The Basics of School-Wide Positive Behavior Interventions and Supports (PBIS)

STUDENT OUTCOME AND PREVENTION MODEL FOR SCHOOLS

Primary Prevention: School-Classroom-Wide Systems for All Students, Staff, & Settings

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

~80% of Students

Primary Prevention to Tertiary Prevention:

Primary: School-Wide Systems for All Students, Staff, & Settings

Secondary: Specialized Group Systems for Students with At-Risk Behavior

Tertiary: Specialized Individualized Systems for Students with High-Risk Behavior

~80% of Students

~15%

~5%

STUDENT OUTCOME AND PREVENTION MODEL FOR SCHOOLS

Underlying Principles of 3-Tiered Prevention Models

4 Components

1. What are the predictable failures?
2. What can we do to prevent failure?
3. How will we maintain consistency?
4. How will we know if it’s working?

HOW WILL WE MAINTAIN CONSISTENCY?

School-Wide Planning: Process Steps

• Organize Staff
  – all meet
  – have existing data
• Brainstorm Problems
  – by location and time
• Brainstorm Proactive Solutions
  – Rules, routines, arrangements + teaching and reinforcement
  – Consistent consequences beginning with re-teaching
• Consensus
• Create Climate Committee

Groups Discuss

Brainstorm in small groups (arranged by role in the school)

• Prompt to think about locations
• Usually takes about 20 minutes

Working Smarter

<table>
<thead>
<tr>
<th>Initiative, Project, Committee</th>
<th>Purpose</th>
<th>Outcome</th>
<th>Targeted Group</th>
<th>Staff Involved</th>
<th>Part of SIP?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Committee</td>
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<td>Character Education</td>
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<td>Safety Committee</td>
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<td>School Spirit Committee</td>
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<td>Discipline Committee</td>
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<td>DARE Committee</td>
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<tr>
<td>EBS Work Group</td>
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</table>
WHAT ARE THE PREDICTABLE FAILURES WITH STUDENT BEHAVIOR IN THE SCHOOL?

Define by Location

• Each group identifies a location and then describes the predictable problems
• Entire group then adds additional perspective

Predictable Problems Summary

<table>
<thead>
<tr>
<th>Location</th>
<th>When</th>
<th>Who</th>
<th>What</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lunchroom</td>
<td>Arrival/Dismiss</td>
<td>All</td>
<td>Running, yelling, pushing, nose, poor manners, no clean-up, loud</td>
<td>Some unstructured areas, back-ups</td>
</tr>
<tr>
<td></td>
<td>During lunch</td>
<td>All</td>
<td>Table rush</td>
<td>Inconsistent lunchroom aid supervision</td>
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<td></td>
<td>All are punished for the actions of few</td>
<td></td>
</tr>
<tr>
<td>Hallways/Walkways</td>
<td>Transitions</td>
<td>All</td>
<td>Run, trip, fall, wandering, slow, safety issue, don’t know which kids should be there</td>
<td>Insufficient supervision, no uniform routine</td>
</tr>
</tbody>
</table>

WHAT CAN WE DO TO PREVENT FAILURE?

Brainstorm Prevention

• Prompt to spend majority of time thinking proactively
• Brainstorm location by location
• Record all ideas

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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Collaborative Solutions

Lunchroom:
- eat your own food
- remain seated
- raise hand to move
- use an insulin, write

Routines and Arrangements:
- students pick up, return to table and not hallway
- use hand signal as consistent signal for quiet
- one teacher dismissal at a time from the lunchroom
- lunch with adults at picnic table only — must be signed out
- supervise lunch aloud
- be sharp on arrival and dismissal times

Wait on these issues or do in the future:
- students sit facing one another
- use video instructions
- “Friendly Friday”

Rules

Routines & Arrangements

Develop Effective Cues

Be Safe
Be Kind
Be Responsible

Respect
Our School
Right Down to
Toilets
Please
Flush!

Villa Dragons Dare To Be
(Dynamite Dragons)
(Safe)

Safe
- keep yourself and others free from harm
- respect

Responsible
- follow directions
- accept responsibility for your actions and words
- respect others

Respectful
- respect yourself
- respect property

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A few positive SW Expectations

“Phoenix Experience”

EXAMPLE
Teachable Expectations

1. Respect Yourself
   - in the classroom (do your best)
   - on the playground (follow safety rules)
2. Respect Others
   - in the classroom (raise your hand to speak)
   - in the stairway (single file line)
3. Respect Property
   - in the classroom (ask before borrowing)
   - in the lunchroom (pick up your mess)

Rule:  Behavior:
I am respectful.
- Raise hand for help
- Use quiet voices
I am responsible.
- Eat your lunch
- Keep hands, feet & food to yourself
I am ready to go.
- Clean up messes
- Line up quietly
- Face front

Chesterbrook Three R’s

<table>
<thead>
<tr>
<th>Rule:</th>
<th>Behavior:</th>
<th>Rule:</th>
<th>Behavior:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>I am respectful.</td>
<td>- Raise my hand</td>
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<td>- Listen to others</td>
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<td>- Stay in my personal space</td>
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<td>I am responsible.</td>
<td>- Follow Directions</td>
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<td>- Complete my assignments</td>
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<td>- Clean up after myself</td>
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<td>I am ready to learn.</td>
<td>- Be prepared for class</td>
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<td>- Always do my best</td>
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<td>- Learn from my mistakes</td>
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</table>
Consequences

Beach Party Limbo

Extra Effort Club

PBIS on the Bus

The Lucky Winner Is . . .
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HOW WILL WE KNOW IF IT’S WORKING?

Portable Referral Form

Date, Student, & Reporting Staff

Individual Student Data

Who?
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What? Referrals per Prob Behavior

When? Referrals by Time of Day

Where? Referrals by Location

Locations

Average Referral Location by School Day per Month-2010

Average Referral Locations per School Day by Month 2011

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