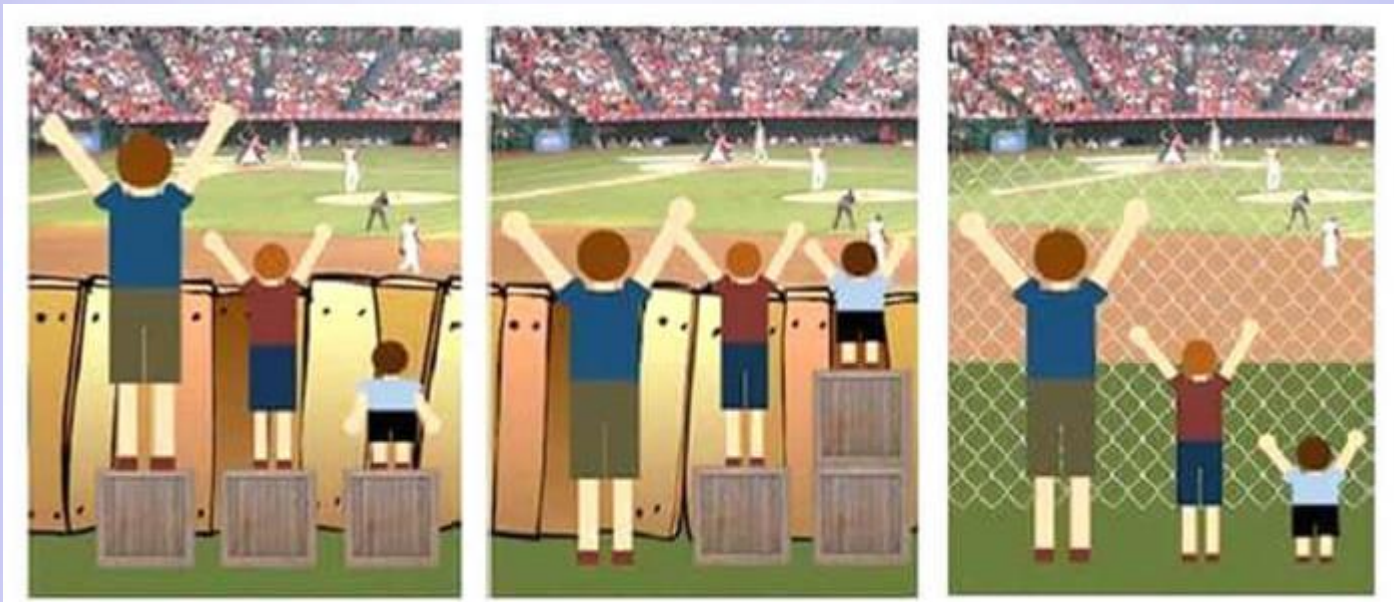


School - Wide Positive Behavior Intervention & Supports (SW-PBIS)



www.pbis.org www.neswpbs.org www.cber.org

CHALLENGE

Building a positive, safe and respectful environment for all students in our school.



PBIS Positive Behavioral Interventions & Supports
OSEP TECHNICAL ASSISTANCE CENTER

Pedro Zamarro Garcia
Leadership course for bilingual teacher coordinators



www.pbis.org

The Technical Assistance Center on Positive Behavioral Interventions and Supports is established by the U.S. Department of Education's Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities.



current topics

Advancing Education Effectiveness:
Interconnecting School Mental Health and School-Wide Positive Behavior Support

Creating Safe Schools through Positive Discipline

Bully Prevention in SWPBS
Now in French and Spanish

Basic FBA to BSP Trainer's Manual

Module 1: Defining And Understanding Behavior

upcoming events

Texas Behavior Support State Conference Administrator Preconference June 23rd, 2014
Region 4 Education Service Center Houston, Texas

[View all events >](#)

presentations

Slides from Training Conference Presentations on the site: Newly added sections, items, and more.

[Presentations >](#)

[explore what's new >](#)



Presentations

[getting pbis in my school](#)

[videos](#)

Nov 1985 Kappan

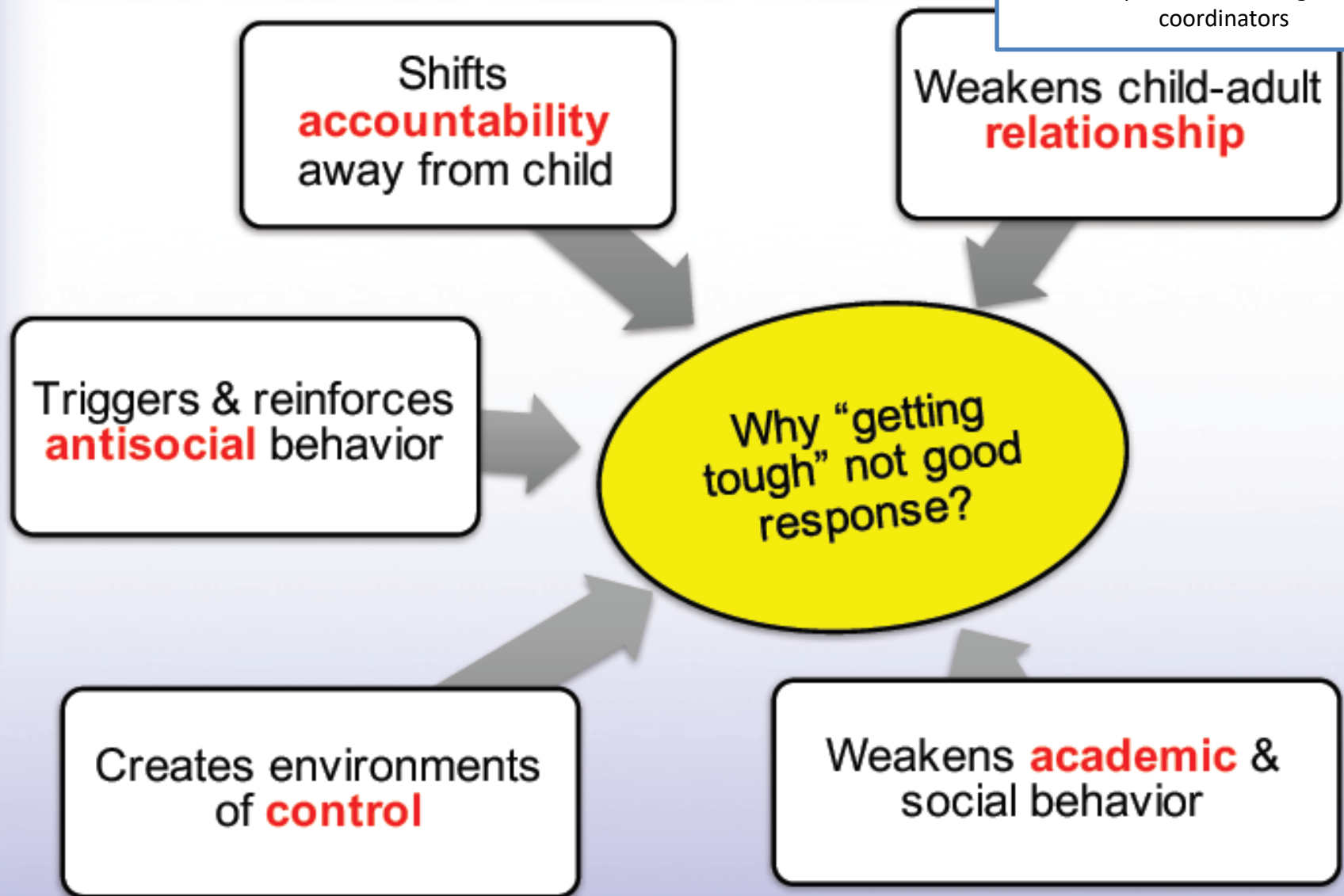
Getting Tough

School Discipline
Challenge:
Academic & behavior
success (failure) are
linked!

Teaching to Corner

LEO CULLEN

"This is the worst class I've ever had."



PBIS:
Old problems,
new solutions



WHAT IS PBIS?

Pedro Zamorro Garcia
Leadership course for bilingual teacher
coordinators

Framework for enhancing adoption
& implementation of

Continuum of evidence-based
interventions to achieve

Academically & behaviorally
important outcomes for

All students

Prevention Logic for All

Redesign of teaching environments...not students

Prevention Objectives

Decrease
development
of new
problem
behaviors

Prevent
worsening &
reduce
intensity of
existing
problem
behaviors

INCIDENCE

PREVALENCE

Prevention Actions

Eliminate
triggers &
maintainers
of problem
behaviors

Add triggers
&
maintainers
of prosocial
behavior

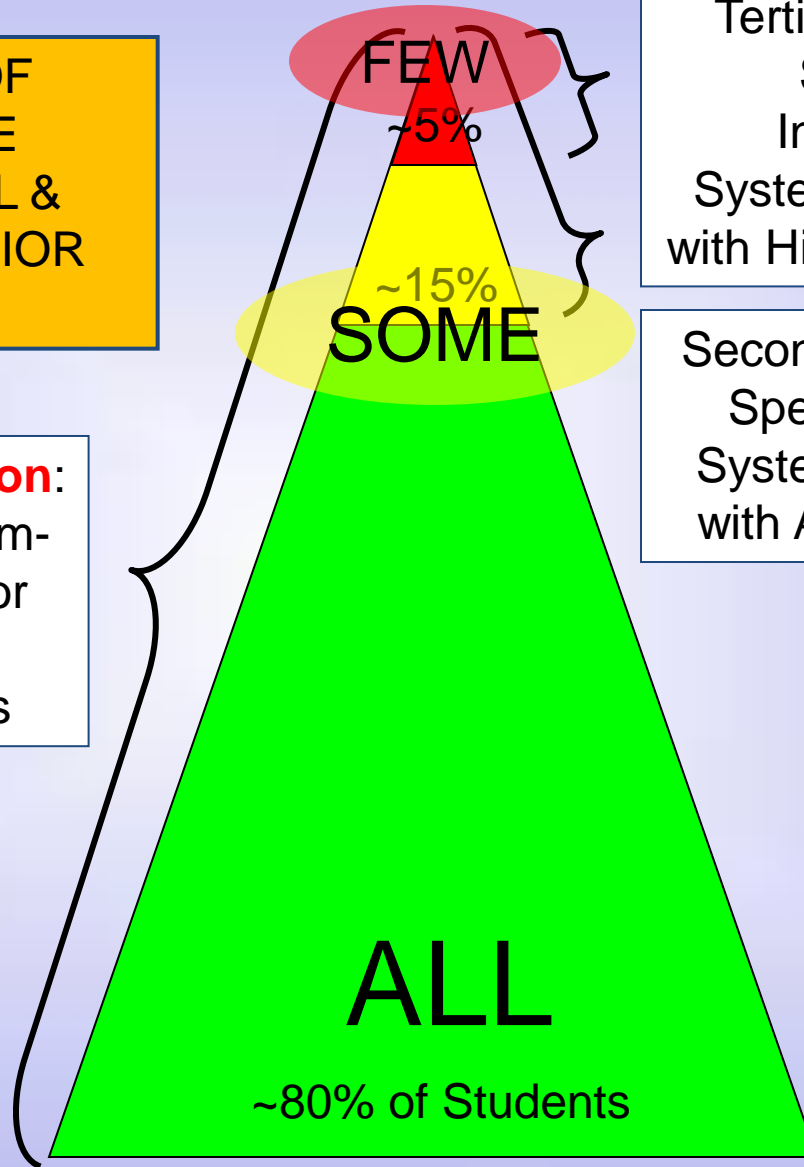
Teach,
monitor, &
acknowledge
prosocial
behavior

Biglan, 1995; Mayer, 1995; Walker et al., 1996

Multi-tier support

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

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

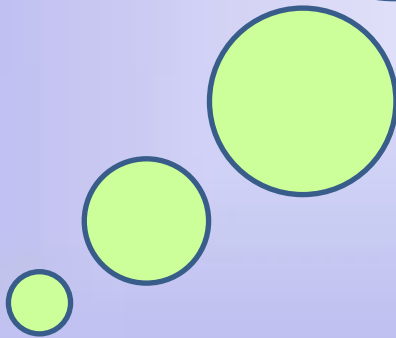


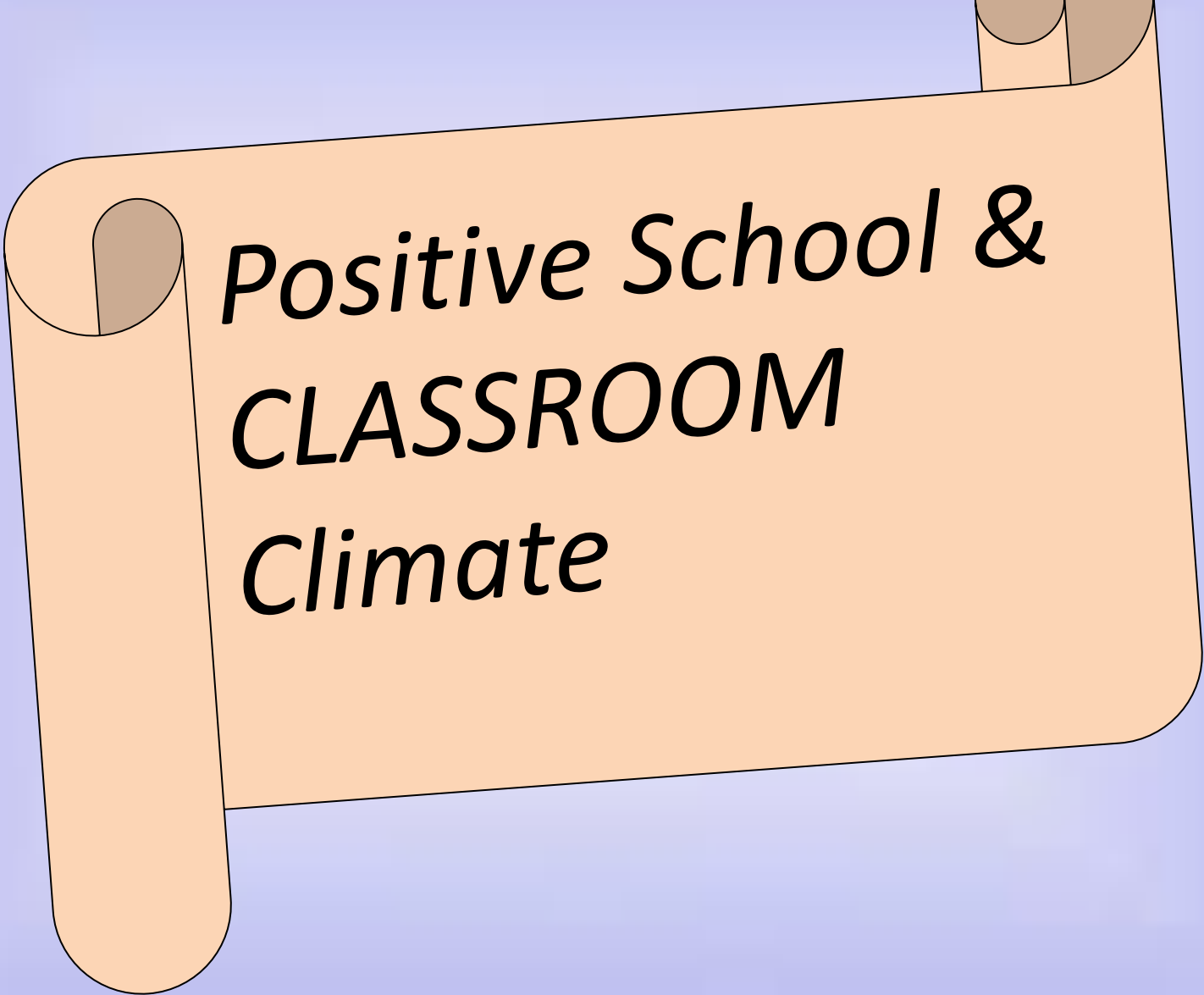
Tertiary Prevention:
Specialized Individualized Systems for Students with High-Risk Behavior

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

All: Baker, 2005 *JPBI*; Eber, 2012

An important aspect of SW-PBIS
is the understanding that
appropriate behavior and social
competence is a skill that
requires direct teaching to
students just like math and
reading.

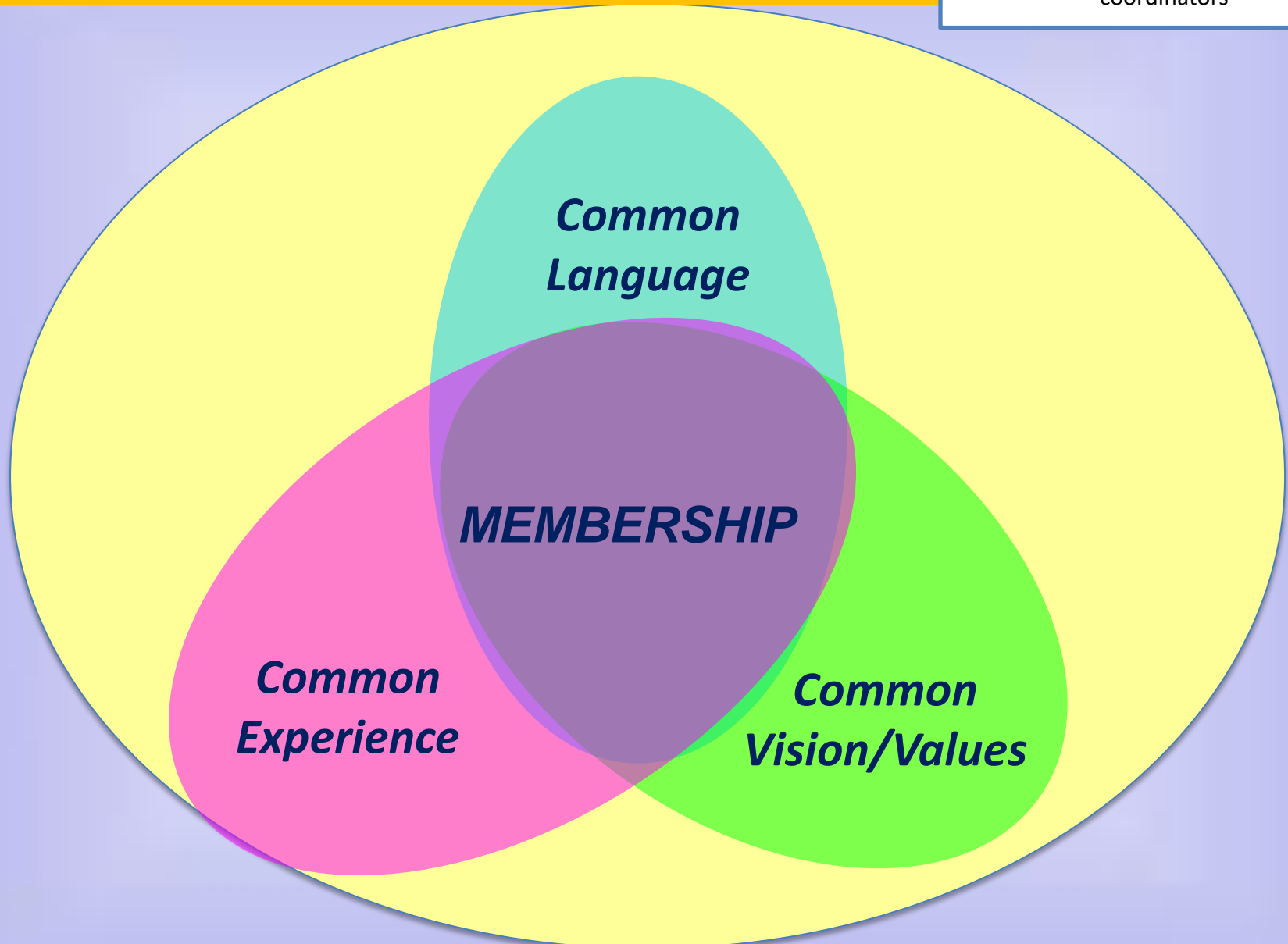




*Positive School &
CLASSROOM
Climate*

Establishing a Social Culture

Pedro Zamarro Garcia
Leadership course for bilingual teacher
coordinators

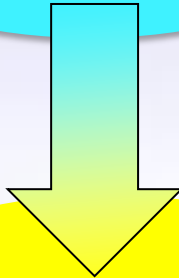


Biglan, Colvin, Mayer,
Patterson,
Reid, Walker



Pedro Zamarro Garcia
Leadership course for bilingual teacher
coordinators

Establish
positive school
climate



Communicating
positively

Maximizing
academic
success

Supervising
actively

HOW?

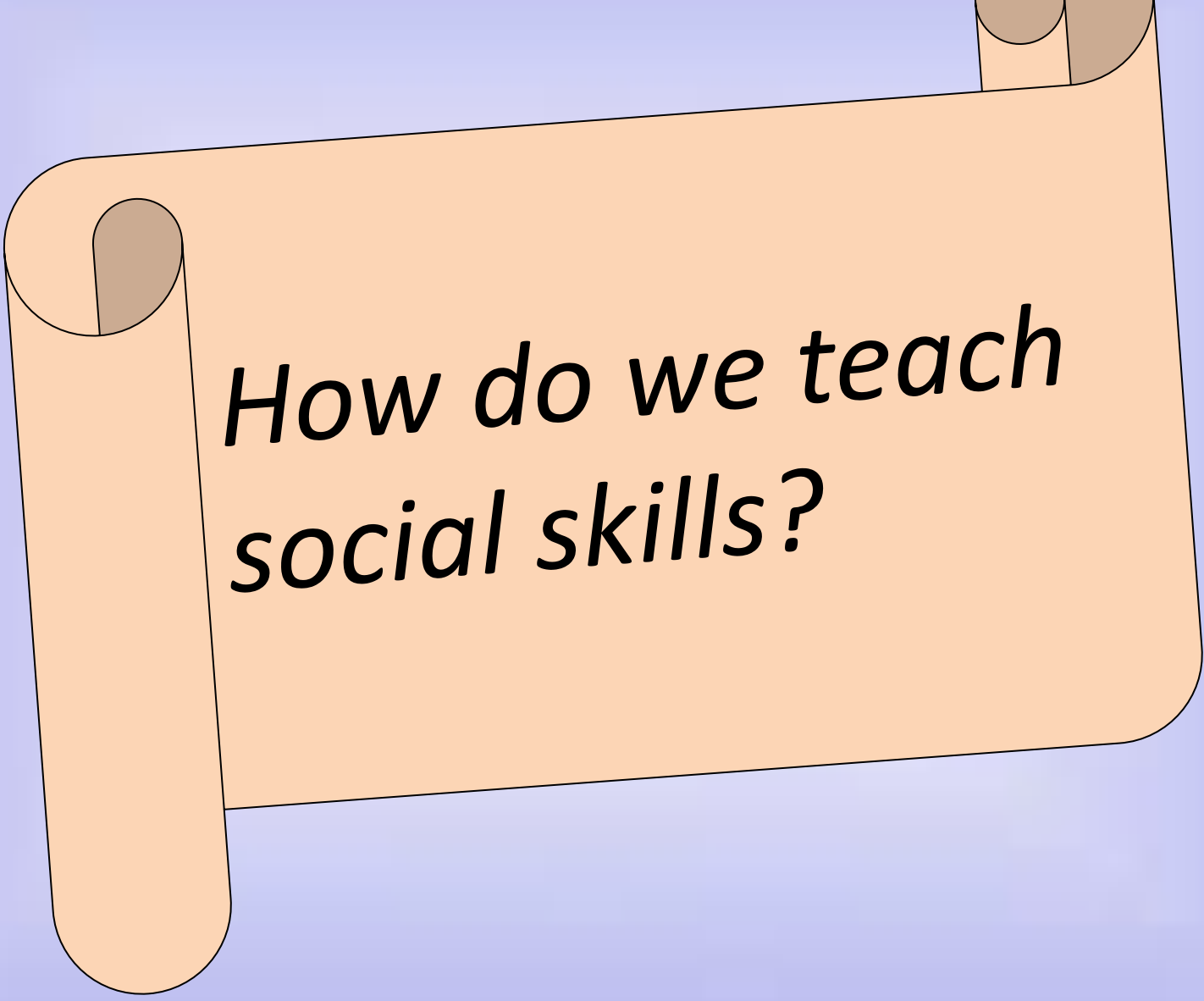
Teaching
important social
skills

Modeling good
behavior

Recognizing
good behavior

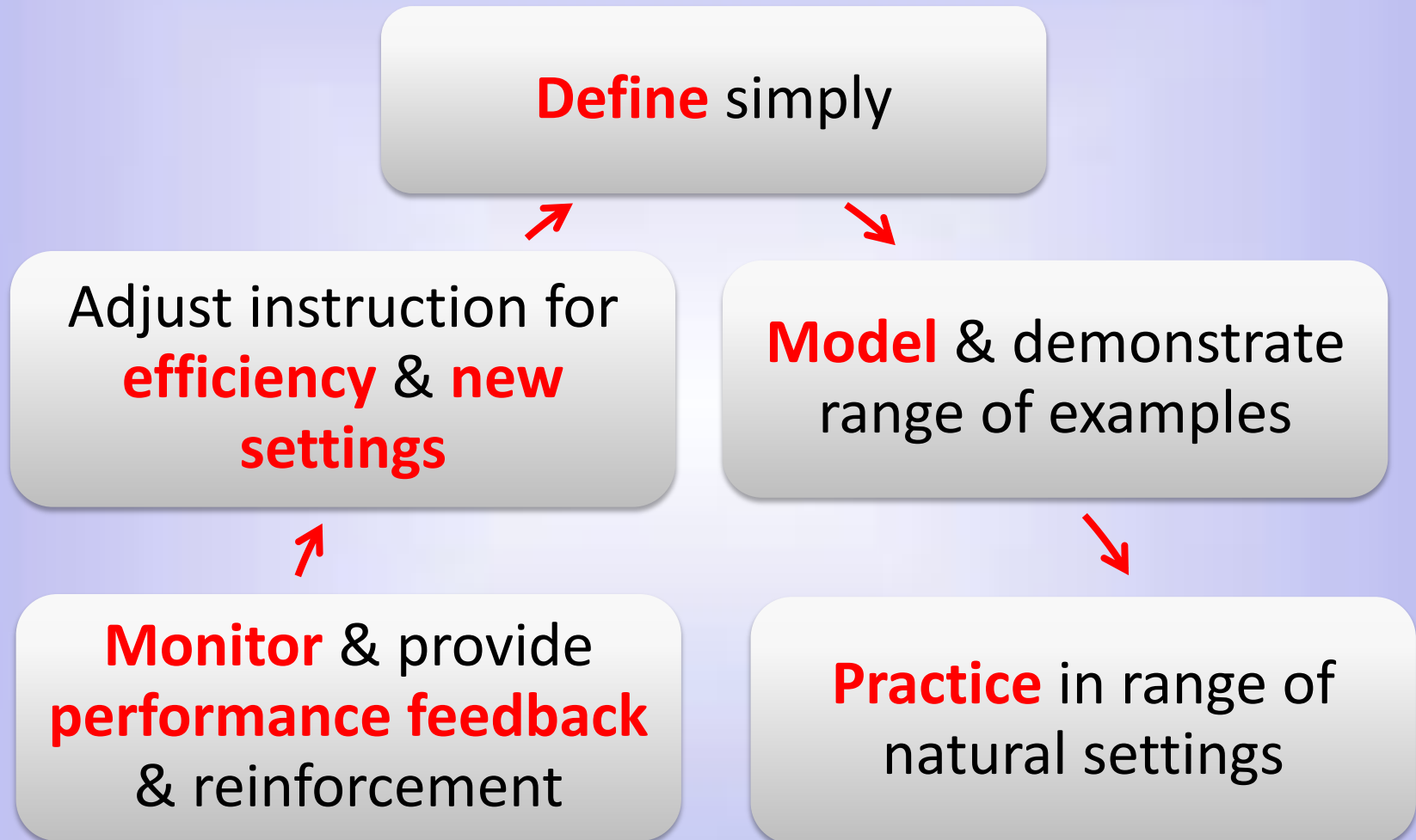
School Climate Self-Assessment – Homework

Decision	SWPBS Feature	Action
Yes ? No	1. Do >80% of students engage in socially appropriate interactions w/ PEERS daily?	
Yes ? No	2. Do >80% of STAFF have more POSITIVE than negative social interactions with their students daily?	
Yes ? No	3. Do >80% of STAFF MODEL positive expected social behavior daily?	
Yes ? No	4. Do >80% of students experience high levels of SUCCESSFUL ACADEMIC ENGAGEMENT every hour?	
Yes ? No	5. Are we using DATA to monitor the above?	
Yes ? No	6. Is our TEAM monitoring & coordinating implementation of above?	



*How do we teach
social skills?*

Teaching social like academic skills



Example of teaching social like academic skills

"You got it. Tomorrow let's figure out how to handle cyber-teasing."

"If someone won't stop teasing your friend, you should look cool & walk away w/ your friend..."

"That was great. What would that look like if you were stuck on the bus? In the classroom"

"Watch. This is how I would do it at a concert."

"Tell me how you would do it if you were in hallway." "At school dance."

Teaching Plan for Expected Classroom Routines template sample

Expected Routine	When	How	Where	Teaching Schedule
<i>Submitting Homework</i>	<i>Before 9:00, Mon, Wed, Fri</i>	<ol style="list-style-type: none"> 1. <i>Open individual e-folder</i> 2. <i>Open subject e-folder</i> 3. <i>Open due date folder</i> 4. <i>Insert homework</i> 	<i>Classroom e-folder</i>	<i>Each morning first week of each grading period</i> <i>Mon & Fri reminders</i>
<i>Handling Disagreements (problem solving)</i>				
<i>Asking for Assistance</i>				
<i>Managing anger</i>				

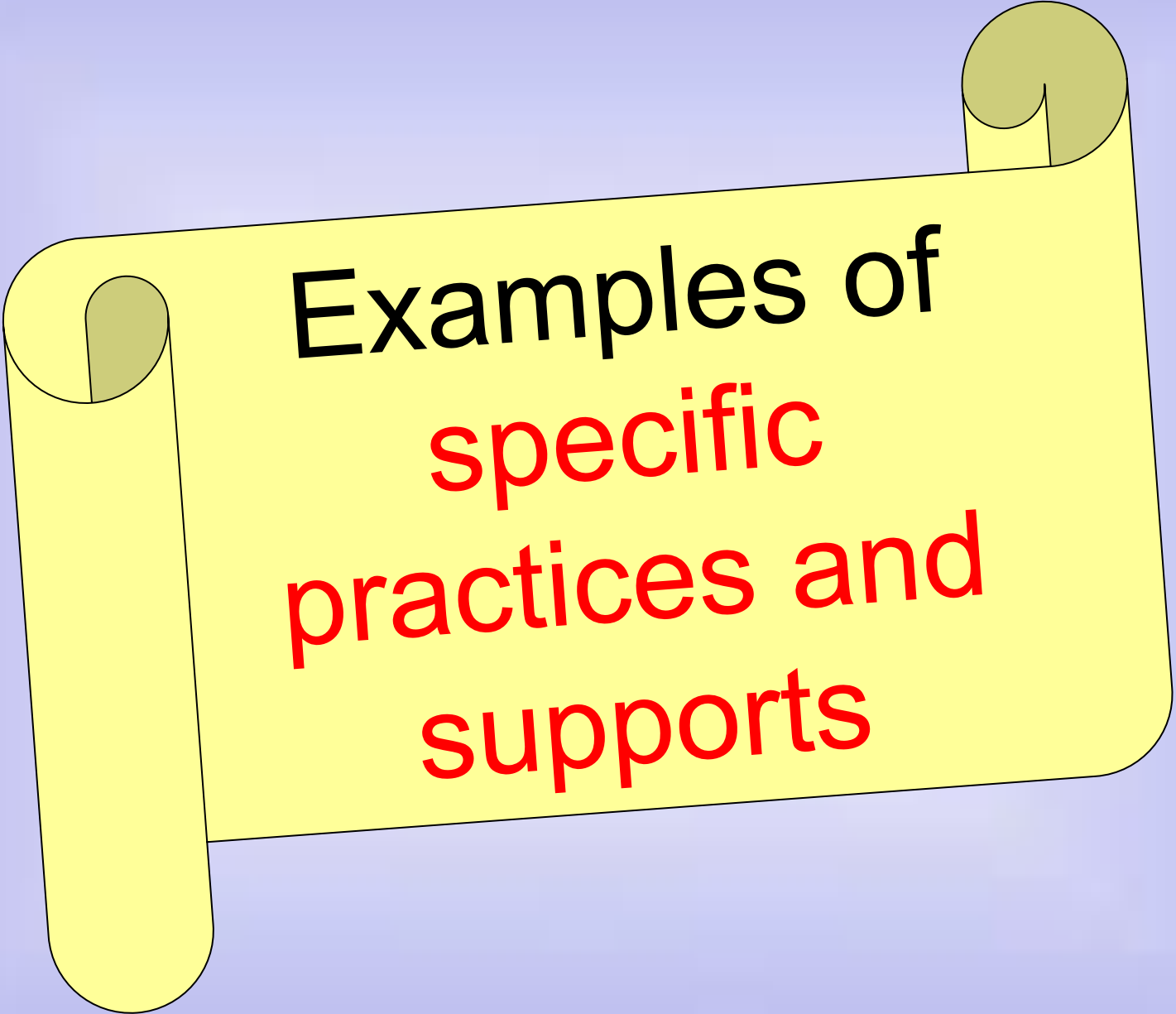
When	What	Example
Previous problem	1. <u>Precorrect</u> (restate) positively & acknowledge ASAP before problem reoccurs.	<ul style="list-style-type: none"> • “What do we do when...” • “Show me....” •
Coming to group	2. <u>Greet</u> positively w/ student name	<ul style="list-style-type: none"> • “G’morning, Mike” • “Hello, Darci” • “Buenos Dias, Margie” •
First minute	3. <u>Review</u> classroom/school behavior expectations	<ul style="list-style-type: none"> • “Ready to learn” • “Ready to do_____” • “Raise hand” •
~1 every 5 minutes	4. <u>Acknowledge</u> displays of behavior expectations	<ul style="list-style-type: none"> • “Thank you for...” • “Excellent being ready....” • “Good listening, Jorge” •
Minor behavior event	5. Respond quickly and briefly to <u>minor</u> problem behaviors 1 st time: Acknowledge others for expected behavior 2 nd time: Quick reteach	<ul style="list-style-type: none"> • 1st – “Thank you, Manuella, for.....” • 2nd – “When you need help, raise your hand, and I will help you.” •
Closing transition	6. <u>Close</u> positively w/ student name	<ul style="list-style-type: none"> • “Ashley, good job w/....”

Classroom Management: Self - Assessment

Classroom Management: Self-Assessment

Teacher _____		Date _____	
Rater _____			
Instructional Activity		Time Start _____	Time End _____
Tally each Positive Student Contacts	Total #	Tally each Negative Student Contacts	Total #
Ratio of Positives to Negatives: _____ to 1			

Classroom Management Practice	Rating	
1. I have arranged my classroom to minimize crowding and distraction	Yes	No
2. I have maximized structure and predictability in my classroom (e.g., explicit classroom routines, specific directions, etc.).	Yes	No
3. I have posted, taught, reviewed, and reinforced 3-5 positively stated expectations (or rules).	Yes	No
4. I provided more frequent acknowledgement for appropriate behaviors than inappropriate behaviors (See top of page).	Yes	No
5. I provided each student with multiple opportunities to respond and participate during instruction.	Yes	No
6. My instruction actively engaged students in observable ways (e.g., writing, verbalizing)	Yes	No
7. I actively supervised my classroom (e.g., moving, scanning) during instruction.	Yes	No
8. I ignored or provided quick, direct, explicit reprimands/redirections in response to inappropriate behavior.	Yes	No
9. I have multiple strategies/systems in place to acknowledge appropriate behavior (e.g., class point systems, praise, etc.).	Yes	No
10. In general, I have provided specific feedback in response to social and academic behavior errors and correct responses.	Yes	No
Overall classroom management score: 10-8 “yes” = “Super” 7-5 “yes” = “So-So” <5 “yes” = “Improvement Needed”	# Yes_____	



**Examples of
specific
practices and
supports**

BEHAVIOR MATRIX

**Clearly
Defined
Behavior
Expectations**

Lyseth School-wide Behavior Matrix (version 5.18.2016)

	Hallways	Cafeteria	Recess	Assemblies	Bathroom
We are Safe	<ul style="list-style-type: none"> • Walking feet • Keep hands, feet, objects in your space • Right is polite – follow the blue arrow on the wall. 	<ul style="list-style-type: none"> • Eat only your food • Walking feet • Stay seated while eating • Raise hand to leave table 	<ul style="list-style-type: none"> • Follow equipment procedures • Tell an adult if you see an unsafe choice • Stay within boundaries • Hands, feet, and objects to yourself 	<ul style="list-style-type: none"> • Walking feet • Keep hands, feet, objects in your space • Walk up center stairs • Seats are for bottoms only 	<ul style="list-style-type: none"> • GO • FLUSH • WASH • TOSS • LEAVE
We are Respectful	<ul style="list-style-type: none"> • Enjoy the artwork with your eyes only • Voice level 0 or 1 • Use kinds words: excuse me, please, thank you 	<ul style="list-style-type: none"> • Include others at the table • Keep hands, feet, objects in your space • Use table manners • Voice level 0, 1, or 2 • Use kinds words: excuse me, please, thank you 	<ul style="list-style-type: none"> • Use kind words: excuse me, please, thank you • Follow game procedures • Voice level 0 to 3 • K-2: Use Kelso Choices • 3-5: Talk, walk, squawk 	<ul style="list-style-type: none"> • Voice level 0 during presentation • Quiet feet • Use kinds words: excuse me, please, thank you 	<ul style="list-style-type: none"> • Knock first • Eyes in your stall only • Voice level 0 or 1
We are Responsible	<ul style="list-style-type: none"> • Go directly to your destination • Leave no trace • Follow line procedure 	<ul style="list-style-type: none"> • Leave no trace • Raise hand for help • Follow cafeteria procedures 	<ul style="list-style-type: none"> • Leave no trace • Use line up procedure • Listen to adult directions 	<ul style="list-style-type: none"> • Leave no trace • Listen to adult directions • Use line procedure 	<ul style="list-style-type: none"> • Follow bathroom procedure (above) • 1, 2, that will do • Put paper towels IN trash can

Typical Contexts/ Routines	Classroom-Wide Rules/Expectations		
	Respect Others	Respect Property	Respect Self
All	Use inside voice. Raise hand to answer/talk.	Recycle paper. Put writing de	Do your best. Ask.
Morning Meeting	Eyes on speaker. Give brief answers.	Put announce de Keep feet	Put check by my announcements.
Homework	Do own work Turn in before	homework neatly in box. your work only.	on time. k
Transition	Put/get materials first. Keep hands to self.		Have Go direc
"I Need Assistance"	and or show "Assistance Card". Wait 2 minutes & try again.	Have materials ready.	Have plan. Ask if unclear.
Teacher Directed	Eyes on speaker. Keep hands to self.	Use materials as	Have plan. Ask.
Independent Work	Use inside Keep hand		time as planned. Ask.
Problem to Solve	Stop, Step Back, Think, Act	Stop, Step Back, Think, Act	Stop, Step Back, Think, Act

2. NATURAL CONTEXT

7. SOCIAL SKILL

3. BEHAVIOR EXAMPLES

Teaching Matrix

SETTING

		All Settings	Hallways	Playground	Cafeteria	Assembly	Bus	
Expectations	Respect Ourselves	Be on task. Give your best effort. Plan.			Eat all your food. Select healthy foods.	Study, read, compute.	Be prepared for	
	Respect Others	Have fun. Be kind to self. Help/share with others.	Use normal voice volume. Walk to right.	Play safe. Include others. Share equipment.	Practice good table manners.	Whisper. Return books.	Listen/watch. Use appropriate applause.	Use a quiet voice. Stay in your seat.
	Respect Property	Recycle. Clean up after self.		Pick up trash. Use recycling bin. Use a message can.	Use utensils. Clean up eating area.	Push in chairs. Treat books carefully.	Pick up. Treat chairs appropriately.	Wipe your feet. Sit appropriately.

1. SOCIAL SKILL

2. NATURAL CONTEXT

3. BEHAVIOR EXAMPLES

RAH – at Adams City High School

(Respect – Achievement – Honor)

RAH	Classroom	Hallway/ Commons	Cafeteria	Bathrooms
Respect	Be on time; attend regularly; follow class rules	Keep location neat, keep to the right, use appropriate lang., monitor noise level, allow others to pass	Put trash in cans, push in your chair, be courteous to all staff and students	Keep area clean, put trash in cans, be mindful of other's personal space, flush toilet
Achievement	Do your best on all assignments and assessments, take notes, ask questions	Keep track of your belongings, monitor time to get to class	Check space before you leave, keep track of personal belongings	Be a good example to other students, leave the room better than you found it
Honor	Do your own work; tell the truth	Be considerate of yours and other's personal space	Keep your own place in line, maintain personal boundaries	Report any graffiti or vandalism

System of Acknowledging Appropriate Behavior

- Positive
- Specific, clear
- Applied immediately
- Teacher initiated
- Focused on improvement

¡YAY! ¡Genial!



¡Nota feliz!

tuvo un día excelente!
¡ENHORABUENA!

Home notes



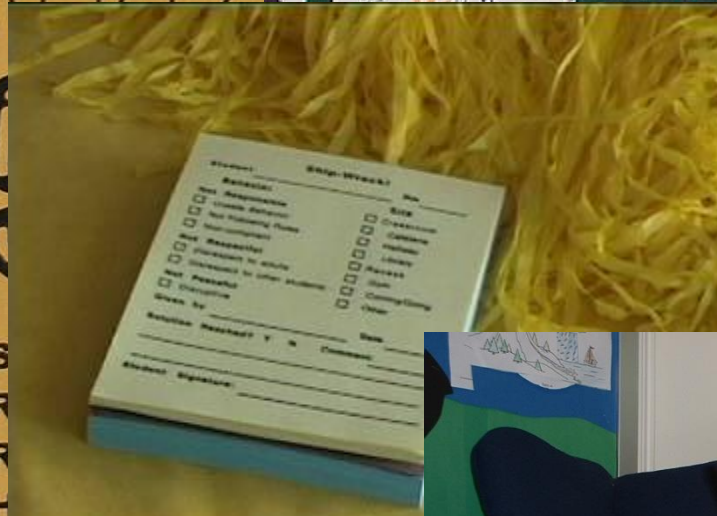
Stickers

Pedro Zamorro Garcia
Leadership course for bilingual teacher
coordinators



Stamps

Acknowledge & Recognize



Acknowledge & Recognize

Free & Frequent	Intermittent	Strong & Long Term
Verbal Praise	Token Economy	Group Contingency
Smile	Phone calls	Field Trip
Stickers	Special Privileges	Special Project
Rubber Stamps	Computer Time	Recognition
Thumbs Up	Social/Free Time	Ceremonies
Home Notes	Special Seat	Honor Roll

Experimental research on SWPBIS

SWPBIS experimentally related to:

- Reduced **major disciplinary infractions**
- Improvement in aggressive behavior, concentration, prosocial behavior, & **emotional regulation**
- Improvements in **academic achievement**
- Enhanced perception of organizational health & **safety**
- **Reductions in teacher reported bullying behavior & peer rejection**
- Improved **school climate**

PBIS Readiness

- School improvement plan
- PBIS Team
- Administrative support
- Commitment to 2-3 year process
- Team meets regularly
- PBIS self-assessment
- Faculty introduction to PBIS
- 80% faculty commitment to social behavior improvement
- Funding
- District support (District leadership team and coordinator)
- PBIS Coach available

Team Activity

Complete School
Readiness Checklist

Identify any actions
needed