

Summer Institute Presentation

PBIS - Data

Now What?



Outcomes

- Attendees will be introduced to effective templates that can be used to determine root causes of behaviors using the A-B-C's of behavior.
- Attends will work within collaborative groups to analyze student profiles and determine best practice interventions that would be most effective addressing undesired behaviors.

Lakeview Middle School



660 Students

White - 483

African American - 50

Latinx - 71

Asian / Pacific Islander - 9

Native American - 5

Multi-racial - 42

With IEPs - 86

Walden Middle School



719 Students

White - 455

African American - 111

Latinx - 74

Asian / Pacific Islander - 25

Native American - 4

Multi-racial - 50

With IEPs - 69

WHY PBIS?



PARK HILL BEHAVIOR PHILOSOPHY STATEMENTS

We believe....

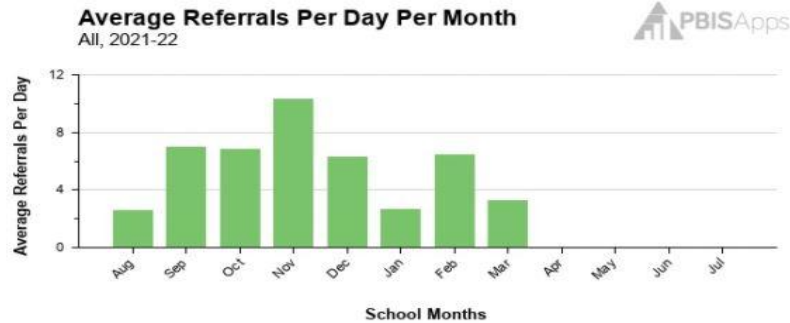
- ★ All behavior is communication.
- ★ All behavior is learned, and positive behavior can be taught.
- ★ Teaching both positive and academic behavior is our responsibility.
- ★ Positive student-teacher relationships are essential to student success.
- ★ Every student is deserving of positive relationships with staff, regardless of behavior.
- ★ Proactive practices are more effective than punitive practices at promoting positive behaviors.
- ★ Individual student needs require unique approaches.
- ★ When students engage in inappropriate behavior, they must be empowered to make things right, which may include experiencing natural consequences.



- ✓ Aligns with the Park Hill Philosophy on Behavior.
- ✓ Changes the focus of discipline from punitive measures to positive interactions between students and staff.
- ✓ The positive interactions transfer into stronger relationships between students and teachers, thus creating a better learning environment.

Tier One - Referral Data

Lakeview



Month	Targeted Lessons	Reasoning
August / September	PBIS Workshops	Review of Matrix
October	Minor Defiance	Respect / Ownership
November	Minor Defiance	Respect / Ownership
December	Minor Defiance	Respect / Ownership
January	Minor Defiance	Respect / Ownership
February	Minor Disruption	Ownership / Responsibility
March	Problem Behavior	Matrix

Walden



Month	Targeted Lessons	Reasoning
August / September	PBIS Workshops	Review of Matrix
October	Minor Defiance	Respect
November	Minor Defiance	Respect
December	Minor Defiance	Respect
January	Minor Disruption	Responsibility
February	Inappropriate Language	Respect / Responsibility
March	Inappropriate Language	Respect / Responsibility

PBIS Lesson Lesson and Materials

- [Walden Restroom Expectations Video](#)
- [Lakeview Student Videos](#)

Tier One - Indirect Strategies to Discourage Minor Unexpected Behavior

- Proximity
- Nonverbal Cue
- Ignore/Attend/Praise
- Redirect
- Re-teach
- Provide choices
- Conference with Student
- Positively reinforce positive behaviors

There may be students that you have to provide some of these interventions for DAILY until they master the behavior. This does not mean that they need to be on a student success plan unless it begins to affect the learning of the other students.

You can increase the likelihood that someone will engage in a given behavior by structuring the environment in predictable ways.

How do I know it's time to make a Student Success plan?

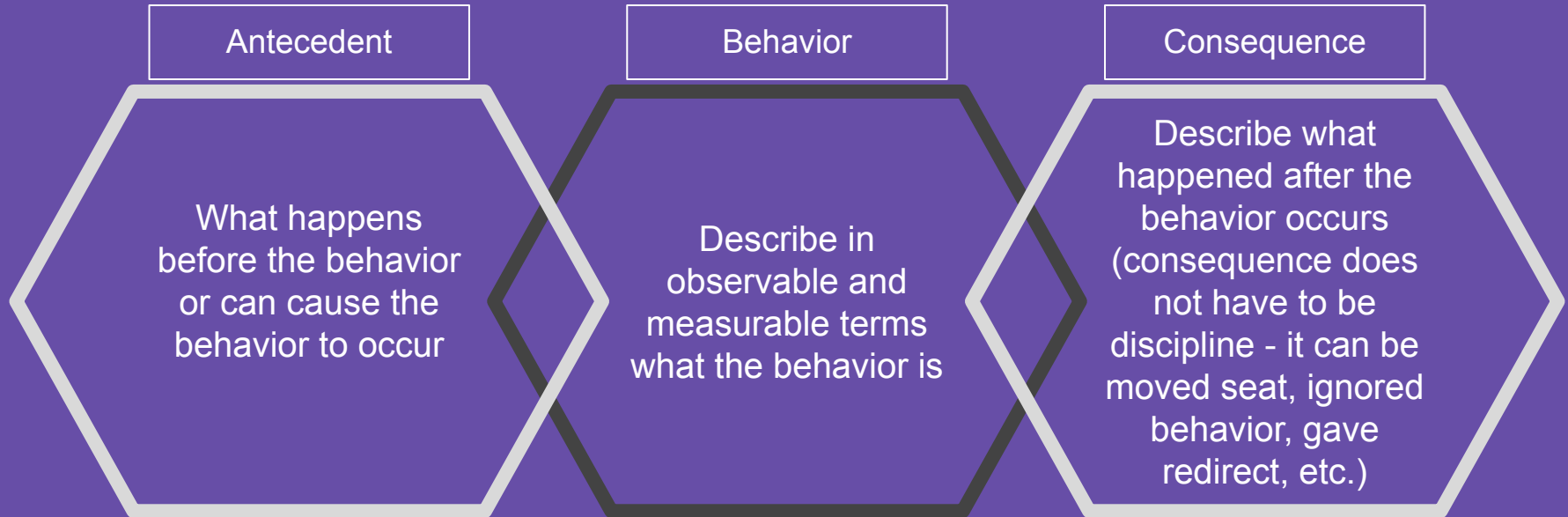
- This is a behavior that is occurring in multiple settings and disrupts the learning of others (not just the student showing the behavior).
- They have received multiple office referrals for similar behaviors.
- Admin brought up this student at a team meeting due to SWIS data.
- Team teachers and family have communicated about behavioral concerns.

Before putting a student on a success plan, the team must contact parents.

Before Creating a Student Success Plan

It is important to determine what the student is communicating via their behavior.

There is a PBIS Resource for Teams to use if needed ([Root Cause Antecedent](#))



4 Most Common Functions of a Behavior

FBA Process

Sensory- trying to gain or avoid a sensory experience or stimuli

- *Ex: loud or unstructured environment, needs more movement*

Escape- trying to avoid people, situations, or non preferred tasks

- *Ex: always happens in a certain class to avoid difficult subject*

Attention- trying to gain or avoid attention from teacher and/or peers

- *Ex: self-isolates, blurts out answers in class, laughter from peers*

Tangible- item or activity that is preferred by the student

- *Ex: candy, Lynx Bucks, time spent with friends, computer games*

A PICTURE IS WORTH A THOUSAND WORDS

Student A

- Threats or comments directed towards others often times indicated any form of physical harm to another person.
 - After lunch and passing time
- stating “no”, “I don't want to”, or “I won't do it” to any academic or non-academic request.
- vocalized at a volume above normal conversation level
- History of damaging personal or public property often by propelling them by hand or arm.

FBA Practice Run - Student A

Data August - September 2021

- Behaviors averaged 23 minutes
- 6 Write Ups Total
 - 4 for Disruptive Behavior (8/30, 8/31, 9/03, 9/13)
 - 2 for Physical Confrontations with another student (9/9, 9/16)
- Administrative Discipline
 - 3 Lunch Detentions
 - 2 Days ISS
 - 0 Days OSS
- 4 Proactive Recovery Visits and 2 Reactive Recovery Visits

Conducting a FBA on Student A



Turn and Talk at your Table:
What do you think is the function of this behavior?

Based on the function, you can identify a plan to:

- Ensure clear and consistent processes that all teachers can follow
- Use the function of the behavior to drive a student success plan to fill that need via a more appropriate behavior

This could look like...

- *Designate a more appropriate time/location for behavior to occur*
- *Alternative Strategy or Behavior to Meet Same Function*
- *Reteaching the expected behavior*

Turn and Talk at your Table:

What do you think is the function of this behavior?

Threats or comments directed towards others often times indicated any form of physical harm to another person after lunch and during passing time

Audience Share Out

A PICTURE IS WORTH A THOUSAND WORDS

BEHAVIOR

- Threats or comments directed towards others often times indicated any form of physical harm to another person.
 - After lunch and passing time

FUNCTION

- Attention

STRATEGY

- Check Ins after lunch with Recovery Room specialist to process morning and lunch
 - Designate a specific time with trusted adult to get that desired attention

How a FBA Informs a Student Success Plan Ctd.

Strategies



Alternative Strategy to Fulfill the Same Function

Sensory



Provide a fidget to keep hands busy



Bouncy band on desk to allow for movement



Flexible seating



Noise Cancelling Headphones

Escape



Take a break WITHIN the classroom - timer



Chunk the assignment and have the student take breaks after completing each chunk



Can earn a break by completing one task on a checklist

Attention



Designate a specific time with trusted adult to get that desired attention



Positively reinforce ANYTIME you see the positive behaviors
Class-wide incentives or competitions can motivate attention seeking students



Tangible



Provide "Work-For board" developed with help of the student



Do This -> Earn This concept
Allow student to use preferred activity to demonstrate knowledge

Turn and Talk at your Table:

What do you think is the function of this behavior?

- stating “no”, “I don't want to”, or “I won't' do it” to any academic or non-academic request.
- vocalized at a volume above normal conversation level
- History of damaging personal or public property often by propelling them by hand or arm.

Audience Share Out

A PICTURE IS WORTH A THOUSAND WORDS

BEHAVIOR

- stating “no”, “I don't want to”, or “I won't' do it” to any academic or non-academic request.
- vocalized at a volume above normal conversation level
- History of damaging personal or public property often by propelling them by hand or arm.

FUNCTION

- Attention, Escape, Tangible

STRATEGY

- Work to identify triggers
- Identify strategies for these triggers
- Identify if I need to use them or if a teacher suggests I use them
- External and Internal Reinforcements awarded if strategies used correctly

Step 1 : Identify my Triggers

My Thought Triggers:

- Others are too close/staring at me
- I think something is unfair
- I didn't get what I wanted/asked for
- I don't agree with a teacher/peer
- I don't like it when things change
- Others won't let me join in
- I don't want to wait
- I feel frustrated/something is too hard
- I feel upset and I don't know why

My Body Triggers:

- Tight Heart/Body
- Frowning
- Moving/Digging Feet
- Stomping Feet
- Loud Voice
- Hot Skin/Hives
- Ears Sensitive to Noises
- Arms Crossed in Front Of Me

Step 2 : Identify My Strategies and Where I Can Use Them

My Strategies

- Read/Draw
- Get a Drink/Snack
- Get Noise Canceling Headphones
- Ask to Move to a Quiet Spot
- Ask to go for a Walk
- Take Deep Breaths
- Ask an Adult for Help

My Locations

I can choose to use my strategies in the hallway or an alternate location.

Location #1 : **Hallway**

Location #2 : **Learning Center**

Location #3 : **Recovery**

Step 3 : Ask Myself “Do I Need To Use My Strategies?”

I Should Ask Myself

1. Am I showing any of my body triggers? (Arms crossed, stomping, frowning, etc)
2. Am I making anyone else upset or uncomfortable because of my actions?
3. Do I hear myself saying ‘No’ or negative comments over and over?

Yes to any? Request to use your Strategies by :

- Raising your hand and quietly waiting to be called on
- Quietly moving to stand by the door with your Strategy Supplies and wait for the teacher to give you a thumbs up.

If I am disrupting the learning of others...

A Teacher Might Say :

1. “Do you need to use your strategies?” (Level 1)
2. “I need you to use your strategies.” (Level 2)
3. “I need you to use your strategies or go to recovery.” (Level 3)
4. “I need you to go to recovery.” (Level 4)

If I refuse all teacher prompts or reach Level 4 of teacher prompts, I will finish the remainder of the period or day in recovery.

Disrupting Learning Can Include :

- Vocalizations at a volume above normal conversation level.
- Repetitive occurrence of saying “no”, “I don’t want to”, or “I won’t do it” to any academic or non-academic request.
- Damaging personal or public property
- Displacing desks, chairs, objects, or work materials from their original location without permission.
- Propelling objects at least one foot from their original location by movement of hand or arm.
- A threat or comment directed towards others that indicates any form of physical harm to another person.

Step 4 : My Reinforcement For Using My Strategies

External Reinforcers

1. I will earn **1 JAG** for taking a break appropriately.
 - Requesting a break myself
 - Taking a break on steps 1 or 2 of teacher prompting.
2. I will earn **1 JAG** for re-entering the classroom appropriately.
 - Knock on the door and wait patiently outside until the teacher lets you in.

Internal Reinforcers

- Trust is gained.
- I can feel proud that I am able to return to learning.
- Others are able to learn, feel comfortable, and safe.
- I am able to learn, feel comfortable, and safe.

A PICTURE IS WORTH A THOUSAND WORDS

This plan was put into effect in late September 2021

Data from October 2021 - March 2022 (Compared to August-September 2021)

- Behaviors averaged 11 minutes (Reduced from 23 min)
- 4 Write Ups Total (Reduced from 6 Write Ups)
 - 1 Failure to Obey (10/4)
 - 2 Physical Confrontations (11/09 and 11/15)
 - 1 Bus Conduct (2/28)
- Administrative Discipline
 - Lunch Detentions (Reduced from 3)
 - 2 days ISS (same)
 - 3 days OSS (Increase)
- 20 Reactive Recovery Visits (ratio of visits over time did not increase)
- 20 Proactive Recovery Visits (ratio of visits over time did not increase)

Goals for a Student Success Plan

- Easy for anyone to follow - even a substitute or stranger
- Not a lot of work for teachers to implement
- Involve student participation in the process of creating it (if possible)

There is NOT a one-size fits all template for a student success plan

It might be very simple, or it might be more complex depending on the specific student and behaviors

Formats for a Success Plan

FBA Process

Flowchart

- Pros: great for multi-step plans and consistency among teachers
- Cons: can be difficult to make and hard for teachers to follow many different flowcharts for many students

Points Sheet

- Pros: student is an active participant and receives immediate feedback
- Cons: some students not motivated by these or can cause frustration with teachers over points earned

Consequence Map

- Pros: great for consistency and clear definition of behaviors
- Cons: teachers don't know what to do if a behavior isn't listed

Other

- Student Success Plan with list of strategies that are implemented
- Specific think sheet with reflection questions to target student behavior
- Proactive breaks/strategies
- Zones of Regulation Resources

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Reference Information

Missouri PBS Handbook

Handbook Missouri Schoolwide Positive Behavior Support MO SW-PBS Missouri Schoolwide Positive Behavior Support Missouri Schoolwide Positive Behavior Support. (2019).

<https://pbissmissouri.org/wp-content/uploads/2021/03/1.-MO-SW-PBS-Handbook-2019-2020-V2.pdf>

In-Text Citation: (*Handbook Missouri Schoolwide Positive Behavior Support MO SW-PBS Missouri Schoolwide Positive Behavior Support Missouri Schoolwide Positive Behavior Support, 2019*)

Missouri PBS Tier 1 Handbook

Tier 1 Implementation Guide Missouri Schoolwide Positive Behavior Support. (2019).

<https://pbissmissouri.org/wp-content/uploads/2020/03/2019-20-SW-PBSTier1-IG-3.26.20.pdf>

In Test Citation: (*Tier 1 Implementation Guide Missouri Schoolwide Positive Behavior Support, 2019*)