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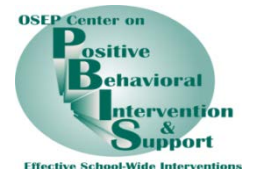
**“Instead of calling my mom, how would you feel about exploring a more positive and preventive strategy?”**



# MO SW POSITIVE BEHAVIOR SUPPORT OVERVIEW



MU Center for SW-PBS  
College of Education  
University of Missouri



# WHO'S IN THE ROOM?

#SM4NP



# Working Agreements

## **Be Respectful**

- Be an active listener—open to new ideas

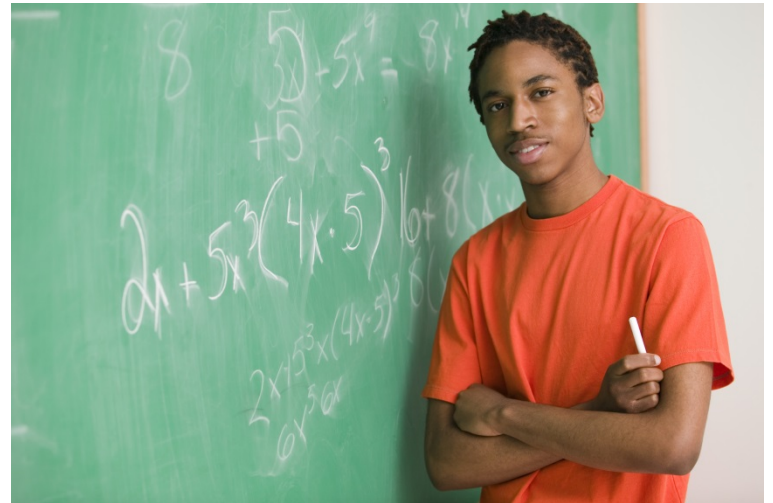
## **Be Responsible**

- Silence cell phones—reply appropriately



# Today's Outcome

- Provide an introduction to Schoolwide Positive Behavior Support (SW-PBS) and its essential components.



# Where to?





# PROACTIVE NOT REACTIVE

**Prevent failure by promoting success!**



# Responsibility...



Safe

Predictable





# A First Step to Address This Responsibility

Establishing a positive, proactive school-wide discipline plan is a necessary first step for enabling schools to achieve their goals and responsibilities.

Colvin, 2007

# What Is SW-PBS?



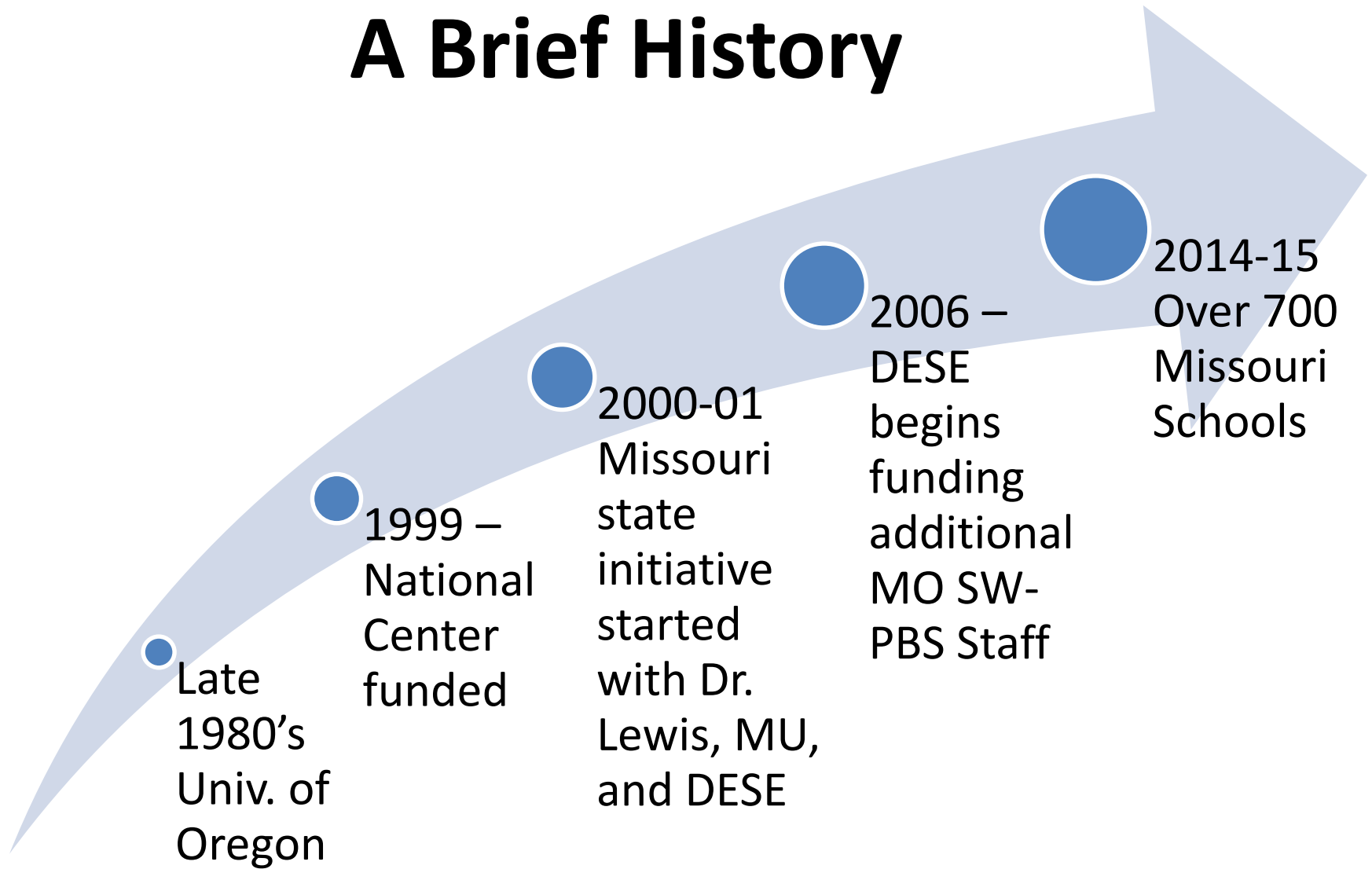
Framework

Research and Evidence Based Practices

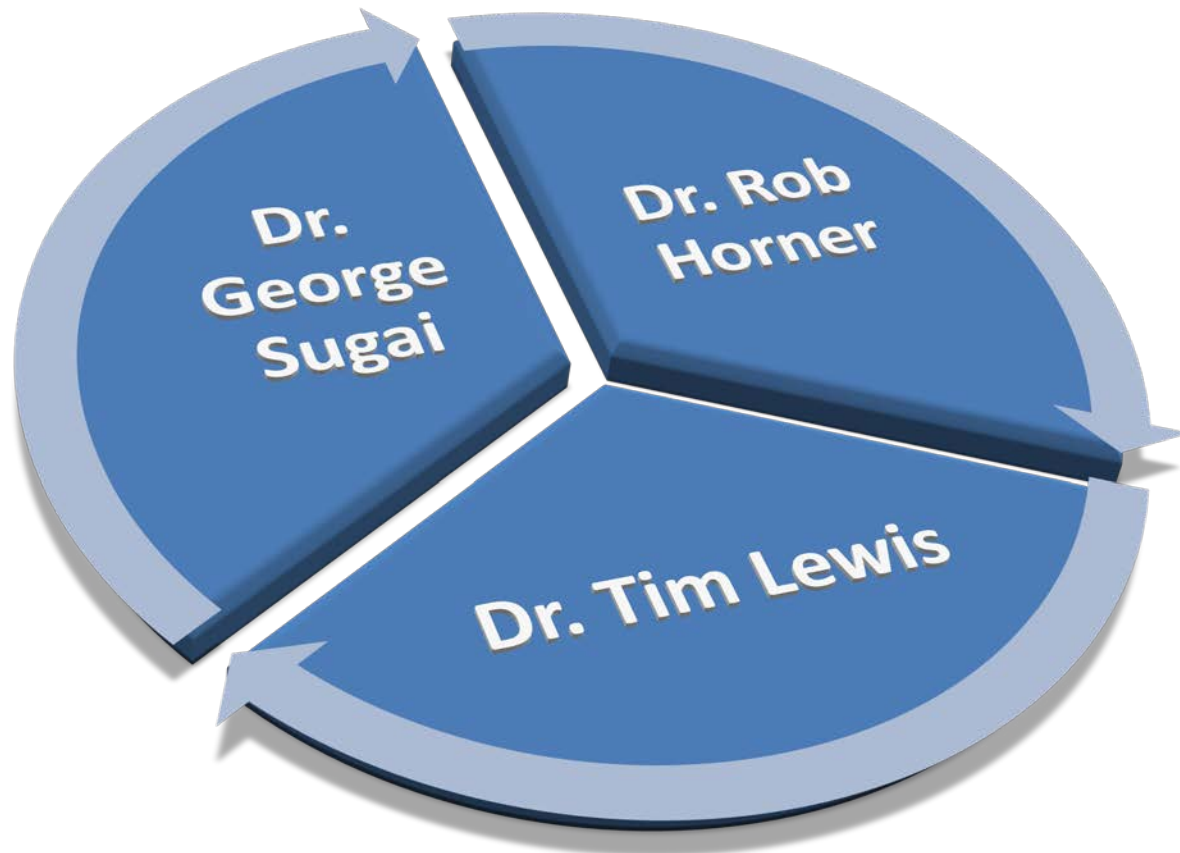
Academics and Behavior Outcomes

For All Students

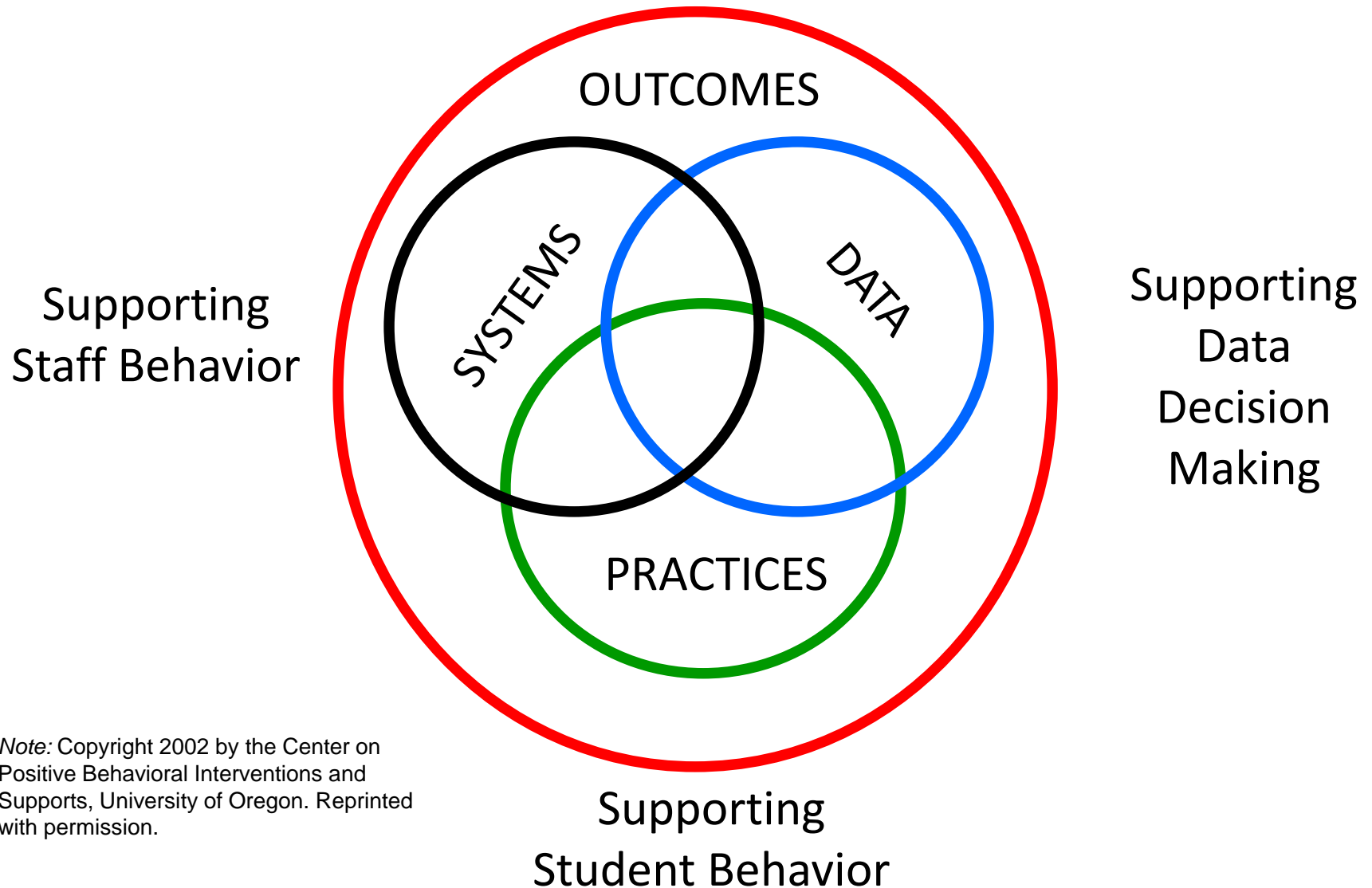
# A Brief History



# Co-Directors of the National PBIS Center



# Systems, Data, and Practices



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# Three Levels of Implementation

## A Continuum of Support for All

### Academic Systems

#### Tier Three

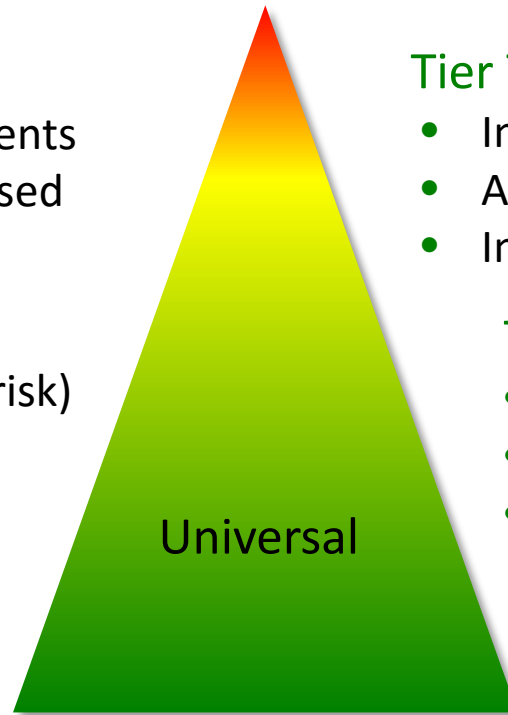
- Individual Students
- Assessment-based
- High Intensity

#### Tier Two

- Some students (at-risk)
- High efficiency
- Rapid response

#### Tier One

- All students
- Preventive, proactive



### Behavioral Systems

#### Tier Three

- Individual Students
- Assessment-based
- Intense, durable procedures

#### Tier Two

- Some students (at-risk)
- High efficiency
- Rapid response

#### Tier One

- All settings, all students
- Preventive, proactive



# Eight Essential Components

1. Common Philosophy & Purpose
2. Leadership
3. Clarifying Expected Behavior
4. Teaching Expected Behavior
5. Encouraging Expected Behavior
6. Discouraging Inappropriate Behavior
7. Ongoing Monitoring
8. Effective Classroom Practices





# Component 1

## Common Purpose and Approach to Discipline

*Vision*

*Mission*

*Beliefs*

*CSIP*

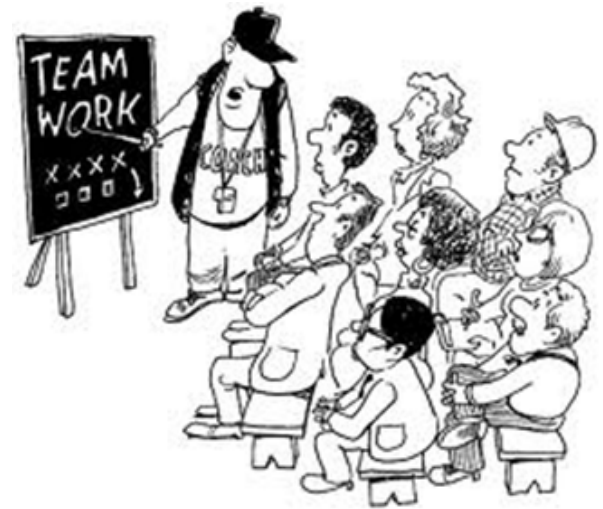




# Component 2

## Leadership

- Administrative Support
- Building Leadership Team
- Train the Trainer





# Component 3

## Clear Set of Positive Expectations and Behaviors

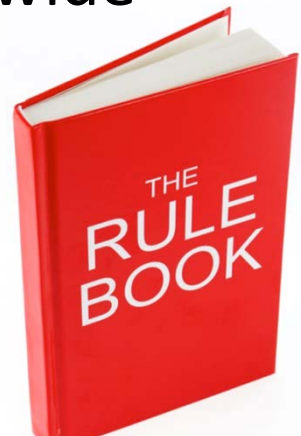
- Provides **Consistency** in Language
- Provides **Consistency** in What To Teach
- Provides **Consistency** in What to Recognize
- Provides **Consistency** in What to Correct



# Component 3

## Clear Set of Positive Expectations and Behaviors

- Develop 3 to 5 expectations
- Create a schoolwide expectations matrix
- Develop classroom rules that align with schoolwide expectations
- Communicate expectations to all stakeholders



# WONDERFUL ELEMENTARY SCHOOL



	All Settings	Classroom	Bus	Hallway	Cafeteria	Bathroom	Playground
<b>Be Safe</b>	Keep hands & feet to self Be where you belong	Stay in seat Maintain personal space	Remain seated Face forward	Walk Banisters are for hands	Report spills Face forward in line	Walk Wash hands with soap & water	Use equipment as instructed Stay in approved areas
<b>Be Respectful</b>	Use kind word Follow directions	Raise hand for help Be a good listener	Keep the bus clean	Walk quietly	Eat only your food	Give others privacy	Take turns
<b>Be Responsible</b>	Use materials as instructed Keep school neat & clean	Be prepared	Take all your belongings Watch for your stop	Return to class promptly	Clean up after yourself	Follow bathroom procedures	Be a problem solver



## EXCELSIOR SPRINGS HIGH SCHOOL

### TIGER PRIDE: Take Pride in Yourself and Others



*The purpose of Excelsior Springs High School's Positive Behavior Support Plan is to create and maintain a positive, safe, and predictable learning environment that maximizes academic and social growth.*

	HALLWAY	COMMONS/LUNCH	CLASSROOM	ALL SETTINGS
SAFETY	<ul style="list-style-type: none"> <li>• Allow traffic to move</li> <li>• Have appropriate hall pass during class time</li> <li>• Use only your assigned locker</li> </ul>	<ul style="list-style-type: none"> <li>• Stay seated properly until the bell rings</li> <li>• Clean up spills or notify a custodian of a major spill</li> </ul>	<ul style="list-style-type: none"> <li>• Keep classroom clean</li> <li>• Keep aisles clean</li> <li>• Obey all classroom rules</li> <li>• Display appropriate classroom behaviors</li> </ul>	<ul style="list-style-type: none"> <li>• Keep hands, feet, and objects to self</li> <li>• Walk to all destinations in a forward motion</li> <li>• Obey all emergency and safety procedures</li> </ul>
RESPECT	<ul style="list-style-type: none"> <li>• Use recycling/trash containers</li> <li>• Maintain appropriate noise level</li> </ul>	<ul style="list-style-type: none"> <li>• Dispose of all food properly</li> <li>• Patiently wait in line</li> <li>• Treat food as food</li> <li>• Maintain appropriate noise level</li> <li>• Use proper table manners</li> </ul>	<ul style="list-style-type: none"> <li>• Be attentive at all times</li> <li>• Listen while others are talking</li> </ul>	<ul style="list-style-type: none"> <li>• Display appropriate PDA</li> <li>• Keep hats/hoods off</li> <li>• Use appropriate language</li> <li>• Dress appropriately for school</li> <li>• Treat others the way you would like to be treated</li> <li>• Respect property, self, and others</li> </ul>
RESPONSIBILITY	<ul style="list-style-type: none"> <li>• Take most direct route</li> <li>• Take care of personal business during passing period</li> </ul>	<ul style="list-style-type: none"> <li>• Clean up trash from tables</li> <li>• Take care of personal business during lunch period</li> <li>• Return to class on time</li> <li>• Pay for all food items</li> <li>• Have lunch ID ready</li> </ul>	<ul style="list-style-type: none"> <li>• Be on time</li> <li>• Bring all necessary materials</li> <li>• Be an active learner from bell to bell</li> <li>• Complete and turn in all assignments with honesty and integrity</li> <li>• Use all support resources</li> </ul>	<ul style="list-style-type: none"> <li>• Pick up after yourself</li> <li>• Represent your school in a positive way</li> <li>• Show good sportsmanship</li> <li>• Follow the ESHS technology policy</li> </ul>

# What Makes a Matrix Reliable?

- **O**bservable
- **M**easurable
- **P**ositively Stated
- **U**nderstandable
- **A**lways Applicable



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# Does This Meet OMPUA Guidelines?

1. Put trash in bins. 
2. Do your best. 
3. Clean up after yourself. 
4. Be a high achiever. 
5. Be in seat when bell rings. 



# THE JONESBORO WAY

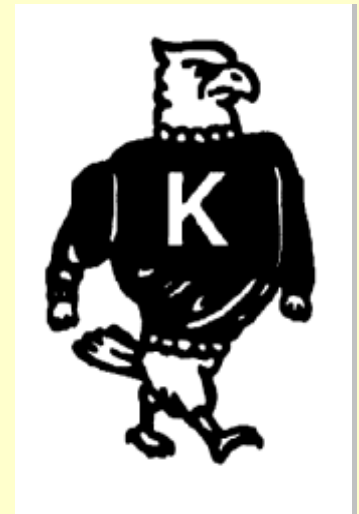
1. Be **Respectful** of self, others, and surroundings.
2. Be **Responsible** and prepared at all times.
3. Be **Ready** to follow directions and procedures.





# Tenets of Kenwood Pride

- **B**e there and prepared
- **L**ive responsibly
- **U**phold integrity
- **E**arn and give respect



# Clear Set of Positive Expectations and Behaviors--Examples



## Bulldog Pride

Bartlett Elementary School

Be Safe  
Be Caring  
Be Respectful  
Be Responsible



At Oakbrook Elementary School, We Expect:



**Personal Best**



**Act Responsibly**



**Work & Play Safely**



**Show Respect**



# Component 4


## Procedures for Teaching Expected Behaviors

Teach





# The Science of Behavior Has Taught Us...

- Students are not born with bad behaviors.
  - To **learn** better ways of behaving, students must be **directly taught the replacement behaviors.**
  - To **retain** new behaviors, students must be given **specific, positive feedback** and **opportunities to practice in a variety of settings.**
- 

# Bathroom Expectations



Hush



Flush



Wash



Rush

# Classroom Procedures and Routines



INSTRUCTION



MISBEHAVIOR



CLIMATE



"I AM BEHAVING! IT'S JUST NOT THE WAY YOU WANT ME TO!"

# Component 5

## Continuum of Procedures for Encouraging Expected Behaviors



**S. P. F.**



# Specific Positive Feedback...Or Not?

You got it Sarah!



I like the way you did that. Good job!



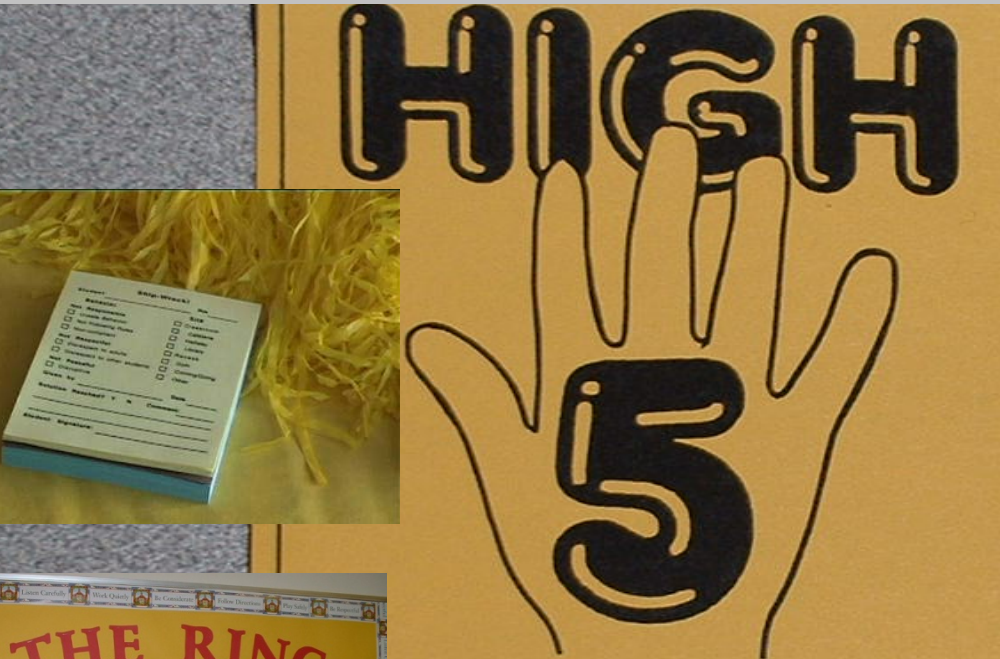
Terry, you were walking in the hallway. That is being safe. You have just earned yourself a Cat Track.





# Earning a Tangible

# Acknowledge & Recognize



- Be Safe.
- Be Responsible.
- Be Respectful.
- Be Honest.
- Be Your Best.

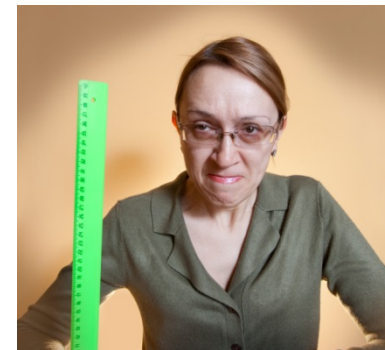




# Component 6

## Discouraging Inappropriate Behavior

- It is important and necessary to respond to problem behaviors
- Often provides a “teachable moment”
  - Tell them what they are doing
  - Tell them the expectation
  - Have them tell you
  - Have them show you





# Discouraging Inappropriate Behavior

- All staff need to have a common understanding of what is considered minor and what is major problem behavior





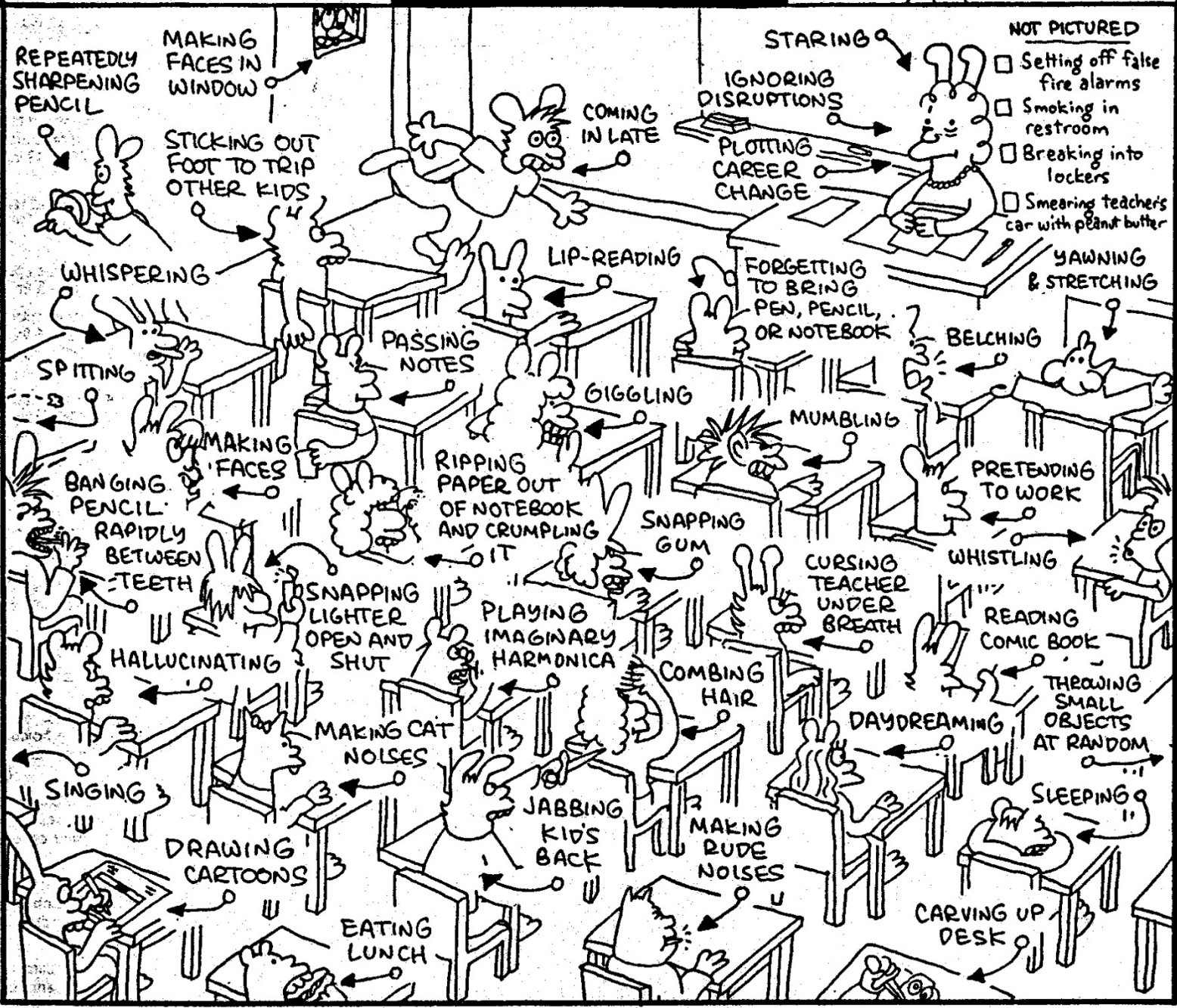
# Clarifying Roles for Discouraging

Staff Managed - Minor	Office Managed - Major
<ul style="list-style-type: none"><li>•Out of seat</li><li>•Talking out, off-task</li><li>•Violation of class rules</li><li>•Inappropriate language</li><li>•Lack of material</li><li>•Gum</li><li>•Disrespect</li><li>•Cheating</li><li>•Tardies</li><li>•Minor Destruction of Property</li></ul>	<ul style="list-style-type: none"><li>•Truancy</li><li>•Threatening student or adult</li><li>•Fighting</li><li>•Refusal to go to or Disruptive in Buddy Room</li><li>•Sexual harassment</li><li>•Weapons</li><li>•Drugs, cigarettes, tobacco, alcohol</li><li>•Assault—physical or verbal</li></ul>

# Office Discipline Referral Form

- Student name
- Referring staff name
- Date of incident
- Time of incident
- Location of incident
- Inappropriate behavior with designation of office-managed or staff-managed
- Others involved
- Possible motivation
- Administrative decision/action





REPEATEDLY SHARPENING PENCIL

MAKING FACES IN WINDOW

STICKING OUT FOOT TO TRIP OTHER KIDS

COMING IN LATE

STARING

IGNORING DISRUPTIONS

PLOTTING CAREER CHANGE

- NOT PICTURED**
- Setting off false fire alarms
  - Smoking in restroom
  - Breaking into lockers
  - Smearing teacher's car with peanut butter

WHISPERING

LIP-READING

FORGETTING TO BRING PEN, PENCIL, OR NOTEBOOK

YAWNING & STRETCHING

SPITTING

PASSING NOTES

GIGGLING

BELCHING

MAKING FACES

RIPPING PAPER OUT OF NOTEBOOK AND CRUMPLING IT

MUMBLING

PRETENDING TO WORK

BANGING PENCIL RAPIDLY BETWEEN TEETH

SNAPPING LIGHTER OPEN AND SHUT

SNAPPING GUM

CURSING TEACHER UNDER BREATH

WHISTLING

HALUCINATING

PLAYING IMAGINARY HARMONICA

COMBING HAIR

READING COMIC BOOK

MAKING CAT NOISES

JABBING KID'S BACK

MAKING RUDE NOISES

DAYDREAMING

THROWING SMALL OBJECTS AT RANDOM

SINGING

DRAWING CARTOONS

EATING LUNCH

SLEEPING

CARVING UP DESK





# Component 7

## Ongoing Monitoring

- Develop a system to collect, summarize and analyze data
- Multiple data sources are used– i. e. ODRs, surveys, observations
- Leadership Team uses data to make decisions
- Leadership Team regularly shares data with staff



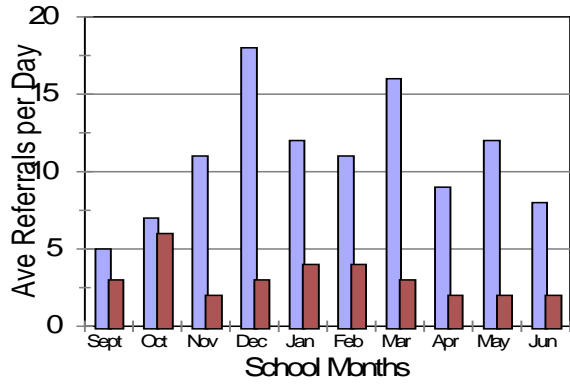
# The “Big Five” Report

1. How frequent?
2. When?
3. Where?
4. What?
5. Who?

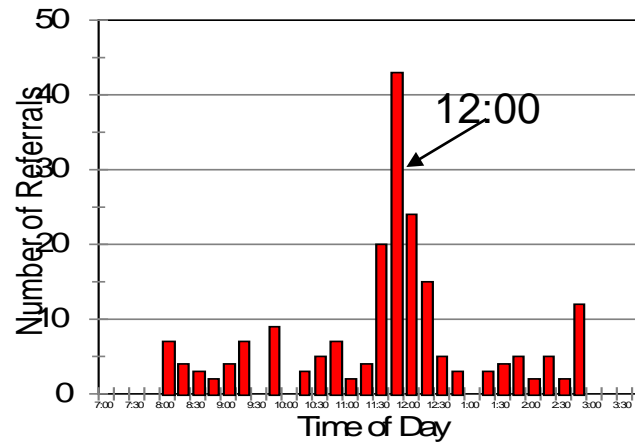


# Office Referrals per Day per Month

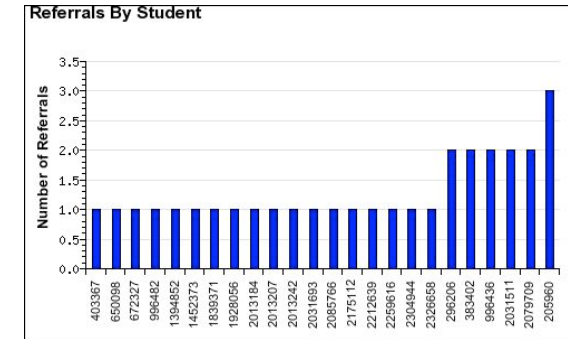
Last Year and This Year



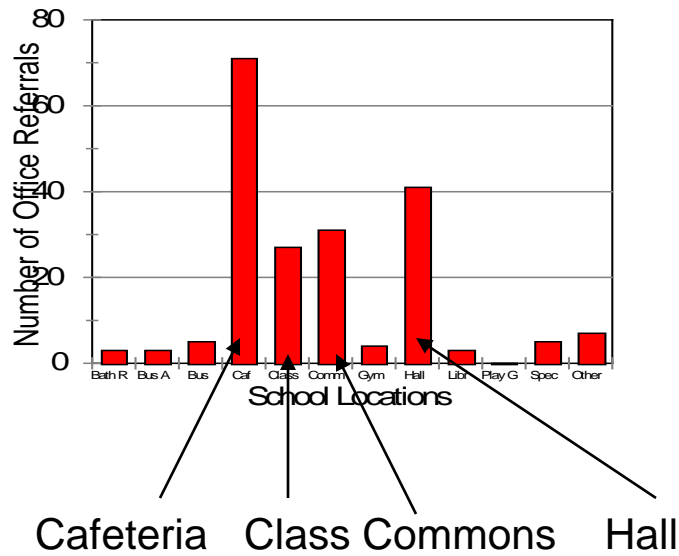
# Referrals by Time of Day



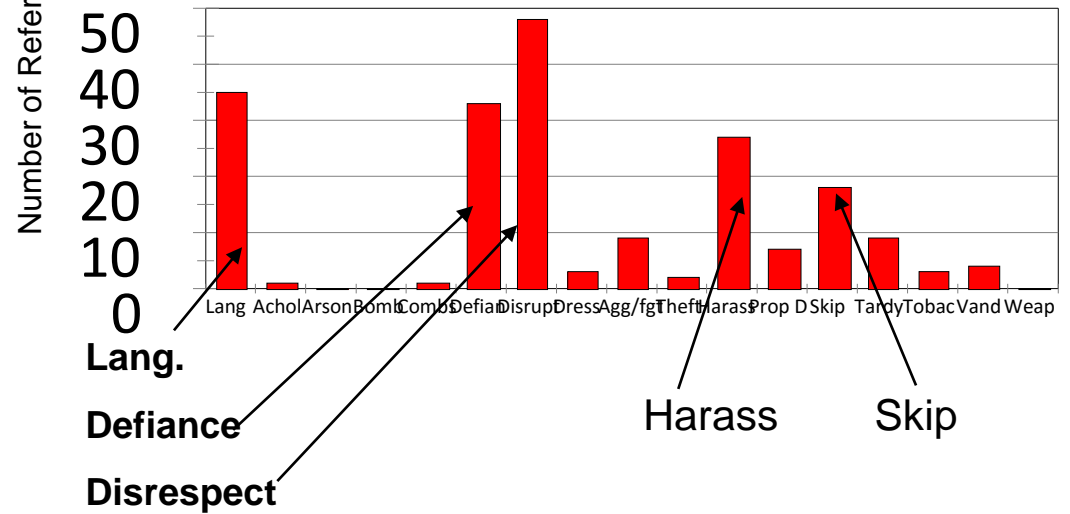
# Referrals by Student



# Referrals by Location



# Referrals by Type of Problem Behavior

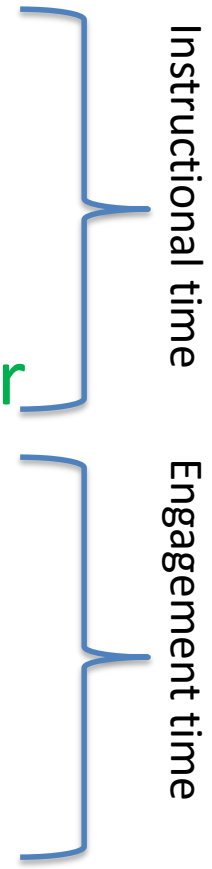




# Component 8

## Effective Classroom Practices

1. Classroom Expectations
2. Classroom Procedures & Routines
3. Encouraging Expected Behavior
4. Discouraging Inappropriate Behavior
5. Active Supervision
6. Opportunities to Respond
7. Activity Sequencing & Choice
8. Task Difficulty





# What's in it for Your School?

- Increases in
  - Student and teacher attendance
  - Student engaged time
  - Positive relationships with building staff and peers
  - Academic performance
  - Participation in class and school activities
  - Homework completion
  - Community and parent support
  - Graduation rates



# What's in it for Your School?

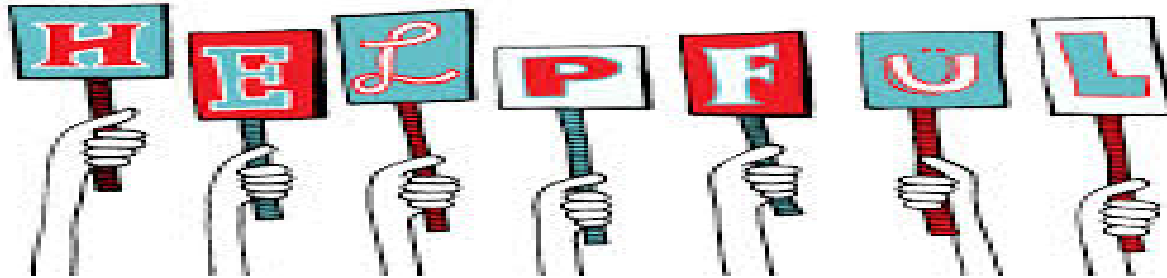
- Decreases in
  - Frequency of problem behaviors
  - Severity of problem behaviors
  - Tardies
  - Out-of-school suspensions
  - Dropouts
  - Reported staff stress



# In Summary

## What does School-Wide PBS look like?

- **>80% of students** can tell you what is expected of them & give behavioral example because they have been taught, actively supervised, practiced, & acknowledged.
- **Positive** adult-to-student **interactions** exceed negative
- **Function based behavior support** is foundation for addressing problem behavior.
- **Data- & team-based** action planning & implementation are operating.
- **Administrators are active participants.**
- **Full continuum of behavior support** is available to all students



<http://pbissmissouri.org>

<http://www.pbis.org>





burning questions



Karen Wigger  
Danielle Starkey