

A1: PBIS 101 - An Introduction to SW-PBIS

Erik Maki, PhD and Mariangela Perrella, PhD

May Institute

CONFLICT OF INTEREST DISCLOSURES

- The author reports there are **no financial or non-financial conflicts of interest** in presenting this information.

DATA ACCURACY AND UTILITY

- The information presented **is based on 1) approaches to applied behavioral practice** drawn from research literature and best practice recommendations, **2) published implementation research** references which can be supplied to attendees who request, and **3) the author's direct experience** using the approaches in clinical practice.

DIVERSITY AND INCLUSION

- The research literature has **only recently begun** including descriptions of population characteristics that allow **conclusions based on diverse participant characteristics**.

RISKS

- **We are not aware of any unusual risks** associated with the information being presented.

ETHICS/HUMAN SUBJECTS PROTECTIONS

- **Case data** presented were either **previously published**, or data were obtained as **part typical educational practices** and therefore, were IRB exempt.
- **Research data** were either **previously published** and/or the data **were obtained following all ethical requirements** of the Belmont Principles and relevant guidelines for protection of human subjects.

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- Self-monitor
 - Are you participating?
- Engaged as a learner?
- Stretch, break, stand as needed
- If you have questions or comments:

Self



- Listen while others are speaking
 - Room for every voice
 - Reinforce participation
 - Complete evaluation

Others



- Keep necessary materials at hand
 - Slide deck
 - notes
 - water/snacks
- Minimize distractions if possible

Environment



EXPECTATIONS

Who are we?

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- PBIS Facilitator
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- Postdoctoral Fellow
- School Consultant
- mperrella@mayinstitute.org

Introduction Poll

Show of hands...

- **How many of you have a basic understanding of PBIS?**
 - **How many of you think you're implementing some aspects of PBIS?**
- **Who is here today?**
Admin, teachers, specialists?

Cross-Disciplinary Practice and SW-PBIS

Although school-based BCBA's engage in high-level collaborative practices, there has been a call for additional, high-quality training in collaboration to meet *Ethics Code* requirements (Light-Shriner et al., 2023).

Although school psychologists are extensively trained in assessment, intervention, and consultation, consistent high-quality training in ABA is warranted to meet school's behavioral needs (Fischer et al., 2021).



PBIS Keeps Students in School and Saves Communities Money

For every dollar spent implementing PBIS, \$105 are saved by reducing school suspension and dropout.

[Learn More](#)

pbis.org

FEATURED RESOURCES

An Introduction to The Interconnected Systems Framework

View the highlights of what will look different when the education and mental health systems are integrated.

IES MTSS-B Trial: Key Takeaways for District and State Leaders

This brief reviews the latest randomized controlled trial (RCT) examining effects of PBIS, on a range of student outcomes. We share findings and key takeaways from this new study, in the context of the broader research literature, to guide local educational agency (LEAs) and state educational agencies (SEAs) in their use of MTSS to improve student outcomes.

Integrated Tiered Fidelity Inventory Companion Guide

This guide is intended to support school teams, coaches, and trainers working to focus on cultural responsiveness and support for mental health and wellness within the PBIS framework.

PBIS is an organizational approach for...



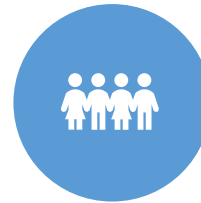
Improving **classroom & school climate**



Decreasing **reactive management**



Maximizing **academic achievement**



Improving support for **students with EBD**



Integrating academic and behavior **initiatives**

Why PBIS?



“Get Tough” doesn’t work



Environment matters

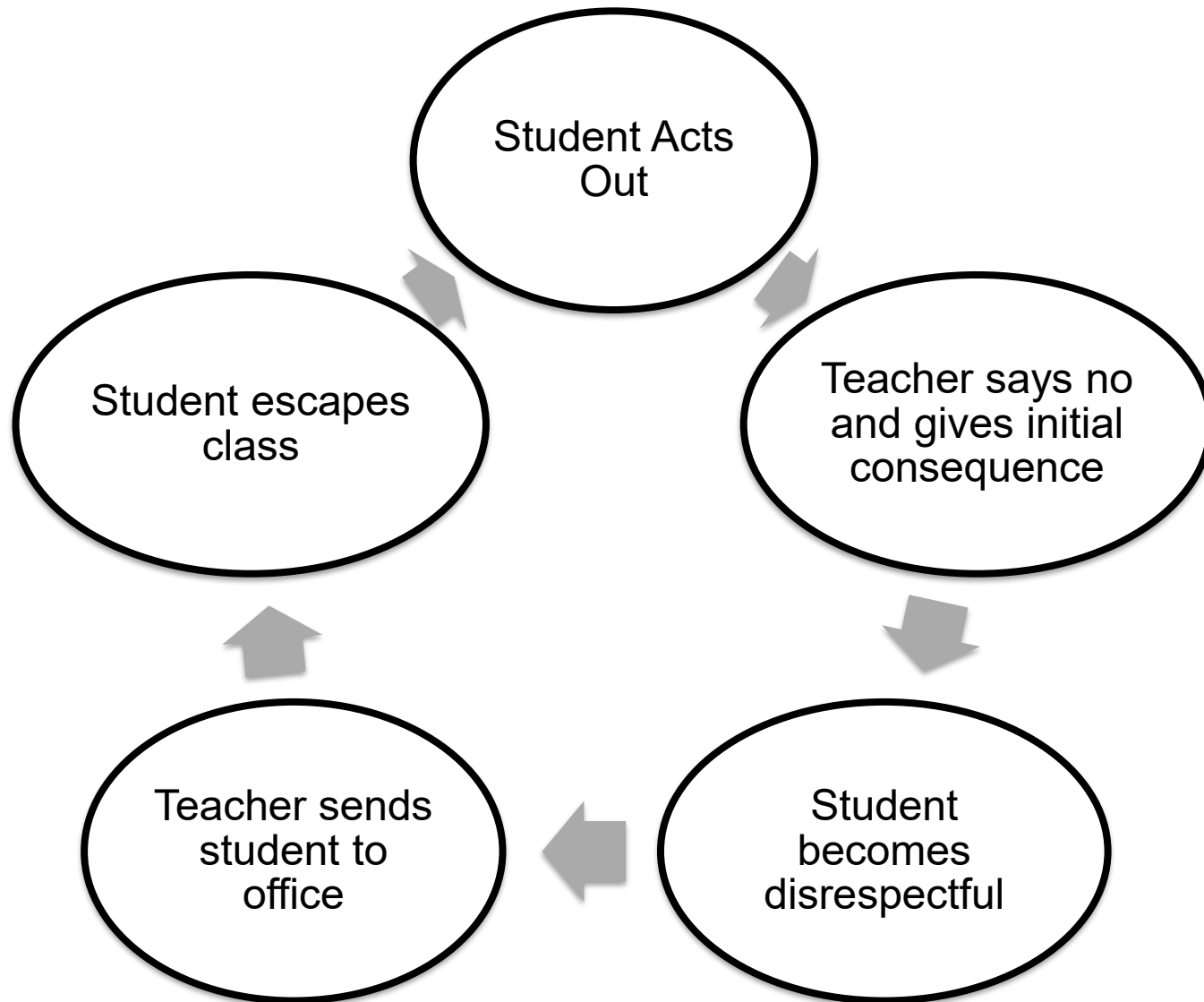


PBIS works

“The Breakfast Club” *Note Adult Language



“Get Tough” Doesn’t Work



Problems with Reactive Strategies



Punishment alone **will not lead to durable change in behavior.**
(Braaten, 1994)



Reactive strategies that rely primarily on punishment **assume that individuals know what is expected, how to do it, and are properly motivated.** Unfortunately, it **fails to teach** the expected behavior.
(Horner & Sugai 1999)



Some forms of punishment may actually be rewarding and maintain problem behaviors. (Gresham, 1991; March & Horner, 2002)

Why PBIS?



“Get Tough” doesn’t work

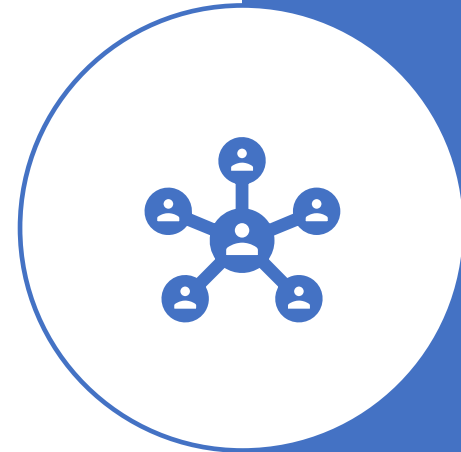
Environment matters

PBIS works

SW-PBIS Logic!

Successful individual student behavior support is linked to host environments or school climates that are effective, efficient, relevant, & durable

(Zins & Ponti, 1990)



Why PBIS?



“Get Tough” doesn’t work

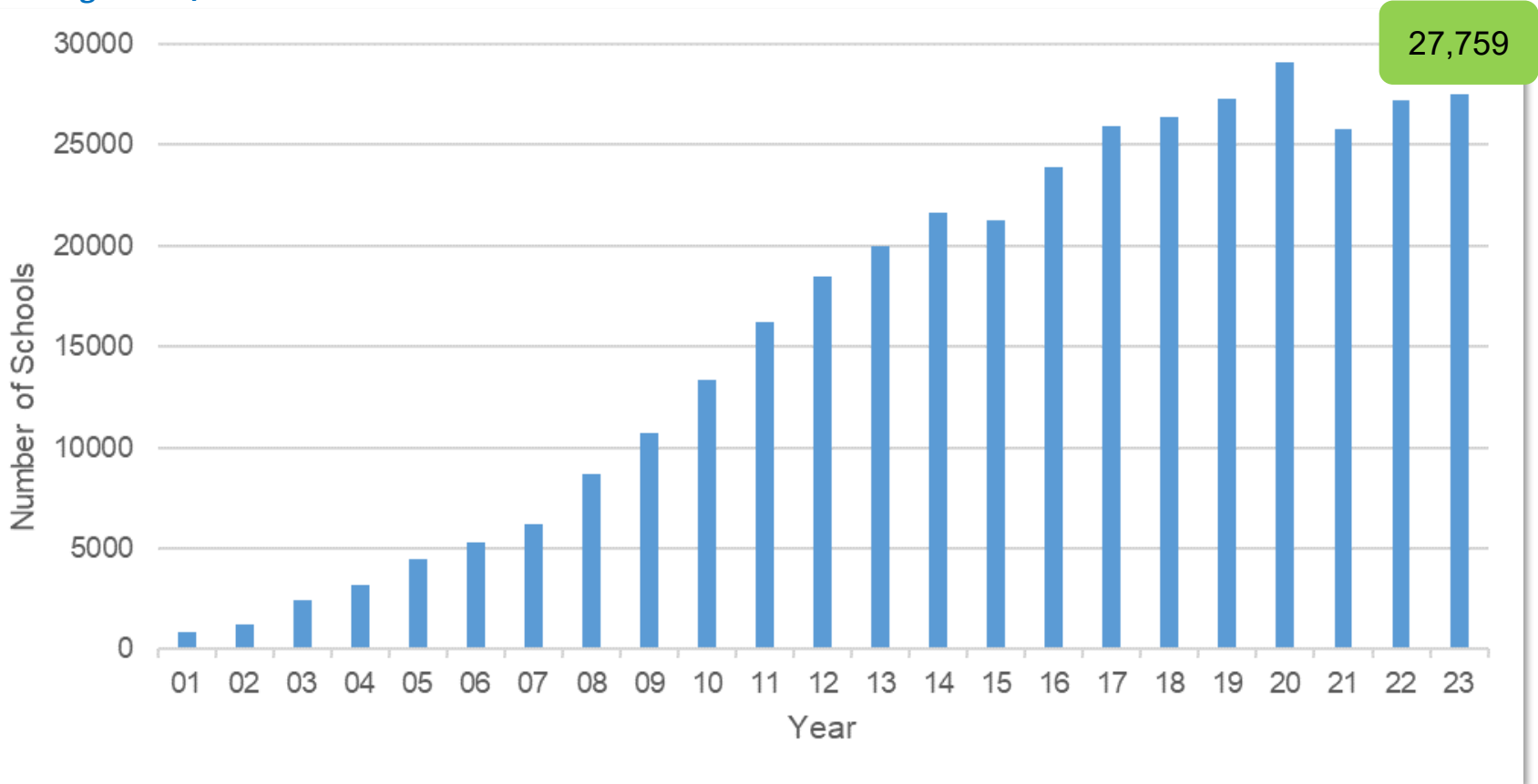
Environment matters

PBIS works

25 Years of PBIS Implementation

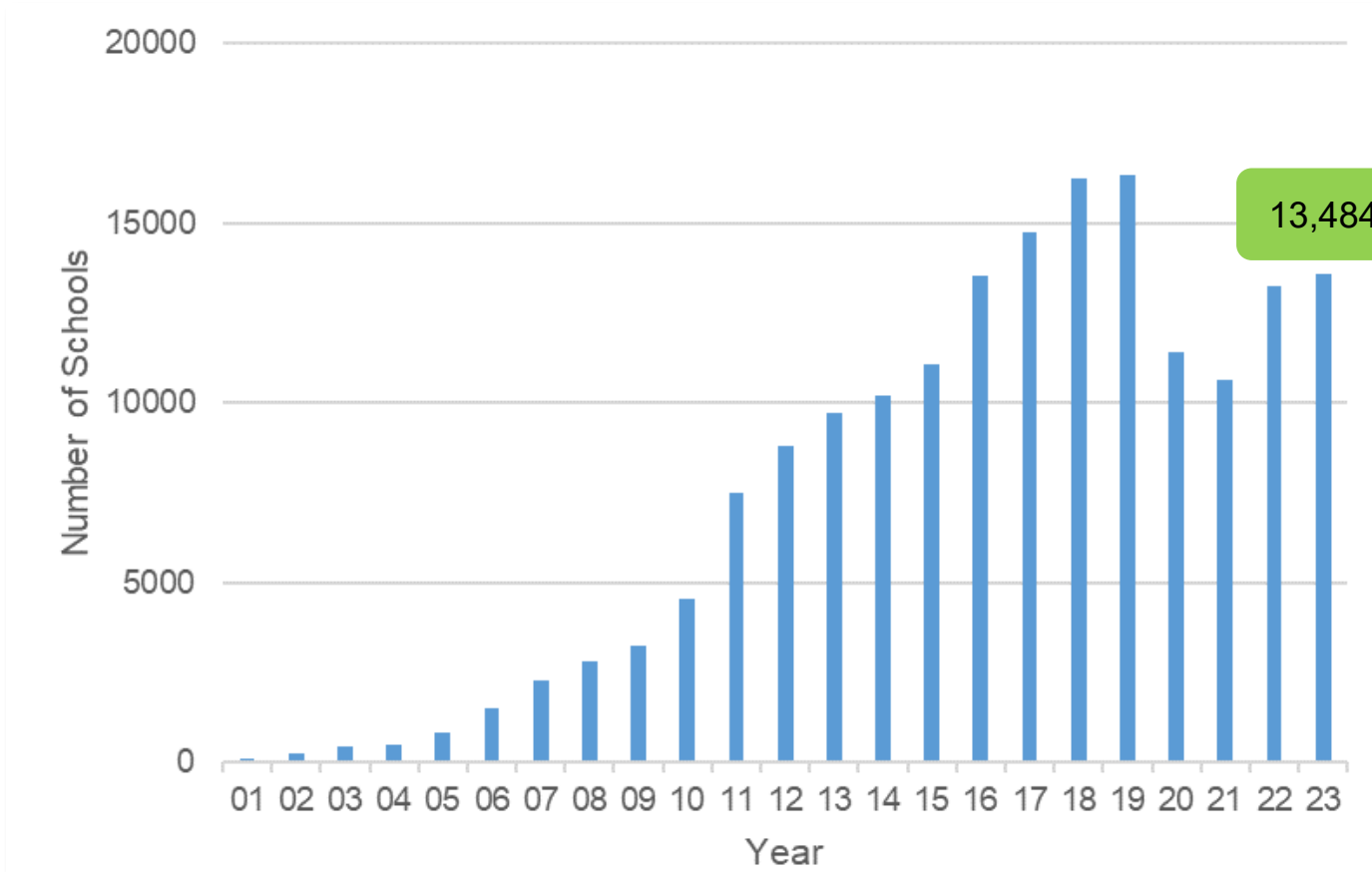
U.S. Schools Using PBIS

August 2024



Fidelity Matters!

U.S. Schools Reporting PBIS Fidelity August 2023





Improved Student Outcomes

academic achievement

(Angus & Nelson, 2021; Horner et al., 2009; Lassen et al., 2006; Nelson et al., 2002)

prosocial behavior

(Metzler et al., 2001; Nelson et al., 2002)

attendance

(Flannery et al., 2020; Freeman et al., 2015*)*

emotional regulation

(Bradshaw, Waasdorp, & Leaf, 2012)

reduced bullying behaviors

(Ross & Horner, 2009; Waasdorp, Bradshaw, & Leaf, 2012)

decreased rates of drug/alcohol use

(Bastable et al., 2015; Bradshaw et al., 2012)*

social & academic outcomes for SWDs

(Lewis, 2017; Tobin, Horner, Vincent, & Swain-Bradway, 2012)



Reduced Exclusionary Discipline

office discipline referrals

(Bradshaw, Mitchell, & Leaf, 2010; Bradshaw et al., 2012; Bradshaw et al., 2021 Elrod et al., 2022*; Flannery et al., 2014*; Freeman et al., 2015*; Horner et al., 2005; Horner et al., 2009; Lee & Gage, 2020; Metzler et al., 2001; Nelson et al., 2002; Solomon et al., 2012)*

suspensions

(Bradshaw, Mitchell, & Leaf, 2010; Freeman et al., 2015; *Gage et al., 2018; Gage et al., 2019; Nelson, 1996; Nelson et al., 2002; Solomon et al., 2012)*

restraint and seclusion

(Reynolds et al., 2016; Simonsen, Britton, & Young, 2010)

racial inequities

(Fox et al., 2021; Gion et al., 2022; McIntosh et al., 2018; McIntosh et al., 2021a; McIntosh et al., 2021b; Muldrew & Miller, 2021; Payno-Simmons, 2021; Swain-Bradway et al., 2019)



Improved Teacher Outcomes

teacher efficacy & well-being

(Kelm & McIntosh, 2012; Ross & Horner, 2006; Ross, Romer, & Horner, 2012)

teacher-student relationships

(Candliffe et al., 2022)

student engagement & instructional time

(Algozzine & Algozzine, 2007; Candliffe et al., 2022; Flannery et al., 2020)*

school culture & organizational health

(Bradshaw et al., 2008; Bradshaw et al., 2009; McIntosh et al., 2021; Meng et al., 2016)

climate & safety

(Elrod et al., 2022; Horner et al., 2009; McIntosh et al., 2021)*

When Implementing Positive Behavior Interventions and Supports (PBIS) with Fidelity

Statistically Significant Outcomes of PBIS in High Schools



Reduced

Use of exclusionary discipline

(Bradshaw et al., 2021; Elrod et al., 2022; Flannery et al., 2014; Freeman et al., 2015a)

Alcohol and other drug use

(Bastable et al., 2015)

Improved

Attendance

(Flannery et al., 2020; Freeman et al., 2015b)

Student engagement

(Flannery et al., 2020)

School climate

(Elrod et al., 2022)


What is PBIS?

SWPBS aka MTSS, SWPBIS, MTSS-B, MTBF, RTI-B...

Framework for enhancing adoption & implementation of



Continuum of evidence-based interventions to achieve

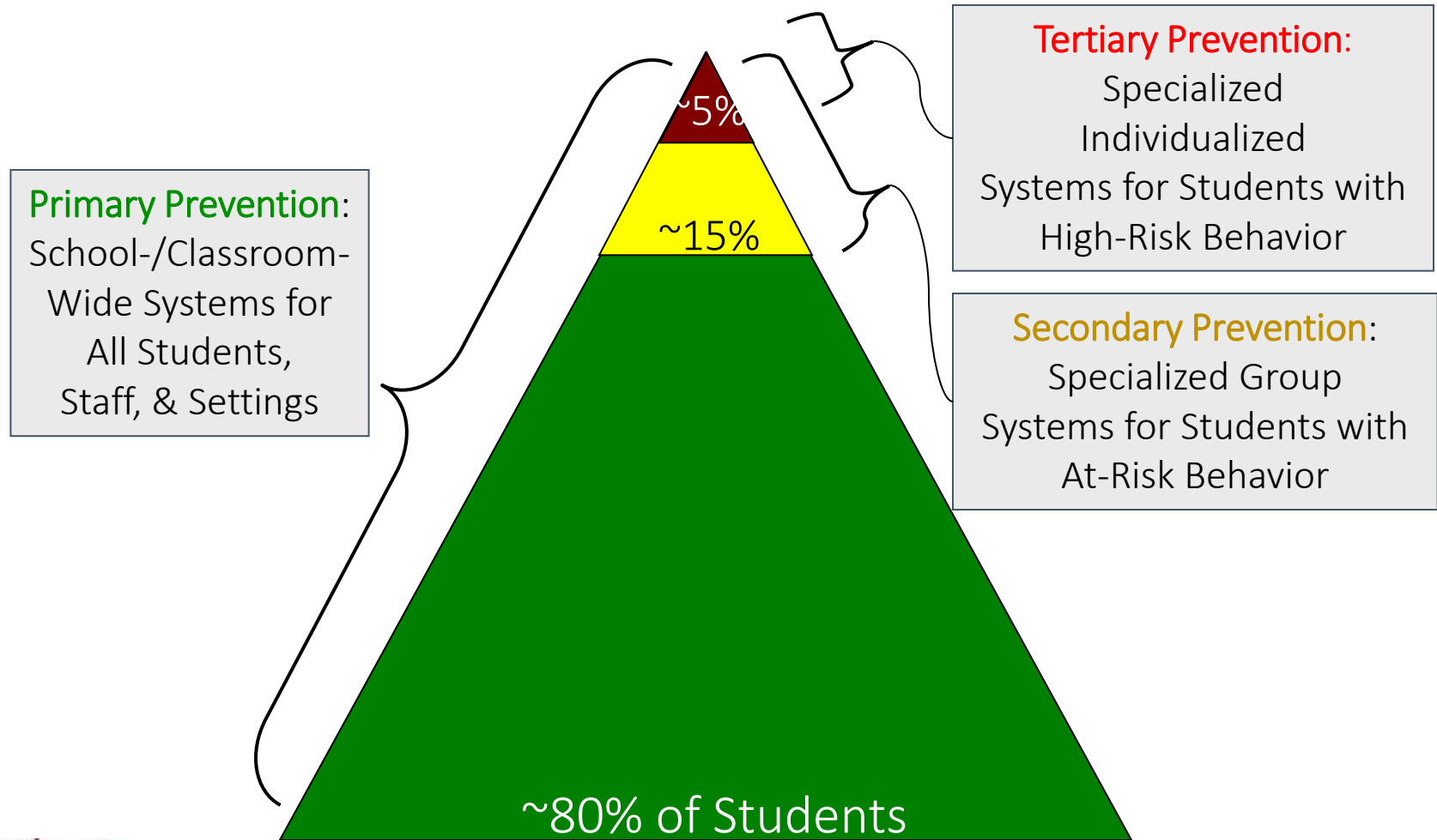


Academically & behaviorally important outcomes for



All students

Continuum of Positive Behavior Support

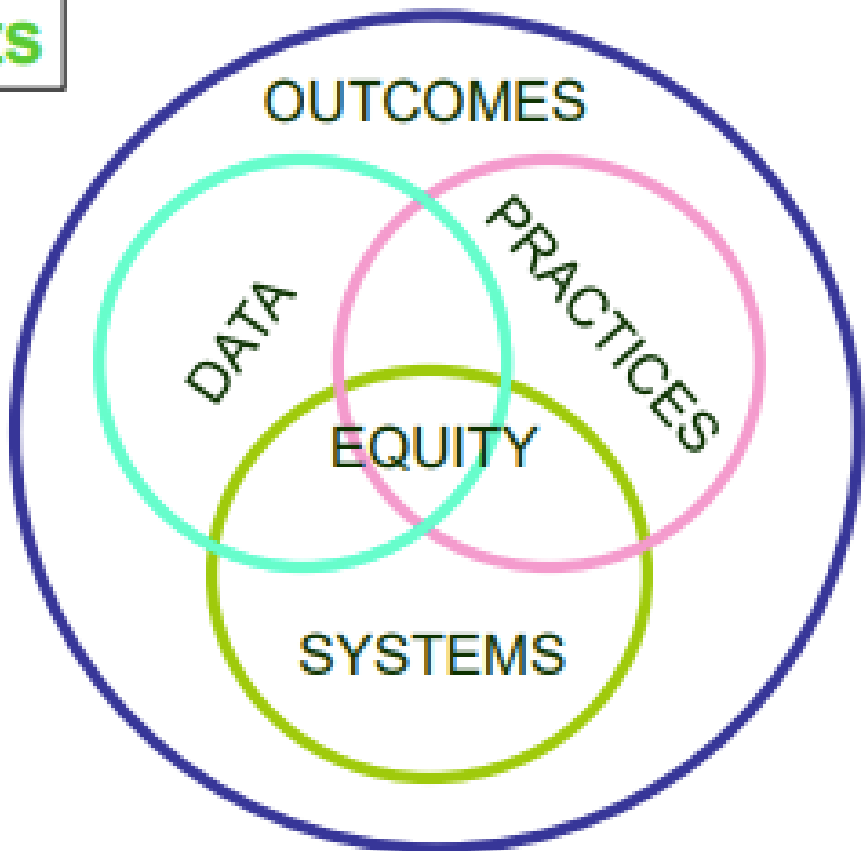


**PBIS
Elements**

High Expectations
for Each Student



Disaggregate
All Data by
Student Group



Adapt
Practices
to Meet
Needs
and Values

Support Educators
through Equity-focused PD



Focusing On Tier 1

6 Components of School-Wide Behavior Support

1. Statement of Purpose (common approach discipline)



2. Clearly defined expected behavior



3. Procedures for teaching expected behavior



4. Continuum of procedures for encouraging expected behavior

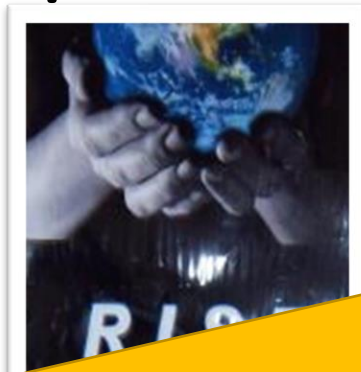


5. Continuum of procedures for discouraging problem behavior

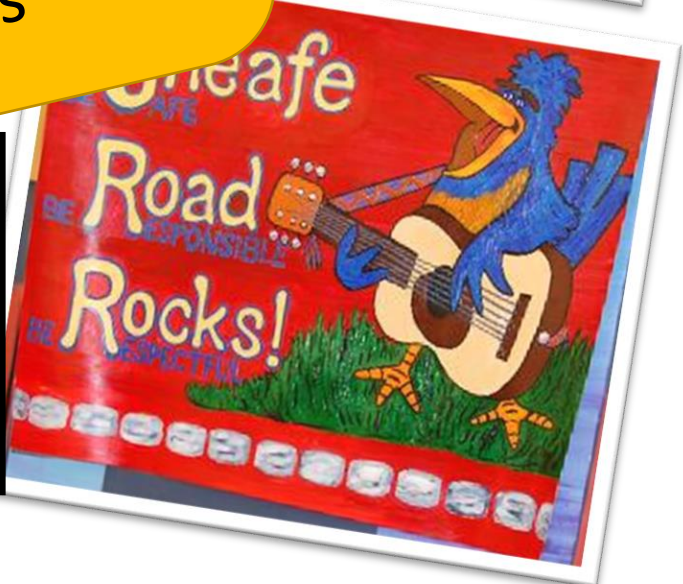


6. Procedures for record keeping and decision making

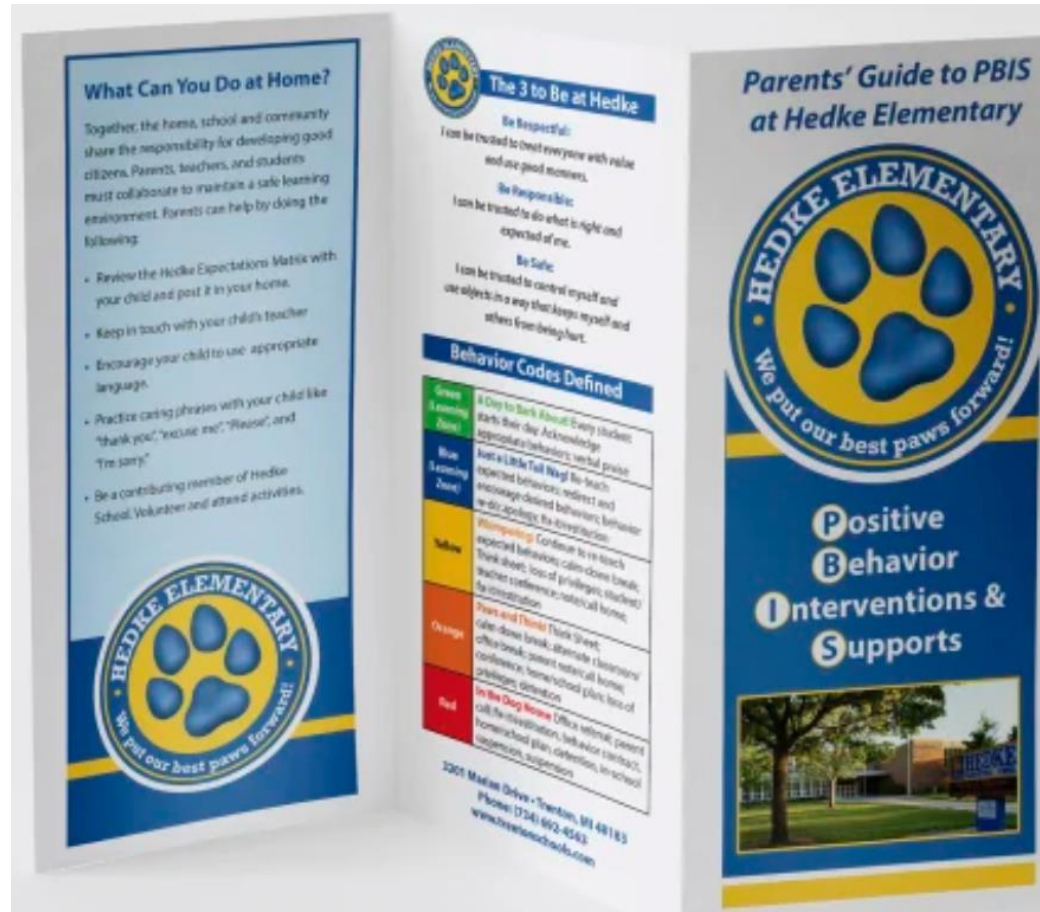
Core Values / Expectations



Expectations create a common language among everyone! Staff, students, parents, visitors

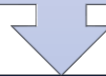


Parent's Guide to involve families



6 Components of School-wide Behavior Support

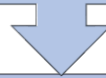
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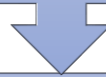
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6. Procedures for record keeping and decision making

Expectations Everywhere



NOTICE
PLEASE BE SURE TO
FLUSH THE TOILET
WHEN FINISHED

Theater Rules:
No Texting or Talking on your Phone
Clean Up at the End of your Showing
Have Fun & Enjoy the Movie!
★★★★★

PARK RULES

- Park for use by residents only
- Park and playground close at sunset
- Use playground equipment at your own risk
- Adult supervision required
- No littering
- No motorized vehicles
- No fires
- No hessplay or fighting
- No alcoholic beverages
- No glass containers

ANYONE DAMAGING PROPERTY OR VIOLATING PARK RULES WILL BE PROSECUTED

BOW-TIE CINEMAS
HELP EVERYONE STAY HEALTHY & SAFE

Click Here to Learn More About Our Safe Cinema Preparations

EMPLOYEES MUST WASH HANDS BEFORE RETURNING TO WORK

FACE MASK OR FACE COVERING MUST BE WORN TO ENTER
MASCARILLA O COBERTURA FACIAL ES OBLIGATORIA PARA ENTRAR

NO SHIRT SHOES SERVICE

NO CELL PHONE USE

NO SMOKING

SAFETY FIRST

THE FOLLOWING CHEMICAL PPE IS REQUIRED: GOGGLES, FACE SHIELD & CHEMICAL PROTECTIVE GEAR

Establishing
Expected
Behaviors



Mrs. Mutner liked to go over a few of her rules on the first day of school.

Behavior Matrix



Sheafe Road Behavior Matrix

Level of Voices
 0 – no voice (silent) = quiet, no talking
 1 – buddy voice (low voice or whisper)
 2 – table voice (conversation)
 3 – class voice (presentation)
 4 – recess voice (outside)


	Be Safe	Be Responsible	Be Respectful
Hallway	<ul style="list-style-type: none"> Walk to the right side Face forward Footstep away from peers (personal space) Shoelaces tied 	<ul style="list-style-type: none"> Stay with your class or group Follow teacher Return equipment quickly 	<ul style="list-style-type: none"> Level 0 voice <u>on line</u> Level 1 voice with buddy or teacher Keep hands and feet to yourself Keep hallways, walls and doors clean
Cafeteria	<ul style="list-style-type: none"> Use appropriate voice Use appropriate language Use appropriate manners Use appropriate behavior Use appropriate equipment Use appropriate materials Use appropriate supplies Use appropriate utensils Use appropriate containers Use appropriate dishes Use appropriate cups Use appropriate spoons Use appropriate forks Use appropriate knives Use appropriate napkins Use appropriate paper plates Use appropriate paper cups Use appropriate paper plates Use appropriate paper cups Use appropriate paper plates Use appropriate paper cups 	<ul style="list-style-type: none"> Use appropriate voice Use appropriate language Use appropriate manners Use appropriate behavior Use appropriate equipment Use appropriate materials Use appropriate supplies Use appropriate utensils Use appropriate containers Use appropriate dishes Use appropriate cups Use appropriate spoons Use appropriate forks Use appropriate knives Use appropriate napkins Use appropriate paper plates Use appropriate paper cups Use appropriate paper plates Use appropriate paper cups Use appropriate paper plates Use appropriate paper cups 	<ul style="list-style-type: none"> Level 2 voice Use only your own food Follow all adult directions Use good manners
Recess and Playground	<ul style="list-style-type: none"> Use appropriate voice Use appropriate language Use appropriate manners Use appropriate behavior Use appropriate equipment Use appropriate materials Use appropriate supplies Use appropriate utensils Use appropriate containers Use appropriate dishes Use appropriate cups Use appropriate spoons Use appropriate forks Use appropriate knives Use appropriate napkins Use appropriate paper plates Use appropriate paper cups Use appropriate paper plates Use appropriate paper cups Use appropriate paper plates Use appropriate paper cups 	<ul style="list-style-type: none"> Use appropriate voice Use appropriate language Use appropriate manners Use appropriate behavior Use appropriate equipment Use appropriate materials Use appropriate supplies Use appropriate utensils Use appropriate containers Use appropriate dishes Use appropriate cups Use appropriate spoons Use appropriate forks Use appropriate knives Use appropriate napkins Use appropriate paper plates Use appropriate paper cups Use appropriate paper plates Use appropriate paper cups Use appropriate paper plates Use appropriate paper cups 	<ul style="list-style-type: none"> Level 4 voice Include others in your play Take turns and share Use kind words Fair team making
Buses and Vans	<ul style="list-style-type: none"> Level 1 voice Be seated Face front with feet on the floor Backpack on your back, or under seat Keep your hands, feet, and objects to yourself Walk on the sidewalk away from the curb 	<ul style="list-style-type: none"> Level 1 voice Stay seated in chosen or assigned seat Report problems to bus driver when the bus has stopped Take all your belongings with you 	<ul style="list-style-type: none"> Level 1 voice Listen to the bus driver Follow directions Use appropriate language Use good manners Pick up all litter

Expectations should be defined using positive, proactive language. What TO DO rather than What NOT to do






PLAYGROUND

RESPECT OURSELVES

-  Make safe decisions



RESPECT OTHERS

-  Agree on rules
-  Include others
-  Share the equipment





RESPECT PROPERTY

-  Use equipment properly





SELF TO SELF

-  Respect personal body space
-  Stop, think, and decide before you act



FOLLOW DIRECTIONS

-  Play in assigned areas
-  Line up quickly and quietly

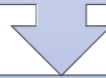


Create Clear Signage

Make your expectations visible to all in important locations!

6 Components of School-wide Behavior Support

1. Statement of Purpose (common approach discipline)



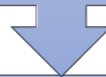
2. Clearly defined expected behavior



3. Procedures for teaching expected behavior



4. Continuum of procedures for encouraging expected behavior



5. Continuum of procedures for discouraging problem behavior



6. Procedures for record keeping and decision making



“If a child doesn’t know how to read, *we teach.*”

“If a child doesn’t know how to swim, *we teach.*”

“If a child doesn’t know how to multiply, *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?”

(Herner, 1998)


Teaching Expected Behaviors



Developing a System for Teaching Appropriate Behavior

Once you have developed school-wide expectations, it is not enough to just post the words on the walls...

**YOU MUST TEACH (and RETEACH)
THEM!**

Effective teachers spend  33% of their time the first days/weeks of each school year teaching expectations & reviewing expectations throughout the year.

(Cotton, 1995)

SHS RULES & EXPECTATIONS

LUNCHROOMS

LOBBY, HALLWAY, STAIRWELL

CLASSROOMS

BATHROOMS

be
Safe

- Get permission/ pass from adult to leave the lunchroom.

- Move promptly through the stairwells.
- Respect others' personal space and property.
- Keep personal items secure.

- Be honest.
- Know and follow room and school rules.
- Clean up after yourself.

- Report safety/property destruction issues.
- Keep main door open.
- Wash your hands.

2. NATURAL CONTEXT

1. SOCIAL SKILL

be
Responsible

- Know and throw

- Carry a signed pass.
- Move to class promptly by the most direct route.
- Avoid being a distraction to classrooms.
- Clean up after yourself.

- Be prepared with assignments and materials.
- Be on time.
- Avoid being a distraction in class.
- Do your best.

- Flush the toilet.
- Throw out your trash.
- Return to class promptly.

3. BEHAVIOR EXAMPLES

be
Respectful

- Accept positive and negative consequences for your choices without arguing or complaining.
- Use respectful language and volume.
- Speak politely with adults and peers.
- Be friendly.
- Respect property.

- Accept positive and negative consequences for your choices without arguing or complaining.
- Use respectful language and volume.
- Speak politely with adults and peers.

- Accept positive and negative consequences for your choices without arguing or complaining.
- Use respectful language and volume.
- Speak politely with adults and peers.
- Take an active, positive role in classroom activities.
- Follow and respond appropriately to adult directions.
- Encourage others to do their best.

- Accept positive and negative consequences for your choices without arguing or complaining.
- Use respectful language and volume.
- Speak politely with adults and peers.
- Keep bathrooms clean and free from graffiti.

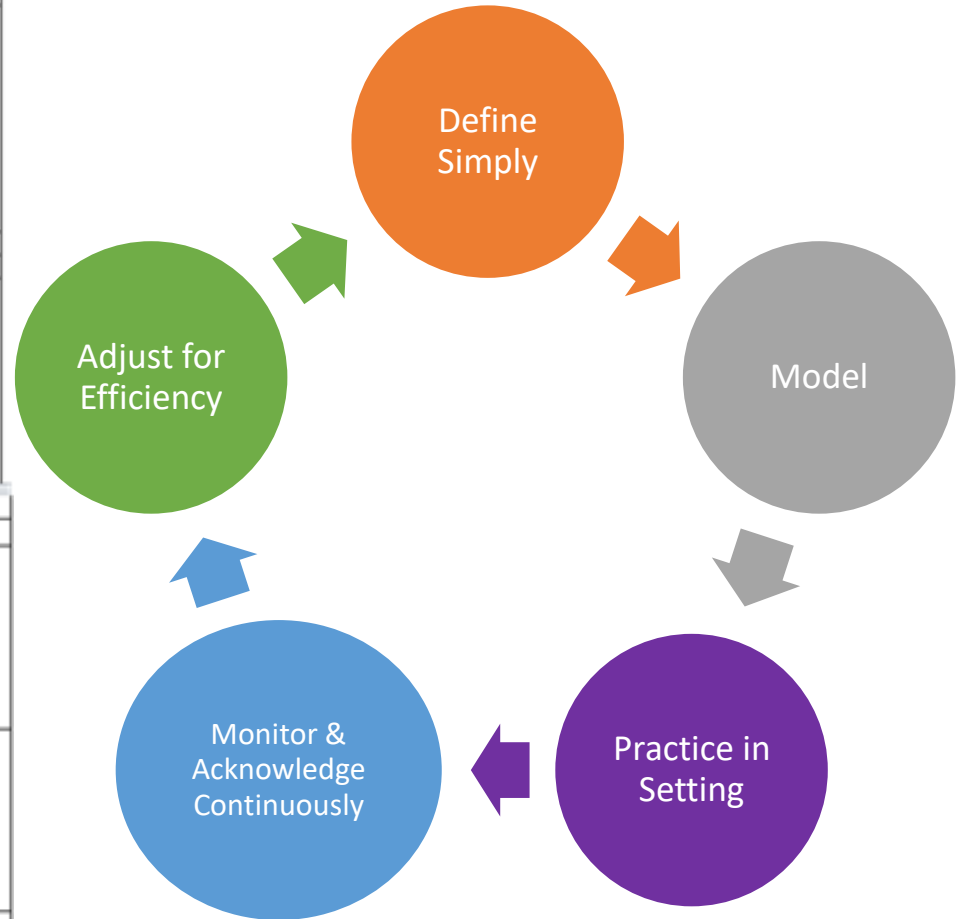
Teaching Academics & Behaviors

Behavioral Expectation: Bus Expectations

SETTING: Bus		
PROCEDURES:		
<ul style="list-style-type: none"> - Walk to the bus - Walk up the stairs - Walk to assigned seat - Sit in assigned seat - Put bag/items in appropriate place - Buckle seatbelt - Stay seated and buckled, until you are home - Follow directions first time given 		

EXPECTATIONS:		
Be Safe	Be Kind	Be Responsible
<ul style="list-style-type: none"> ✓ Walk at all times ✓ Keep hands, feet and objects to self ✓ Face forward ✓ All pencils, crayons, toys, etc. put in bag ✓ Stay seated and buckled until you are home 	<ul style="list-style-type: none"> ✓ When given permission to speak, use kind words ✓ Use appropriate tone of voice 	<ul style="list-style-type: none"> ✓ Follow directions first time given ✓ Keep all items with you ✓ Stay in assigned seat

TEACHING EXAMPLES:		
Positive Examples:		
<ol style="list-style-type: none"> 1. Walking to/on the bus 2. Buckling seatbelt and sitting facing forward 3. Feet on the floor 4. Keeping materials with you/ in bag 5. Keeping hands, feet and objects to self 6. Using kind words/appropriate tone of voice 		
Negative Examples:		
<ol style="list-style-type: none"> 1. Running, skipping and hopping 2. Unbuckling seatbelt and turning around 3. Feet on the seats 4. Fooling with materials 5. Touching others 6. Saying unkind words/yelling 		
STUDENT ACTIVITIES:		
<ol style="list-style-type: none"> 1. Brainstorm/discuss how to be "safe" during the bus ride and write on board/chart paper 2. Teacher models expectations 3. Students act out positive examples 		



Involve students in modeling expectations by creating materials and videos



<https://youtu.be/Ddk0B-LirY?t=130>

Example Teaching Video

BEHAVIORAL REFRESHERS

Jeopardy

School-wide Kick
off/Pep Rally

Peer Leaders

Word
Searches




Create rap
song/video

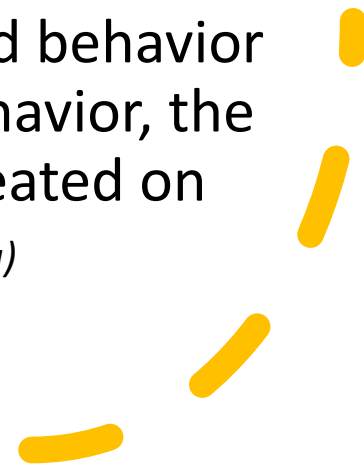
Themed
Months/Weeks

Practicing
Expected
Behaviors is
the key to
helping
students get it
“right”!



Why Spend time on teaching and practicing behavior?

- **Behaviors are prerequisites for academics** (hand raising, tracking speaker, turning in work, getting supplies)
- **Procedures and routines create structure** (students thrive on structure)
- **Repetition is key to learning new skills:**
 - For a child to *learn something new*, it needs to be repeated on average of  8 times
 - Adults average  25 - Joyce and Showers, 2006
 - For a child to *unlearn* an old behavior and replace with a new behavior, the new behavior must be repeated on average  28 times (*Harry Wong*)



Once we teach,
we want to
“Prompt” (or pre-
correct the
students of the
rule) before they
make a mistake



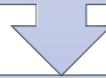
Provide students with visual prompts
(e.g., posters, illustrations, etc).

Provide students with verbal reminders



6 Components of School-wide Behavior Support

1. Statement of Purpose (common approach discipline)



2. Clearly defined expected behavior



3. Procedures for teaching expected behavior



4. Continuum of procedures for encouraging expected behavior



5. Continuum of procedures for discouraging problem behavior

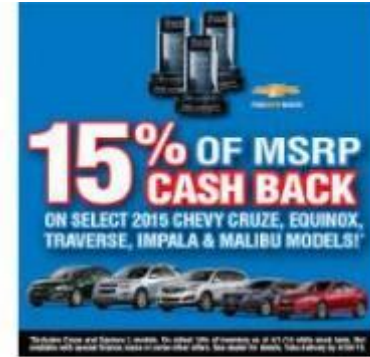


6. Procedures for record keeping and decision making

Acknowledging Expected Behaviors



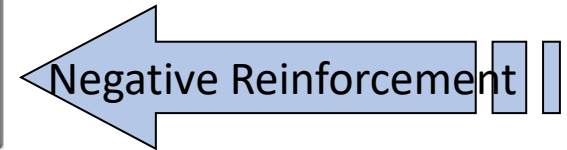
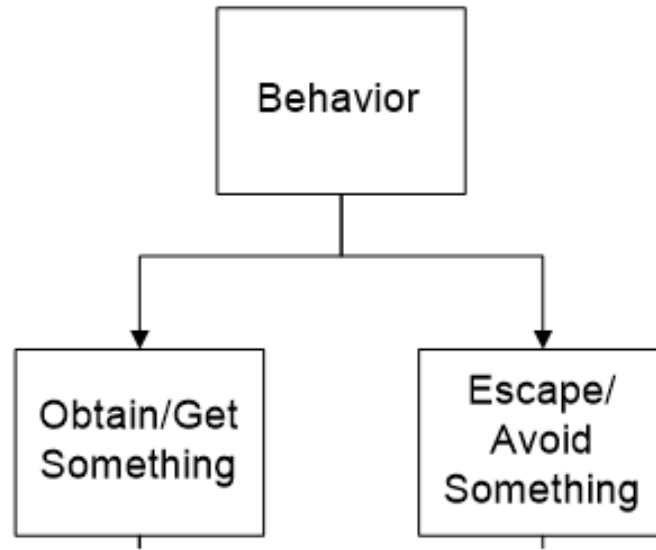
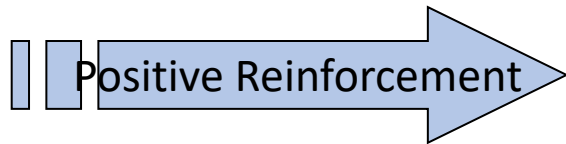
Reinforcements Everywhere



2014 - 2015 School Year			
Step	Bachelor's degree Lane 1	Master's degree Lane 2	Master's + 15 credit hours Lane 3
1	\$50,853	\$54,181	\$55,916
2	\$51,508	\$55,096	\$56,850
3	\$52,728	\$56,236	\$57,990
4	\$53,984	\$57,493	\$59,247



All Behavior Serves a Function: To get something or avoid something



Remember: Negative Reinforcement makes behavior stronger too.
We REMOVE or escape from things we don't like.

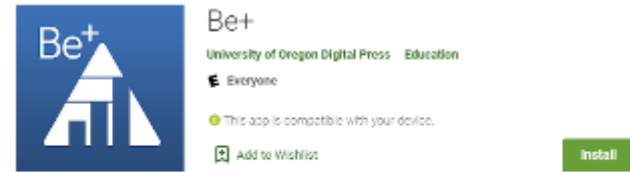
The quickest way to change behavior...in anyone



Research indicates that you can improve behavior by 80% just by pointing out what someone is doing correctly

Laura Riffel, OSEP

Receive Frequent Recognition



**Success
(acknowledgement)**

4 : 1

**Failure
(punishment)**

(Scott, 2008)



What really matters
is the positive social
acknowledgement
& interaction!!



By reinforcing expected behavior we encourage students to repeat that behavior



Extrinsic Reinforcement in School



VERBAL
PRAISE



NON-VERBAL
PRAISE



GRADES



TICKETS /
DOJO POINTS



STAR / STICKER /
√+



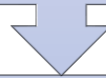
ATTENDANCE
REWARD



HONOR ROLL

6 Components of School-wide Behavior Support

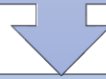
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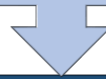
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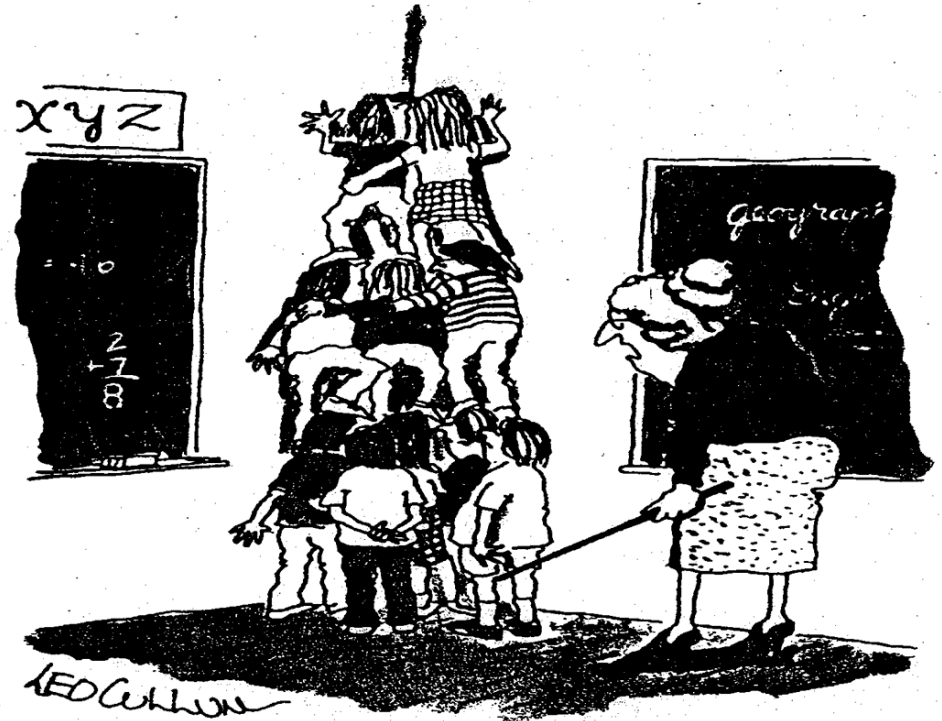


5. Continuum of procedures for discouraging problem behavior



6. Procedures for record keeping and decision making

Discouraging Inappropriate Behaviors



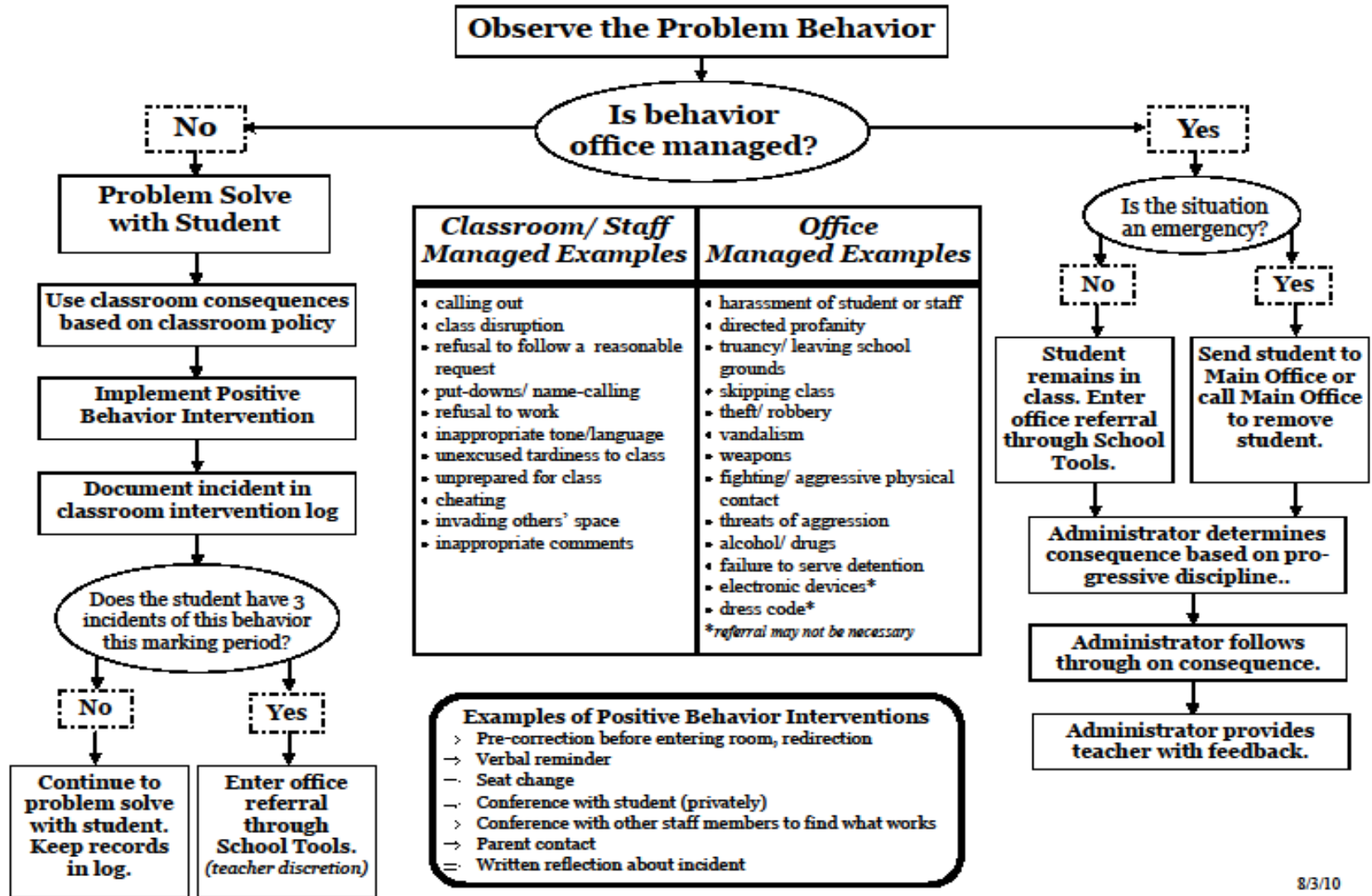
"This is the worst class I've ever had."

Clear Definitions for Problem Behavior

Minor Offense	Major Offense
Teacher handled, no documentation required, teacher discretion for consequences and personal documentation	Referral form completed. Administrator assigns consequence (with teacher input). Administrator communicates to teacher about situation.
Defiance	
Student engages in brief or low-intensity failure to follow directions or talks back.	Student engages in repeated refusal to follow directions or talks back.
Disrespect	
Student delivers low-intensity , socially rude or dismissive messages to adults or students.	Student delivers repeated socially rude or dismissive messages to adults or students.
Disruption	
Student engages in low-intensity , but inappropriate disruption. (tapping, huffing, banging materials)	Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.
Inappropriate Language	
Student engages in low-intensity instance of inappropriate language.	Student delivers repeated verbal messages that include swearing, name calling, or use of words in an inappropriate way.
Fighting/Physical Altercation	
Pre-fight aggressive posturing, wrestling, bumping into others, innocent but unacceptable horseplay	Hitting or kicking; encouraging another to fight; retaliating, physically harming another person.
Threat (to staff, to student, verbal, written)	
A statement of intention to damage something belonging to others	A statement of intention to inflict hostile action on someone . (injury)
Vandalism (personal, school)	
Thoughtlessly or “ accidentally ” damaging property. (ex. While storming around a classroom student bumps into an easel and knocks it over and it breaks)	Purposefully damaging or defacing the school or others property.

Discourage Inappropriate Behavior

Ellenville Middle School PBIS Student Behavior Management Process



Office Discipline Referrals

R.O.A.R.S.

Oliver Wendell Holmes Elementary - Disciplinary Referral Form

Student's Name _____ Grade _____ Date _____
 Reporting Staff _____ HR# _____ Time _____

LOCATION (Check One)

- | | | | |
|---|-------------------------------------|--|--|
| <input type="checkbox"/> AM Bus | <input type="checkbox"/> Auditorium | <input type="checkbox"/> Gym | <input type="checkbox"/> Playground |
| <input type="checkbox"/> PM Bus | <input type="checkbox"/> Bathroom | <input type="checkbox"/> Library | <input type="checkbox"/> Outside/parking lot |
| <input type="checkbox"/> Walk to School | <input type="checkbox"/> Cafeteria | <input type="checkbox"/> Office | <input type="checkbox"/> Intervention room |
| <input type="checkbox"/> Walk Home | <input type="checkbox"/> Hallway | <input type="checkbox"/> Classroom (# _____) | <input type="checkbox"/> Other _____ |

MINOR BEHAVIORS (Check One)

- Defiance/disrespect/non-compliance
- Disruption
- Physical Contact
- Inappropriate Language
- Inappropriate Location
- Property Misuse
- Other _____

MAJOR PROBLEM BEHAVIORS/ INCIDENTS (Check One- Most Serious)

- | | |
|--|---|
| <input type="checkbox"/> Abusive Language | <input type="checkbox"/> Intimidation/Harassment |
| <input type="checkbox"/> Bullying | <input type="checkbox"/> Leaving Class w/o permission |
| <input type="checkbox"/> Defiance/Insubordination/Non-Compliance | <input type="checkbox"/> Physical Aggression |
| <input type="checkbox"/> Disrespect | <input type="checkbox"/> Vandalism/Prop Damage |
| <input type="checkbox"/> Fighting | <input type="checkbox"/> Weapons Violation |
| <input type="checkbox"/> False Fire Alarm/ Bomb Threat | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Forgery/Theft | |

PERCEIVED MOTIVATION (Check one)

- | | | |
|---|---|---|
| <input type="checkbox"/> Obtain Staff Attention | <input type="checkbox"/> Avoid Peer Attention | <input type="checkbox"/> Unknown Motivation |
| <input type="checkbox"/> Avoid Staff Attention | <input type="checkbox"/> Obtain Item/Activity | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Obtain Peer Attention | <input type="checkbox"/> Avoid Task/Activity | |

OTHERS INVOLVED (Check all that apply)

- | | | |
|--------------------------------|-------------------------------------|--------------------------------------|
| <input type="checkbox"/> Staff | <input type="checkbox"/> Teacher | <input type="checkbox"/> Unknown |
| <input type="checkbox"/> Peers | <input type="checkbox"/> Substitute | <input type="checkbox"/> Other _____ |

RESTRAINT/SECLUSION/ALT SETTING (Check all that apply)

- | | | |
|------------------------------------|--------------------------------------|--------------------------------------|
| <input type="checkbox"/> Escort | <input type="checkbox"/> Restraint | <input type="checkbox"/> Bounce Room |
| <input type="checkbox"/> Seclusion | <input type="checkbox"/> Other _____ | |

BRIEF Description of Incident (continue on back if needed)

ADMINISTRATIVE ACTION (Administrator USE ONLY)

- | | | |
|---|--|---|
| <input type="checkbox"/> Office Time Out | <input type="checkbox"/> Restorative Justice | <input type="checkbox"/> In-School Suspension (# of days _____) |
| <input type="checkbox"/> Reflection/Written Apology | <input type="checkbox"/> Lunch Detention | <input type="checkbox"/> Suspension (hearing) (# of days _____) |
| <input type="checkbox"/> Loss of Privilege | <input type="checkbox"/> Bus Suspension | <input type="checkbox"/> Expulsion (hearing) |
| <input type="checkbox"/> Admin-Student Conference | <input type="checkbox"/> Saturday School | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Parent Conference | <input type="checkbox"/> Counseling Intervention | Family Contact: <input type="checkbox"/> Yes <input type="checkbox"/> No |

Outcome: _____

Administrator Signature Date

Teacher Signature Date

Parent Signature Date

6 Components of School-wide Behavior Support

1. Statement of Purpose (common approach discipline)



2. Clearly defined expected behavior



3. Procedures for teaching expected behavior



4. Continuum of procedures for encouraging expected behavior

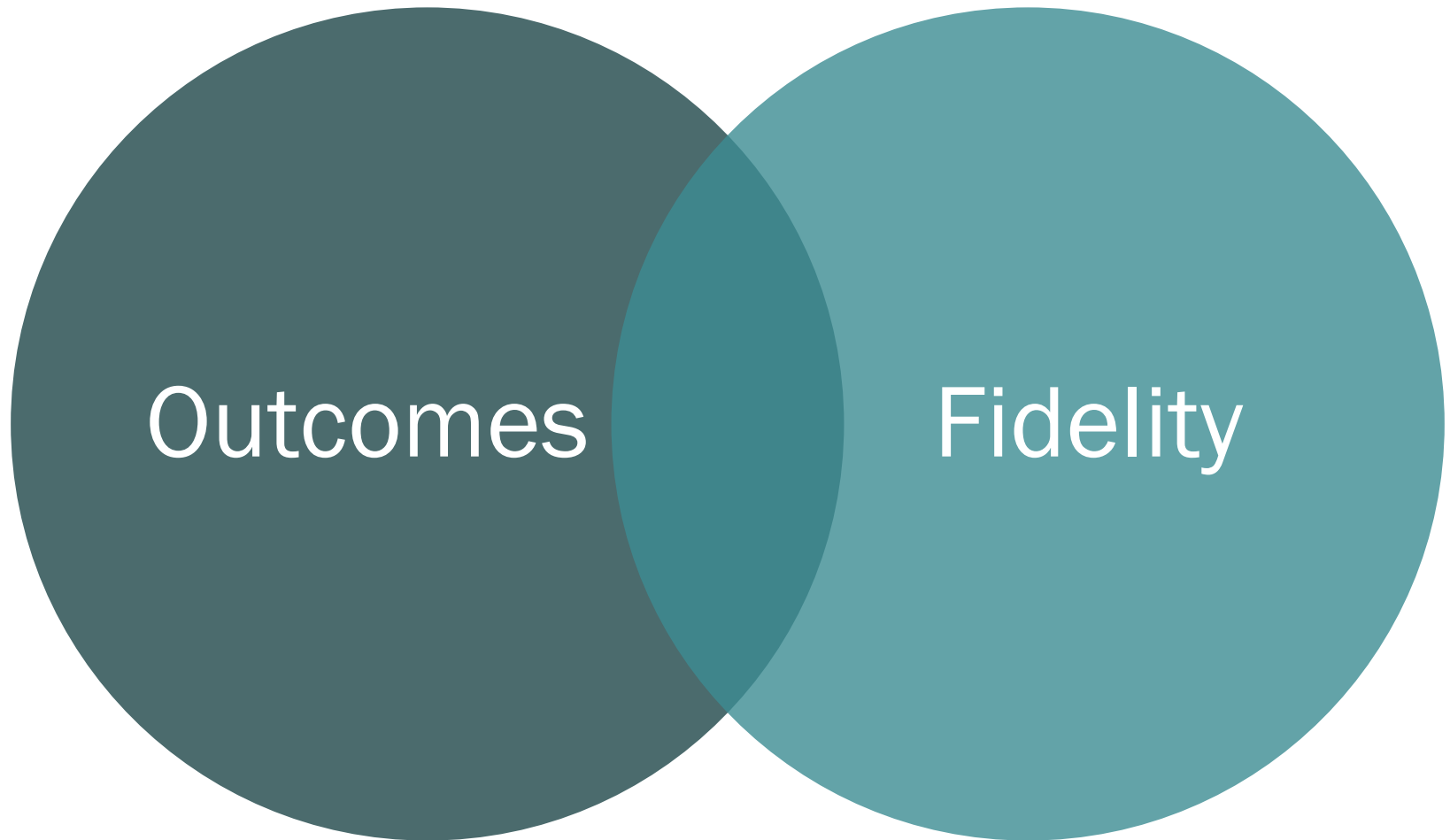


5. Continuum of procedures for discouraging problem behavior



6. Procedures for record keeping and decision making

Types of Data



Discipline Data

DISCIPLINARY REFERRAL

Student: _____ LAST GRADE: _____
 ADDRESS: _____ SCHOOL: _____
 CITY OF SCHOOL: _____ TEACHER: _____

NOTICE TO PARENTS/GUARDIAN:
 1. The student of this referral is to inform you of a disciplinary incident involving the student.
 2. You are asked to appreciate the action taken by the teacher and to cooperate with the correction shown indicated below.

REASONS FOR REFERRAL:

<input type="checkbox"/> Calling Out	<input type="checkbox"/> Lack of Class Materials	<input type="checkbox"/> Disruptive Behavior
<input type="checkbox"/> Excessive Tardiness	<input type="checkbox"/> Lack of Disposition	<input type="checkbox"/> Inappropriate Talking
<input type="checkbox"/> Involvement in Comedies	<input type="checkbox"/> Abuse, Discrimination	<input type="checkbox"/> Mischief
<input type="checkbox"/> Inappropriate to Social Property		

ACTION TAKEN PRIOR TO REFERRAL:

<input type="checkbox"/> Checked Student's History	<input type="checkbox"/> Detained Student After School	<input type="checkbox"/> Held Conference with Parent
<input type="checkbox"/> Held Conference with Student	<input type="checkbox"/> Changed Student's Seat	<input type="checkbox"/> Sent Previous Report Home
<input type="checkbox"/> Suspended Student	<input type="checkbox"/> Referred to Counselor	

PRESENT ACTION AND RECOMMENDATIONS:

<input type="checkbox"/> Student Injured, Injured, Contusion	<input type="checkbox"/> Student Placed on Probation	<input type="checkbox"/> Student Will Make Up To-Be-Completed Class
<input type="checkbox"/> Referring Incident Will Be Resolved		

Comments: _____

Filled with my return Received by returned

Parent Signature: _____ Date: _____
 School Official Signature: _____ Date: _____

THINK SHEET

Name: _____ Date: _____

What were you feeling?

--	--	--	--	--

What happened? (Can be dictated to adult)

What did you want?

<input type="checkbox"/> Attention	<input type="checkbox"/> To cause a problem	<input type="checkbox"/> Control	<input type="checkbox"/> To get out of work
<input type="checkbox"/> Challenge a teacher	<input type="checkbox"/> To get even or revenge	<input type="checkbox"/> To talk to a teacher	<input type="checkbox"/> Other: _____

How did your behavior make other people feel?

<input type="checkbox"/> Happy	<input type="checkbox"/> Sad	<input type="checkbox"/> Confused	<input type="checkbox"/> Angry
<input type="checkbox"/> Scared	<input type="checkbox"/> Unsafe	<input type="checkbox"/> Worried	<input type="checkbox"/> Frustrated

Did you use a coping strategy? Yes or No? If Yes, which one? If No, which one could you have tried?

<input type="checkbox"/> Take 3 deep breaths	<input type="checkbox"/> Ignore	<input type="checkbox"/> Count backwards
<input type="checkbox"/> Move somewhere else	<input type="checkbox"/> Self-talk	<input type="checkbox"/> Do something else
<input type="checkbox"/> Think calm thoughts	<input type="checkbox"/> Talk to teacher	<input type="checkbox"/> Chill - Take a break

What do you need to do now to correct the problem?

<input type="checkbox"/> Apologize (and sorry)	<input type="checkbox"/> Clean up	<input type="checkbox"/> Complete work
<input type="checkbox"/> Make a plan	<input type="checkbox"/> Problem solve	<input type="checkbox"/> Do something nice

Adult Signature: _____ Date: _____
 Time to: _____ Time out: _____

Academic Data

State Testing

Student	Grade	Math	Reading	Writing	Science	History	Art	Music	Physical Education	Health	Language Arts	Math	Reading	Writing	Science	History	Art	Music	Physical Education	Health
Ben Doe	A	85	78	82	75	80	70	75	80	75	80	85	78	82	75	80	70	75	80	75
Emily	B	72	68	70	65	70	60	65	70	65	70	75	70	72	68	70	60	65	70	65
Michael	C	60	55	58	52	55	50	55	60	55	60	65	60	62	58	60	50	55	60	55
Anna	D	45	40	42	38	40	35	40	45	40	45	50	45	48	42	45	35	40	45	40
David	F	30	25	28	22	25	20	25	30	25	30	35	30	32	28	30	20	25	30	25

Attendance Data

Attendance Sheet

Student Name: _____ Teacher/Manager: _____
 Monthly Name: _____ Monthly Total: _____

Student/Employee NAME	P = Present A = Absent U = Unexcused											
	P	A	U	P	A	U	P	A	U	P	A	U
John	P	A	U	P	A	U	P	A	U	P	A	U
Jane	P	A	U	P	A	U	P	A	U	P	A	U
Mike	P	A	U	P	A	U	P	A	U	P	A	U

Other Data

- Nurse visits
- Counselor visits
- Climate surveys

Outcome Data

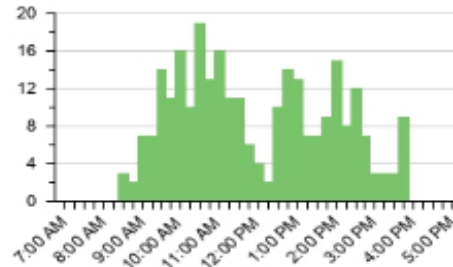
Filling out ODR Forms correctly helps us to make data informed decisions

pbisapps.org

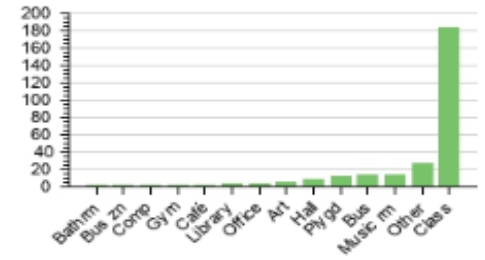
Average Referrals Per Day Per Month



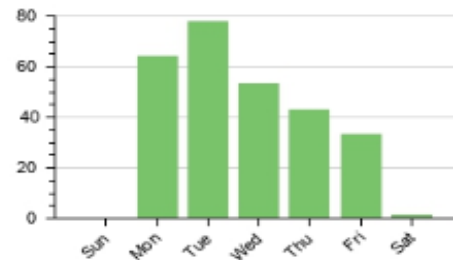
Referrals By Time



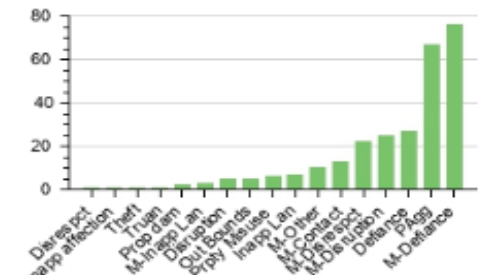
Referrals By Location



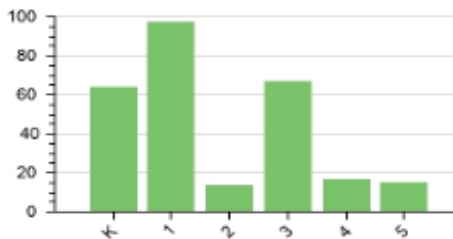
Referrals By Day Of Week



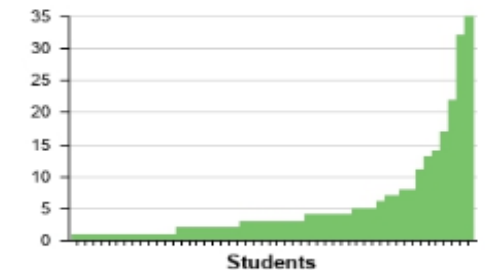
Referrals By Problem Behavior



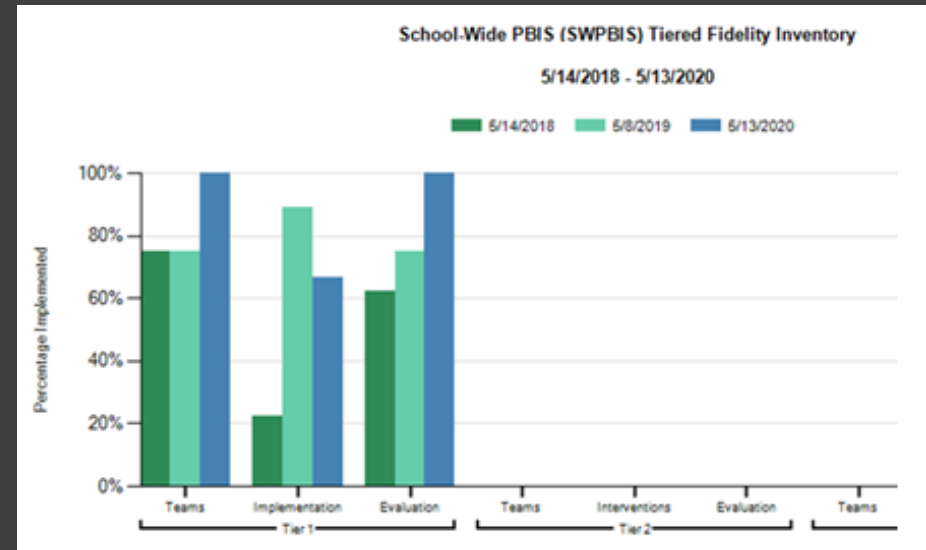
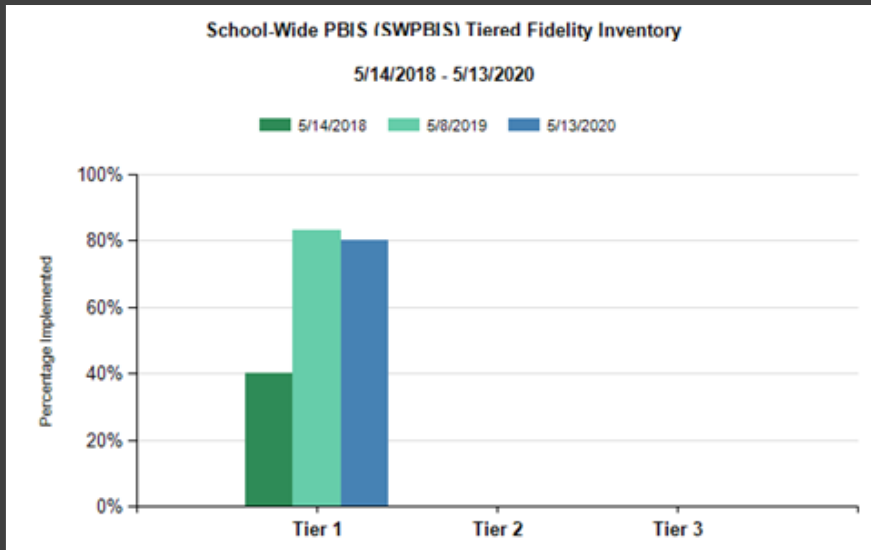
Referrals By Grade



Referrals By Student



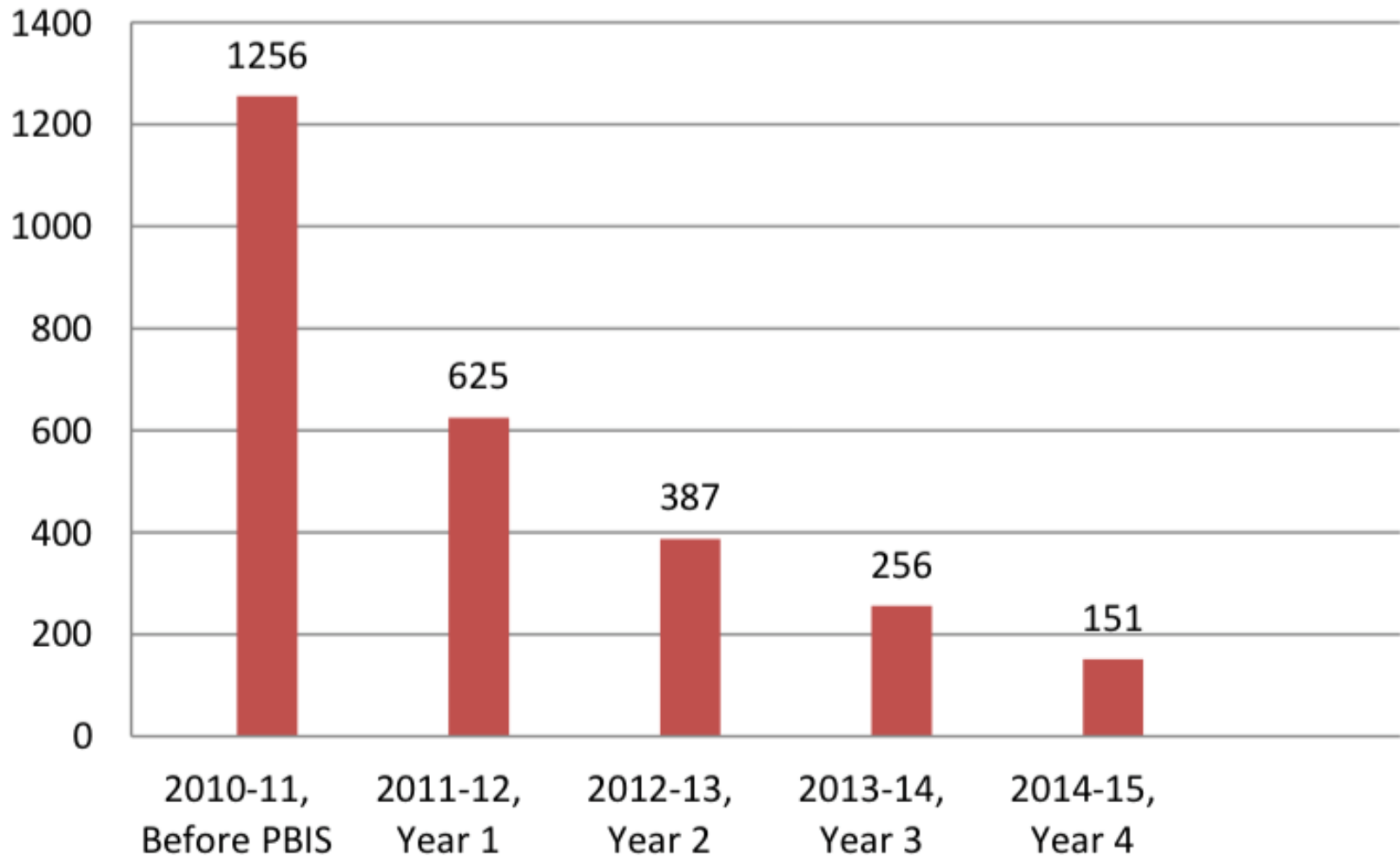
Fidelity Data and Action Planning



Action Planning Form

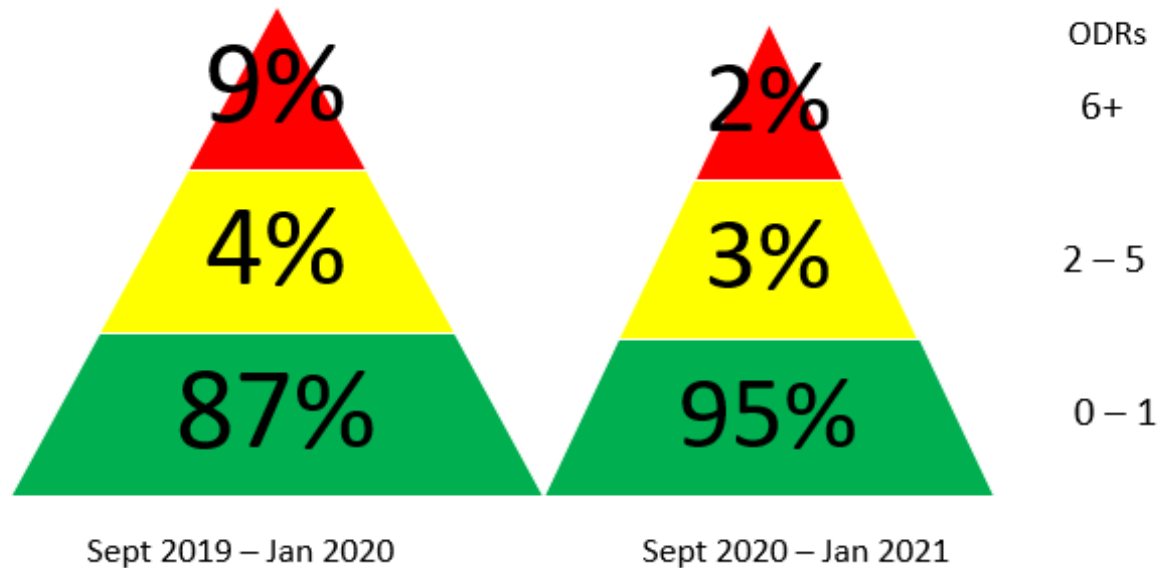
Item	Current Score	Action	Who	When
Tier 1				
1.1 Team Composition				
1.2 Team Operating Procedures				
1.3 Individual Responsibilities				
1.4 Training Opportunities				
1.5 Professional Beliefs, Attitudes				
1.6 Supportive Policies				
1.7 Professional Development				
1.8 Classroom Procedures				
1.9 Reinforcement and Acknowledgment				
1.10 Family Connections				
1.11 Plans for Level of Community Involvement				
1.12 Discipline Plan				
1.13 Data-Based Decision Making				
1.14 Fidelity Plan				
1.15 Annual Evaluation				
Tier 2				

Trailside Point School Office Discipline Referrals



Distribution of ODR's

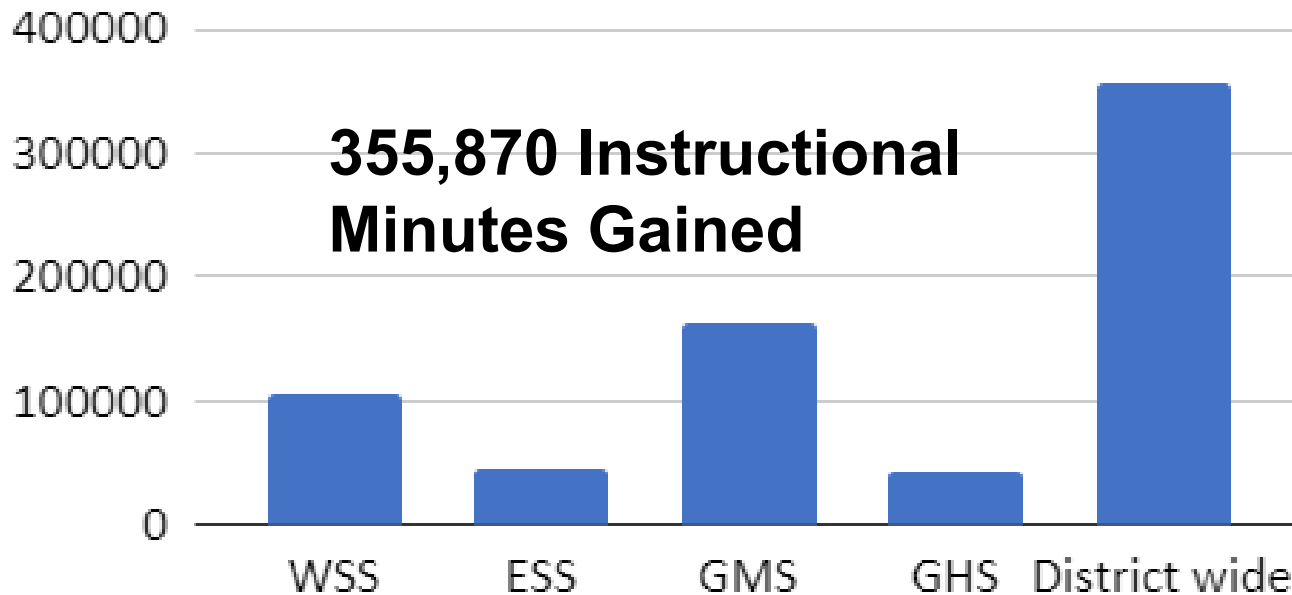
Waterford Street School
Students with Major Office Discipline Referrals
School Year 2019- 2020 vs. 2021 -2022



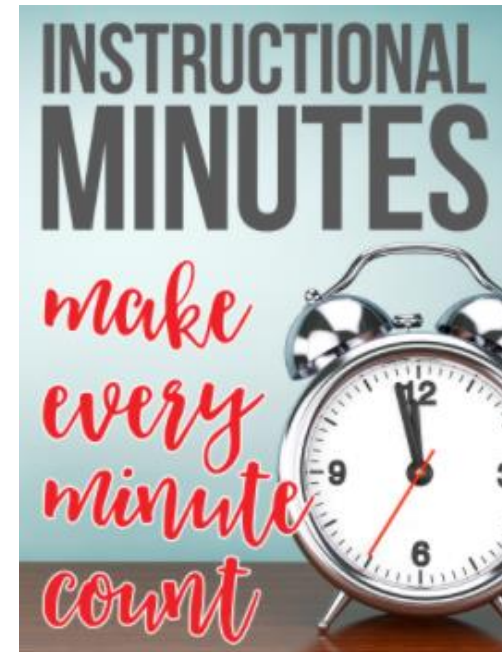
Instructional Minutes Gained From Jan 2021-Feb 2021



Gardner Public Schools Attendance
Instructional Minutes Gained

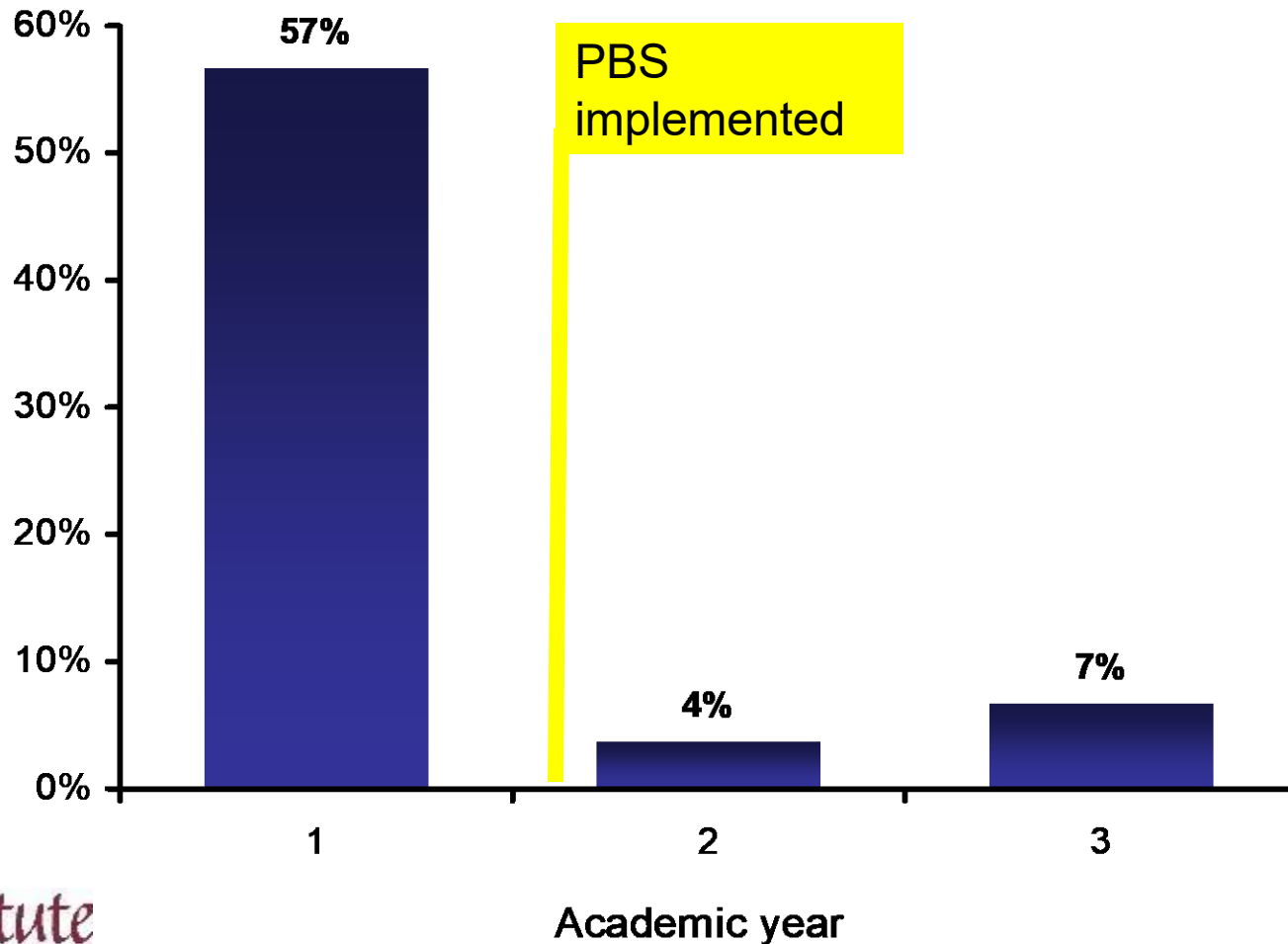


**355,870 Instructional
Minutes Gained**

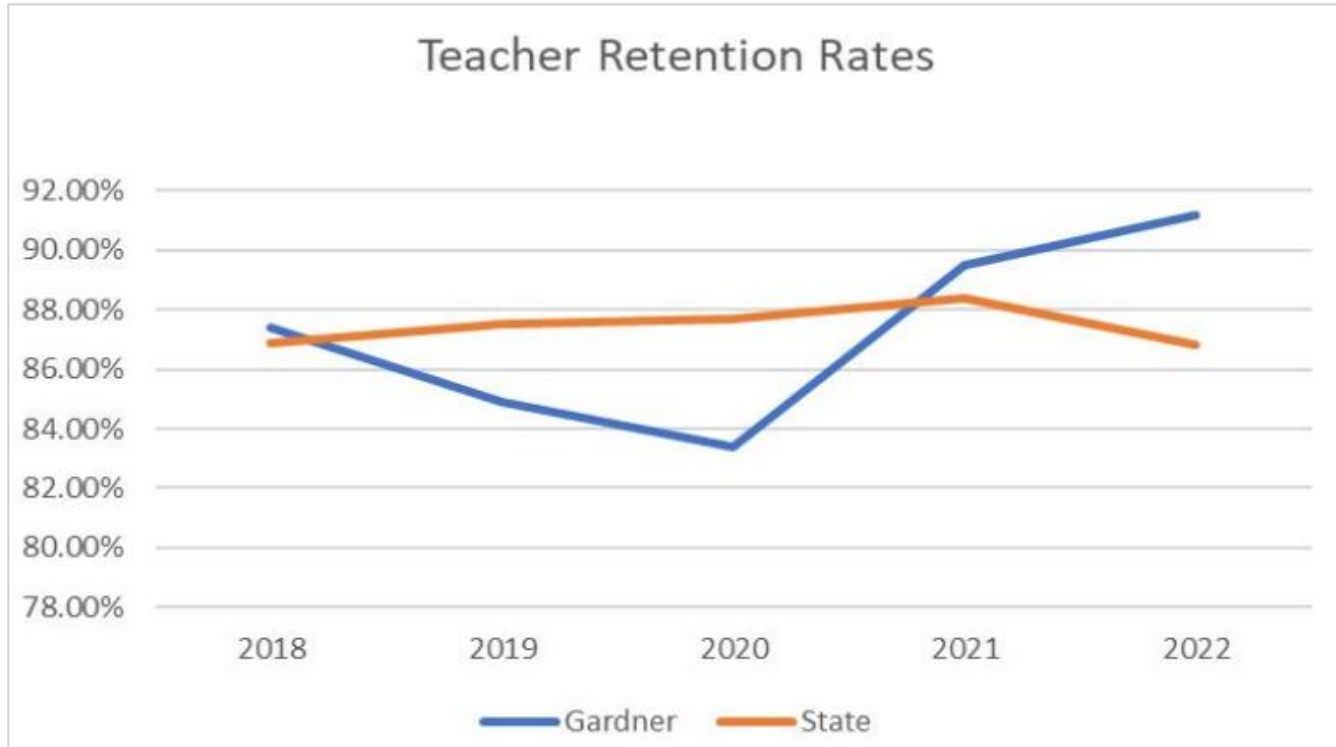
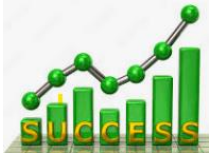


Increase in Teacher Satisfaction

Percentage of Teachers who Reported the School Discipline Plan as Ineffective



Improved Teacher Retention



To Review: PBIS Creates Consistency Throughout the Building



Clear school-wide expectations taught, prompted, and monitored by ALL adults



Consistent structure and routines in classrooms.



Strong acknowledgement system to encourage expected behaviors in class and non-class areas



Clear procedures for correcting inappropriate behavior and reporting or requesting help



Ongoing, consistent use of data to determine “hot spots”

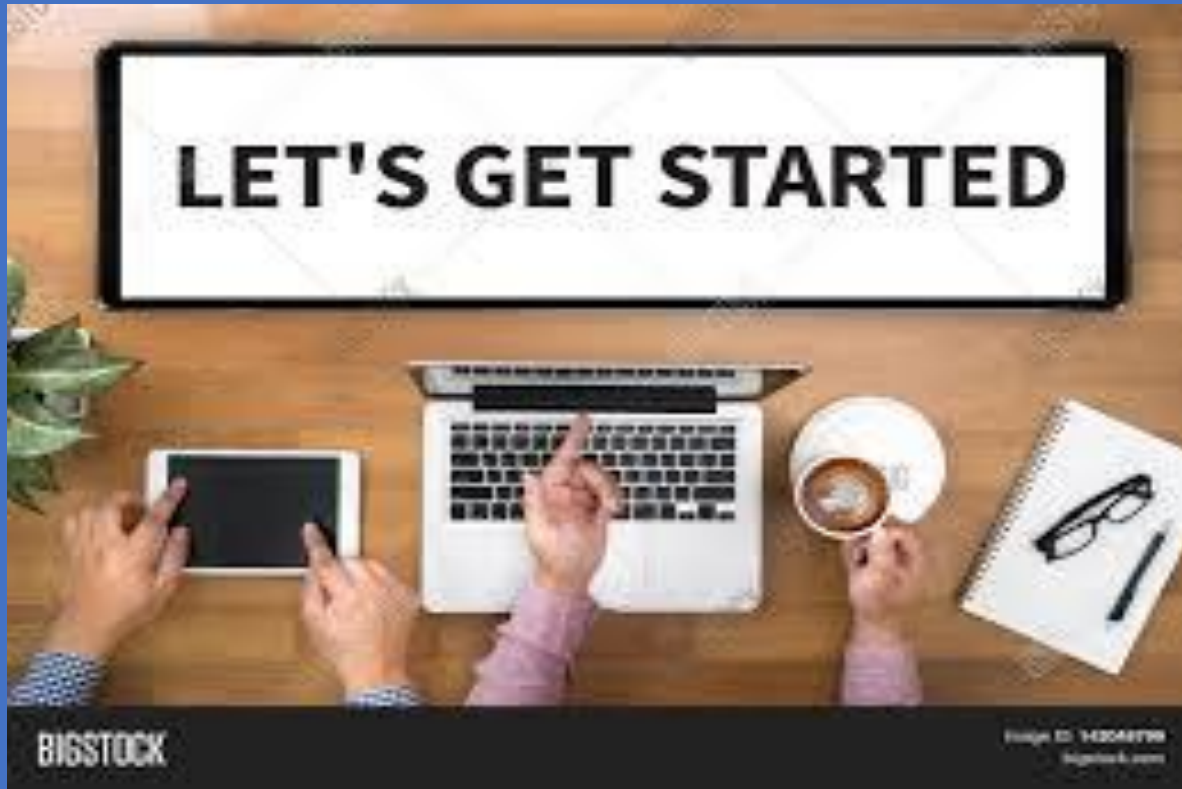


Strong team with admin support to create solutions for problems throughout building.

PBIS is... not a quick fix,
it is ...systems change!

3-5 years for full implementation

If you do what you have always done...
you will get what you've always gotten!



What do we need?

What do You Need to Implement PBIS to Build Capacity with Fidelity and Sustainability – Systems Change

- School and administrative **readiness**
- Administrative **buy-in**
- **Representative leadership team** that meets monthly to review data and action plan
- **Coaching** to build internal capacity
- **Data system** to both allow the school to progress monitor their meaningful outcomes, and disaggregate their data
- **Technical assistance** to build the Tier 1 plan and to progress monitor fidelity

Interested
and need
support?

Technical Assistance from the May Institute

Contact:

Christine Downs, M.Ed.

Director of PBIS

cdowns@mayinstitute.org

Resources



FOUNDATIONS

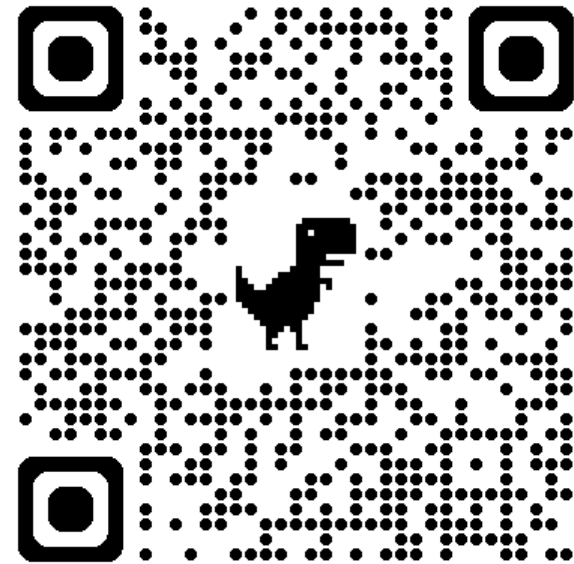
PBIS 101: An Introduction to SW-PBIS

Erik Maki & Mariangela Perrella

This is NOT for
CEs!

For CE's Please
use the QR
Code at near the
door.

Please complete
this **SESSION**
EVALUATION:



<https://www.surveymonkey.com/r/PBISIntro101>