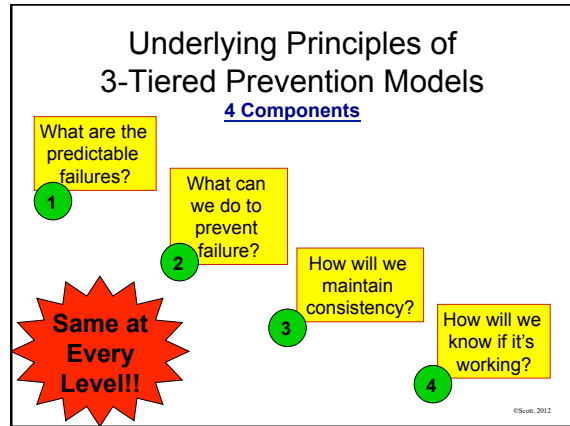
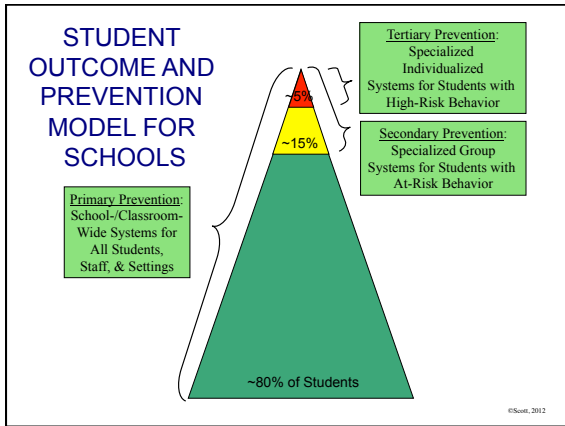


## The Basics of School-Wide Positive Behavior Interventions and Supports (PBIS)



## HOW WILL WE MAINTAIN CONSISTENCY?

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### Working Smarter

Initiative, Project, Committee	Purpose	Outcome	Targeted Group	Staff Involved	Part of SIP?
Attendance Committee					
Character Education					
Safety Committee					
School Spirit Committee					
Discipline Committee					
DARE Committee					
EBS Work Group					

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- ### 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
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### Groups Discuss

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

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

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

**WHAT ARE THE  
PREDICTABLE FAILURES  
WITH STUDENT BEHAVIOR  
IN THE SCHOOL?**

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### Define by Location

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



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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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**WHAT CAN WE DO TO  
PREVENT FAILURE?**

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### Brainstorm Prevention

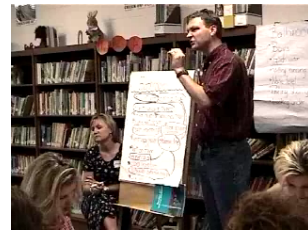
- Prompt to spend majority of time thinking proactively
- Brainstorm location by location
- Record all ideas



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

### Collaborative Solutions

**Lunchroom**

**Rules:**

- eat your own food
- remain seated
- raise hand to move
- use an inside voice
- respect adults

**Routines and Arrangements:**

- Teachers pick-up students from 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
- empower lunch aids
- 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"

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### Rules

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### Routines & Arrangements

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### Develop Effective Cues



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

## A few positive SW Expectations

“Phoenix Experience”



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## Teaching

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## 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)



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## Chesterbrook Three R's

	Readiness	Respect	Responsibility
Hallways	<ul style="list-style-type: none"> <li>Stand properly in line</li> <li>Have materials</li> </ul>	<ul style="list-style-type: none"> <li>Quiet voices</li> <li>Quiet bodies</li> <li>Show courteous behavior to others</li> </ul>	<ul style="list-style-type: none"> <li>Walk directly to your destination</li> <li>Be aware of your surroundings</li> <li>Maintain personal space</li> </ul>
Cafeteria	<ul style="list-style-type: none"> <li>Bring lunch or money</li> <li>Use bathroom and wash hands before</li> </ul>	<ul style="list-style-type: none"> <li>Inside voices</li> <li>Practice good manners</li> <li>Follow cafeteria rules</li> </ul>	<ul style="list-style-type: none"> <li>Raise hand for help</li> <li>Maintain personal space</li> <li>Clean your space</li> </ul>
Playground	<ul style="list-style-type: none"> <li>Have a plan</li> <li>Bring your materials</li> <li>Listen for your teacher</li> </ul>	<ul style="list-style-type: none"> <li>Follow playground rules</li> <li>Include others and share equipment</li> </ul>	<ul style="list-style-type: none"> <li>Bring in everything you take out</li> <li>Use problem solving strategies</li> </ul>

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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>

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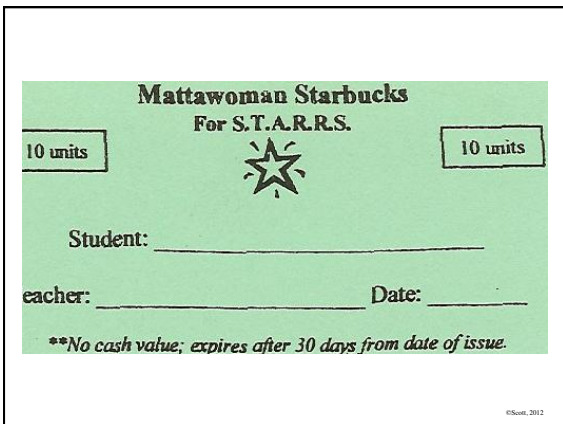
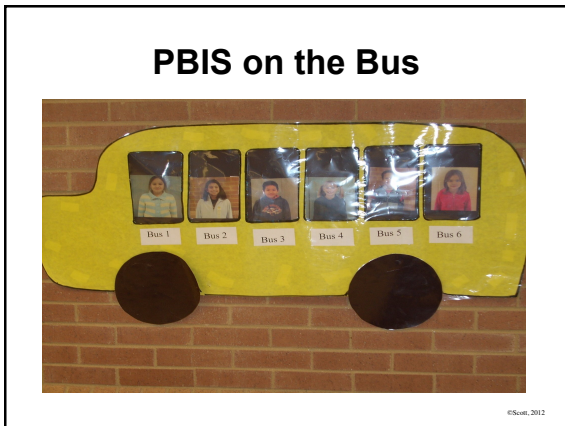
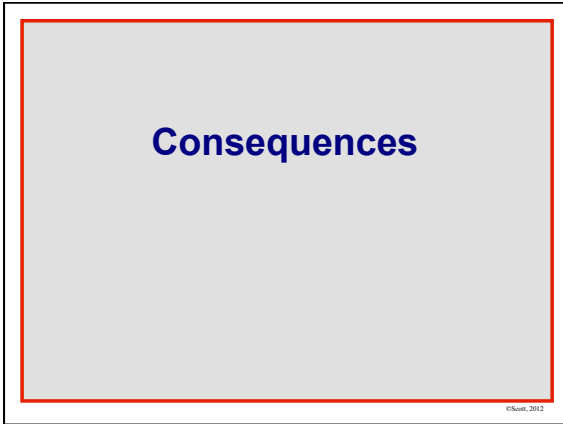


Here are the three R's of our Fifth Grade classroom:

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>

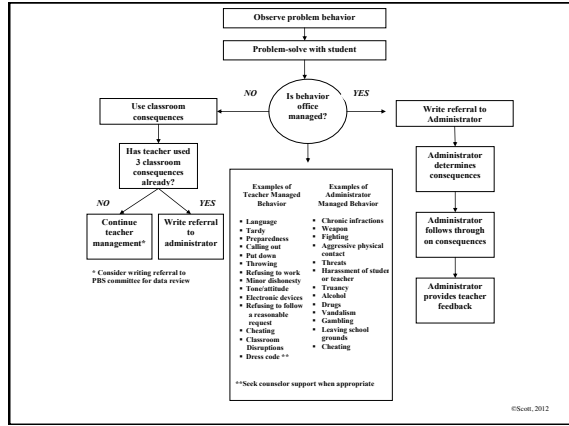
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The Basics of School-Wide  
Positive Behavior Interventions and Supports (PBIS)



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

**HOW WILL WE KNOW IF IT'S WORKING?**



### 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 \_\_\_\_\_ truancy/subordination

\_\_\_\_\_ 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 \_\_\_\_\_ busy room

\_\_\_\_\_ detention \_\_\_\_\_ parent conference

\_\_\_\_\_ community service \_\_\_\_\_ private conference

\_\_\_\_\_ other \_\_\_\_\_ date

**Administrative Response**

\_\_\_\_\_ private conference \_\_\_\_\_ alternative placement

\_\_\_\_\_ time-out \_\_\_\_\_ detention

\_\_\_\_\_ loss of privilege \_\_\_\_\_ parent conference

\_\_\_\_\_ suspension \_\_\_\_\_ community service

**Comments**

\_\_\_\_\_

**Administrative Signature**

\_\_\_\_\_

### Date, Student, & Reporting Staff

Date	Student Name	Reporting Staff Person	Problem Incident	fighting	disruptive	theft	other
X	X	X					
1/14	Blake, Robert	mr. diner		1			
1/17	Harding, Tonya	bus driver betty					1
1/13	Harding, Tonya	bus driver bob		1			
1/16	Harding, Tonya	bus driver bob		1			
1/16	North, Oliver	mr. help				1	
1/17	Packwood, Bob	mr. Clinton		1			
1/17	Reubens, Paul	mr. boch					1
1/13	Rader, Wynona	mr. diner			1		
1/13	Rodman, Dennis	coach wheatie					1
1/15	Rogers, Fred	ms stress		1			
1/13	Stalin, Joe	ms stress		1			
1/15	Stewart, Martha	ms stress					1
Frequency of Incidents				3.00	3.00	3.00	3.00
Preportion of Incidents				0.25	0.25	0.25	0.25

### Individual Student Data

Date	Student Name	Reporting Staff Person	Problem Incident	fighting	disruptive	theft	other
X	X	X					
1/13	Harding, Tonya	bus driver bob		1			
1/16	Harding, Tonya	bus driver bob			1		
1/17	Harding, Tonya	bus driver betty			1		

Time \_\_\_\_\_

\_\_\_\_\_ 7:30-8:00 \_\_\_\_\_ 8:30-9:00 \_\_\_\_\_ 9:00-9:30 \_\_\_\_\_ 9:30-10:00 \_\_\_\_\_ 10:00-10:30 \_\_\_\_\_ 10:30-11:00 \_\_\_\_\_ 11:00-11:30 \_\_\_\_\_ 11:30-12:00 \_\_\_\_\_ 12:00-12:30 \_\_\_\_\_ 1:00-1:30 \_\_\_\_\_ 1:30-2:00

Location \_\_\_\_\_

\_\_\_\_\_ classroom \_\_\_\_\_ hallway \_\_\_\_\_ lunch \_\_\_\_\_ bus \_\_\_\_\_ responses \_\_\_\_\_

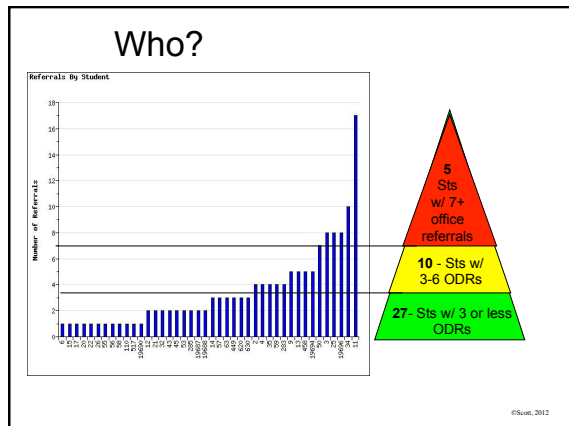
\_\_\_\_\_ correction \_\_\_\_\_ time out \_\_\_\_\_ restriction \_\_\_\_\_ parent conf \_\_\_\_\_ suspension \_\_\_\_\_

\_\_\_\_\_ comments \_\_\_\_\_

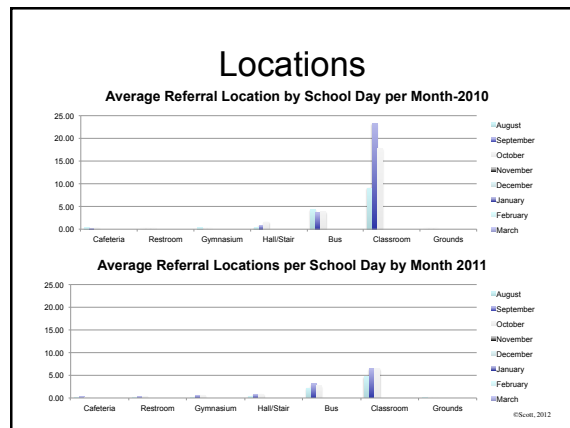
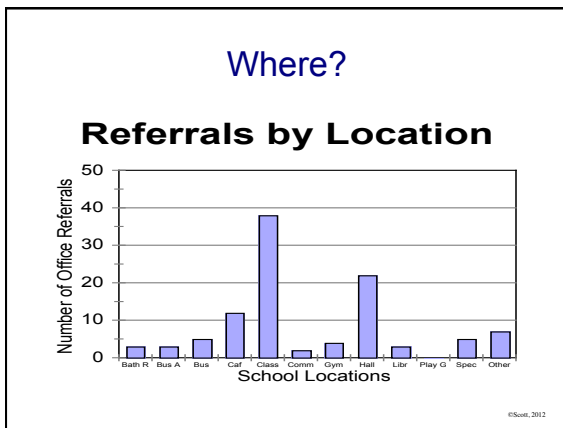
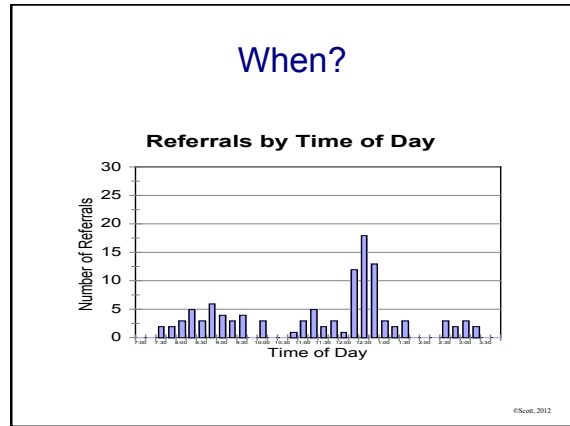
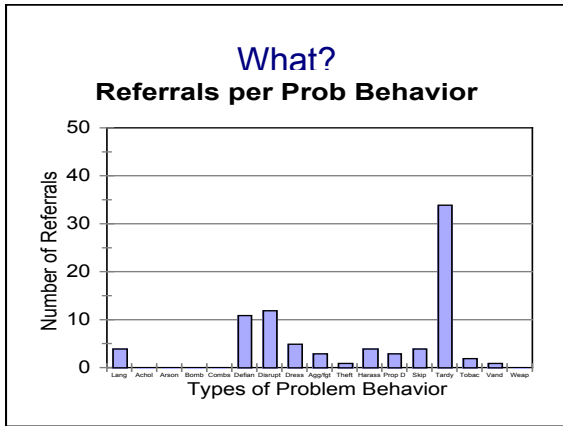
\_\_\_\_\_ hit peer with pipe \_\_\_\_\_

\_\_\_\_\_ inappropriate language \_\_\_\_\_

\_\_\_\_\_ threw laptop at peer \_\_\_\_\_



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



# The University of Louisville

## Doctoral Program in Behavior Disorders

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