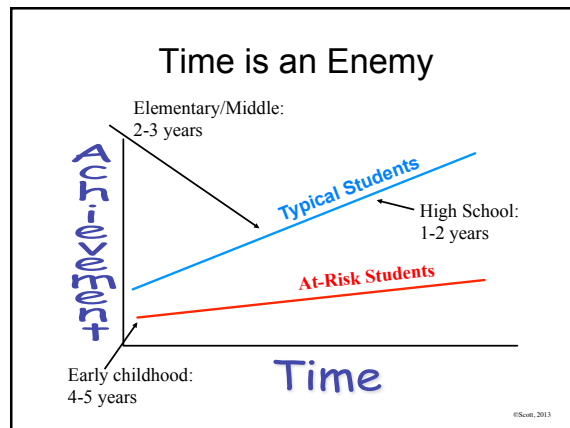
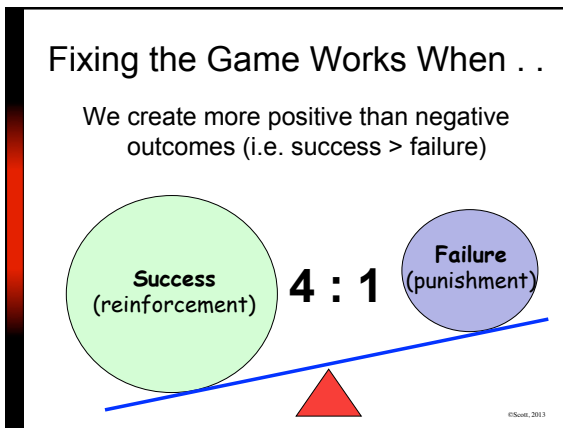
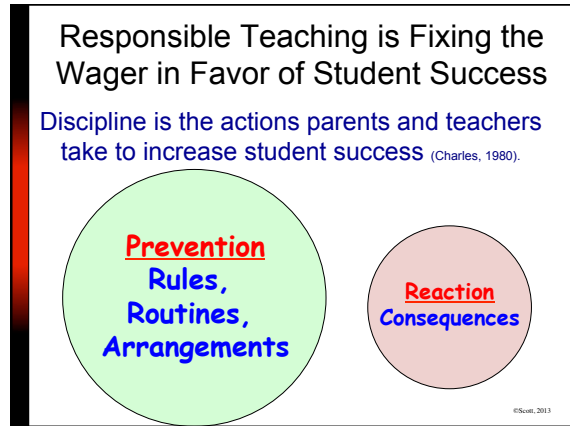
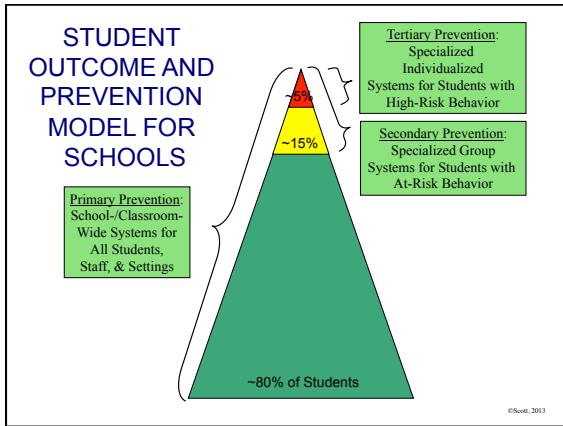


# PBIS: Buy-In and Prevention

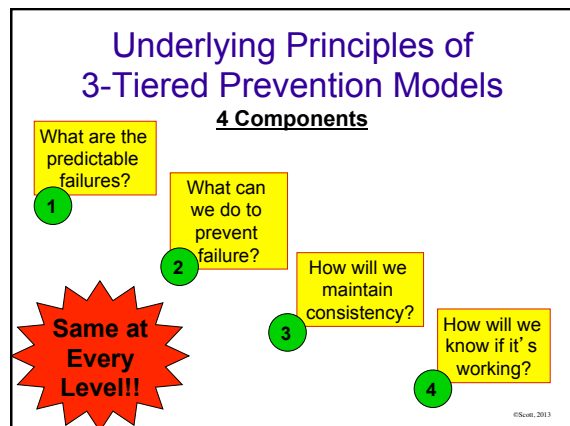


### The Prognosis

- Students with academic failure and problem behaviors likely will drop out of school and:
  - be involved with the corrections system
  - be single parents
  - be involved with the social services system
  - be unemployed
  - be involved in automobile accidents
  - use illicit drugs

*Centers for Disease Control, 1993  
Duncan, Forness, & Hartsough, 1995  
Carson, Sittlington, & Frank, 1995  
Wagner, D'Arnico, Marder, Newman, Blackorby, 1992  
Jay & Padilla, 1987  
Bullis & Gaylord-Ross, 1991*

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# PBIS: Buy-In and Prevention

## PBIS “Big Ideas”

- PBIS is not a curriculum - it is a **framework** for systems to identify needs, develop strategies, and evaluate practice toward success
- The goal of PBIS is to establish **host environments** that support adoption & sustain use of evidence-based practices  
(Zins & Ponti, 1990)

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## Systemic Organization, Structure, and Buy-In

1. be representative of staff and have active administrative involvement and support
2. gather baseline information about school climate and issues
3. present PBIS to school stakeholders (staff, faculty, parents, etc.)
4. achieve agreement to move forward among critical mass of school (80% rule of thumb)
5. insure the availability of funds and resources to support the process

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## PBIS Involvement

Remember:

- PBIS involves all of us
  - we decide what our focus will be
  - we decide how we will monitor
  - we decide what our goals are
  - we decide what we’ll do to get there
  - we evaluate our progress
  - we decide whether to keep going or change

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## Obtain 80% Staff Consensus

A “YES” vote means that I agree to:

- ✓ Provide input in determining what our school’s problems are and what our goals should be
- ✓ Make decisions about rules, expectations, and procedures in the commons areas of the school as a school community
- ✓ Follow through with all school-wide decisions, regardless of my feelings for any particular decision
- ✓ Commit to positive behavior support systems for a full year - allowing performance toward our goal to determine future plans

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## Developing School-Wide Rules, Routines, and Arrangements

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## Agree on Logical & Realistic Plans

- Big Ideas
  - *The staff use the characterization information and objectives to determine the expectations and strategies to be used in meeting those objectives.*



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# PBIS: Buy-In and Prevention

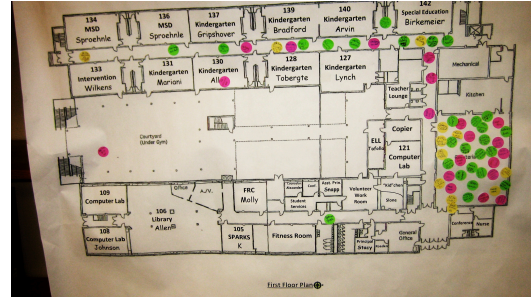
## Set-Up

- Where, when, what, and who of predictable problems . . . and then why?



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## Elementary Map



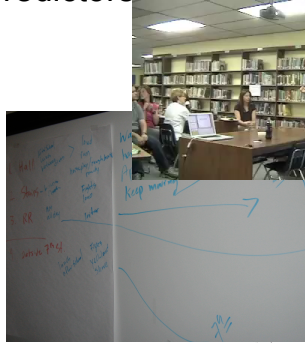
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## HS Predictors

From when, what, where . . .

- What are the most predictable conditions?
- Could you make this happen? How?
- Why does this happen?

Prediction leads to Prevention!



## Predictable Problems Summary

### Lunchroom

When	Who	What	Why
At arrival/dismiss During lunch	All	Running, yelling, pushing, messes, poor manners, no clean-up, loud	-Slow transitions mean back-ups -Table to lunch rush -Inconsistent lunchroom aid tolerance -All are punished for the actions of few

### Hallways and Walkways

When	Who	What	Why
Transitions – homeroom to portables	All	Run, trip, hit, wandering, slow, safety issue, don't know which kids should be there	Insufficient supervision, no uniform routine

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## Brainstorm Prevention

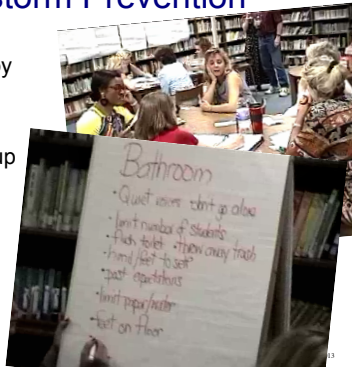
Brainstorm ideas by location

Move from small group to large group brainstorming

Record ideas

Vote to gain 80% consensus among faculty/staff

Put it in writing



©

## Prevention Strategies

**Rules – What do we want the students to do to predict success?**

- When, where, why
- Teach, encourage, remind, acknowledge

**Routines and Arrangements – What will we do to increase likelihood of student success?**

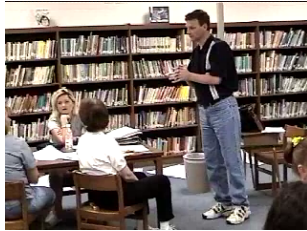
- Avoid problem contexts, times, groupings, etc.
- Consistent procedures and prompts
- Engage students
- Where should you and students be to predict success?
- Active supervision of all areas
- Consistent consequences

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# PBIS: Buy-In and Prevention

## Refine Problems

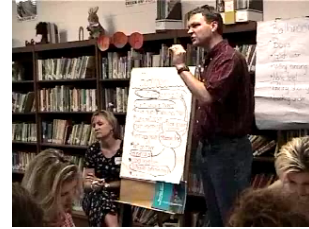
- Ask for locations and then:
  - time
  - condition
  - reason



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## Discuss, Compromise, and Vote

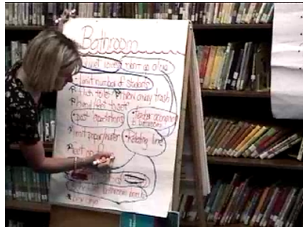
- Prompt and facilitate group discussion and compromise to achieve consensus
- Consensus typically is defined as 80% vote



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## Finalize Agreed Upon Solutions

- Combine similar ideas
- Determine “big ideas” for each location
- Vote on ideas after all have been recorded



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## Predictable Problems Summary

### Lunchroom

When	Who	What	Why
At arrival/dismiss During lunch	All	Running, yelling, pushing, messes, poor manners, no clean-up, loud	-Slow transitions mean back-ups -Table to lunch rush -Inconsistent lunchroom aid tolerance -All are punished for the actions of few

### Hallways and Walkways

When	Who	What	Why
Transitions – homeroom to portables	All	Run, trip, hit, wandering, slow, safety issue, don't know which kids should be there	Insufficient supervision, no uniform routine

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## Finalize Agreed Upon Solutions

- What do we want the students to do? **Rules**
- What will we do? **Routines and Arrangements**

Ridgeport High School
Hallways
Rules:
1. Walk
2. Appropriate Language
3. Hands and Feet to Self
4. Keep Moving
Routines/Arrangements:
1. Stand in doorway during passing
a. As much as possible
2. Provide positive prompts before releasing students from class
a. Reminders about appropriate behaviors in hallway
3. Keep doors to stairway open
4. Have sweeper run through stairways as well as hallway
5. Acknowledge students following rules
a. Verbal praise and encouragement
6. Correct students who behavior in appropriately

**\*\* Should never have more student than adult behaviors!**

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**Developing a Teaching System for Behavior**

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# PBIS: Buy-In and Prevention

## Logical Solutions (realistic?): The Research

Reviews of over **800** studies involving *children with the most challenging behaviors*  
(Gottfredson, 1997; Lipsey, 1991, 1992; Tolan & Guerra, 1994; Elliott, Hamburg, Williams, 1998)

the largest intervention effect-sizes for:

- ☺ **teaching social behaviors in context**  
teach *specific* skills using effective explicit instruction
- ☺ **consistent contingencies ( pos<sup>+</sup> & neg<sup>-</sup> )**  
consistent and effective use of reinforcement/punishment
- ☺ **academic success**  
effective explicit instruction (reading!!)

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## Effective Instruction is Chicken Soup

*(The easiest thing we control that has good probability for success when applied proactively)*

**Explicit**

- Show and tell students what it is that is expected
- Monitor and guide to facilitate success

**Engaging**

- Opportunities to respond
  - **Group (choral) or individual respo**
  - **Questions**
  - **Requests for student behavior**

**Frequent Feedback**

- Verbal and Gestural
  - **Positive and Negative**
  - **Correction**



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## Characteristics of Effective Rules


- Expected behaviors are explicit
- Rules are stated positively
  - Dead man's test
- Rules are stated succinctly
- Rules are stated in observable terms
- Rules are made PUBLIC...easy to see
- Ensure enforceability and consistency
- Smaller numbers of rules (about 5)
- Rules need to be taught and modeled

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## Teaching Rules

### Keys to Teachable Rules

1. Anchor all rules to 3-5 big ideas – School-Wide
2. All rules are taught as examples of the big ideas
3. Organize by location
  - Try for max 5 rules per location
4. Teach to students directly and explicitly
5. Revisit instruction throughout the year – acknowledge compliance



**EXAMPLE**

**Respect Yourself**

- in the classroom (do your best)
- on the playground (follow safety rules)

**Respect Others**

- in the classroom (raise hand to speak)
- in the stairway (single file line)

**Respect Property**

- in the classroom (ask before borrowing)
- in the lunchroom (pick up your mess)

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**Respect**  
Be kind and considerate to your school community (peers, staff, classroom, etc.).

**Responsibility**  
Be accountable for your actions.

**Safety**  
An environment free of harm and injury to yourself

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Terra Centre Elementary  
Where Tigers Learn With Pride

**Terra Centre Tigers care:**

We're **R**espectful  
We're **R**esponsible  
We're **R**eady to Learn

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# PBIS: Buy-In and Prevention

Here are the three R's for lunchtime in the cafeteria:

Rule:	Behavior:
I am <b>respectful</b> .	<ul style="list-style-type: none"> <li>Raise hand for help</li> <li>Use quiet voices</li> </ul>
I am <b>responsible</b> .	<ul style="list-style-type: none"> <li>Eat your lunch</li> <li>Keep hands, feet &amp; food to yourself</li> </ul>
I am <b>ready to go</b> .	<ul style="list-style-type: none"> <li>Clean up messes</li> <li>Line up quietly</li> <li>Face front</li> </ul>

Here are the three R's of our Fifth Grade classroom:

Rule:	Behavior:
I am <b>respectful</b> .	<ul style="list-style-type: none"> <li>Raise my hand</li> <li>Listen to others</li> <li>Stay in my personal space</li> </ul>
I am <b>responsible</b> .	<ul style="list-style-type: none"> <li>Follow Directions</li> <li>Complete my assignments</li> <li>Clean up after myself</li> </ul>
I am <b>ready to learn</b> .	<ul style="list-style-type: none"> <li>Be prepared for class</li> <li>Always do my best</li> <li>Learn from my mistakes</li> </ul>

## Create Matrix

	Respect Self	Respect Others	Respect Property
Sidewalk	<ul style="list-style-type: none"> <li>Walk</li> <li>Stay in line</li> <li>Mover directly to your destination</li> </ul>	<ul style="list-style-type: none"> <li>Hands and feet to self</li> <li>Arm's length behind next person</li> <li>Quiet and respectful</li> <li>Stay to the right</li> </ul>	
Restroom	<ul style="list-style-type: none"> <li>Take only yourself</li> <li>Must have a restroom pass</li> </ul>	<ul style="list-style-type: none"> <li>Go quickly and quietly</li> </ul>	<ul style="list-style-type: none"> <li>Leave it as nice as you found it</li> </ul>

LIBERTY MIDDLE SCHOOL PBS TEACHING MATRIX  
*Liberty Students Are Respectful, Responsible, and Right On Time*

	Definition	Cafeteria	Locker Pod	Hallways	Bus	Classroom
RULES/EXPECTATIONS	<b>Respectful</b>	Treat others as you want to be treated.	<ul style="list-style-type: none"> <li>Be courteous</li> <li>Stay in line</li> <li>Do as adults tell you</li> </ul>	<ul style="list-style-type: none"> <li>Be courteous</li> <li>Keep line</li> <li>Close your locker gently</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate voice and language</li> <li>Move through the hallways safely</li> </ul>	<ul style="list-style-type: none"> <li>Be courteous</li> <li>On an adults tell you</li> </ul>
	<b>Responsible</b>	Be accountable for your actions.	<ul style="list-style-type: none"> <li>Walk to the lunch line and tables</li> <li>Clean up after yourself</li> <li>Perform your assigned clean up duties</li> </ul>	<ul style="list-style-type: none"> <li>Use your own locker</li> <li>Keep your personal items locked up</li> <li>Follow cleaning procedures</li> </ul>	<ul style="list-style-type: none"> <li>Walk on the right and keep moving</li> </ul>	<ul style="list-style-type: none"> <li>Stay seated</li> <li>Clean up after yourself</li> <li>Follow all bus rules</li> </ul>
	<b>Right on Time</b>	Always be on time.	<ul style="list-style-type: none"> <li>Use assigned route to the cafeteria</li> <li>Arrive on time</li> </ul>	<ul style="list-style-type: none"> <li>Budget your locker time</li> </ul>	<ul style="list-style-type: none"> <li>Proceed to class promptly with your materials</li> </ul>	<ul style="list-style-type: none"> <li>Be punctual to your bus stop</li> <li>Proceed directly to bus after dismissal</li> </ul>

## Responding to Success

## Continuum of Reinforcement

- Natural success
- Nod, wink, etc.
- "thanks"
- Public acknowledgement
- Token acknowledgement
- Privileges
- Tangibles
  - Small to large

# PBIS: Buy-In and Prevention

## Consistent Consequences

- Reinforcement
  - Continuum of reinforcers for different levels of success
  - Use the least amount necessary
  - Immediate and consistent to begin
  - Approximate and/or pair with natural reinforcers
  - Make part of routine and systems
  - Pre-plan and teach consequences
  - Fade
- Move toward more natural reinforcers
- Use more group contingencies
- Increase ratios of behavior to reinforcement

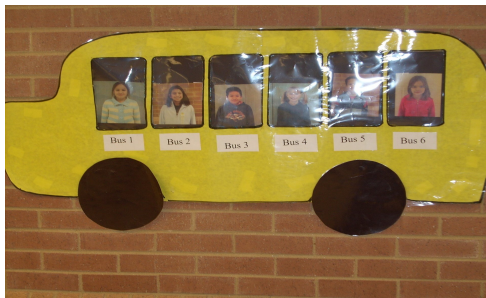
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## Acknowledge Success

- Level 1: Verbal Praise
  - Age appropriate
  - “thanks” “I appreciate” “I’m impressed” etc.
- Level 2: Public Acknowledgement



## PBIS on the Bus



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<p>Chatsworth Stars Shine Brightly</p> <p>Presented to: _____</p> <p>Location: Classroom Hallway Specials Cafeteria Bus</p>		<p>Respectful Responsible</p> <p>Ready Responsible</p> <p>SANDBURG MIDDLE SCHOOL PANTHER PAW</p> <p>Student Name _____ Location _____</p> <p>Team _____</p> <p>Teacher Signature _____</p>
<p><b>Respectful</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Raises hand to speak</li> <li><input type="checkbox"/> Uses kind words</li> <li><input type="checkbox"/> Uses good manners</li> <li><input type="checkbox"/> Listens politely</li> <li><input type="checkbox"/> Walks/waits silently</li> </ul>	<p><b>Responsible</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Follows directions</li> <li><input type="checkbox"/> Makes good choices</li> <li><input type="checkbox"/> Accepts consequences</li> </ul>	
<p><b>Safe</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Keeps hands and feet to self</li> <li><input type="checkbox"/> Stays in assigned areas</li> <li><input type="checkbox"/> Sits in chair safely</li> <li><input type="checkbox"/> Uses materials appropriately</li> </ul>	<p><b>Prepared</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Comes prepared</li> <li><input type="checkbox"/> Works carefully</li> <li><input type="checkbox"/> Completes work</li> <li><input type="checkbox"/> Takes pride in work</li> </ul>	<p>Mattwomans Starbucks For S.T.A.R.R.S.</p> <p>10 units</p> <p>Student: _____</p> <p>Teacher: _____ Date: _____</p> <p><b>**No cash value; expires after 30 days from date of issue.**</b></p>
<p>Awarded by: <i>M. Wainklean</i> Date: _____</p> <p>"Ask me how I earned a thumbs-up slip on the bus today!"</p> <p>Name: _____ Grade: _____</p> <p>I was safe... I was responsible... I was... on the bus!</p> <p>Student: _____ Date: _____</p> <p>Good Character: What are the stars on it looking for?</p>		

## Responding to Failure

- Responding to negative behavior
  - Immediate and consistent
  - Try to keep with natural consequences
  - Use the least amount necessary to get desired behavior
  - Pre-plan and teach
  - Correction and re-teaching
- Use only with reinforcement for replacement behavior
- Should defeat function of problem behavior

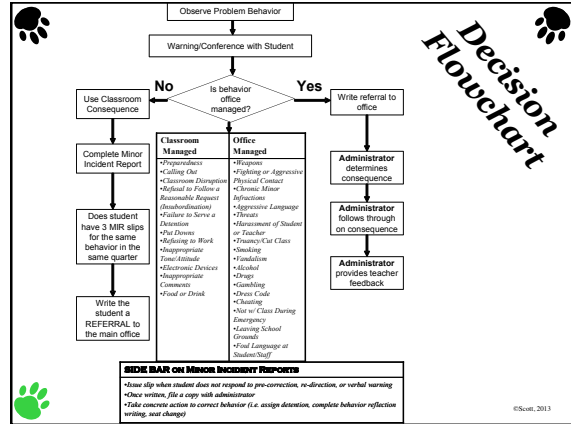
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# PBIS: Buy-In and Prevention

## Continuum of Negative Consequences

- Correction
- Ignoring (extinction)
- Response cost (ability to gain and lose)
- Time out from reinforcement
- Overcorrection
  - Positive practice
  - Restitution
- Remove Privileges
- Corporal Punishment
  - Small to large

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## Data Based Decision Making

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## Key features of data systems that work

- **The data are accurate**
  - Agree on definitions of behavior and other variables
- **The data are very easy to collect**
  - 1% of staff time
- **Data are used for decision-making**
  - The data must be available when decisions need to be made (weekly?)
  - The people who collect the data must see the information used for decision-making.
  - **Make it public!**

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## Consideration for Effective Data Collection Forms

- Fit on one page
- As little writing as possible
- Cover all the information you need – don't collect information you don't need
- All behaviors have been defined by all in school
- Don't try to list every possible behavior – OK to have "other" for rare behaviors

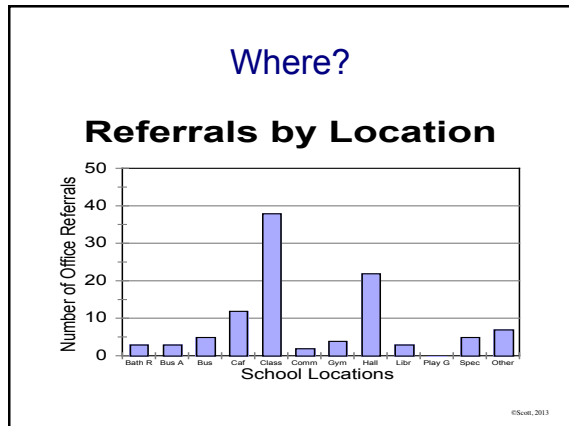
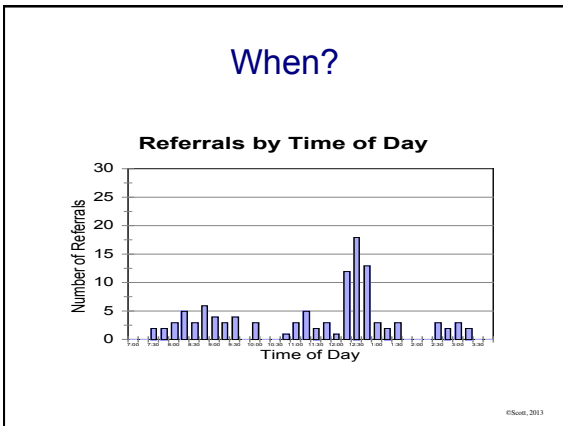
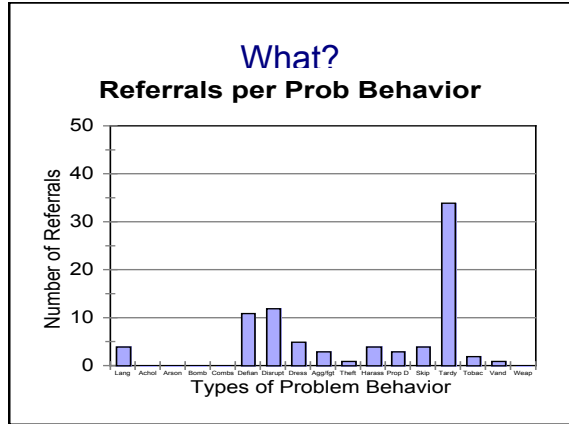
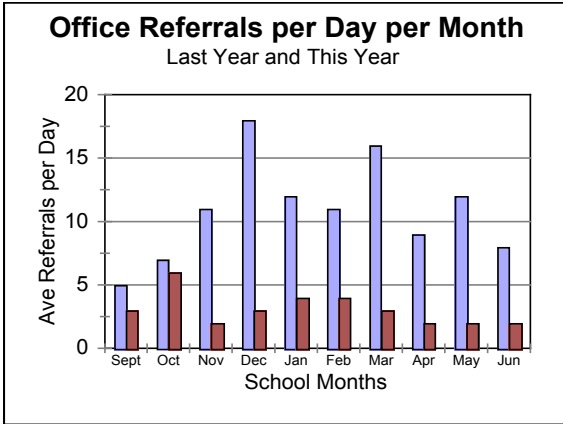
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## Portable Referral Form

<p style="text-align: center;"><b>Woodlawn Elementary School Report/Referral Form</b></p> <p>Time _____ Date _____ Grade _____</p> <p>Student(s) Involved _____</p> <p>Reporting Staff Person _____</p> <p><b>Incident</b></p> <p>___homework (repeatedly) ___offensive language/posture</p> <p>___tardy ___intimidation</p> <p>___defiance ___physical aggression/fighting</p> <p>___disruptive behavior ___insubordination</p> <p>___other ___property damage</p> <p><b>Location</b></p> <p>___hallway ___outside dismissal/arrival</p> <p>___playground ___restroom (caf., a/c., S, J, etc.)</p> <p>___room # ___cafeteria</p>	<p><b>Teacher Response</b></p> <p>___redirection ___loss of privilege</p> <p>___physical proximity ___parent contact</p> <p>___warning ___detention</p> <p>___time-out in class ___buddy room</p> <p>___detention ___parent conference</p> <p>___community service ___privals conference</p> <p>___other ___date</p> <p><b>Administrative Response</b></p> <p>___private conference ___alternative placement</p> <p>___time-out ___detention</p> <p>___loss of privilege ___parent conference</p> <p>___suspension ___community service</p> <p><b>Comments</b></p> <p>Administrative Signature _____</p>
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# PBIS: Buy-In and Prevention

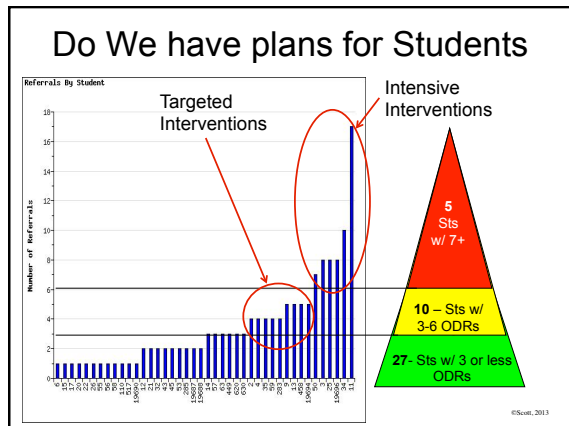


### Monthly Meetings

Meet with data and full PBIS Team at least once per month

Tasks

1. Evaluate progress toward school-wide goals
2. Identify new hot spots
3. Identify "at risk" students



# PBIS: Buy-In and Prevention



Post the Data for all Faculty to See

- Staff need to know that data collection has a purpose
- Staff need to see results of efforts

Elementary School posts the monthly data on the mailroom door so staff can look for patterns and changes.

-Notice they post **POSITIVES** and **ODR** data.

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**ABRI  
Implementation Team Meeting  
Fidelity Assessment**

Date: \_\_\_\_\_ School: \_\_\_\_\_

Completed by: \_\_\_\_\_

Team membership: \_\_\_\_\_

**Assessment Rubric**

C-2	P-1	0-0	N/A
Completed by team members	Prompted by ABRI staff for completion	Not present during meeting	Not applicable given meeting agenda

**Prior to meeting**

C	P	O	N/A	Meeting date, time and location determined
C	P	O	N/A	Meeting agenda prepared
C	P	O	N/A	Academic data compiled
C	P	O	N/A	Behavior data compiled
Notes/Comments:				

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**The University of Louisville**  
Doctoral Program In Behavior Disorders

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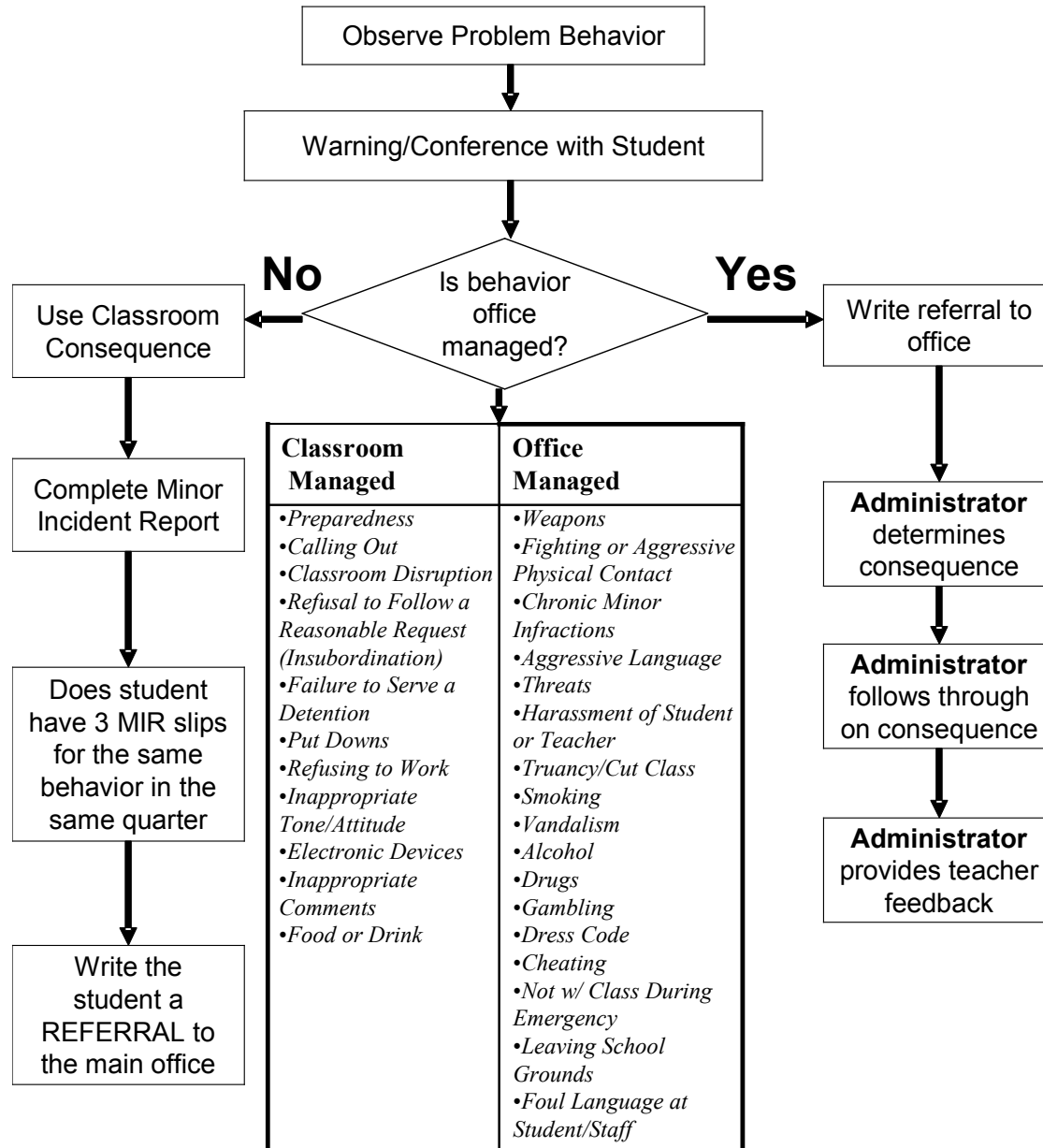
**LIBERTY MIDDLE SCHOOL PBS TEACHING MATRIX**  
*Liberty Students Are Respectful, Responsible, and Right On Time*



		Definition	Cafeteria	Locker Pod	Hallways	Bus	Classroom
RULES/EXPECTATIONS	Respectful	Treat others as you want to be treated.	-Be courteous -Stay in line -Do as adults tell you	-Be courteous -Keep area clean -Close your locker gently	-Use appropriate voice and language -Move through the hallways safely	-Be courteous -Do as adults tell you	
	Responsible	Be accountable for your actions.	-Walk to the lunch line and tables -Clean up after yourself -Perform your assigned clean up duties	-Use your own locker -Keep your personal items locked up -Follow decorating procedures	-Walk on the right and keep moving	-Stay seated -Clean up after yourself -Follow all bus rules	
	Right on Time	Always be on time.	-Use assigned route to the cafeteria -Arrive on time	-Budget your locker time	-Proceed to class promptly with your materials	-Be punctual to your bus stop -Proceed directly to bus after dismissal	



# Decision Flowchart



## SIDE BAR ON MINOR INCIDENT REPORTS

- Issue slip when student does not respond to pre-correction, re-direction, or verbal warning
- Once written, file a copy with administrator
- Take concrete action to correct behavior (i.e. assign detention, complete behavior reflection writing, seat change)



# Portable Referral Form

## Woodlawn Elementary School Report/Referral Form

Time \_\_\_\_\_ Date \_\_\_\_\_ Grade \_\_\_\_\_

Student(s) Involved \_\_\_\_\_

Reporting Staff Person \_\_\_\_\_

### Incident

homework (repeatedly)     offensive language/gesture  
 tardy     intimidation  
 defiance     physical aggression/fighting  
 disruptive behavior     insubordination  
 other     property damage

### Location

hallway     outside dismissal/arrival  
 playground     restroom (caf., add., 6<sup>th</sup>, 2<sup>nd</sup>)  
 room # \_\_\_\_\_     cafeteria

### Teacher Response

redirection     loss of privilege  
 physical proximity     parent contact  
 warning    date \_\_\_\_\_  
 time-out in class     buddy room  
 detention     parent conference  
 community service    date \_\_\_\_\_  
 private conference  
 other \_\_\_\_\_

### Administrative Response

private conference     alternative placement  
 time-out     detention  
 loss of privilege     parent conference  
 suspension     community service

### Comments

Administrative Signature \_\_\_\_\_