Positive Behavior Support Overview and Awareness

A Proactive Discipline Approach

Alabama Positive Behavior Supports
National Center on Positive Behavioral Interventions & Supports

www.pbis.org
PBS Sub-Themes. . .

- Consider school as the unit of analysis, but apply PBS to all students
- Emphasize the behavior of staff, both individually and collectively
- Improve the adoption and sustained use of research-based practices
- Build multi-level continuum of prevention and behavior support
PBS is.

- **Not** specific practice or curriculum…it’s a general approach to preventing problem behavior.

- **Not** limited to any particular group of students…it’s for **all** students.

- **Not** new…it’s based on a long history of behavioral practices and effective instructional design and strategies.
Four Challenges

• Doing more with less

• Educating increasing numbers of students who are more different than similar from each other

• Educating students with severe problem behavior

• Creating “host environments” or cultures of competence that enable adoption and sustained use of effective practices
Schools are important and good!

- Regular, **predictable**, positive learning and teaching environments
- Positive adult and peer **models**
- Regular **positive reinforcement**
- Academic and social behavior development and **success**
Will next year look like last year?
SCORES?

• Did you talk about academic test scores during this past year?

• How many know the number of Office Discipline Referrals (ODR’s) your school processed this past year?
Problem Context

Intermediate/senior high school with 880 students reported over 4,100 office discipline referrals in one academic year.

Nearly 2/3 of students have received at least one office discipline referral.

Elementary school counselor spends nearly 15% of his/her day “counseling” staff members who feel helpless and defenseless in their classrooms because of a lack of discipline and support.
Problem Context

In one school year, 13 year old Jason received 87 office discipline referrals.

In one school year, an 8th grade teacher submitted 273 office discipline referrals.
Do the Math.

4100 referrals x 20 minutes =

82,000 minutes / 60 minutes =
1,366.66 hours / 7 hours =
195.24 days
PBS “Big Idea”

Goal is to establish host environments that support adoption and sustain use of evidence-based practices.

(Zins & Ponte, 1990)
Problem Behaviors

- Exist in every school
- Vary in intensity
- Are associated with a variety of contributing variables
- Are concerns in every community
School Response...

Get Tough!

- Increase monitoring for future problem behavior
- Clamp down on rule violators
- Re-re-re-re-review rules and sanctions
- Extend continuum of aversive consequences
- Improve consistency of use of punishments
- Establish “bottom line”
System’s Response... **Get tougher!**

- Zero tolerance policies
- Security guards, student uniforms, metal detectors, surveillance cameras
- Suspension/expulsion
- Exclusionary options (alternative programs or schools)
Reactive responses are predictable

When we experience aversive situations, we select interventions that produce immediate relief by

- Removing student
- Removing ourselves
- Modifying physical environment
- Assigning responsibility for change to student and/or others
But….false sense of safety and security!

• Fosters environments of control
• Occasions and reinforces antisocial behavior
• Shifts accountability away from school
• Devalues child-adult relationship
• Weakens relationship between academic and social behavior programming
Problem Behavior

These factors contribute to antisocial or problem behaviors:

- Home
- Community
- School
Home

- Inconsistent management
- Reactive discipline
- Lack of monitoring

(Dishion & Patterson)
Community

- Antisocial network of peers
- Lack of prosocial engagements

(Biglan)
School

- Reactive/punishing discipline approach
- Lack of agreement about rules, expectations, and consequences
- Lack of staff support
- Failure to consider and accommodate individual differences
- Academic failure

(Mayer)
Challenge. . .

How do we enhance schools’ capacity to respond effectively, efficiently, and relevantly to a wide range of problem behaviors observed in schools?
“Positive Behavior Support”

PBS is a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students.
Alabama Positive Behavior Supports

Our goal is to teach and learn proactive behaviors that promote optimal academic and social outcomes for everyone.
Emphasis on Prevention

• Primary
  – Reduce new cases of problem behavior

• Secondary
  – Reduce current cases of problem behavior

• Tertiary
  – Reduce complications, intensity, severity of current cases
Continuum of Effective Behavior Support

Students without Serious Problem Behaviors (80-90%)

Primary Prevention

Universal Interventions (School-Wide System Classroom System)

Students At-Risk for Problem Behavior (5-15%)

Secondary Prevention

Specialized Group Interventions (At-Risk System)

Students with Chronic/Intense Problem Behavior (1-7%)

Tertiary Prevention

Specialized Individual Interventions (Individual Student System)

All Students in School
Challenge
How do schools achieve capacity to . . .

• Respond effectively, efficiently, and relevantly to range of problem behaviors observed in schools

• Engage in team-based problem solving

• Adopt, fit, and sustain research-based behavioral practices

• Give priority to unified agenda of prevention
Positive Behavior Support

Supporting Staff Behavior

Supporting Student Behavior

Social Competence & Academic Achievement

OUTCOMES

SYSTEMS

DATA

PRACTICES

Supporting Decision Making
School-wide Positive Behavior Support Systems

Classroom Setting Systems

Nonclassroom Setting Systems

Individual Student Systems

School-wide Systems
PBS and RtI. . .

A framework for enhancing adoption and implementation of

a continuum of evidence-based interventions to achieve

academically and behaviorally important outcomes for

all students.
IMPLEMENTATION W/ FIDELITY

CONTINUOUS PROGRESS MONITORING

CONTINUUM OF EVIDENCE-BASED INTERVENTIONS

CONTENT EXPERTISE & FLUENCY

PREVENTION & EARLY INTERVENTION

DATA-BASED DECISION MAKING & PROBLEM SOLVING

UNIVERSAL SCREENING
Designing School-Wide Systems for Student Success

**Academic Systems**

- **Intensive, Individual Interventions**
  - Individual Students
  - Assessment-based
  - High Intensity

- **Targeted Group Interventions**
  - Some students (at-risk)
  - High efficiency
  - Rapid response

- **Universal Interventions**
  - All students
  - Preventive, proactive

**Behavioral Systems**

- **Intensive, Individual Interventions**
  - Individual Students
  - Assessment-based
  - Intense, durable procedures

- **Targeted Group Interventions**
  - Some students (at-risk)
  - High efficiency
  - Rapid response

- **Universal Interventions**
  - All settings, all students
  - Preventive, proactive
Implementation

How do we do it?

What are the steps?

Where do we begin?
Step 1

Establish PBS Leadership Team

The membership should enhance

– Behavioral capacity
– Efficient communications and staff development
– Opportunities for administrative leadership
– Data-based decision making and problem solving
Step 2
Secure School-wide Agreements and Supports

Agreements

- Prioritized data-based need and action
- 3-5 year commitment
- Proactive instructional approach
Step 2 continued

- Supports
  - Administrative leadership
  - Prioritized resources
    - Materials, personnel, etc.
  - Time
Step 3

Establish Data-based Action Plan

- Review data
  - PBS Survey
  - Behavioral incident data
- Adopt evidence-based practices
- Consider multiple systems
Step 3 Continued

➢ Review Data as a Team

• School-wide Survey
• Classroom Survey
• Non-Classroom Survey
• Behavior Incident Reports or ODR’s
Step 3 Continued

Consider Multiple Systems

- School-wide Systems
- Classroom Systems
Step 3 Continued

1. Common purpose and approach to discipline

2. Clear set of positive expectations and behaviors

3. Procedures for teaching expected behavior
Step 3 Continued

4. Continuum of procedures for encouraging expected behavior

5. Continuum of procedures for discouraging inappropriate behaviors

6. Procedures for on-going monitoring and evaluation
Effective Classroom Management

➢ Behavior management
  • Teaching routines
  • Ratio of 6-8 positive to 1 negative adult-student interaction

➢ Instructional management
  • Curriculum and Instructional design

➢ Environmental management
Managing Non-classroom Areas

- Teaching expectations and routines
- Active supervision
  - Scan, move, interact
- Pre-corrections and reminders
- Positive reinforcement
Supporting Individual Students

- Behavioral competence
- Function-based behavior support planning
- Comprehensive person-centered planning and wraparound processes
- Targeted social skills instruction
  - Self-management
- Individualized instructional and curricular accommodations
Step 4

Arrange for High Fidelity Implementation

- Team-Based leadership and implementation
- Use of research-validated practices
- Overt supports for staff implementation
  - Natural and systematic staff development
  - Instructional scripts/prompts
  - Positive reinforcement
Incentives for Staff

✓ Goose Pass
✓ Recognition
✓ Thanks
Step 5

Conduct formative data-based monitoring

- “Good” data for input
- Efficient data manipulation and summarization
  - SWIS.org
- Guided data-based decision making
Success Stories

Now, let’s look at some data from schools that have been successful with PBS.
Alabama Middle School ODRs

- 2005-06: 1000
- 2006-07: 600
- 2007-08: 400
- 2008-09: 500
- 2009-10: 300
Alabama Middle School Ref/Day/Month
03-04, 04-05, 05-06, 06-07, 07-08, 08-09
Percent of Total Discipline Referrals

- before school
- 8:00-9:00
- 9:00-10:00
- 10:00-11:00
- 11:00-12:30
- 12:30-1:30
- 1:30-2:25
- after school
SYSTEMS…DATA…PRACTICES = POSITIVE OUTCOMES
Your Turn: Who, What, Where, When, Why?
What New Practices Will Address It?

Junior High Office Discipline Referrals for One Month…1st Period Data

Junior High Office Discipline Referrals for One Month…2nd Period Data

SYSTEMS: Junior High students are on a 4x4 97 minute block period
Alexander City School
Positive Referrals

What produced a 62% reduction in ODRs?
How did they do it?

Taught and Practiced 3 RULES

Be Respectful.
Be Responsible.
Be Resourceful.

Taught, practiced, acknowledged, intervened, monitored, taught, practiced, acknowledged, intervened, monitored…
How did they do it?

Direct Teaching of school-wide and classroom expectations

- Teach to “general case” (concept)
- Use positive and negative behavior examples
- Teach across individuals and settings
- Pre-correct for problem situations
- Arrange for active practice
- Arrange for frequent positive reinforcement
Incentives for Students

• More than perfect attendance and honor roll
• Supply Store
• Ice Cream
• Free Time
• Football Tickets
• Extra Break Time
• Parking Place, Homework Pass,
How do we move from REACTIONARY response to inappropriate behavior to PROACTIVE discipline approach?
HOW ARE WE GOING TO DO THIS?
WE WILL USE **GOTCHA TICKETS**
Two Very Different Words

• **Bribery** = the offering of money or other incentives to persuade somebody to do something, especially something dishonest or illegal

• **Acknowledgement** = an expression of thanks or appreciation for something
THEN WHAT?

We suggest that you find a way to further acknowledge students for the APPROPRIATE behavior.
Student Reward Ideas

• Extra break
• Extra minutes at break
• Do a presentation on their topic of interest
• Eat lunch with a preferred adult or in a different location
• Homework pass
• Design a student recognition bulletin board
How Do We Do This?

• Careful planning
• Budget??
• Weekly Drawing/Redemption
• Better item drawing every three weeks/nine weeks/end of semester
Action Plan

Let’s get started!

Six Components
Component 1

1. Statement of Purpose

We are a community of learners. We are here to learn, grow and become respectful, responsible, and resourceful citizens.
Component 1: Statement of Purpose

The statement of purpose describes the explicit focus, values, and outcomes of the school’s discipline system.

Guidelines
1. State positively and consistently in all areas.
2. Focus on all staff, all students, and all settings
3. Focus on academic and behavioral outcomes

Example: Centreville Middle School

We are a community of learners.
We are here to learn, grow, and become good citizens.

What is your school’s statement of purpose for school-wide discipline?
Behavioral Goals

You set academic goals every year…

Example:
1) Increase ARMT math scores by 15%
2) Increase passage rate on History AHSGE by 8%
3) Increase the number of students scoring in Levels III and IV on the ADAW by 5%

Do you set behavioral goals?

Example:
1) To reduce office discipline referrals by 10%
2) Improve consistency among staff by 10% (demonstrated by even distribution of referrals)
3) Reduce Out of School Suspensions by 15%
Behavioral Goal

• Specific to your needs
• Measurable and attainable
• Use non-typical times.
  – Reduction of profanity by 15%
  – Reduce number of infractions during pep rallies by 10%
  – Reduce ODR’s surrounding week of Spring Break
Component 2

The 3 R’s

• Be RESPECTFUL!

• Be RESPONSIBLE!

• Be RESOURCEFUL!
3 Rules or Expectations

– Short.

– Positive, Proactive

– Cover a wide range of behaviors
What are your behavioral goals?

Set three behavioral goals as a team…

1)

2)

3)
How do you need to look at SCHOOL-WIDE behavior issues?

Classroom Area

Non-Classroom Areas
## School Rule Examples

<table>
<thead>
<tr>
<th>BEHAVIORAL EXPECTATIONS (Rules)</th>
<th>TYPICAL SCHOOL SETTINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bus</strong></td>
<td><strong>Bathroom</strong></td>
</tr>
<tr>
<td>Be Respectful</td>
<td>Wash hands</td>
</tr>
<tr>
<td>• Hands/feet to self</td>
<td>• Wait your turn</td>
</tr>
<tr>
<td>• Wait your turn</td>
<td>• Keep your eyes in your stall</td>
</tr>
<tr>
<td>• Use inside voice</td>
<td>• Aim for target</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>• Listen for instructions</td>
</tr>
<tr>
<td>• Listen for instructions</td>
<td>• Follow procedures</td>
</tr>
<tr>
<td>• Follow procedures</td>
<td>• Wash hands</td>
</tr>
<tr>
<td>Be Resourceful</td>
<td>• Be safe</td>
</tr>
<tr>
<td>• Be safe</td>
<td>• Report problems to adults</td>
</tr>
<tr>
<td>• Report problems to adults</td>
<td>• Be safe</td>
</tr>
<tr>
<td></td>
<td>• Be safe</td>
</tr>
<tr>
<td>Other areas to post rules:</td>
<td></td>
</tr>
<tr>
<td>• Gym, dressing room, parking lot, and computer lab</td>
<td></td>
</tr>
<tr>
<td>• Lunchroom, hallway, break area, and office</td>
<td></td>
</tr>
</tbody>
</table>
Component 3

Teaching Behavioral Expectations
How do we teach behavioral expectations?

- Teach, Model. . .Guided Practice
- Area specific (classroom, hall, bus, etc.)
- Example, Non-Example, Example
- Re-Teach as needed (August, January)
- Monitor and positively reinforce it in natural context
Component 4

Procedures for Encouraging Behavioral Expectations
Component 4 continued

Guidelines for Encouraging Positive Student Behavior

1. Move from:
   a. External to internal
   b. Frequent to infrequent
   c. Predictable to unpredictable
   d. Tangible to social
Component 4 continued

2. Individualize as much as possible to accommodate individual differences and diversity.

3. Build on positive person-to-person relationships.

4. Strive for 6-8 positive interactions for every 1 negative interaction.

5. Label the behavior for which the positive acknowledgement is intended.

**Ex:** Thank you for waiting your turn.
So... Who Should Provide Positive Reinforcement?
### Example at Centreville Middle School

<table>
<thead>
<tr>
<th>What</th>
<th>When</th>
<th>By Whom</th>
<th>How Often</th>
<th>How many</th>
<th>Where</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Office Referrals</td>
<td>When a student provides an exemplary display of school-wide behavioral expectations</td>
<td>All staff</td>
<td>Each occurrence</td>
<td>5-6 per day per teacher</td>
<td>Anywhere at school</td>
</tr>
<tr>
<td>(see form)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbal praise</td>
<td>Continuously &amp; contingently for behavior related to school-wide rules</td>
<td>All staff</td>
<td>As often as possible</td>
<td>No maximum number per teacher</td>
<td>Anywhere at school</td>
</tr>
<tr>
<td>&quot;Gotchas&quot;</td>
<td>Continuously &amp; contingently for whenever a student displays behavior related to school-wide rules in nonclassroom settings</td>
<td>All staff, but especially supervisors, teaching assistants, cafeteria workers, bus drivers, &amp; administrators</td>
<td>As often as possible</td>
<td>No maximum per teacher</td>
<td>Nonclassroom settings: hallways, bus loading areas, playgrounds, common areas, cafeteria, etc.</td>
</tr>
<tr>
<td>(see slip)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom acknowledgements</td>
<td>Continuously &amp; contingently when student displays behavior related to school-wide rules in classroom settings</td>
<td>All classroom teachers, teaching assistants</td>
<td>At least hourly</td>
<td>No maximum per classroom</td>
<td>Classroom settings during instruction, transitions, unstructured activities, etc.</td>
</tr>
<tr>
<td>(see individual classroom management plans)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Substitute Specials&quot;</td>
<td>Substitute teacher observes any student engaged in a behavior related to school-wide rules</td>
<td>All substitute teachers</td>
<td>At any time</td>
<td>At least 3 every hour</td>
<td>Anywhere at school, but especially in classrooms</td>
</tr>
<tr>
<td>(see slip)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Office Specials&quot;</td>
<td>Whenever office staff recognize students for especially noteworthy behavioral growth, progress, or displays</td>
<td>Office staff: principal, assistant principal, counselor, secretaries, office assistants, etc.</td>
<td>At any time</td>
<td>At least one per grade level per day</td>
<td>Anywhere at school</td>
</tr>
<tr>
<td>(bumper sticker, school pencil, store discount coupons, lunch with Principal, etc.)</td>
<td></td>
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<td></td>
<td></td>
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</tr>
</tbody>
</table>
Component 5

Continuum of Procedures for Discouraging Problem Behavior

Consequences Posted ???
Referral / Not a Referral

• Principal should clearly demonstrate what constitutes an office referral to staff on the first day of school.

• Develop a way to document
Referrals to the Office

What constitutes an office referral?

- Homework
- Tardy
- No Supplies
- Off Task
- Fighting
- Drugs
- Weapons
- Sexual
### What Continuum of Procedures for Discouraging Problem Behaviors Are in Place in Your School?

<table>
<thead>
<tr>
<th>Level</th>
<th>Definition</th>
<th>Examples</th>
<th>Procedures</th>
</tr>
</thead>
</table>
| Minor   | Behaviors that do not require administrator involvement | • Late to class  
  • Unprepared for instruction  
  • Non-compliances |            |
| Major   | Requires Administrative involvement | • Chronic minor offenses with documentation  
  • Aggression  
  • Stealing |            |
| District| Violations of district, city, and/or state policy or laws | • Drugs  
  • Weapons  
  • Vandalism |            |
Component 6

Good Record Keeping
Documentation

Name ____________ Date __________
Facts ___________________________________
________________________________________
______, ________ Student Conference
______ Phone Conference w/Parent
______ School Conference w/Parent
______ Referred to the Office
<table>
<thead>
<tr>
<th>ACTION TAKEN BY THE</th>
<th>PRINCIPAL</th>
<th>TEACHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-1</td>
<td>Student Conference</td>
<td><em>A-6</em> Corporal Punishment</td>
</tr>
<tr>
<td>A-2</td>
<td>Parent Contact/Conference</td>
<td><em>A-7</em> Expulsion</td>
</tr>
<tr>
<td>A-3</td>
<td>Saturday School</td>
<td><em>A-8</em> Legal Action</td>
</tr>
<tr>
<td>A-4</td>
<td>Suspension From School Bus</td>
<td><em>A-9</em> Break Detention</td>
</tr>
<tr>
<td>A-5</td>
<td>Out of School Suspension</td>
<td><em>A-10</em> Other</td>
</tr>
</tbody>
</table>

**Comments**

**POSSIBLE MOTIVATION FOR BEHAVIOR**

| Obtain peer attention | Obtain adult attention | Obtain items/activities | Avoid tasks/activities | Avoid adult(s) |

**REASON FOR REFERRAL**

**MINOR OFFENSES - CLASS I**

| 1.01 | Excessive distraction of other students |
| 1.02 | Illegal organizations |
| 1.03 | Threat, harassment or intimidation |
| 1.04 | Gambling |
| 1.05 | Tardiness |
| 1.06 | Profane or obscene language |
| 1.07 | Dress code |
| 1.08 | Minor disruption on school bus |
| 1.09 | Inappropriate public display of affection |
| 1.10 | Unauthorized absence from class/school |
| 1.11 | Intentionally providing false information |
| 1.12 | Refusal to complete class assignments/failure to bring materials |
| 1.13 | Vehicular violations |
| 1.14 | Any other violations |

**INTERMEDIATE OFFENSES - CLASS II**

| 2.01 | Defiance of Board employee’s authority |
| 2.02 | Possession, control or use of tobacco products |
| 2.03 | Battery upon students |
| 2.04 | Fighting |
| 2.05 | Vandalism |
| 2.06 | Stealing - larceny-petty theft |
| 2.07 | Possession of stolen property |
| 2.08 | Threats-extortion |
| 2.09 | Trepassing |
| 2.10 | Possession of fireworks or firecrackers |
| 2.11 | Offensive touching of another person |
| 2.12 | Written or verbal propositions to promote sexual acts |
| 2.13 | Use of obscene manifestations (verbal, written, physical) |
| 2.14 | Directing obscene or profane language to board employee or visitor |
| 2.15 | Leaving premises without permission |
| 2.16 | Cheating-serious or repeated violations |
| 2.17 | Any other offense |

**MAJOR OFFENSES - CLASS III**

| 3.01 | Drugs and alcohol |
| 3.02 | Arson |
| 3.03 | Battery upon Board employee |
| 3.04 | Robbery |
| 3.05 | Stealing-larceny-grand theft |
| 3.06 | Burglary of school property |
| 3.07 | Criminal mischief |
| 3.08 | Possession of firearms/weapons |
| 3.09 | Discharging any firearm |
| 3.10 | Bomb threats |
| 3.11 | Explosives |
| 3.12 | Sexual acts |
| 3.13 | Aggravated battery |
| 3.14 | Inciting/participating in major student disorder |
| 3.15 | Unjustified activation of fire alarm |
| 3.16 | Igniting fireworks and/or firecrackers |
| 3.17 | Any other offense |

Student Signature:

Teacher Signature:

Parent Signature:
Interested?

- PBS Readiness
- PBS Universal Tier I Team Training
- PBS Tier I Coaching Training
- PBS School-wide Classroom Management 101
- PBS Technical Assistance: ALSDE PBS Specialist
Evaluations

• 5 is good. If you feel the need to use 1’s ….. Well, just throw it away.

• Help with Clean up