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)  
Reducions 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)
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).
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
Reward/Recognition Program Established
Effective Procedures for Dealing with Problem Behaviors
Data Entry and Analysis Plan Established
Classroom Systems
Evaluation
Implementation Plan

(OSEP on PBIS- Effective Schoolwide Interventions)
## 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 relate expectations and give examples
- Positive interactions between adults and students far exceed negative ones
- ALL staff and students are participants.

### Classroom

- **Respectful**
  - Attend to the teacher/lesson/task
  - Follow directions the first time
  - Respect others’ learning environment
- **Responsible**
  - Be prepared for class
  - Enter classroom ready to learn
  - Do your best
- **Safe**
  - Use classroom materials appropriately
  - Follow emergency procedures
  - Keep hands, face, and objects to yourself

### Hallway

- Use appropriate language
- Be considerate of all classes in session
- Respond to all staff and students in a positive way

### Restrooms

- Respect the privacy of others
- Get in and out as quickly as possible
- Keep restrooms clean

### Playground/Gym

- Everyone gets to participate in an activity
- Follow supervisors’ directions
- Use appropriate language

### Office

- Report to the desk and address the staff politely
- Wait quietly
- Use please, thank you, excuse me

### Media Center

- Respect the desk and address staff politely
- Use appropriate voice volume
- Wait calmly for the counselor

### Counseling Center

- Report to the counselor
- Address staff politely
- Use appropriate voice volume
- Use good manners and appropriate voice level

### Art/Examining Room

- Speak loudly
- Applied at appropriate times
- Appreciate the performance

### Arrival/Dismissal

- Follow staff directions
- Use appropriate language
- Upon entering the building, all electronic devices

### Specific Behavior

- **Location**
  - Be courteous to students and staff
- Use good manners and appropriate voice level
- Use a tray for all food and drinks
- **Expectations**
  - Bear in mind the criteria
  - Act and give credit
  - **Specific Behavior**
  - Keep hands, face, and objects to yourself
  - Keep hands, feet, and negative comments to yourself
  - Keep chairs on the ground
  - Wait patiently while sitting or standing in one place
  - 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
  - Stay seated
  - Wait for instructions
  - **Expectations**
  - Bear in mind the criteria
  - Act and give credit
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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
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(OSEP on PBIS- Effective Schoolwide Interventions)
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?

John Herner (NASDE President) Counterpoint 1998, page 2
Teaching academics and behavior

Tell -> Show -> Practice -> Feedback -> Reteach

(OSEP on PBIS- Effective Schoolwide Interventions)
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

(OSEP on PBIS- Effective Schoolwide Interventions)
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

(OSEP on PBIS- Effective Schoolwide Interventions)
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
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.

**Parent Engagement at Tier 3**
- **Individual**
  - Participate on your child’s behavioral support team
  - Share your child’s strengths and needs to develop a behavior support plan
  - Review outcome data to determine if the behavior plan is effective
  - Advocate for your child’s needs with team members

**Parent Engagement at Tier 2**
- **Small Group**
  - Support school staff to understand family values, beliefs and practices
  - Assist school staff in the development and implementation of “targeted” interventions for your child
  - Check in Check Out
  - Social Skills Groups
  - Academic Support
  - Actively Communicate regarding your child’s progress in targeted interventions
  - Support your child by having conversations about their progress or obstacles

**Parent Engagement at All Levels of PBIS**
- **Learn About PBIS**
  - Read PBIS materials from your child’s school
  - Learn about the school’s PBIS model
- **Participate in PBIS planning**
  - Share with school family priorities and issues
  - Share with school cultural values, beliefs and practices
  - Develop shared vision with school regarding expectations for behavior
- **Use PBIS strategies in home and community environments**
  - Teach behavior expectations to your child
  - Use and reinforce PBIS strategies at home and in the community
- **Assist in building parent participation in school-wide PBIS**
  - Help support other families in understanding PBIS
  - Network and support other school families
- **Engage Community Sponsors**
  - Build partnerships and visibility
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

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

- **Respectful**
  - Get up on time
  - Listen to directions
- **Responsible**
  - Get dressed
  - Make your bed
- **Safe**
  - 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. cutting)
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.pbismissouri.org
- www.wisconsinpbisnetwork.org
- www5.milwaukee.k12.wi.us/dept/rti/flphs.fmhi.usf.edu/index.cfm
- pbiscompendium.ssd.k12.mo.us
- tigerpbis.blogspot.com

- http://vimeo.com/groups/pbisvideos
- www.youtube.com (Search pbis videos)
Questions?