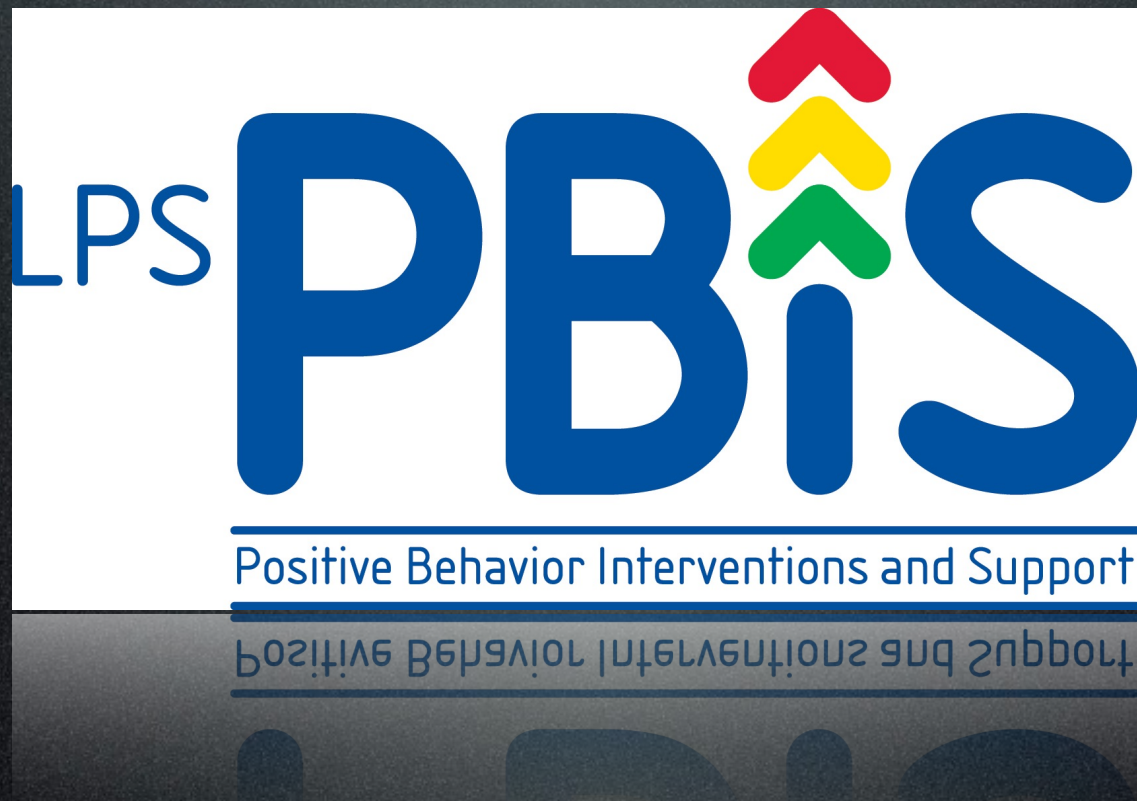


PBiS Overview and Parent Involvement

Positive Behavior Interventions and Support



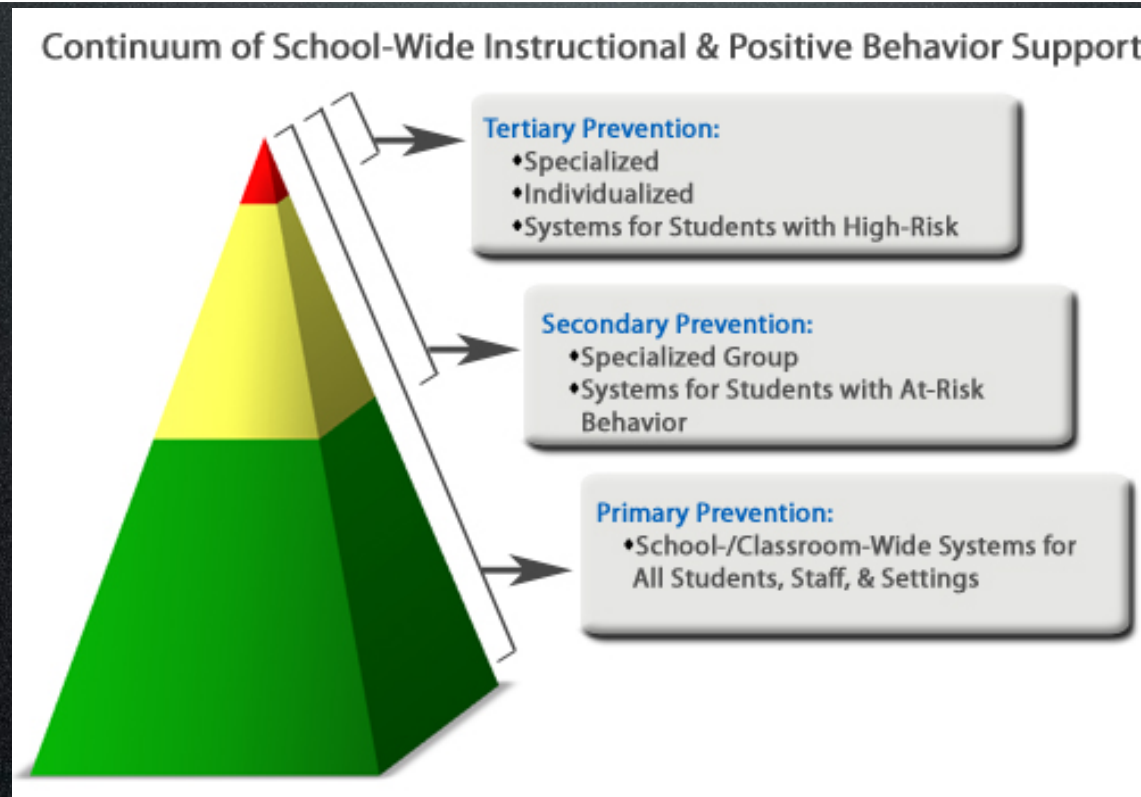
Objectives for Tonight

- Overview of PBiS
- Review District implementation
- Ways to be involved with your school's PBiS system
- Ways to incorporate PBiS at home
- Answer any questions

What is PBiS?

- School-wide PBIS is:

IS a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.



Impacts of SW-PBiS

Significant reduction in school-level suspensions

Students in PBIS schools were 32% less likely to receive an office discipline referral

A positive effect for school-level academic performance
(Bradshaw et al., *JPBI*, 2010)

Significant reductions in teacher-rated behavior problems

- Rejection & bullying (Waasdorp, Bradshaw, & Leaf, 2012)

- Service use (e.g., counseling, special education referral, office referrals)

- Reductions in concentration problems and aggressive/disruptive behavior, and improvements in prosocial behavior and emotion regulation (Bradshaw et al., submitted)

- Some indication that the intervention effects are strongest the earlier students are exposed to SW-PBIS (Bradshaw et al., submitted)

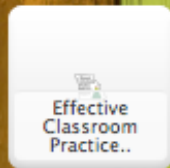
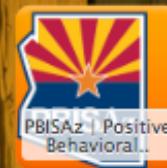
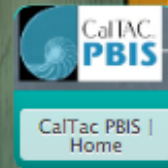
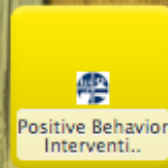
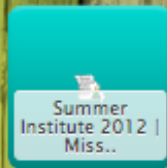
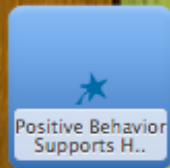
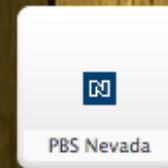


Webmix Col...

news

Home Webmix

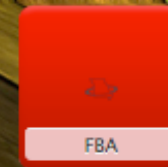
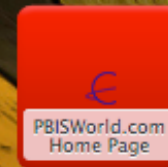
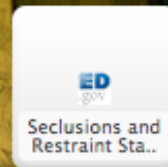
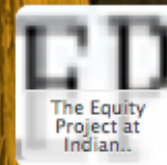
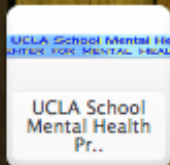
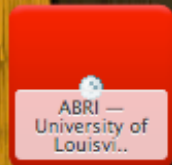
PBIS



Internet Images Maps News Weather

Google

Google search



LPS PBiS

LPS plans to fully implement PBIS in all elementary, middle, and high schools in the next 3-5 years.

They have developed a District PBIS Leadership Team.

LPS is working with an outside trainer to help with the implementation of PBIS. This school year, middle school and high school staff will meet with the outside trainer

1 time per quarter, and a teleconference (with the outside trainer) will also take place with schools 1 time per quarter.

Currently, each middle school and each high school has identified an internal building coach (e.g. assistant principal).

LPS PBiS

Scott Eckman has been hired as the district's PBIS Coordinator.

Natalie Hilton (School Psychologist) and Shannon Hall-Schmeckpeper (School Psychologist) have been hired as the district's two PBIS Coaches.

For the 2013-2014 school year the District is focusing on middle school and high school implementation of Tier 1 building supports

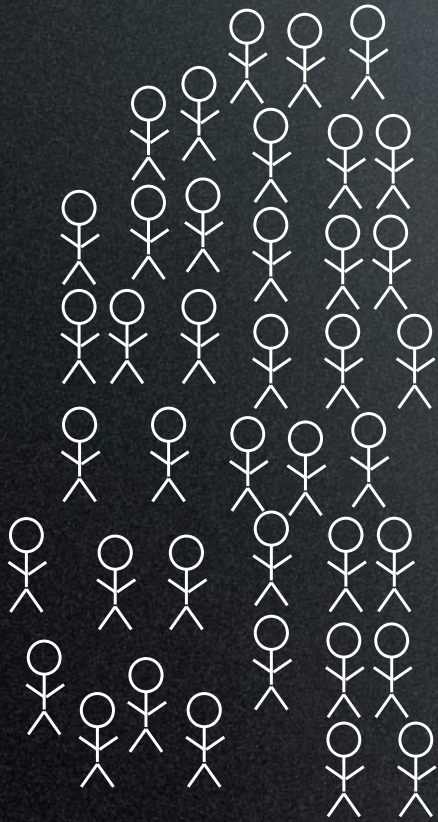
.
For the 2014-2015 school year, PBIS tier 1 implementation will begin at the elementary level.

This school year each PBIS Coach and Coordinator will meet with and help 6 or 7 schools each, with implementation.

At the end of July, eight LPS District Staff attended a two-day PBIS training in Chicago (including the PBIS Coaches and PBIS Coordinator).

Three Tiered Model of Student Supports

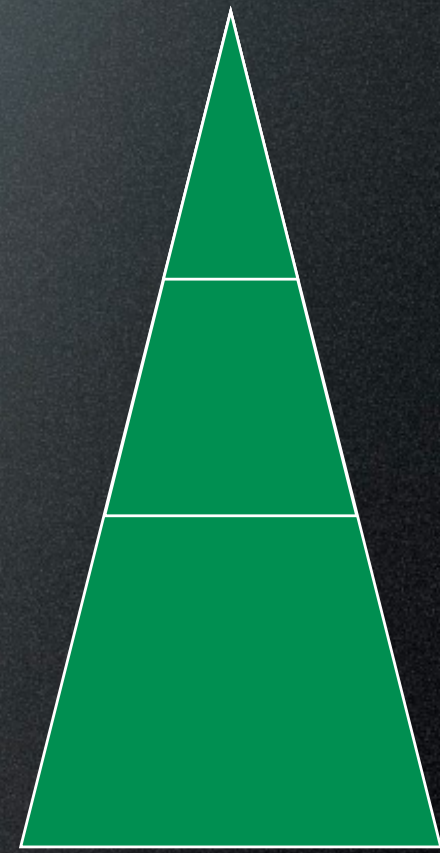
These students



get these tiers
of support



in order to meet
benchmarks.





Tier 1: Universal

GOAL: 100% of students achieve
at high levels

PBIS Team
Faculty/Staff Commitment
Expectations and Rules Developed
Plans for Teaching expectations/rules
Reward/Recognition Program Established
Effective Procedures for Dealing with Problem
Behaviors
Data Entry and Analysis Plan Established
Classroom Systems
Evaluation
Implementation Plan

Universal Critical Elements

PBIS Team

Faculty/Staff Commitment

Expectations and Rules Developed

Plans for Teaching expectations/rules

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Classroom Systems





Evaluation

Implementation Plan



To Achieve...Follow the 3B's

In the Hallway BE RESPECTFUL

-  **Treat others with respect**
-  **Use school appropriate voice and language**
-  **Follow staff requests the first time given**
-  **Display appropriate PDA**

All Rockets Live Above the Line 



HALLWAYS



Behavior Expectations

Be Safe, Be Responsible, Be Respectful, Be a Learner

Be Safe at your school

- Walk in the hallway
- Keep hands and feet to self
- Keep backpack and bags in your locker

Be Responsible at your school




- Keep lockers locked
- Use only assigned locker
- Keep locker cleaned and organized
- Be in hallway at appropriate times or with a planner pass
- Be on time to class
- Keep locker combination private

Be Respectful at your school

- Use appropriate language
- Use a quiet voice
- Treat school property with care
- Leave student work displays alone
- Use lockers as they were intended to be used
- Be in the area where you are supposed to be
- Report concerns to an adult

You are here to **BE A LEARNER!**




BE RESPECTFUL

-  *Follow cafeteria rules*
-  *Be courteous to students and staff*
-  *Use good manners and appropriate voice level*

BE RESPONSIBLE

-  *Pick up after yourself*
-  *Stack trays, silverware, and dishes appropriately*
-  *Use a tray for all food and drinks*

BE SAFE

-  *Sit at your table with your feet under the table*
-  *Do not share or take food*
-  *Walk to an activity area when you are finished eating*

PARK MIDDLE SCHOOL



Cafeteria



East High Expectations for Students and Staff

School Grounds

Respect Self

Display appropriate PDA.
Be an appropriate representative of East High School.

Respect Others

Treat others with respect.
Respect neighbors and their property.
Be an appropriate representative of East High School.

Respect Learning

Arrive and leave in a timely manner.

Respect Property

Take care of school property.

Be Safe

Keep hands, feet, and objects to self.
Use caution when crossing the street.
Use caution when driving.
Maintain a tobacco/drug free campus.
Communicate to staff any issues.

An instructional tool



PARK'S PBS EXPECTATIONS FOR STUDENTS AND STAFF



At Park our behavioral expectations are taught, modeled, practiced, and reinforced in all locations and situations.

Some of our goals include:

At least 80% of our students can recite expectations and give examples
Positive interactions between adults and students far exceed negative ones
ALL staff and students are participants.

	Classroom	Hallway	Restrooms	Playground/Gym	Office	Media Center	Counseling Center	Assembly	Arrival/Dismissal	
Be Respectful	<ul style="list-style-type: none">*Attend to the teacher/lesson/task*Follow directions the first time*Respect other's learning environment	<ul style="list-style-type: none">*Use appropriate language*Be considerate of all classes in session*Respond to all staff and students in a positive way	<ul style="list-style-type: none">*Respect the privacy of others*Get in and out as quickly as possible*Keep restrooms clean	<ul style="list-style-type: none">*Everyone gets to participate in an activity*Follow supervisors directions*Use appropriate language	<ul style="list-style-type: none">*Report to the desk and address the staff politely.*Wait quietly*Use please, thank you, excuse me	<ul style="list-style-type: none">*Allow others to work and learn without being distracted.	<ul style="list-style-type: none">*Report to the desk and address staff politely.*Use appropriate voice volume*Wait calmly for the counselor	<ul style="list-style-type: none">*Be courteous to students and staff*Use good manners and appropriate voice level*Applaud at appropriate times*Appreciate the performance	<ul style="list-style-type: none">*Follow staff direction*Use appropriate language*Upon entering the building all electronic devices	
Be Responsible	<ul style="list-style-type: none">*Be prepared for class*Enter classroom ready to learn*Do your best	<ul style="list-style-type: none">*Report problems to adults*Clean up after yourself*Use passing time wisely	<ul style="list-style-type: none">*Report graffiti, damages, or disturbances to a staff member*Flush the toilet*Clean up after yourself	<ul style="list-style-type: none">*Join one of the activities that are offered*Work things out with an adult's help if you have an issue*Return to class on whistle; know your whistle	<ul style="list-style-type: none">*Tell the truth*Have your pass out and know who you are in the office to see.	<ul style="list-style-type: none">*Keep our library nice by returning books in good condition and putting materials back where they belong.*By name information fully and give credit to creators.	<ul style="list-style-type: none">*Be honest*Take ownership for your choices*Accept consequences for your actions	<ul style="list-style-type: none">*Pick up after yourself*Stack trays, silverware, and dishes appropriately*Use a tray for all food and drinks	<ul style="list-style-type: none">*Stay with your class*Be an attentive listener*Face the front	<ul style="list-style-type: none">*Students are welcome campus at 7:30*Students are to leave at assigned activity by*Know your individual afternoon plan
Be Safe	<ul style="list-style-type: none">*Use classroom materials appropriately*Follow emergency procedures*Keep hands, feet, and objects to yourself	<ul style="list-style-type: none">*Please walk*Follow traffic flow and stay to the right*Keep your hands, feet, and objects to yourself	<ul style="list-style-type: none">*Wash hands with soap	<ul style="list-style-type: none">*No shouting after the whistle*Keep your hands, feet, and objects to yourself*Enter and exit in an orderly manner	<ul style="list-style-type: none">*Wait patiently while sitting or standing in one place.	<ul style="list-style-type: none">*Take precautions to use the internet wisely*Only visit websites that your parents and teachers would approve of.*Never give out personal information	<ul style="list-style-type: none">*Keep hands, feet, and negative comments to yourself*Keep chairs on the ground*Wait patiently while sitting or standing in one place.	<ul style="list-style-type: none">*Sit at your table with your feet under the table*Do not share or take food*Walk to an activity area when you are finished eating	<ul style="list-style-type: none">*Stay seated*Wait for instructions	<ul style="list-style-type: none">*Walk home in a group*Wait in a school appropriate supervised area before school.*Use sidewalks, corners, crosswalks.*Walk bikes, skateboards etc on campus.

Expectations

Specific Behavior

Location

Universal Critical Elements

PBIS Team

Faculty/Staff Commitment

Expectations and Rules Developed

Plans for Teaching Expectations/Rules

Reward/Recognition Program Established

Effective Procedures for Dealing with Problem Behaviors

Data Entry and Analysis Plan Established

Classroom Systems

Evaluation

Implementation Plan

Teaching

If a child doesn't know how to read
we.....teach

If a child doesn't know how to multiply
we.....teach

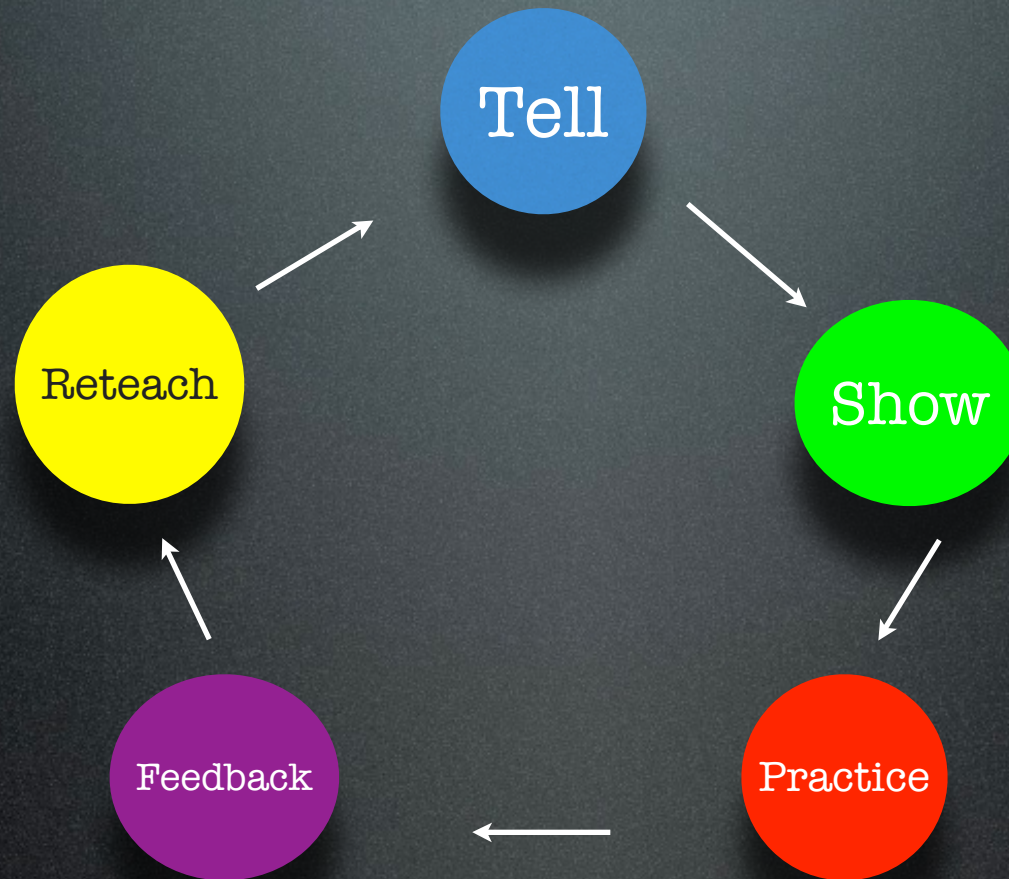
If a child doesn't know how to swim
we.....teach

If a child doesn't know how to drive
we.....teach

If a child doesn't know
how to behave we.....
teach?
punish?

Why can't we finish the last sentence as
automatically as we do the others?

Teaching academics and behavior



Universal Critical Elements

PBIS Team

Faculty/Staff Commitment

Expectations and Rules Developed

Develop Plans for Teaching Expectations/Rules

**Acknowledgement Program
Established**

**Effective Procedures for Dealing with Problem
Behaviors**

Data Entry and Analysis Plan Established

Classroom Behavior Systems

Evaluation

Implementation Plan

Acknowledgement System

Acknowledgement
system implemented
consistently

A variety of methods used

Linked to expectations

Acknowledgements varied to maintain
student interest

Maintain at least a
4:1 ratio of positive
to negative
interactions

“What the World’s Greatest Managers Do Differently”

-- Buckingham & Coffman 2002, Gallup

Interviews with 1 million workers, 80,000 managers, in 400 companies.

Create working environments where employees:

1. *Know what is expected*
2. Have the materials and equipment to do the job correctly
3. *Receive recognition each week for good work*
4. Have a supervisor who cares, and pays attention
5. *Receive encouragement to contribute and improve*
6. Can identify a person at work who is a “best friend”
7. Feel the mission of the organization makes them feel like their jobs are important
8. See the people around them committed to doing a good job
9. Feel like they are learning new things (getting better)
10. Have the opportunity to do their job well



**Catch kids
being good**



Catching Students being good - a good reminder for adults



Striving for a 4:1 ratio of
Positive to Corrective Statements





Praise immediately

Praise frequently

**Praise when it's
earned**

Praise the behavior



**Have I given positive
reinforcement lately?**

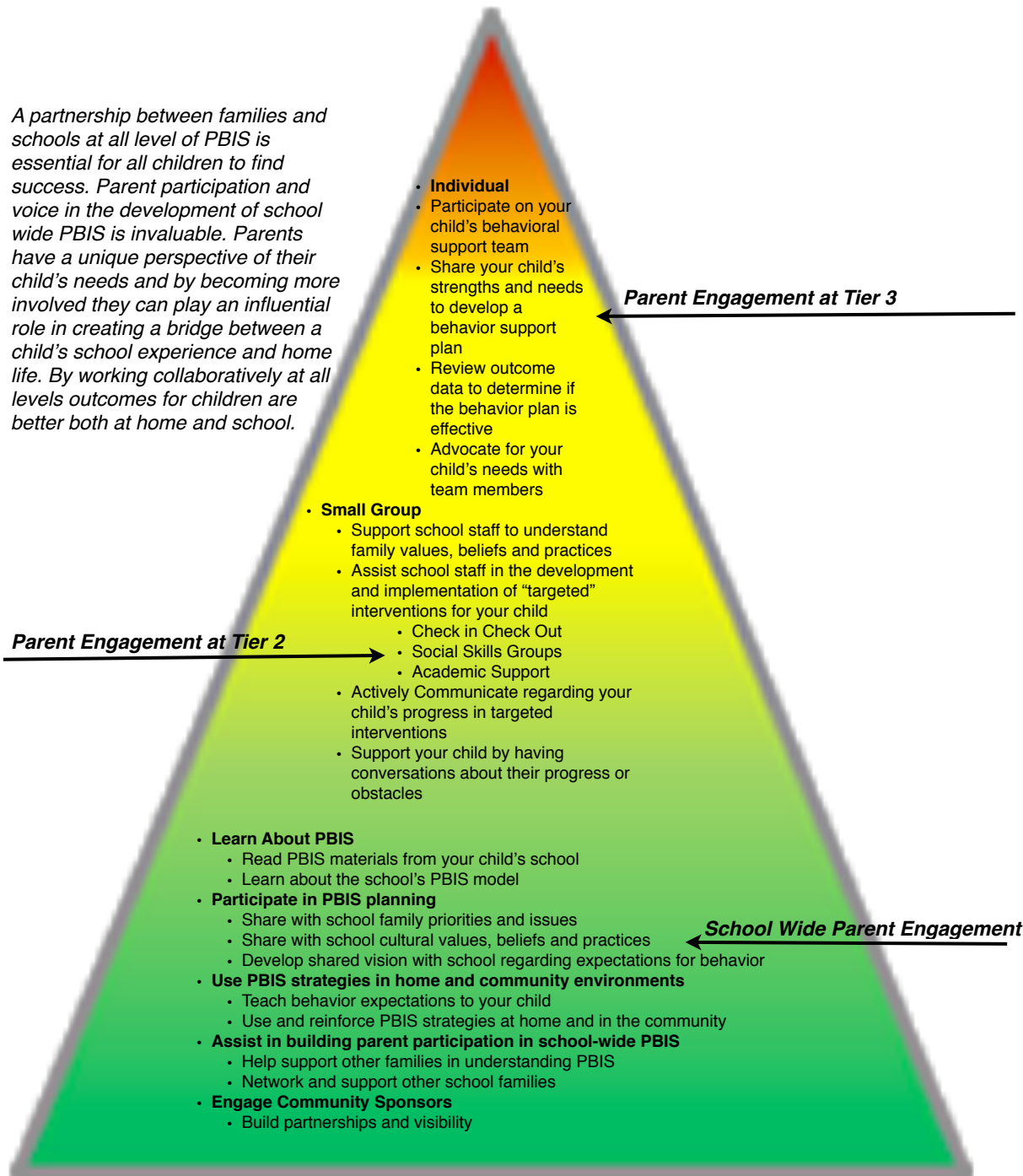


PBiS and Family

Becoming More Involved With PBiS At My
Child's School

Levels of PBIS

A partnership between families and schools at all level of PBIS is essential for all children to find success. Parent participation and voice in the development of school wide PBIS is invaluable. Parents have a unique perspective of their child's needs and by becoming more involved they can play an influential role in creating a bridge between a child's school experience and home life. By working collaboratively at all levels outcomes for children are better both at home and school.



Getting Involved at a Tier 1 Level

- Volunteer to participate on the PBiS Committee at your child's school. The committee meets on a monthly basis. Each school PBiS Committee would like a parent member on their team.
- Participate in PBiS Planning: Develop shared vision with school regarding expectations for behavior.
- Learn about PBiS: Read materials from your child's school and learn about the school's PBiS model.
- Help support other families in understanding PBiS: Network and support other school families.

PBiS and Family

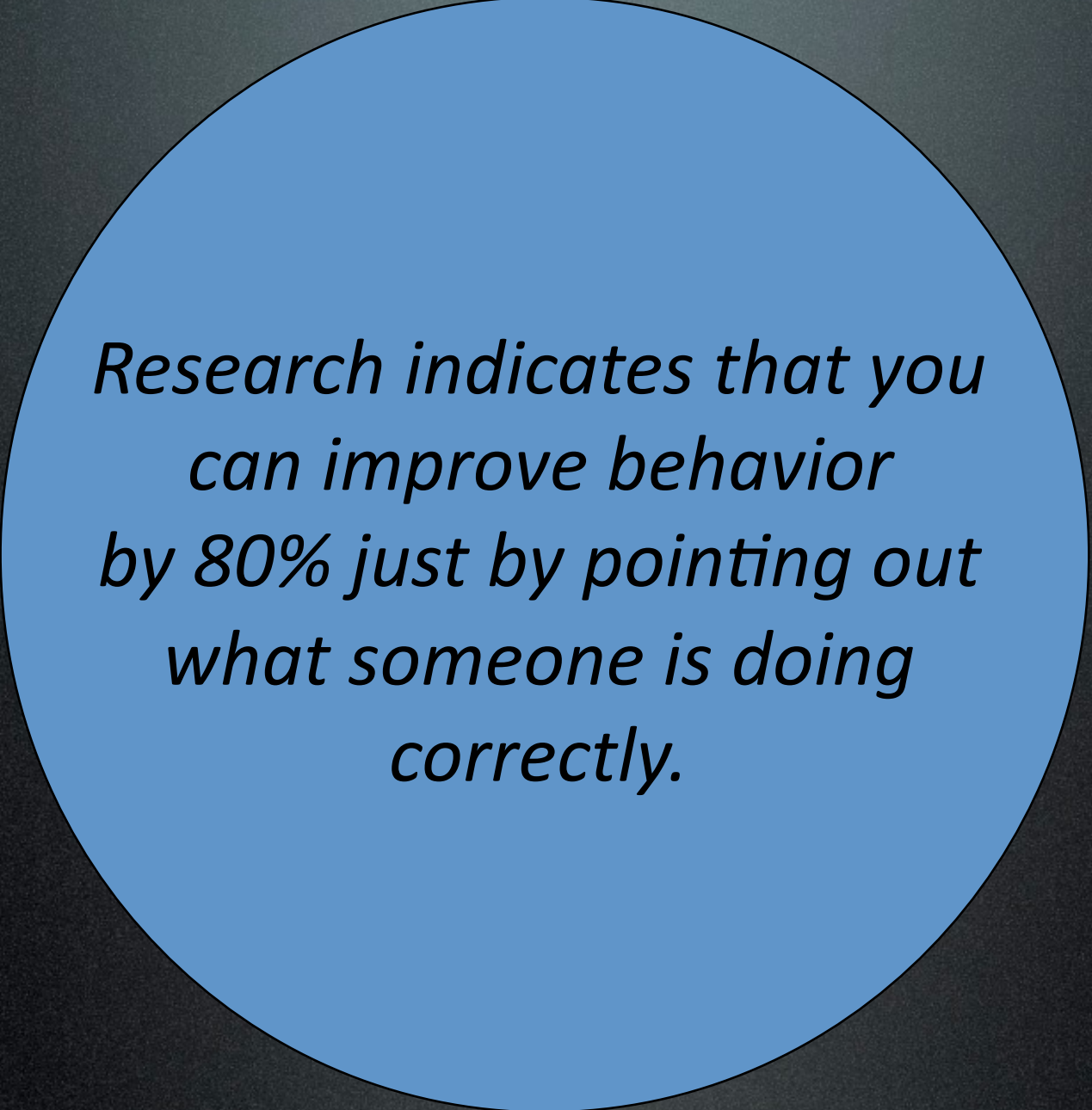
Becoming More Involved With PBiS At
Home and In The Community

- Use similar PBiS language at home that your child hears at school.
- Talk with your child about what's going on with PBiS at his or her school. Ask your child about PBiS lessons that take place. Ask your child if they are earning acknowledgements at school (Ardvark Dollars, Mickle Money etc.), and if they are ever included in the school wide drawing.
- Create an expectation matrix at home with your child.
- Teach and re-teach behavior expectations at home to your child, on a consistent basis.
- Come up with a system for acknowledging your child for following behavior expectations at home.

Example Of A Home Behavior Matrix

	Morning Routine	Leaving for School	Meal time	Evening Routine	Out and About
Respectful	Get up on time	Be on time	Chew with your mouth closed.	Do your chores	No means no
Responsible	Listen to directions	Get my Backpack	Eat	Do your homework	Listen to my parent
	Get dressed			Take a bath	
Safe	Make your bed	Get my Lunch	Ask for parent assistance when needed (i.e. cutting	Go to bed on time	Stay with my parent
	Ask for parent assistance when needed (i.e. getting	Ask for parent assistance when needed (i.e. tying		Ask for parent assistance when needed (i.e. water	

Respectful					
Responsible					
Safe					



*Research indicates that you
can improve behavior
by 80% just by pointing out
what someone is doing
correctly.*

Components of Effective Praise

Praise Statement

“Thanks for...”

“I liked the way you...”

“Good job of...”

“You were really....”

Describe the behavior or skill

Following Directions

List steps or components of skill

“You looked at me, you listened, you said ok, you did it.”

- Correction

- Reactive
- Consequences are manipulated
- May lead to negative teacher-student interactions
- Focuses on inappropriate behavior
- May lead to escalating behavior
- Focuses on immediate events

- Pre-Correction

- Proactive
- Antecedents are manipulated
- May lead to positive teacher student interactions
- Focuses on appropriate behavior
- May lead to appropriate behavior
- Focused on future events

Examples of Pre-Corrects

Prior to getting in the house:

When you get in the house today, remember you need to put your homework on the table, wash your hands, and put your shoes away.

What are you going to do first? Second?

Find a time during the day to use more positive feedback statements.
Find a time to use pre-corrects to help prompt your child what he/she should do.
See if the behaviors have changed after a couple of weeks.

In the Community

- Help to support community members in better understanding PBiS.
- Help to engage community sponsors. Possibly reach out to community members and businesses to see if they will volunteer time or resources to PBiS efforts at your child's school (i.e., the reinforcement system).
- Build community partnerships and visibility.
- Help community members and businesses to create a behavior matrix in their business, to acknowledge students who follow those expectations in their business, and help them to use consistent PBiS language that your child's school is using.
- Use and reinforce PBiS strategies in the community.

Handout On Eight Practical Tips for Parents

- Keep Your Expectations Realistic
- Plan Ahead
- Clearly State Your Expectations in Advance
- Offer Limited, Reasonable Choices
- Use “When....Then” Statements
- Catch Your Child Being Good
- Stay Calm
- Use Neutral Time

Resources

- Rewards for Parents to Give Their Children for Good Behavior at Home
- Books for Educators and Families

PBiS Websites

- wp.lps.org/pbis
- www.pbisworld.com
- www.pbis.org
- www.pbisillinois.org
- www.pbismaryland.org
- www.pbissmissouri.org
- www.wisconsinpbisnetwork.org
- www5.milwaukee.k12.wi.us/dept/rti/flphs.fmhi.usf.edu/index.cfm
- pbiscompedium.ssd.k12.mo.us
- tigerpbis.blogspot.com
- <http://vimeo.com/groups/pbisvideos>
- www.youtube.com (Search pbis videos)

Questions?