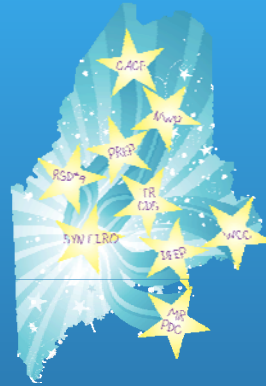


Positive Behavior Interventions and Supports PBIS



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Our Purposes Today

1. To provide an overview of PBIS .
2. To introduce the key principles and basic concepts for a continuum of support for students known as Positive Behavior Intervention and Supports (PBIS)

Why RtI and PBIS?



Need for systematic pre-referral process.

Need to support students with effective social behaviors

Need to support students who are at risk for school failure.

Need to support students with EBD.

Designing School-Wide Systems for Student Success (RtI & PBIS)

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

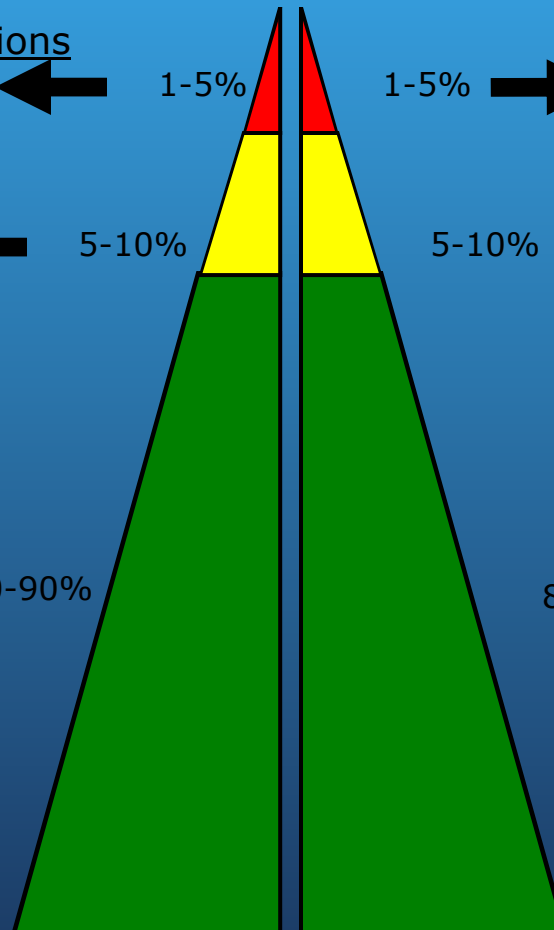
- Individual Students
- Assessment-based
- Intense, durable procedures

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All settings, all students
- Preventive, proactive



Circa
1996

What is PBIS?

- PBIS is a framework for providing a continuum of the best evidence-based behavioral practices for improving important academic and behavioral outcomes for all students. The focus of PBIS is creating positive learning environments that teach and reinforce positive social development and decreasing the number, intensity and severity of challenging behaviors. The effectiveness of PBIS has been demonstrated in school and home settings, and across age-levels.

Why PBIS?

- Evolution of 50 years of research
- Over 9000 schools
- Forty-four states and counting
- Empirical research measuring outcomes
- Empirical research measuring fidelity
- Educators doing what educators do best
 - Arranging environments
 - Teaching
 - Constructive feedback including reinforcement and correction.

Systems Model

Primary prevention is part of a system and requires systems level planning - not a behavior program. School is the primary "unit of analysis."

Create a "host environment" or system that enables adoption & sustained use of effective practices

Big Idea!

“A program consisting of potent and validly conceived mechanisms and processes may not succeed because the host environments are not able to support these processes” (Zins & Ponte, 1990, p. 24)



How does Positive Behavior Interventions and Supports begin at your school?

- Administrator and district commitment
- Faculty and staff vote
- Complete the School Readiness Checklist
- Self-Assessment Survey completed
- Year One Training for the School Leadership Team
- Training for the school by the LT
- Implementation Process: three to five years!

School-wide PBIS System

All students, All settings, All times

Create a positive school culture

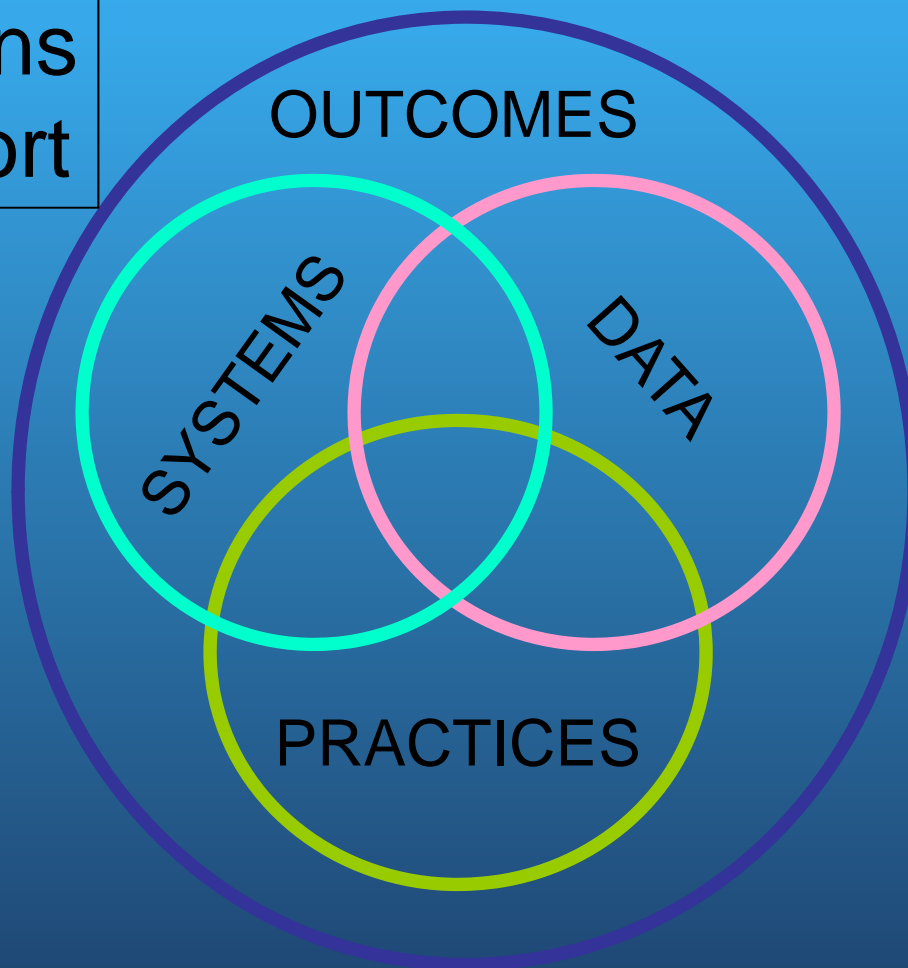
- School environment is **predictable.**
 - Common language
 - Common vision (understanding of the expectations)
 - Common experience (everyone knows)
- School environment is **positive.**
 - Regular recognition for positive behavior
- School environment is **safe.**
 - Violent and disruptive behaviors are not **acceptable**
- School environment is **consistent.**

Challenge #2



Social Competence &
Academic Achievement

Positive
Behavior
Interventions
And Support



Supporting
Decision
Making

Supporting
Staff Behavior

Supporting
Student Behavior

Data + Practices+ Systems= Outcomes

- Examine Multiple Sources of Data
- Define the problem
 - Instruction, Curriculum, Environment, Learner
- Determine the outcome you want to achieve
- Determine the Measure
 - Who, When, What , Where
- Use research validated practices with fidelity
- Assess resources needed to implement

Classroom Management Systems

- Classroom positive expectations **taught & encouraged**
- Teaching classroom **routines, rule, and cues** taught & encouraged
- Ratio of 5-6 **positive** to 1 negative adult-student interaction
- Active **supervision**
- **Redirections** for minor, infrequent behavior errors
- Frequent **precorrections** for chronic errors

Nonclassroom Systems

- **Positive** expectations & routines taught & encouraged
- **Active supervision** by all staff
 - Scan, move, interact
- **Precorrections** & reminders
- **Positive reinforcement**

Individual Student System

- **Behavioral competence** at school & district levels
- **Function-based** behavior support planning
- **Team- & data-based** decision making
- Targeted **social skills** & self-management instruction
- Individualized **instructional & curricular** accommodations

- Secondary and Tertiary training for interventions for yellow and red zone students is provided in Year Two of PBIS. The emphasis in Year One is on the universals or green zone.

The Plan

- School Presentation
- Faculty Vote
- Commitment to Change
- Secure district support
- Create a PBIS Leadership Team and
- Select a of PBIS Behavior Lead/Coach
- Complete the Self-Assessment Survey online at pbssurveys.org

School Based Teams consist of:

- Administrator *
- General education teacher*
- Special education teacher*
- Parent*
- Guidance Counselor*
- School Psychologist
- Behavior Specialist
- Teacher Specialist
- District Office Leader
- Speech/Language Therapist
- Bus driver
- Student (in middle or high schools)

*denotes non-negotiable

What should happen?

- Leadership Team Training provided by the POP/PBIS
- Six/Seven days of training
- Commitment to use data to make decisions and progress monitor
- Commitment for leadership team to meet monthly to review data and provide training
- Faculty and Staff Commitment to the **Process**
- Continued support and training.

Creating Partnerships

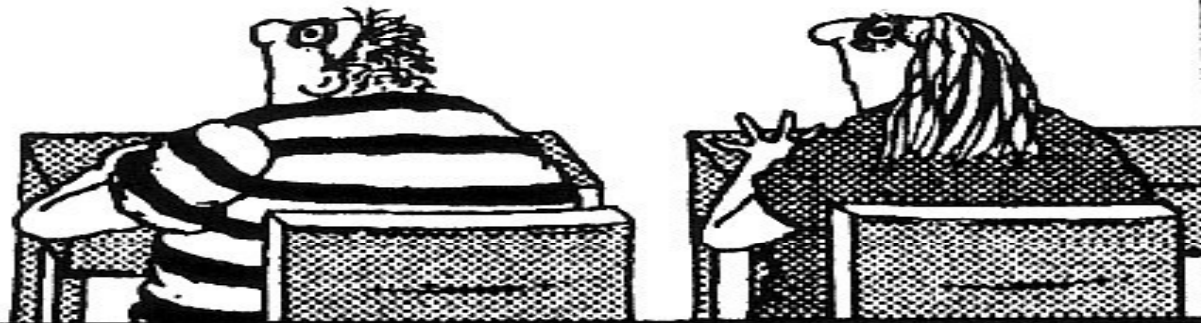
Sharing Successes

Challenges, & Solutions

PBIS is a process of changing the climate of a school.

- It is a change in **adult** behavior.
- The biggest mistake is stopping too soon. Change takes 3-5 years. This will not improve everything overnight.
- Continuous training for current employees and new employees
- Promote, Promote, Promote

- NO TALKING
- NO SMILING
- NO WEARING WEIRD CLOTHES
- NO RUNNING
- NO EATING
- NO DUMB QUESTIONS
- NO KICKING
- NO SWEATING
- NO COMING IN LATE
- NO BITING
- NO SWEARING
- NO COMING IN EARLY
- NO LAUGHING
- NO BURPING
- NO LOOKING AT THE CLOCK
- NO TICKLING
- NO SNEEZING
- NO LOOKING OUT THE WINDOW
- NO HOWLING
- NO COUGHING
- NO SMART-ALECKY REMARKS
- NO SLEEPING
- NO SCROLLING
- NO MAKING STUPID FACES
- NO SCREAMING
- NO CRYING DURING TESTS
- NO GIGGLING
- NO GOOFY HAIRSTYLES



McPherson 9-7

Mrs. Mutner liked to go over a few of her rules on the first day of school.

Think Schoolwide First

- Build **systems to support** sustained use of effective practices
 - SW leadership team
 - Regular data review
 - Regular individual & school action planning

PBIS Sample Data

New Hampshire (*28 early childhood and K-12 schools*):

- *A reduction of 6,010 office referrals and 1,032 suspensions. The majority of these reductions occurred for middle and high school students.*
- *864 recovered days of teaching, 1,701 days of learning, and 571 days of leadership/administrative time.*

Sample Data

Vermont *(first two years of implementation):*

- *Reduction in office referrals in fully-implementing schools of 28% to 64%.*

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Sample Data

- *Maryland*
- *In one urban elementary school in Maryland suspension decreased by 71% and office referrals decreased by 92%.*
- *During the same two-year period the school saved an average of 79.5 school days of instructional time per year. Fifty days were saved through reduction in suspensions*

Florida

400+ schools - Tier one
Office referrals dropped by 35%

Out of school suspensions
dropped by 30%

One school went from 30-40 referrals TO
SPED per year to 5 - 6

Positive Behavior Intervention and Support (PBIS)

<http://www.pbis.org/>

<http://pbismaryland.org/>

<http://flpbs.fmhi.usf.edu/>

<http://www.pbisillinois.org/>

<http://pbissmissouri.org/>

Credits for the slides and training information:

- Dr. George Sugai, University of Connecticut and first trainer in S.C.
- Dr. Rob Horner, University of Oregon, author of the PBIS process with Dr. Sugai
- Susan Barrett, Shepherd-Pratt Institute and PBIS trainer in S.C.
- Dr. Lucille Eber, Illinois PBIS Network
- Anne Todd, University of Oregon and presenter in S.C.
- Jane C. Shuler, PBIS School Coordinator, South Carolina