A1: PBIS 101 - An Introduction to SW-PBIS

Michelle Pratt, May Institute
Tobey Duble Moore, University of Connecticut
Who are we?

• Michelle Pratt
  – Clinical Consultant for the May Institute
  – PBIS Trainer
  – mpratt@mayinstitute.org

• Tobey Duble Moore
  – 2nd Year Doctoral Student in Special Education at UConn
  – BCBA, Clinical Consultant and PBIS Trainer
  – tobey.duble@uconn.edu
Introduction Poll
Raise your hand

• What’s your role?
  - BCBA
  - Teacher
  - Student
  - Administrator
  - School Social Worker
  - Family Member
  - Other

• What age group do you work with?
  - Pre-K
  - Elementary
  - Middle
  - High
  - Adults

• On a scale of 1-5 (see below), how familiar are you with PBIS?
  1. Not at all
  2. I’ve heard of it but don’t really know what it is
  3. Somewhat, I know about it or saw it done partially
  4. Very, I studied it or worked in a PBIS School
  5. Extremely, I’ve been trained in PBIS
PBIS is an framework 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

Student Acts Out

Student escapes class

Teacher says no and gives initial consequence

Teacher sends student to office

Student becomes disrespectful
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
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
Decades of evidence shows PBIS leads to a positive outcomes when implemented with fidelity...

**Improved Student Outcomes**
- academic performance\(^6,8,13\)
- social-emotional competence\(^5,8,13\)
- decreased rates of student-reported drug and alcohol abuse\(^1,5\)
- reduced bullying behavior\(^11,14\)

**Reduced Exclusionary Discipline**
- office discipline referrals\(^4,5,6\)
- suspensions\(^4\)
- restraint and seclusion\(^9,12\)

**Improved Teacher Outcomes**
- perception of teacher efficacy\(^7,11\)
- school organizational health and school climate\(^2,3\)
- perception of school safety\(^6\)

\(1\) Bastable, Kittelman, McIntosh, & Hoselton, 2015 \(2\) Bradshaw, Koth, Bevans, Ialongo, & Leaf, 2008 \(3\) Bradshaw, Koth, Thornton, & Leaf, 2009 \(4\) Bradshaw, Mitchell, & Leaf, 2010 \(5\) Bradshaw, Waasdorp, & Leaf, 2012 \(6\) Horner et al., 2009 \(7\) Kelm & McIntosh, 2012 \(8\) Lewis, 2017 \(9\) Reynolds et al., 2016 \(10\) Ross & Horner, 2009 \(11\) Ross, Romer, & Horner, 2012 \(12\) Simonsen, Britton, & Young, 2010 \(13\) Tobin, Horner, Vincent, & Swain-Bradway, 2012 \(14\) Waasdorp, Bradshaw, & Leaf, 2012
SWPBS aka MTSS, SWPBS, MTSS-B, MTBF, RtI-B...

Framework for enhancing adoption and implementation of a

Continuum of evidence-based interventions to achieve

Academic and behavioral outcomes for

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

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

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

~80% of Students

~15%

~5%
PBIS Critical Features

Social Competence & Academic Achievement

Supporting Staff Behavior

Supporting Student Behavior

Supporting Decision Making

OUTCOMES

SYSTEMS

DATA

EQUITY

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

- Please be sure to flush the toilet when finished.
- Employees must wash hands before returning to work.
- Face mask or face covering must be worn to enter.
- No cell phone use.
- No smoking.
- No shirt, no shoes, no service.
- Park rules:
  - Park for use by residents only.
  - No motorized vehicles.
  - No fires.
  - No horseplay or fighting.
  - No alcoholic beverages.
  - Anyone damaging property or violating park rules will be prosecuted.

Click here to learn more about our safe cinema preparations.
Establishing Expected Behaviors

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

- No talking
- No smiling
- No running
- No eating
- No kicking
- No sweating
- No biting
- No swearing
- No laughing
- No burping
- No tickling
- No sneezing
- No looking at the clock
- No looking out the window
- No howling
- No coughing
- No smart-alecky remarks
- No skipping
- No school
- No screaming
- No crying
- No giggling
- No goofy hairstyles
## Behavior Matrix

### Sheafe Road Behavior Matrix

<table>
<thead>
<tr>
<th></th>
<th>Be Safe</th>
<th>Be Responsible</th>
<th>Be Respectful</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hallway</strong></td>
<td>• Walk to the right side</td>
<td>• Stay with your class</td>
<td>• Level 0 voice on line</td>
</tr>
<tr>
<td></td>
<td>• Face forward</td>
<td>• Follow your class</td>
<td>• Level 1 voice with buddy</td>
</tr>
<tr>
<td></td>
<td>• Footstep away from peers</td>
<td></td>
<td>• or teacher</td>
</tr>
<tr>
<td></td>
<td>• (personal space)</td>
<td></td>
<td>• Keep hands and feet to yourself</td>
</tr>
<tr>
<td></td>
<td>• Shoelaces tied</td>
<td></td>
<td>• Keep hallways, walls and floors clean</td>
</tr>
<tr>
<td><strong>Cafeteria</strong></td>
<td>• Eat your food</td>
<td></td>
<td>• Level 2 voice</td>
</tr>
<tr>
<td></td>
<td>• Keep your school lunch</td>
<td></td>
<td>• Touch only your own food</td>
</tr>
<tr>
<td></td>
<td>• Use eating utensils</td>
<td></td>
<td>• Listen and follow all adult directions</td>
</tr>
<tr>
<td></td>
<td>• Stay with your class</td>
<td></td>
<td>• Use good manners</td>
</tr>
<tr>
<td></td>
<td>• Recognize your mistakes</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Recess and Playground</strong></td>
<td>• Keep your hands, legs, and feet to yourself</td>
<td>• Use equipment and materials in line quickly</td>
<td>• Level 4 voice</td>
</tr>
<tr>
<td></td>
<td>• Use equipment and materials in line quickly</td>
<td>• Return any equipment to its proper location</td>
<td>• Include others in your play</td>
</tr>
<tr>
<td></td>
<td>• Stay with your class</td>
<td></td>
<td>• Take turns and share</td>
</tr>
<tr>
<td></td>
<td>• Tell teacher</td>
<td></td>
<td>• Use kind words</td>
</tr>
<tr>
<td></td>
<td>• Return any equipment to its proper location</td>
<td></td>
<td>• Fair team making</td>
</tr>
<tr>
<td><strong>Buses and Vans</strong></td>
<td>• Level 1 voice</td>
<td>• Level 1 voice</td>
<td>• Level 1 voice</td>
</tr>
<tr>
<td></td>
<td>• Be seated</td>
<td>• Stay seated in chosen or assigned seat</td>
<td>• Listen to the bus driver</td>
</tr>
<tr>
<td></td>
<td>• Face front with feet on the floor</td>
<td>• Report problems to bus driver</td>
<td>• Follow directions</td>
</tr>
<tr>
<td></td>
<td>• Backpack on your back, or</td>
<td>• when the bus has stopped</td>
<td>• Use appropriate language</td>
</tr>
<tr>
<td></td>
<td>• under seat</td>
<td>• Take all your belongings with you</td>
<td>• Use good manners</td>
</tr>
<tr>
<td></td>
<td>• Keep your hands, feet, and objects to yourself</td>
<td></td>
<td>• Pick up all litter</td>
</tr>
<tr>
<td></td>
<td>• Walk on the sidewalk away from the curb</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*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)

*Expectations should be defined using positive, proactive language.*

*What TO DO rather than What NOT to do*
# Adapted Schoolwide PBIS Matrix for Contextual Fit

## Mustangs School-wide Teaching Matrix

<table>
<thead>
<tr>
<th>Expectativas de comportamiento en toda la escuela</th>
<th>Pasillo</th>
<th>Almuerzo</th>
<th>Patio de recreo</th>
<th>Área de aseo</th>
<th>Biblioteca</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respetuoso</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caminar en línea de un solo archivo</td>
<td>Siga las instrucciones del supervisor la primera vez</td>
<td>Mantenga las manos / los pies a sí mismo</td>
<td>Espe re su turno</td>
<td>Leer en voz baja</td>
<td></td>
</tr>
<tr>
<td>Utilice palabras de cortesía</td>
<td>Levante su mano para obtener permiso para dejar su asiento</td>
<td>Escuchar y seguir las instrucciones de los adultos</td>
<td>Golpear antes de entrar en un puesto</td>
<td>Respetar el espacio de otros</td>
<td></td>
</tr>
<tr>
<td>Sea “invisible” para otras clases</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Responsable</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>¡Caminar!</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mantenga las manos / los pies a sí mismo</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ir directamente hacia y desde mi destino</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Seguro</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mirar hacia adelante</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sostener todos los materiales</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alinee rápidamente y quédese tranquila</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Camina en la línea azul</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**MayInst**

**Sharing Futures. Changing Lives**
Create Clear Signage

Make your expectations visible to all in important locations!

Signs as Prompts

**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

---

May Institute
Shaping Futures. Changing Lives
## Family Involvement

### PBIS Home Matrix

<table>
<thead>
<tr>
<th></th>
<th>Getting up in the morning</th>
<th>Getting to school</th>
<th>Clean-up time</th>
<th>Time to relax</th>
<th>Homework time</th>
<th>Mealtime</th>
<th>Getting ready for bed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>H</strong> Help Out</td>
<td>Make Your bed</td>
<td>Have your backpack, lunch, notes, keys</td>
<td>Do your chores</td>
<td>Clean up after yourself</td>
<td>Put your things in your backpack when finished</td>
<td>Set the table Put dishes away</td>
<td>Brush your teeth Dirty clothes away</td>
</tr>
<tr>
<td><strong>O</strong> Own Your Behavior</td>
<td>Get up on time</td>
<td>Be ready to leave on time</td>
<td>Clean up after yourself</td>
<td>Ask before you borrow</td>
<td>Complete your homework on time</td>
<td>Use kind words and “I statements”</td>
<td>Get to bed on time!</td>
</tr>
<tr>
<td><strong>M</strong> Manners Count</td>
<td>Try a morning SMILE!</td>
<td>“Thanks for the ride”</td>
<td>Ask politely for help</td>
<td>Respect others things</td>
<td>Ask for help respectfully</td>
<td>Please and thank you</td>
<td>End the day with nice words and thoughts</td>
</tr>
</tbody>
</table>

**EVERYDAY**
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
Teaching Expected Behaviors

“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)
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)
<table>
<thead>
<tr>
<th>Social Skill</th>
<th>Natural Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Safe</td>
<td>LUNCHROOMS</td>
</tr>
<tr>
<td></td>
<td>• Get permission/ pass from adult to leave the lunchroom.</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>LOBBY, HALLWAY, STAIRWELL</td>
</tr>
<tr>
<td></td>
<td>• Move promptly through the stairwells.</td>
</tr>
<tr>
<td></td>
<td>• Respect others’ personal space and property.</td>
</tr>
<tr>
<td>Be Respectful</td>
<td>CLASSROOMS</td>
</tr>
<tr>
<td></td>
<td>• Keep personal items secure.</td>
</tr>
<tr>
<td></td>
<td>• Be honest.</td>
</tr>
<tr>
<td></td>
<td>• Know and follow classroom and school rules.</td>
</tr>
<tr>
<td></td>
<td>• Clean up after class.</td>
</tr>
<tr>
<td></td>
<td>• Be prepared with assignments and materials.</td>
</tr>
<tr>
<td></td>
<td>• Be on time.</td>
</tr>
<tr>
<td></td>
<td>• Avoid being a distraction to classmates.</td>
</tr>
<tr>
<td></td>
<td>• Do your best.</td>
</tr>
<tr>
<td></td>
<td>• Support safety/property destruction issues.</td>
</tr>
<tr>
<td></td>
<td>• Keep main door open.</td>
</tr>
<tr>
<td></td>
<td>• Wash your hands.</td>
</tr>
<tr>
<td></td>
<td>• Flush the toilet.</td>
</tr>
<tr>
<td></td>
<td>• Throw out your trash.</td>
</tr>
<tr>
<td></td>
<td>• Return to class promptly.</td>
</tr>
<tr>
<td></td>
<td>• Accept positive and negative consequences for your choices without arguing or complaining.</td>
</tr>
<tr>
<td></td>
<td>• Use respectful language and volume.</td>
</tr>
<tr>
<td></td>
<td>• Speak politely with adults and peers.</td>
</tr>
<tr>
<td></td>
<td>• Be friendly.</td>
</tr>
<tr>
<td></td>
<td>• Respect property.</td>
</tr>
<tr>
<td></td>
<td>• Accept positive and negative consequences for your choices without arguing or complaining.</td>
</tr>
<tr>
<td></td>
<td>• Use respectful language and volume.</td>
</tr>
<tr>
<td></td>
<td>• Speak politely with adults and peers.</td>
</tr>
<tr>
<td></td>
<td>• Take an active, positive role in classroom activities.</td>
</tr>
<tr>
<td></td>
<td>• Follow and respond appropriately to adult directions.</td>
</tr>
<tr>
<td></td>
<td>• Encourage others to do their best.</td>
</tr>
<tr>
<td></td>
<td>• Accept positive and negative consequences for your choices without arguing or complaining.</td>
</tr>
<tr>
<td></td>
<td>• Use respectful language and volume.</td>
</tr>
<tr>
<td></td>
<td>• Speak politely with adults and peers.</td>
</tr>
<tr>
<td></td>
<td>• Keep bathrooms clean and free from graffiti.</td>
</tr>
</tbody>
</table>
Behavioral Lesson Plans

Behavioral Expectation: Bus Expectations

**SETTING:** Bus

**PROCEDURES:**
- 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:**

<table>
<thead>
<tr>
<th>Be Safe</th>
<th>Be Kind</th>
<th>Be Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ Walk at all times</td>
<td>✔ When given permission to speak, use kind words</td>
<td>✔ Follow directions first time given</td>
</tr>
<tr>
<td>✔ Keep hands, feet and objects to self</td>
<td>✔ Use appropriate tone of voice</td>
<td>✔ Keep all items with you</td>
</tr>
<tr>
<td>✔ Face forward</td>
<td></td>
<td>✔ Stay in assigned seat</td>
</tr>
<tr>
<td>✔ All pencils, crayons, toys, etc. put in bag</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✔ Stay seated and buckled until you are home</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TEACHING EXAMPLES:**

Positive Examples:
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:
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:**
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

---

Diagram:

- **Define Simply**
- **Model**
- **Practice in Setting**
- **Monitor & Acknowledge Continuously**
- **Adjust for Efficiency**
Teach in Natural Context
Teach in Natural Context

https://youtu.be/12jfEG1hHs

https://youtu.be/Ddk0B_-LirY?t=130
Behavioral Refreshers

- Jeopardy
- School-wide Kick off/Pep Rally
- Peer Leaders
- Word Searches
- Create a 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 ___ times
    • Adults average ___ - 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 ___ times (Harry Wong)
Once we teach, we want to “Prompt” (or pre-correct the students of the rule) before they make a mistake.

Visual and verbal reminders


https://youtu.be/d28r-VBU1Ws
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
Acknowledge Expected Behaviors
Reinforcements are Everywhere
Remember: Negative Reinforcement makes behavior stronger too. We REMOVE or escape from things we don’t like.
Purpose of Reinforcements / Acknowledgements

- Teach new behavior
- Encourage/establish infrequent and non-fluent behavior
- To keep expected behavior in place
- Strengthen replacement behaviors
Research indicates that you can improve behavior by 80% just by pointing out what someone is doing correctly.
Acknowledgement to Correction Ratio

Success (acknowledgement) : Failure (punishment) = 5 : 1

(Scott, 2008)
Negative emotions generally involve more thinking, and the information is processed more thoroughly than positive ones.

Negative events wear off more slowly than good ones.

Most people can take in only one critical comment at a time.

We need to increase the positives to compensate.

We tend to ruminate more about unpleasant events — and use stronger words to describe them — than happy ones.

- Roy F. Baumeister Florida State University, 2001, “Bad Is Stronger Than Good,”
What really matters is the positive social acknowledgement & interaction!!

By reinforcing expected behavior we encourage students to repeat that behavior.
Every ten weeks students cash in from various recognition choices

Student generated choices include:

• Outdoor lunch
• Game Day
• Private lunchroom with two friends
• Front of the lunch line
• Players choice in gym
• Reduced dance fee
• HMS t-shirt

Exemplar: The Husky Buck
Classroom Reinforcement

60-SECOND STRATEGY
POM-POM JAR

https://youtu.be/B8MAAd3P8Hw
Effective strategies are...

- Clear and specific
- Contingent (dependent) on desired behavior
- Applied immediately
- Teacher/Adult initiated
- Focus on improvement and effort
- Provided frequently during acquisition
- **Sincere** and appropriate for student’s age
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

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
Discouraging Inappropriate Behaviors

“This is the worst class I've ever had.”
Components of a Strong Discipline System

- Clear definitions for problem behavior
- Develop procedures for staff to use in responding to minor and major problem behaviors.
- Make a distinction between minor (staff managed) violations and major (office managed) violations.
- Develop a format for documenting and monitoring incidents.
# Clear Definitions for Problem Behavior

<table>
<thead>
<tr>
<th>Minor Offense</th>
<th>Major Offense</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher handled</strong>, no documentation required, teacher discretion for consequences and personal documentation</td>
<td><strong>Referral form completed.</strong> Administrator assigns consequence (with teacher input). Administrator communicates to teacher about situation.</td>
</tr>
</tbody>
</table>

## 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.**
<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Productive Personal Environment</strong></td>
<td><strong>Productive Classroom Environment</strong></td>
<td><strong>Orderly Environment</strong></td>
</tr>
<tr>
<td>Behaviors that affect only the student:</td>
<td>Behaviors that interfere with others learning:</td>
<td>Behaviors that affect an orderly environment:</td>
<td>Behaviors that cause harm or are illegal:</td>
</tr>
<tr>
<td>-Not prepared</td>
<td>-Talking out</td>
<td>-Talking back to adult</td>
<td>-Actions that cause harm</td>
</tr>
<tr>
<td>-Out of seat</td>
<td>-Visiting/talking</td>
<td>-Throwing things</td>
<td>-Stealing</td>
</tr>
<tr>
<td>-Breaking pencils</td>
<td>-Inappropriate noises</td>
<td>-Teasing</td>
<td>-Fighting</td>
</tr>
<tr>
<td>-Not following directions</td>
<td>-Tattling</td>
<td>-Lying</td>
<td>-Drugs</td>
</tr>
<tr>
<td>-Whining</td>
<td>-Touching</td>
<td>-Cheating</td>
<td>-Weapons</td>
</tr>
<tr>
<td>-Playing in desk</td>
<td>-Pokng</td>
<td>-Forgery</td>
<td>-Punching</td>
</tr>
<tr>
<td>-Not doing class work</td>
<td>-Standing on furniture</td>
<td>-Cursing</td>
<td>-Biting</td>
</tr>
<tr>
<td>-Bubbles while washing hands</td>
<td>-Constant talking</td>
<td>-Tantrums</td>
<td>-Throwing furniture</td>
</tr>
<tr>
<td>-Not In line</td>
<td>-Out of seat and interfering with others’ learning</td>
<td>-Cutting others’ hair</td>
<td>-Stealing</td>
</tr>
<tr>
<td>-Sleeping</td>
<td>-Crawling on floor and -interfering with others’ learning</td>
<td>-Bathroom climbing</td>
<td>-Fighting</td>
</tr>
<tr>
<td>-Copying behavior</td>
<td>-Inappropriate chair manners</td>
<td>-Bathroom-looking under stalls</td>
<td>-Drugs</td>
</tr>
<tr>
<td>-Not listening</td>
<td>-Consistently not following directions</td>
<td>-Pushing</td>
<td>-Weapons</td>
</tr>
<tr>
<td>-Leaning In chair</td>
<td></td>
<td>-Disrespect to adults</td>
<td>-Punching</td>
</tr>
<tr>
<td>-Refusing to work</td>
<td></td>
<td>-Disrespect to children</td>
<td>-Biting</td>
</tr>
<tr>
<td>-Crawling on floor</td>
<td></td>
<td>-Leaving room without permission</td>
<td>-Throwing furniture</td>
</tr>
<tr>
<td>-Not taking responsibility for action</td>
<td></td>
<td>-Name calling</td>
<td>-Stealing</td>
</tr>
<tr>
<td>-No homework</td>
<td></td>
<td>-Hallway Behavior</td>
<td>-Threatening to do Injury</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Banging on window</td>
<td>on person or property</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Profane hand gestures</td>
<td>-Sexual harassment</td>
</tr>
</tbody>
</table>

**Consequences may include:**

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Behaviors that affect only the student:</strong></td>
<td><strong>Behaviors that interfere with others learning:</strong></td>
<td><strong>Behaviors that affect an orderly environment:</strong></td>
</tr>
<tr>
<td>-Looking</td>
<td>-Timeout in another room</td>
<td>-Behavior contract</td>
<td>-Actions that cause harm</td>
</tr>
<tr>
<td>-Proximity</td>
<td>-Study Hall</td>
<td>-Office referral</td>
<td>-Stealing</td>
</tr>
<tr>
<td>-Discussion/talking</td>
<td>-Loss of part of recess</td>
<td>Adm/parent/student/teacher</td>
<td>-Fighting</td>
</tr>
<tr>
<td>-Verbal warning</td>
<td>-Parent contact</td>
<td>Conference</td>
<td>-Drugs</td>
</tr>
<tr>
<td>-Timeout in room</td>
<td>-Behavior contract</td>
<td>-In-school suspension</td>
<td>-Weapons</td>
</tr>
<tr>
<td>-Study Hall</td>
<td>-Office referral</td>
<td>-Out of school suspension</td>
<td>-Punching</td>
</tr>
<tr>
<td>-Parent contact</td>
<td>Adm/parent/student/teacher</td>
<td></td>
<td>-Biting</td>
</tr>
<tr>
<td></td>
<td>Conference</td>
<td></td>
<td>-Throwing furniture</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-Stealing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-Threatening to do Injury</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>on person or property</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-Sexual harassment</td>
</tr>
</tbody>
</table>

Per Board of Education Policies
Ellenville Middle School PBIS Student Behavior Management Process

Observe the Problem Behavior

Is behavior office managed?

No

- Problem Solve with Student
  - Use classroom consequences based on classroom policy
  - Implement Positive Behavior Intervention
  - Document incident in classroom intervention log
  - Does the student have 3 incidents of this behavior this marking period?
    - No
      - Continue to problem solve with student. Keep records in log.
    - Yes
      - Enter office referral through School Tools. (teacher discretion)

Yes

- Is the situation an emergency?
  - No
    - Student remains in class. Enter office referral through School Tools.
  - Yes
    - Send student to Main Office or call Main Office to remove student.

Classroom/Staff Managed Examples
- calling out
- class disruption
- refusal to follow a reasonable request
- put-downs/name-calling
- refusal to work
- inappropriate tone/language
- unexcused tardiness to class
- unprepared for class
- cheating
- invading others’ space
- inappropriate comments

Office Managed Examples
- harassment of student or staff
- directed profanity
- truancy/leaving school grounds
- skipping class
- theft/robbery
- vandalism
- weapons
- fighting/aggressive physical contact
- threats of aggression
- alcohol/drugs
- failure to serve detention
- electronic devices*
- dress code*
*referral may not be necessary

Examples of Positive Behavior Interventions
- Pre-correction before entering room, redirection
- Verbal reminder
- Seat change
- Conference with student (privately)
- Conference with other staff members to find what works
- Parent contact
- Written reflection about incident

Administrator determines consequence based on progressive discipline
- Administrator follows through on consequence.
- Administrator provides teacher with feedback.
# Office Discipline Referrals

## R.O.A.R.S.

**Oliver Wendell Holmes Elementary – Disciplinary Referral Form**

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Grade</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting Staff</td>
<td></td>
<td>HR#</td>
</tr>
<tr>
<td>Time</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### LOCATION (Check One)

- [ ] AM Bus
- [ ] PM Bus
- [ ] Walk to School
- [ ] Walk Home
- [ ] Auditorium
- [ ] Bathroom
- [ ] Cafeteria
- [ ] Gym
- [ ] Library
- [ ] Office
- [ ] Hallway
- [ ] Classroom
- [ ] Outside/parking lot
- [ ] Intervention room
- [ ] Playground
- [ ] 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)

- [ ] Abusive Language
- [ ] Bullying
- [ ] Defiance/Insubordination/Non-Compliance
- [ ] Disrespect
- [ ] Fighting
- [ ] False Fire Alarm/Bomb Threat
- [ ] Forgery/Theft
- [ ] Intimidation/Harassment
- [ ] Leaving Class w/o permission
- [ ] Physical Aggression
- [ ] Vandalism/Prop Damage
- [ ] Weapons Violation
- [ ] Other

### PERCEIVED MOTIVATION (Check One)

- [ ] Obtain Staff Attention
- [ ] Avoid Staff Attention
- [ ] Obtain Item/Activity
- [ ] Avoid Item/Activity
- [ ] Obtain Peer Attention
- [ ] Avoid Peer Attention
- [ ] Obtain Task/Activity

### OTHERS INVOLVED (Check all that apply)

- [ ] Staff
- [ ] Teacher
- [ ] Peers
- [ ] Substitute
- [ ] Unknown

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

- [ ] Escort
- [ ] Restraint
- [ ] Suspend Room
- [ ] Seclusion
- [ ] Other

### BRIEF Description of Incident (continue on back if needed)

---

## ADMINISTRATIVE ACTION (Administrator USE ONLY)

- [ ] Office Time Out
- [ ] Restorative Justice
- [ ] In-School Suspension (# of days ___)
- [ ] Reflection/Written Apology
- [ ] Lunch Detention
- [ ] Suspension (hearing) (# of days ___)
- [ ] Loss of Privilege
- [ ] Bus Suspension
- [ ] Expulsion (hearing)
- [ ] Admin-Student Conference
- [ ] Saturday School
- [ ] Parent Conference
- [ ] Counseling Intervention

**Family Contact**

- [ ] Yes
- [ ] 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 Collection

- Fidelity
- Outcomes
Evaluate student and staff outcomes

Are there changes in student and staff behavior?

- Reductions in discipline referrals, ISS, OSS?
- Have there been fewer trips to the nurse for non health issues?
- Has attendance improved?
- Have students earned class, grade and school goals together?
- Has time on task improved (Live & Virtual)
- Improved climate
- Reduced virtual disruptions
- Less staff turnover – longer retention

Tools/data to evaluate outcomes

- Climate Surveys
  - Staff
  - Students
  - Families
- Discipline Referrals
- Grades
- State Test scores
Outcome Data

Attendance Data

Academic Data

State Testing

Discipline Data

Other Data
- Nurse visits
- Counselor visits
- Climate surveys
Filling out ODR Forms correctly helps us to make data informed decisions.
Referral Trends

- **2013-14**
- **2014-15**
- **2015-16**

Graph showing referral trends over different months for the years 2013-14, 2014-15, and 2015-16.
**Primary vs. Precision Statements**

<table>
<thead>
<tr>
<th>Primary Statements</th>
<th>Precision Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Too many referrals</td>
<td>There are more ODRs for disruption during virtual learning than any other area. These are most likely to occur during the 11-12 block, with a large number of students at all grade levels, and the disruption seems related to getting peer attention.</td>
</tr>
<tr>
<td>September has more suspensions than last year</td>
<td></td>
</tr>
<tr>
<td>Gang behavior is increasing</td>
<td></td>
</tr>
<tr>
<td>The cafeteria is out of control</td>
<td></td>
</tr>
<tr>
<td>Student disrespect is out of control</td>
<td></td>
</tr>
</tbody>
</table>
Disaggregated Data and Equity

Referrals By Ethnicity
All, 2013-14

Percentage (out of 100%)

- Native
- Asian
- Black
- Latino
- Pacific
- White
- Unknown
- Not Listed
- Multi-racial

% of Total Referrals
% of Enrolled Students
Evaluate Fidelity of Implementation

Are we doing what we said we’d do?
- Did we teach the lesson when it was scheduled?
- Did we teach the whole lesson that was provided?
- Are adults providing acknowledgement?
- Are staff writing up behaviors appropriately? Major/Minor
- How will we know when and where we might need boosters?

PBIS Tools to measure Fidelity
- Team Implementation Checklist (TIC) - FALL
- Tiered Fidelity Inventory - WINTER/SPRING
- Self Assessment Survey - ANYTIME
Fidelity Data and Action Planning

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
5/14/2018 - 5/13/2020

Percentage Implemented

<table>
<thead>
<tr>
<th>Tier</th>
<th>5/14/2018</th>
<th>5/8/2019</th>
<th>5/13/2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tier 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tier 3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Action Planning Form

<table>
<thead>
<tr>
<th>Item</th>
<th>Current Score</th>
<th>Action</th>
<th>Who</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tier 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tier 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Tiered Fidelity Inventory: Tier 1

- Evaluate team composition and operating procedures
- Assess core tier 1 elements such as behavioral expectations, matrices, teaching procedures, acknowledgement systems, and discipline flowcharts
- Ensure faculty involvement and continued professional development
- Rate implementation of classroom behavior management strategies
- Ensure student and family involvement
- Assess outcome and fidelity data collection and data-based decision making
• Primary Outcomes: Improvement in school climate and academic performance

Increase in
- prosocial behaviors
- time on-task
- academic performance
- school attendance
- classroom on-task behavior
- student, staff, and parent perceptions of school safety
- student, parent and staff satisfaction
- staff retention and attendance

Decrease in
- office discipline referrals
- suspensions, detentions
- disruptive classroom behavior
- bullying behavior
- Ineligible referrals to SPED
- Visits to the SW/School Nurse/Counselor
Decrease in ODRs

Waterford St. School
Major Office Discipline Referrals
School Year 2019-2020 vs. 2021-2022

42% decrease
Reduction in Restraints

Restraints Across Years
SY 2019-2020 vs 2021-2022

89% decrease

MA Elementary School
Improvements for Student with Disabilities

MA Elementary School
MA – Urban Elementary School

Referrals by Problem Behavior - Multi-Year
All, 2013-14 - 2015-16

Number of Referrals

Problem Behavior

MayInstitute
Shaping Futures. Changing Lives
Increase in Teacher Satisfaction

Percentage of Teachers who Reported the School Discipline Plan as Ineffective

- Academic year 1: 57%
- Academic year 2: 4%
- Academic year 3: 7%

PBS implemented
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.
- 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 ... hard work!

3-5 years for full implementation

If you do what you have always done... you will get what you always got!
• Michelle Pratt
  – Clinical Consultant for the May Institute
  – PBIS Trainer
  – mpratt@mayinstitute.org

• Tobey Duble
  – 2nd Year Doctoral Student in Special Education at UConn
  – BCBA, Clinical Consultant, and PBIS Trainer
  – tovey.duble@uconn.edu
References

References


