Restructuring the environment
• Establishing procedures
• Changing our responses

It is generally about environmental and adult behavior change and making small changes for big gains!
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?
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
Pathways Alternative Elementary Students
Functions of Behavior

Problem Behavior

Obtain/Get Something

Stimulation/Sensory

Adult

Pos Reinf

Escape/Avoid Something

Social

Peer

Neg Reinf

Tangible/Activity
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?

No Implementation Team

From “Letting it Happen”

14%
17 Years

Improvement in Intervention Outcomes

Implementation Team

To “Making it Happen”

80%
3 Years

Sources:
Fixsen, Blase, Timbers, & Wolf, 2001
Balas & Boren, 2000
Green & Seifert, 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

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- Vision + Skills + Incentives + Resources + Action Plan = CHANGE
- Vision + Skills + Incentives + Resources + Action Plan = CONFUSION
- Vision + Skills + Incentives + Resources + Action Plan = ANXIETY
- Vision + Skills + Incentives + Resources + Action Plan = RESISTANCE
- Vision + Skills + Incentives + Resources + Action Plan = FRUSTRATION
- Vision + Skills + Incentives + Resources + Action Plan = FALSE STARTS
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 processes 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
Behind The Scenes

PBIS
Positive Behavioral Interventions and Supports
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
Idaho Positive Behavior Network

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