An Introduction to Missouri Schoolwide Positive Behavior Support

June 12, 2013

Missouri Schoolwide Positive Behavior Support

pbismissouri.org

Center for SW-PBS
College of Education
University of Missouri

Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION™

Outcomes of Today's Presentation…

- Welcome and Introductions

- Provide an introduction to Schoolwide Positive Behavior Support (SW-PBS) .

- Discuss the essential components of SW-PBS

- Provide a rationale as to why implementation of SW-PBS would benefit your organization.

- Gain information about the training process for implementing SW-PBS

- Answer questions your questions about SW-PBS.
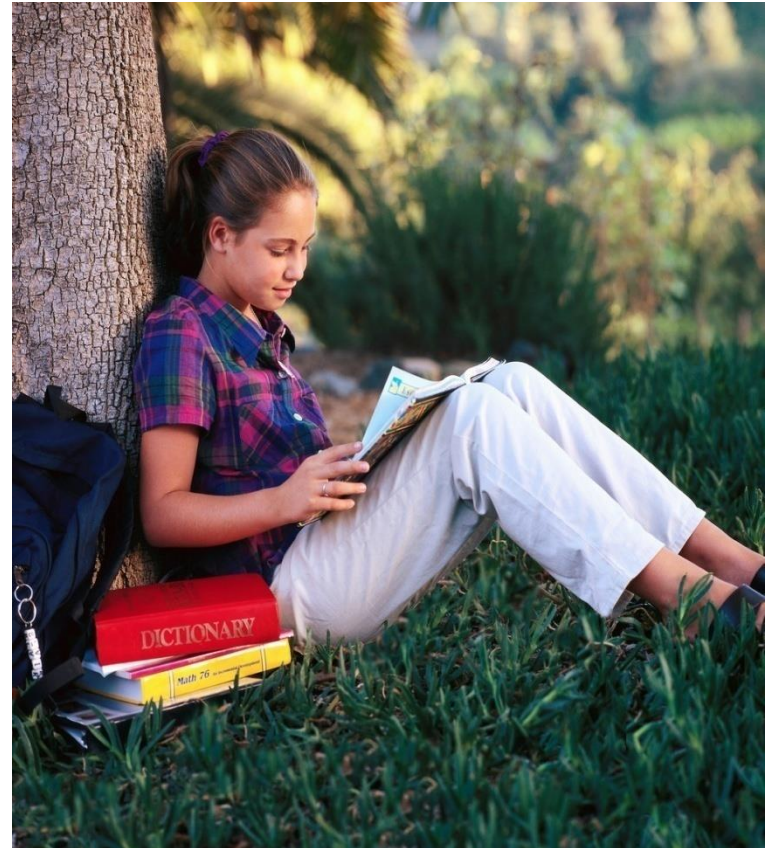
Working Agreements

Be Respectful

- Be an active listener—open to new ideas

Be Responsible

- Silence cell phones—reply appropriately

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Responsibility

- Schools have the responsibility to provide an education to students in *safe* and *predictable* environments.

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

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Organizational History of SW-PBS

- OSEP Technical Assistance Center on Positive Behavior Interventions and Supports: www.pbis.org
  - National OSEP grant funded three 5-year cycles
  - Co-directors are Dr. Rob Horner (University of Oregon), Dr. George Sugai (University of Connecticut), and Dr. Tim Lewis (University of Missouri – Columbia)
  - Missouri one of first pilot states under the guidance of Dr. Tim Lewis

- Terms: Schoolwide Positive Behavior Support (SW-PBS) = Positive Behavior Interventions and Supports (PBIS) = Effective Behavioral Support (EBS)=Systems or Framework of Supports

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What is SW-PBS???

- Turn to a partner

- Define SW-PBS
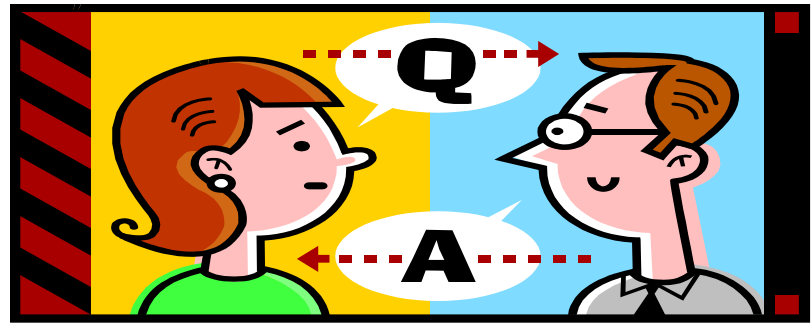
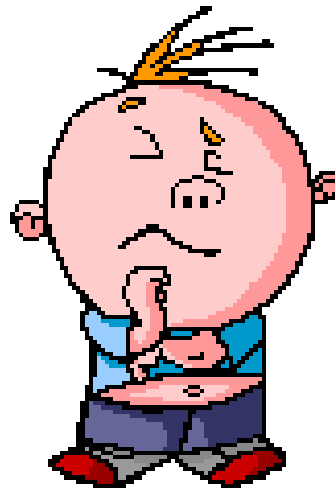# SWPBS is

Framework for enhancing adoption & implementation of

Continuum of evidence-based interventions to achieve

Academically & behaviorally important outcomes for

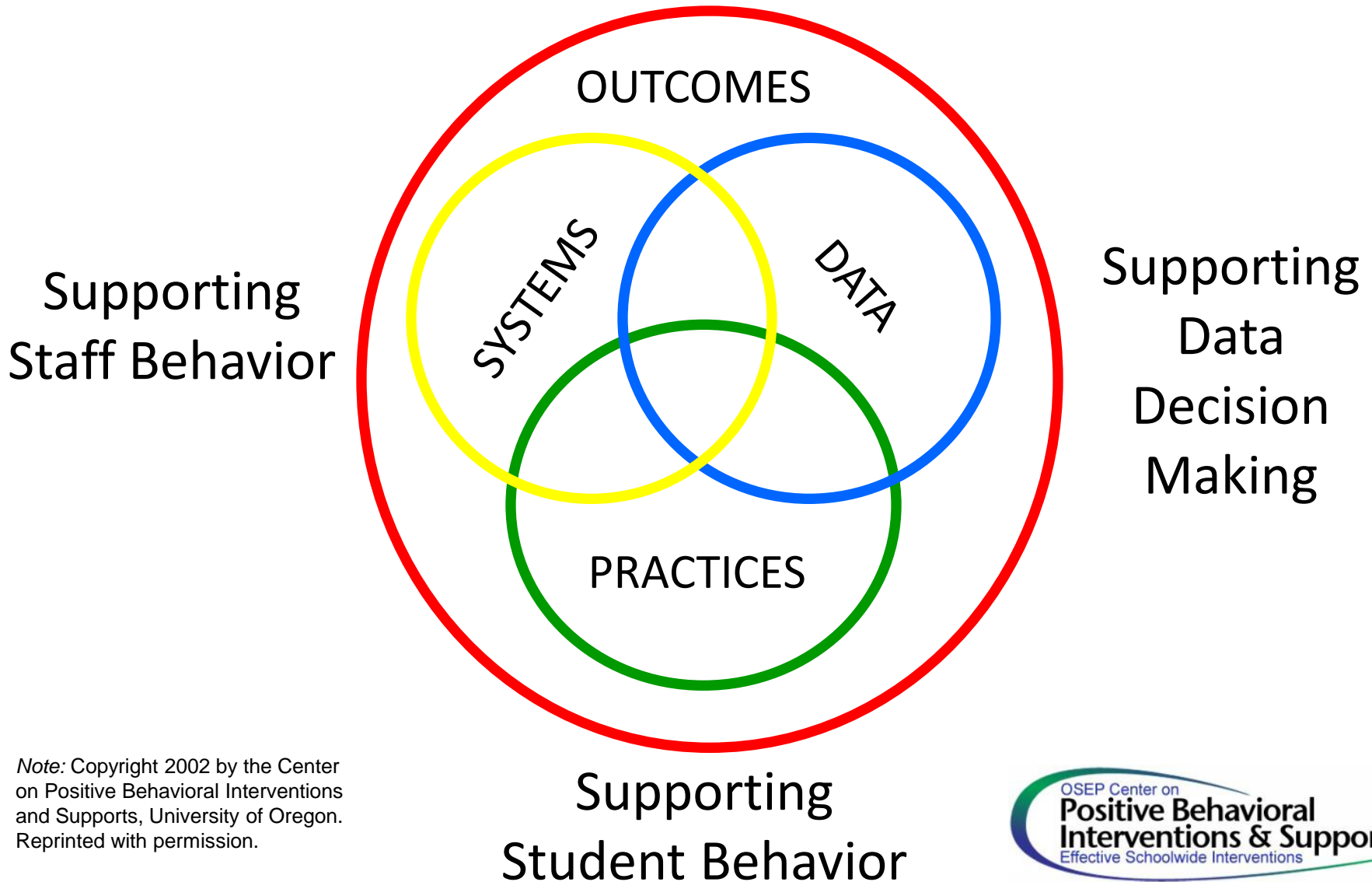All students

As a result of implementing SW-PBS you expect...

What Are Some Results?

It is an **Evidenced Based Process** which has been shown to increase:

✓Student achievement

✓Attendance

✓School success

While decreasing challenging behaviors.

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Social Competence & Academic Achievement

OUTCOMES

Supporting
Staff Behavior

SYSTEMS

DATA

Supporting
Data
Decision
Making

PRACTICES

Supporting
Student Behavior

OSEP Center on
**Positive Behavioral
Interventions & Supports**
Effective Schoolwide Interventions

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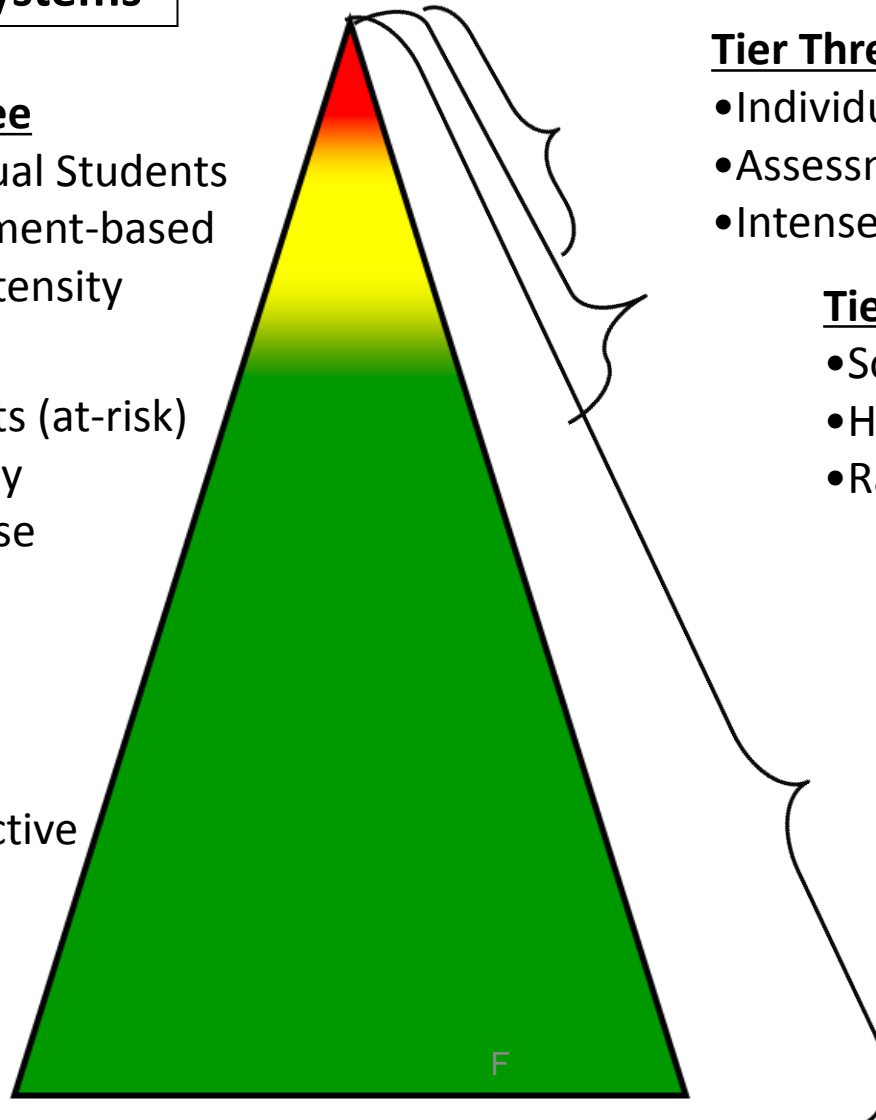- Individual Students
- Assessment-based
- Intense, durable procedures

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

Tier One
- All settings, all students
- Preventive, proactive

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OSEP Center on
Positive Behavioral
Interventions & Supports
Effective Schoolwide Interventions

Seven 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

Component 1

Common Philosophy and Purpose

- Collaborate, plan, and implement SW-PBS with support staff

- Align purpose with school/district mission, vision and beliefs statements

- Commit to improved social/behavior/safety goals in school CSIP goals

- Form district-level team to lead initiative

What is your school's common purpose and approach to SW-PBS?

If you don't know how will you find out?

Component 2

Leadership

- Implement SW-PBS—form building leadership team, involve staff

- Support SW-PBS—effective group processes, policy revision to support SW-PBS

- Sustain SW-PBS—review, revise, train new staff

SW-PBS Leadership Team

- Represents a range of stakeholders
- Administrator(s) are active participant(s)
- Chairperson/team leader identified
- May be part of another committee or team already in place
- Participates in training

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Component 3

Clarifying Expected Behavior

- Develop 3 to 4 expectations
- Align expectations with school's mission statement
- Create a schoolwide expectations matrix
- Develop classroom procedures that align with schoolwide expectations
- Communicate and disseminate expectations to all stakeholders

Why A Clear Set of Positive Schoolwide Behavior Expectations?

- Provides Consistency in Language

- Provides Consistency in What To Teach

- Provides Consistency in What to Recognize

- Provides Consistency in What to Correct

- The Cornerstone for Everything Else You Will Do Related to SW-PBS!

Clear Set of Behavior Expectations = Schoolwide Expectations Matrix

- A Comprehensive List of Expectations
- Agreed Upon Expectations of All Students & All Staff
- Based on Data and Behavioral Concerns
- Becomes Your School's Social Skills Curriculum (Similar to Grade Level Expectations and Course Level Expectations)
- Format for Consistent Language to Use with Students

Clear Set of Positive Expectations and Behaviors--Examples

Respect · Responsibility · Caring · Citizenship

COUGAR TRAITS

RESPECT · CARING · RESPONSIBILITY · CITIZENSHIP

Fairfield Schoolwide Rules

Be Safe
Be Respectful
Be Responsible

Sea Seguro
Sea Respetuoso
Sea Responsable

Bulldog Pride
Bartlett Elementary School

Be Safe
Be Caring
Be Respectful
Be Responsible

At Oakbrook Elementary School, We Expect:

P — Personal Best
A — Act Responsibly
W — Work & Play Safely
S — Show Respect

What Does a Schoolwide Expectations Matrix Include?

- Broad Expectations (3-5)
- List of 2-3 Specific Behaviors/Skills for Each School Setting
- **O**bservable
- **M**easureable
- **P**ositively Stated
- **U**nderstandable
- **A**lways Applicable

WONDERFUL ELEMENTARY SCHOOLWIDE EXPECTATIONS MATRIX

	All Settings	Classroom	Bus	Hallway	Cafeteria	Bathroom	Playground
Be Safe	Keep hands & feet to self Be where you belong	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
Be Respectful	Use kind words 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
Be Responsible	Use materials as instructed Use appropriate voice level	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

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Excellent Middle School

	All Settings	Classroom	Morning Assembly	Hallways	Restrooms	Cafeteria	Bus
Safe	Keep hands and feet to self Walk	If someone bothers you … 1. Say, "please stop" 2. Ignore/walk away 3. Get help from a teacher	Keep food and drinks in the cafeteria	Move purposefully Stay to the right	Wash hands	Sit in assigned area Line up correctly	Sit down in seat Keep aisle clear
Respectful	Keep it clean Use quiet voice Use polite language	Raise hand and wait to be called on	Stay seated	Walk facing forward and single file	Use assigned restroom Allow privacy for others	Keep account current Clean up Bring lunch card	Be on time
Responsible	Follow directions Keep track of your belongings Listen to teacher	Complete assignments	Participate	Voice off	Return to class quickly	Return trays to assigned spot Put trash in trash cans Recycle	Be alert for your stop

Exemplar High School Matrix

	ALL SETTINGS	CAFETERIA	HALLWAY	RESTROOM	BUS	CLASSROOM
BE RESPONSIBLE	Follow directions Keep personal belongings stored safely	Have money or lunch card ready Know your order when walking through line	Use a hallway pass at all times Be in classroom when bell rings	Use facility quickly and quietly Return to class promptly	Be ready when bus arrives	Complete all assignments
BE RESPECTFUL	Follow the dress code Use polite language Use appropriate ways to show affection	Use food and silverware appropriately Put trash in trash cans Clean up your spills	Use a quiet voice	Keep water in the sink Put paper towels in trash can	Follow Driver's directions Enter and Exit the bus promptly	Listen to others
BE SAFE	Resolve differences peacefully Notify teachers of unsafe conditions	Find a seat quickly and stay in it.	Always walk	Remain in own stall	Remain seated after entering the bus	Keep body to self

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.

What are you GOOD at?

How would you TEACH it?

Component 4

Teaching Expected Behavior

- Develop lessons to teach the expectations matrix skills

- Select lessons based on school data

- Teach expected behaviors/skills for all school settings systematically

- Develop and follow a schedule for teaching

- Teach, model, and practice daily

The Foundation

Students learn appropriate behavior in the same way they learn to read—through instruction, practice, feedback and encouragement.

The Science of Behavior
Has Taught Us…

- Students are not born with bad behaviors.
- Students do not learn better ways of behaving when given aversive consequences.
- 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.**

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Component 5
Encouraging Expected Behavior

Establish a menu/continuum of encouragement that—

- Gives positive specific feedback for students and staff

- Is understood and used by all

- Includes frequent, short-term, and long-term recognition of expected behaviors

- Provides specific, positive feedback with recognition—"Tell 'em what they did right!"

Classroom Continuum of Strategies

Free & Frequent	Short Term	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

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Positive Feedback

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

You got it Sarah!!

I like the way you did that. Good job!

Positive Feedback

Way to go!! 👎

Thank you for walking in the hallway. You are being safe. Here is a Panther Buck. 👍

Positive Feedback

Awesome!!

You are setting a great example Jason. You are showing others how to be responsible by having your materials ready on time. I will punch your card.

Positive Feedback

Awesome job Chris for showing respect for others by walking into the library quietly.

Johnny, thank you for lining up quickly as soon as you heard the whistle. You are SOARING like an Eagle.

Acknowledge & Recognize
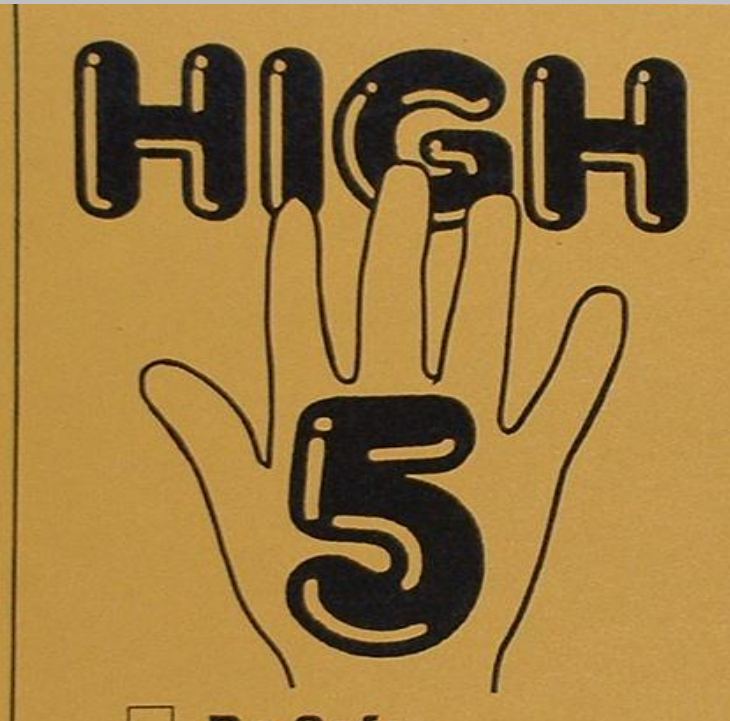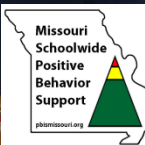
Component 6

Discouraging Inappropriate Behavior

- Establish a continuum that:

  - Uses teaching opportunities to clarify and re-teach expectations

  - Is agreed upon and used by all

  - Minimizes time out of instruction

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 what the expectation is
  - Have them tell you
  - Have them show you

Component 7

Ongoing Monitoring

- Develop procedures 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

Activity--Data Currently Collected

Discuss—What data is currently collected, and how is it being used in decision making to support students?

The "Big Five" Report

1. Average number of office discipline referrals per day per month (How Often?)

2. Time of day (When?)

3. Location (Where?)

4. Type of problem behavior (What?)

5. Per student (Who?)

Office Referrals per Day per Month
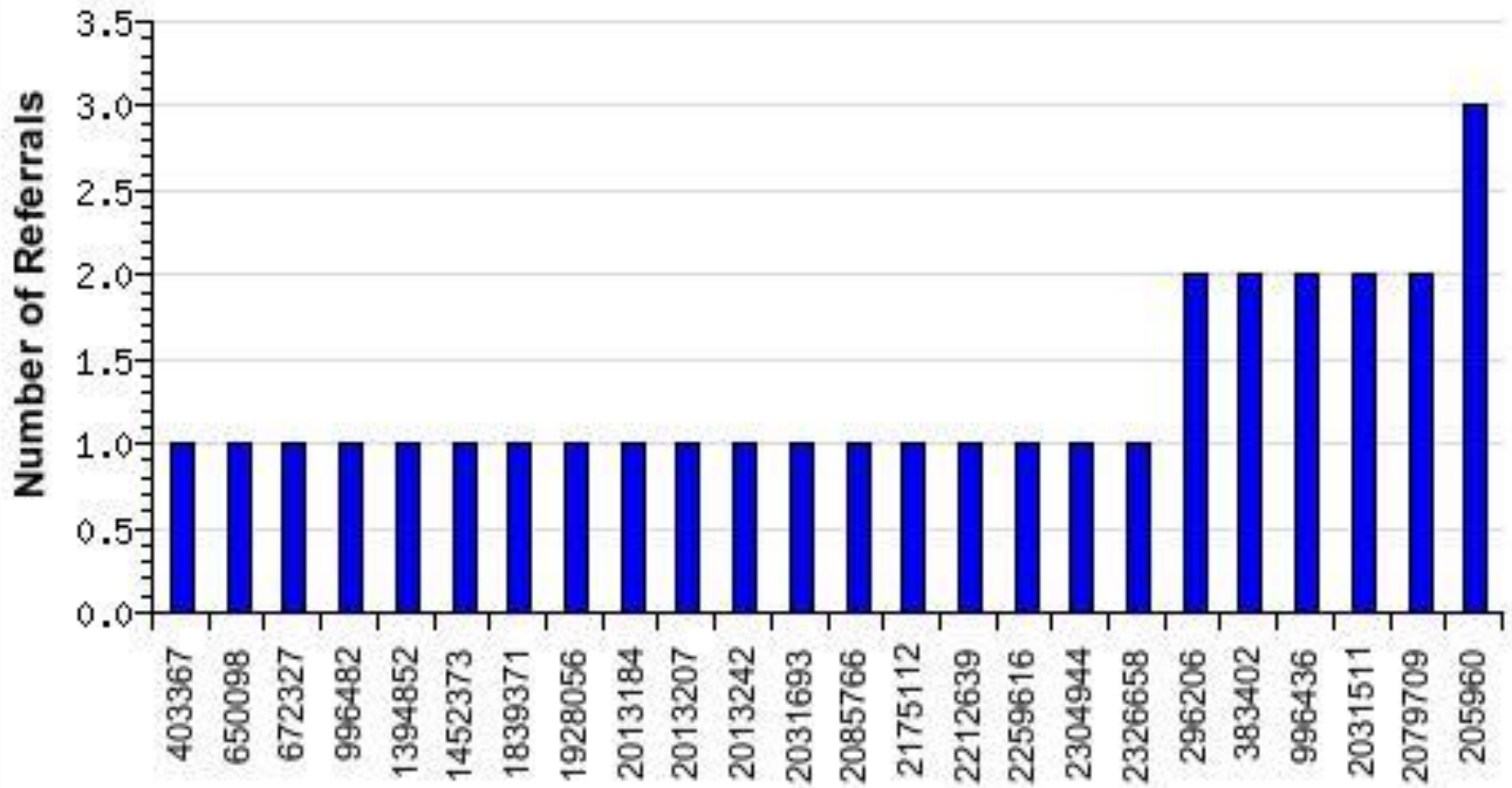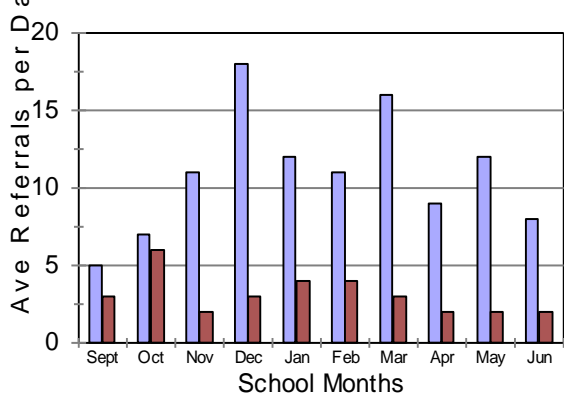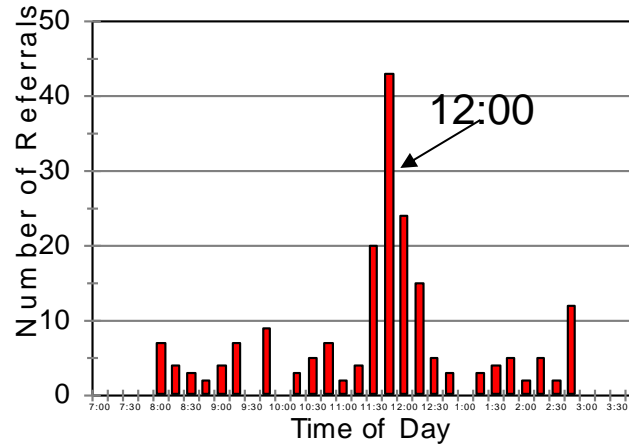
Last Year and This Year

Referrals by Time of Day

Referrals by Type of Problem Behavior
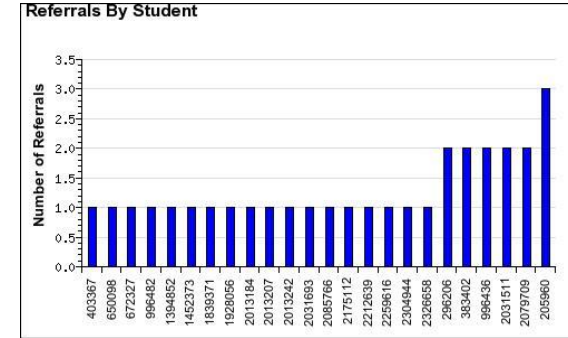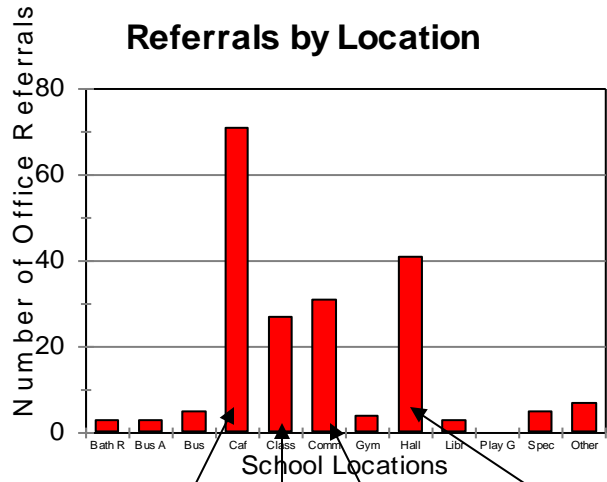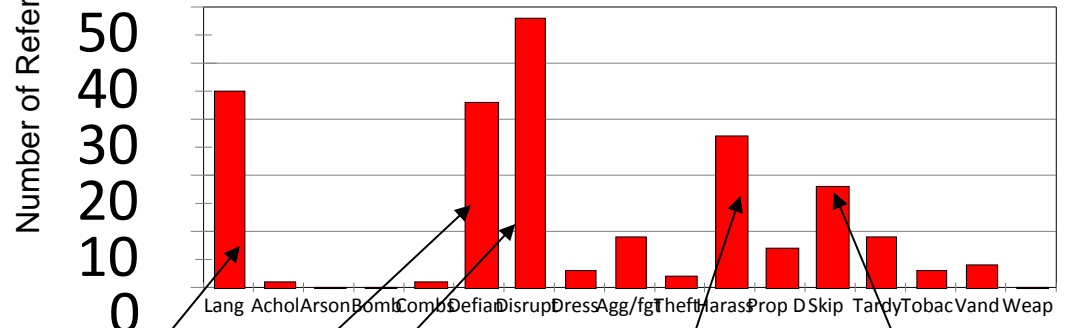
Bar chart titled "Referrals by Type of Problem Behavior" with x-axis labeled "Types of Problem Behavior" and y-axis labeled "Number of Referrals" ranging from 0 to 50. Categories: Lang, Achol, Arson, Bomb, Combs, Defian, Disrupt, Dress, Agg/fgt, Theft, Harass, Prop D, Skip, Tardy, Tobac, Vand, Weap.

Handout #9: Missouri Elementary School – Major Referrals Only

Investing in Prevention is Associated With:

- Decreased Office Discipline Referrals
- Increased student and staff attendance
- Decreased referrals to special education
- Increased targeted & individual intervention effectiveness
- Increased student perception of school safety
- Improved academic performance
- Improved faculty/staff retention

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Increasing Instructional Time Example
Excelsior Springs Middle School

ODRs		Days Gained	
			Student/Admin.
2007-08=	1,605		
2008-09=	920	29	21
2009-10=	610	13	10
2010-11=	548	3	2
Totals (2008-2010)		45	33

Excelsior Springs Middle School
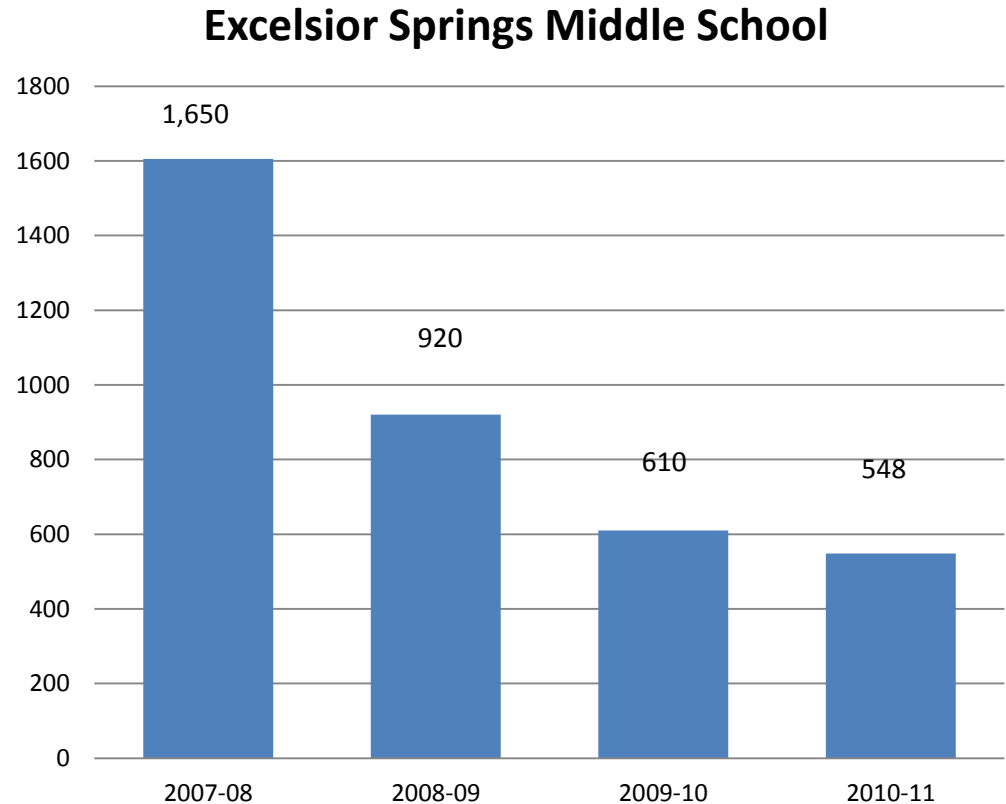
www.pbismaryland.org/costbenefit.xls

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Academic Outcomes

MAP PROFICIENCY BY
SW-PBS IMPLEMENTATION LEVELS – ALL STUDENTS
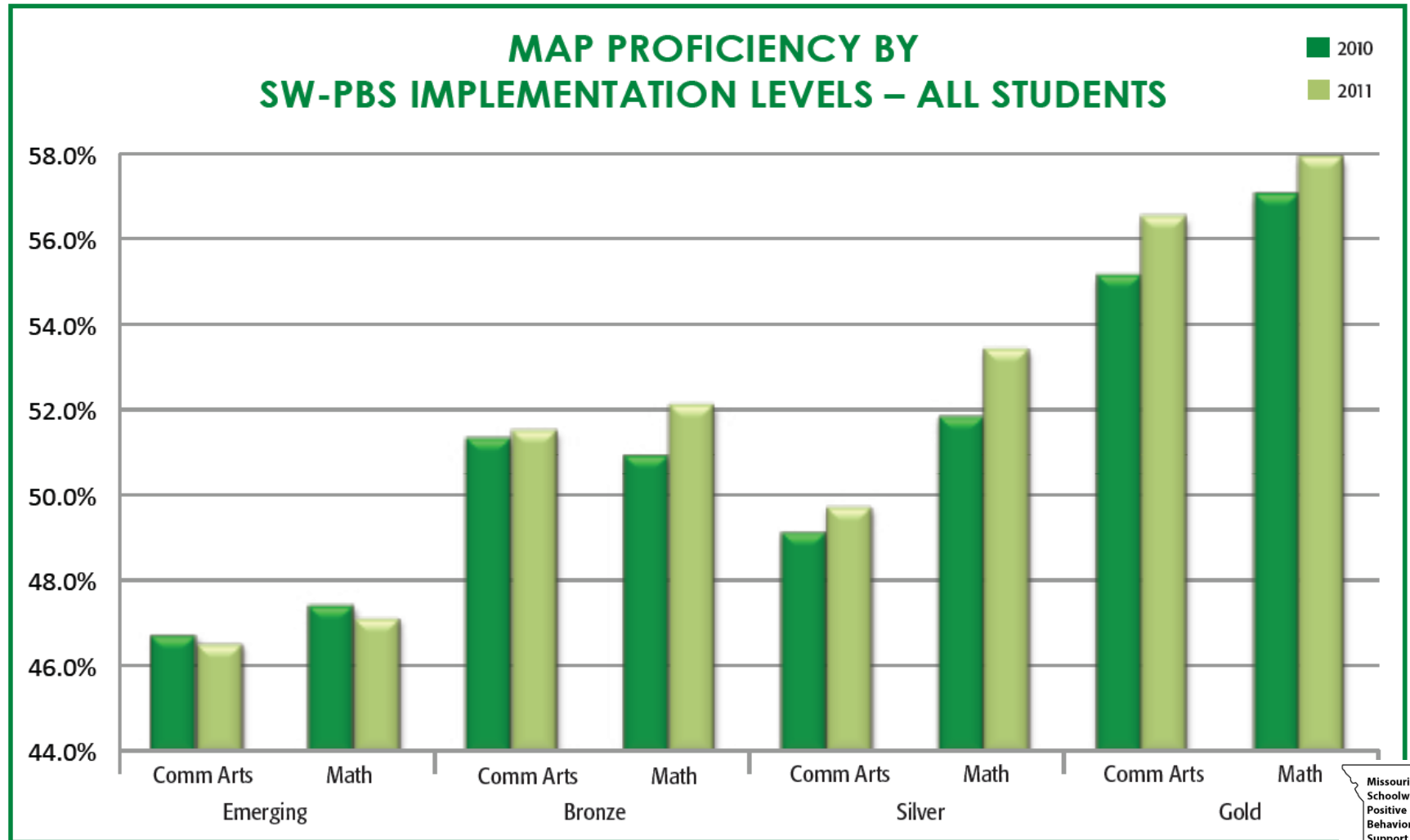
In Summary
What does School-Wide PBS look like?

- **>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

Lessons Learned from SW-PBS

- Always keep doing what works
- Focus on the smallest changes that will produce the largest effects on valued outcomes
- Make any initiative adapt to your school culture
- When introducing something new, simultaneously define what you will stop doing to create the resources for the new effort.

Websites

Missouri SW-PBS website:

http://pbismissouri.org

OSEP National Technical Assistance Center on Positive Behavioral Interventions and Supports

http://www.pbis.org

What are your questions?

Consultants Contact Information

Jill Miller

Northeast RPDC

Kirksville, MO

573-795-3623

jillmiller@truman.edu

Beverly Kohzadi

Central RPDC

Warrensburg, MO

(800) 762-4146

kohzadi@ucmo.edu