Implementing PBIS in Schools: Practical Applications

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Boston Public Schools
Learner Objectives

This session will help participants:
1. Obtain a basic understanding of having a comprehensive model of delivering social-emotional supports-CBHM
2. Acquire a working knowledge of the five Tier 1 essentials of PBIS.
3. Understand the rationale and benefits of implementing school-wide PBIS
4. Explore common pitfalls and solutions to everyday challenges in implementation.
5. Become familiar with tools that can support PBIS implementation
Multi-Tiered Systems of Support (MTSS) & Comprehensive Behavioral Health Model (CBHM)
What is CBHM?

❖ Comprehensive Behavioral Health Model

❖ Partnerships amongst School District, Community Agencies, Boston Children’s Hospital

❖ Plan for Multi-tiered System of Supports to Address the Social Emotional Needs and Well-being of our Students
BPS Comprehensive Behavioral Health Model

Ensuring that all students have a safe and supportive school where they can be successful

If we do this...

- Universal screening and positive skill instruction
- Access to targeted supports and services
- Integrated academic and socio-emotional learning
- Professional development on evidence-based interventions
- Data management and accountability
- Partnerships with families and community agencies

We will see this...

- Improved academic performance
- Increased positive behaviors
- Improved school climate and student engagement
- Increased skills to address students' needs
- Increased capacity to provide services
- Improved access to and coordination of services

To achieve this...

- Academic and social competence
- Safe and supportive learning environments
- High-quality, equitable behavioral health services

Theory of Change: Integrating behavioral health services into schools will create safe and supportive learning environments that optimize academic outcomes for all students.
P.B.I.S.

- PBIS is an initiative adopted by many districts and schools across the nation to teach students socially desired behaviors.
- Just like academic concepts, its aim is to explicitly teach behavioral expectations across settings commonly found within schools.
- Implementation of school-wide PBIS is linked to a decrease in student discipline referrals (Bradshaw, Mitchell, & Leaf, 2010), a decrease in suspensions (Horner, Sugai, Todd, & Lewis-Palmer, 2005), and improved perception of safety (Sprague et al, 2010).
- PBIS has also been associated with improvement in academic performance (Nelson, Martella, & Marchand-Martella, 2002).
What does PBIS address?

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%
Overarching essentials

In all aspects of PBIS, you will need

- Willing Team Participants
- Professional Development Time
- Administrative Support
- Staff Buy-In/Support
- Budget Planning/Allocation
PBIS & Changing Role of School Psychologists

Professional Services by School Psychologists

Practices That Permeate All Aspects of Service Delivery
- Data-Based Decision Making and Accountability
- Consultation and Collaboration

Direct and Indirect Services for Children, Families, and Schools

<table>
<thead>
<tr>
<th>Student-Level Services</th>
<th>Systems-Level Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interventions and Instructional Support to Develop Academic Skills</td>
<td>School-Wide Practices to Promote Learning</td>
</tr>
<tr>
<td>Interventions and Mental Health Services to Develop Social and Life Skills</td>
<td>Preventive and Responsive Services</td>
</tr>
<tr>
<td></td>
<td>Family-School Collaboration Services</td>
</tr>
</tbody>
</table>

Foundations of School Psychologists’ Service Delivery

<table>
<thead>
<tr>
<th>Diversity in Development and Learning</th>
<th>Research and Program Evaluation</th>
<th>Legal, Ethical, and Professional Practice</th>
</tr>
</thead>
</table>
TIER I ESSENTIALS

1. EXPECTATIONS DEFINED
2. EXPECTATIONS TAUGHT
3. REINFORCEMENT SYSTEM
4. CONSEQUENCE SYSTEM
5. DATA SYSTEM
TIER I ESSENTIALS

1. EXPECTATIONS DEFINED
2. EXPECTATIONS TAUGHT
3. REINFORCEMENT SYSTEM
4. CONSEQUENCE SYSTEM
5. DATA SYSTEM
Before Defining Expectations: Is a team formed and functioning effectively?

• Commonly called a School Climate Team or PBIS Team.
• Team has broad representation including general education teachers, special education teachers, specials teachers, guidance, parent, etc.
• Consider including students on team when discussing reward systems.
• School administrative team must be committed to school-wide PBIS and be active participants.
Common Problems to Avoid in Meetings

• No agenda is prepared
• Meeting starts late
• No time schedule has been set for the meeting
• No one is prepared
• No facilitator is identified
• No one agrees on anything
• No action plan is developed
• Everyone is off-task
• Negative tone throughout the meeting
Review your school’s mission, vision, or core values.

The vision of the San Antonio School is to nurture and empower all students to think critically, achieve academic excellence, contribute as global citizens, and succeed in a culturally and linguistically diverse world.

The San Antonio School is a school where we believe in the core values of Respect, Responsibility, and Safety.
Determine School-Wide Expectations

• Characteristics that are expected of all students and staff in all settings.
• Select 3 to 5 expectations
• State expectations in positive terms
• Select expectations that are general enough to be applicable in multiple settings, but specific enough to be of assistance in generating rules for targeted settings
Which ones are expectations?
Which ones are rules?

• Be considerate
• Be punctual
• Place food items in their proper containers
• Remain seated during instruction
• Keep all four legs of your chair on the floor
Three to Five Terms that Encompass the Type of Positive Behaviors You’d Like to See

Respect, Responsibility, Safety, Participation, etc. (as nouns).

Respectful, Responsible, Safe, Involved (as adjectives).

"ABC's" (Act Responsibly, Be Respectful and Care and Cooperate)

"The BBD's (Be Safe, Be Kind and Do the Right Thing)

"Do Your BEST" (Believe in Yourself, Extend a helping hand, Show respect, and Take responsibility).
Trouble with reaching consensus for school-wide expectations?

Possible Activity with School Climate or PBIS Team:

Identify the characteristics of an ideal student.

What qualities do you want to see from your students?
Case Study: San Antonio School Tigers

A Powerful Tiger is Safe, Respectful, and Responsible
Define Rules for Unique Settings

• Specific rules or skills you want students to exhibit to follow in specific settings.
Case Study: San Antonio School Tigers

San Antonio School’s principal reported to the climate team that majority of school’s behavioral incident reports were coming from non-classroom settings such as the lunchroom, hallways, bathrooms, etc.
Case Study: Building A Matrix for San Antonio Tigers

**DRAFT OF BEHAVIOR MATRIX**

<table>
<thead>
<tr>
<th>EXPECTATIONS</th>
<th>Before/After School</th>
<th>Lunchroom</th>
<th>Hallways</th>
<th>Bathroom</th>
<th>Playground</th>
<th>Buses</th>
<th>All Settings</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAFE</td>
<td></td>
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<tr>
<td>RESPECTFUL</td>
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<tr>
<td>RESPONSIBLE</td>
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</tbody>
</table>
Positively Stated Rules for Identified Settings

- **Safety in the Classroom:**
  - Use class materials for their stated purpose
  - Keep all four legs of your chair on the floor
  - Keep your desk and floor area clear and organized

- **Safety in the Hallway:**
  - Walk on the right side
  - Take stairs one step at a time
  - Keep backpacks and belongings off the floor

- **Safety on the Playground:**
  - Stay in supervised areas
  - Walk on the blacktop
  - Use equipment properly
### Clear and Specific Behaviors

| Specific | Rules should be stated in precise, jargon-free terminology.  
|----------|------------------------------------------------------------------------------------------------------------------|
|          | - Keep your hands and feet to yourself.  
|          | - Respect the physical and psychological space of others.                                                       |
| Observable and measurable | Behaviors should be evident and measurable, if necessary.  
|          | - To respond, raise your hand and wait to be recognized.  
|          | - Think before responding.                                                                                      |
| Stated positively | Rules should be stated in positive rather than negative terms.  
|          | - Walk in the hallways.                                                                                         |
|          | - Don’t run.                                                                                                    |
| Convey expected behavior | Teachers often have rules involving respect for others, following directions, and aspects of work such as being prepared and completing assignments.  
|          | - Come to class on time, prepared, and with all supplies and assignments.                                         |
|          | - Be a good student.                                                                                             |
Activity: Positively Stated Rules for this Presentation

Expectations

1. Be Respectful

2. Be Responsible

3. Be an Active Participant

Rules?
## Activity: Positively Stated Rules for this Presentation

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Be Respectful</td>
<td>Listen to other’s ideas</td>
</tr>
<tr>
<td></td>
<td>Collaborate with team members</td>
</tr>
<tr>
<td></td>
<td>Listen quietly while the speaker is presenting</td>
</tr>
<tr>
<td>2. Be Responsible</td>
<td>Complete task</td>
</tr>
<tr>
<td></td>
<td>Come to consensus as a team</td>
</tr>
<tr>
<td></td>
<td>Come back from breaks and lunch on time</td>
</tr>
<tr>
<td></td>
<td>Start training on time</td>
</tr>
<tr>
<td>3. Be an Active Participant</td>
<td>Share ideas with others</td>
</tr>
<tr>
<td></td>
<td>Follow through with task and activities</td>
</tr>
<tr>
<td></td>
<td>Work on activities as a team</td>
</tr>
<tr>
<td></td>
<td>Equal task distribution</td>
</tr>
</tbody>
</table>
Strategies for Creating PBIS Matrix- Expectations & Rules

1. Go through each environment a student encounters in their daily routine, and envision how you would like students to behave.

2. Use previous data you have collected on student behaviors across multiple contexts to identify most common problems.

3. Beside your list of undesired behaviors, write a contrasting, positive behavior that you would like to replace it with.
## DRAFT OF BEHAVIOR MATRIX

### SAN ANTONIO TIGERS

<table>
<thead>
<tr>
<th>EXPECTATIONS</th>
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<td>SAFE</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>RESPECTFUL</td>
<td></td>
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<td></td>
</tr>
<tr>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
**REMEMBER!**
A Powerful Tiger is Safe, Respectful, and Responsible!

<table>
<thead>
<tr>
<th>Rule/Expectations</th>
<th>SETTINGS</th>
<th>BEFORE AND AFTER SCHOOL</th>
<th>HALLWAYS</th>
<th>LIBRARY</th>
<th>LUNCHROOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe</td>
<td>ALL SETTINGS</td>
<td>Cross at Crosswalk</td>
<td>Walk</td>
<td>Only use the library when an adult is present.</td>
<td>Walk</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Arrive no sooner 8:45</td>
<td>Watch where you’re going</td>
<td>Treat books with care</td>
<td>Clean up spills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(8:30 for breakfast – enter and leave through front door)</td>
<td>Stay to the right</td>
<td></td>
<td>12 to a table and stay seated</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Be aware of Stranger Danger</td>
<td>Only adults may open outside doors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respectful</td>
<td></td>
<td>K-1 go to B&amp;A daycare through the school.</td>
<td>Voices off</td>
<td>Use quiet voices</td>
<td>Use good table manners</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2, 3, 4, 5 exit regular doors and walk around to B&amp;A daycare</td>
<td>Hands to yourself</td>
<td>Use indoor voices</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Keep an appropriate distance in line</td>
<td>Be polite</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Keep backpacks and coats hanging neatly.</td>
<td>Include others, no saving seats</td>
<td></td>
</tr>
<tr>
<td>Responsible</td>
<td></td>
<td>Leave school and go directly home.</td>
<td>Keep permission to be in the hall</td>
<td>Use a Shelf Marker</td>
<td>Find your seat quickly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Follow your family plan for getting home</td>
<td></td>
<td>Bring books on your library day</td>
<td>Clean up your eating area</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Own up to damaged or lost books</td>
<td>Lights off = voices off</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Put books back where they belong</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Pay for your food</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rule/Expectations</th>
<th>PLAYGROUND</th>
<th>BATHROOMS</th>
<th>ASSEMBLY</th>
<th>BUSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe</td>
<td>Use equipment safely</td>
<td>Wipe up spills</td>
<td>Sit flat in one spot</td>
<td>Enter and exit in an orderly fashion</td>
</tr>
<tr>
<td></td>
<td>Stay in boundaries where adults can see you</td>
<td>Wash your hands quietly</td>
<td>Keep your hands and feet to yourself</td>
<td>Stay in your seat</td>
</tr>
<tr>
<td></td>
<td>Keep rocks and snow on ground</td>
<td></td>
<td>Report any danger</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Get permission to go inside</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respectful</td>
<td>Treat others the way you want to be treated.</td>
<td>Throw away trash</td>
<td>Listen and watch with voices off</td>
<td>Follow directions</td>
</tr>
<tr>
<td></td>
<td>Include others</td>
<td>Use the bathroom respectfully</td>
<td>Use respectful applause</td>
<td>Wait in line</td>
</tr>
<tr>
<td></td>
<td>Use friendly language</td>
<td>Respect other people’s privacy</td>
<td>Follow “the quiet signal”</td>
<td>Listen to the bus driver</td>
</tr>
<tr>
<td></td>
<td>Follow adult directions</td>
<td></td>
<td></td>
<td>Share seats</td>
</tr>
<tr>
<td>Responsible</td>
<td>Use equipment properly</td>
<td>Take care of business and get back to class.</td>
<td>Line up quietly for your teacher.</td>
<td>Back to back, seat to seat, and feet on the floor</td>
</tr>
<tr>
<td></td>
<td>Play fairly and follow game rules</td>
<td></td>
<td></td>
<td>Keep your body and belongings inside the bus</td>
</tr>
<tr>
<td></td>
<td>Line up quickly and quietly when the whistle blows</td>
<td>Take care of business and get back to class.</td>
<td></td>
<td>Use quiet voices</td>
</tr>
<tr>
<td></td>
<td>Leave food/toys inside</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tell to get someone out of trouble not into trouble</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Creating School Community Ownership

- Faculty and student surveys
- Faculty meeting forums
- Student government association input
- Family organization input
Challenges

- Agreeing on language
- Extensive time commitment
- Administrator commitment/buy-in
- Inadequate representation within the team
- Setting unreasonable/“unfair” expectations, leading to inconsistency in enforcement
- Inconsistency, which equals reduced credibility
Questions?

Expectations Defined
TIER I ESSENTIALS

1. • EXPECTATIONS DEFINED
2. • EXPECTATIONS TAUGHT
3. • REINFORCEMENT SYSTEM
4. • CONSEQUENCE SYSTEM
5. • DATA SYSTEM
STOP!!

Did you…

Operationally define what the rules look like across all the routines and settings in your school.
Guiding Questions…
The 5 W’s

- What is the teaching schedule (dates, times) for the year?
- Where will the instruction take place?
- Who is responsible for teaching expectations?
- Who is responsible for writing behavioral lesson plans based on data trends?
- Why will the expectations be taught?
Why do we teach them?

“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?”
What is our goal?

Student Engagement = 80%

80% of School Day Allocated to Instruction

High Levels of Academic Achievement
Things to consider

• For a child to *learn something new*, it needs to be repeated on average 8 times (Joyce and Showers, 2006)

• For a child to *unlearn* an old behavior and replace it with a new behavior, the new behavior must be repeated on average 28 times
When do we teach expected behaviors? Examples...

- 1. At the beginning of each academic year
- 2. Daily or Weekly (teach and re-teach)
- 3. Before class and when introducing an activity
- 4. When data shows areas of need/improvement
- 5. Any others?
Components of Lesson Plans

1. Name is SPECIFIC skills being taught
2. Skills should be aligned with school-wide expectations
3. Introduce the skill/rule being taught
4. Demonstrate (teacher THEN students)
   - Examples vs. Non-examples
5. Provide immediate feedback
6. Acknowledge when students have mastered the skill
School-Wide Systems

Defined as involving **ALL** students, **ALL** staff, and **ALL** settings

Is there:
> A leadership team that believes in the initiative
> Common approach to discipline
> A continuum of procedures to encourage AND discourage behavior
Non-Classroom System

Defined as particular times or places where supervision is emphasized

Is there:
> Consistent application of school-wide expectations
> Active supervision and opportunities to improve skills
> Involvement from ALL staff (directly or indirectly) in management of these settings
**Bathroom Lesson Plan**

**SETTING:** Bathroom

**PROCEDURES:**
- Enter the bathroom quietly
- Wait quietly for your turn
- Flush when you’re finished
- Wash your hands before you leave

**EXPECTATIONS:**

<table>
<thead>
<tr>
<th>Take Care of Yourself</th>
<th>Take Care of Others</th>
<th>Take Care of the Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Flush</td>
<td>✓ Give others privacy and space</td>
<td>✓ Keep area clean</td>
</tr>
<tr>
<td>✓ Wash your hands</td>
<td>✓ Use a quiet voice</td>
<td>✓ Report problems</td>
</tr>
<tr>
<td>✓ No “hibernating”</td>
<td></td>
<td>✓ Use what you need</td>
</tr>
</tbody>
</table>

**TEACHING EXAMPLES:**

<table>
<thead>
<tr>
<th>POSITIVE EXAMPLES:</th>
<th>NEGATIVE EXAMPLES:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Standing quietly and waiting away from the stall area if they are full</td>
<td>1. Yelling at others to hurry up; opening stall doors; peeking or joining</td>
</tr>
<tr>
<td>2. Checking to be sure you flushed and the area is clean</td>
<td>2. Not checking; leaving toilet paper on the floor</td>
</tr>
<tr>
<td>3. Leaving the bathroom when done to allow someone else a turn</td>
<td>3. Staying in the bathroom and talking to others who enter</td>
</tr>
</tbody>
</table>
Classroom Systems

Defined as instructional settings in which teacher(s) supervise and teach groups of students

Is there:
> A set of clearly defined expectations
> A continuum of strategies to acknowledge AND respond to behavior
> A consistency between classroom and school-wide expectations
# Classroom Lesson Plan

**SETTING:** Individual Classrooms

**PROCEDURES:**

*These will vary according to each teacher’s own classroom procedures.*

**EXPECTATIONS:**

<table>
<thead>
<tr>
<th>Take care of yourself</th>
<th>Take care of others</th>
<th>Take care of environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Best effort</td>
<td>✓ Be Kind</td>
<td>✓ Clean up after yourself</td>
</tr>
<tr>
<td>✓ Be prepared</td>
<td>✓ Create a quiet work environment</td>
<td>✓ Take care of materials</td>
</tr>
</tbody>
</table>

**TEACHING EXAMPLES:**

**POSITIVE EXAMPLES:**

1. Actively listen to instruction and participate
2. Follow directions the first time they are given
3. Maintain a safe and calm body in classroom (Walk, hands and feet to self)
4. Complete work to the best of your ability
5. Be prepared for learning (folder, homework, supplies)

**NEGATIVE EXAMPLES:**

1. Turned away and/or talking during instruction
2. Wait to be asked several times before following a direction
3. Running, hitting, kicking, pushing, bumping
4. Partially completing work, seeking out unneeded help, rushing, not focused
**CYCLONE CHARACTER**

**WE ARE RESPECTFUL**
1. Face front.
2. Keep personal space.
3. Follow directions.

**WE ARE RESPONSIBLE**
1. Quiet
2. Leave property alone.

**WE ARE SAFE**
1. Walk on right.
2. Hands and feet to self.

**TEACH**
A. Overview of the lesson: “Today we are going to talk about how we are respectful, responsible, and safe in the hallway.”
B. Guided Discovery: “Could someone tell us what we are going to learn an practice today?”
C. Definition of CYCLONE CHARACTER for the hallway: See above matrix for expectations.
   1. Show the Teaching Poster of Expectations with pictures and walk through the expectations.
   2. Discuss the detail of the expectations with students.

**MODEL**
A. Demonstrate examples of not following expectations.
   1. Respectful – Show example of not facing front. Talk with students about how else a person might not be following the Respectful expectation in the hallway.
   2. Responsible - Show example of not leaving property alone (i.e., taking a pencil eraser along the wall, hitting or fiddling with a locker). Talk with students about how else a person might not be following the Responsible expectation in the hallway.
   3. Safe - Show example of not walking on the right, but on the left. Talk with students about how else a person might not be following the Safe expectation in the hallway.

B. Choose a couple of students to “show” examples of following the expectations.
   1. Respectful – Show an example for facing forward, keeping personal space, and following directions. Have students line up in the hallway and face forward, use an arm length to show personal space, and use “Give Me Five” Body Basics for following directions.
   2. Responsible – Show an example of being quiet and leaving property alone. Have the students show not talking (silence) and keeping hands to their sides as they walk down the hall.
   3. Safe – Show an example of walking on the right side of the hallway. Have the students show all previous hallway expectations and include them walking on the right side of the hallway.

C. Discussion. “Tell me what “Respectful, Responsible, and Safe” look, feel, or sound like in the hallway.”

**PRACTICE**
A. Have all students line up on the right side of the hallway and have them walk down a hallway and back, with the adult monitoring.
B. Debrief with students any questions. “Are there any questions you have about being respectful, responsible, and safe behavior in the hallway?”
AREA: MAIN OFFICE/HEALTH OFFICE
MATERIALS: 2-3 Adults – Teaching Poster of Main Office/Health Office Expectations
TIME ALLOTTED: 15-20 minutes

<table>
<thead>
<tr>
<th>CYCLONE CHARACTER</th>
<th>WE ARE RESPECTFUL</th>
<th>WE ARE RESPONSIBLE</th>
<th>WE ARE SAFE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Quiet.</td>
<td>2. Pass/permission necessary.</td>
<td>3. Wait (sit in chair) for attention.</td>
<td></td>
</tr>
<tr>
<td>1. Follow adult directions.</td>
<td></td>
<td></td>
<td>1. Hands and feet to self.</td>
</tr>
</tbody>
</table>

TEACH
A. Overview of the lesson: “Today we are going to talk about how we are respectful, responsible, and safe in the main office/health office.”
B. Guided Discovery: “Could someone tell us what we are going to learn and practice today?”
C. Definition of CYCLONE CHARACTER for the media center: See above matrix for expectations.
1. Show the Teaching Poster of Expectations with pictures and walk through the expectations.
2. Discuss the detail of the expectations with students.

MODEL
A. Demonstrate examples of not following expectations.
1. Respectful – Show example of not following directions (i.e. go right to nurse’s office to get a Band-Aid). Talk with students about how else a person might not be following the Respectful expectation in the main office/health office.
2. Responsible - Show example of not being quiet (i.e., coming into the office saying “I need help, I need help” five times loudly). Show example of not waiting or sitting in the waiting room chair (i.e., roaming the office and touching things). Talk with students about how else a person might not be following the Responsible expectation in the main office/health office.
3. Safe – Show an example of kicking the wall, desk, or someone and/or touching things in the office without permission. Talk with students about how else a person might not be following the Safe expectation in the main office/health office.

B. Choose a couple of students to “show” examples of following the expectations.
1. Respectful – Show an example for following directions (i.e., show a pass or note of why they are in the office).
2. Responsible – Show an example of being quiet (i.e., enter the office and stand and wait for adult acknowledgement.
3. Safe – Show an example of waiting or sitting in the office chair (i.e., after standing in the office without adult acknowledgement sit down in the chair to wait.
C. Discussion. “Tell me what “Respectful, Responsible, and Safe look, feel, or sound like in the main office/health office.”

PRACTICE
A. Students line up outside the office and one at a time come into the office with a pass or note and use the expectations for this area, with adult monitoring.
B. Debrief with students any questions. “Are there any questions you have about being respectful, responsible, and safe behavior in the main office/health office?”
Teaching Behaviors

ADJUST for Efficiency → DEFINE Simply

MONITOR & ACKNOWLEDGE Continuously → MODEL

PRACTICE In Setting
Basic Guidelines to teaching expectations

✓ Do they consider all of the school’s main settings?
✓ Are there any existing lesson plans?
✓ At some point, where other students and staff involved?
✓ Are they contextually, culturally, and developmentally appropriate?
✓ Is there a schedule for initial and on-going instructions (review/practice)?
✓ Is there a structure for continuous evaluation?
✓ A system of support for students who do not respond to the instruction?
Challenges

- Not having a system for teaching the expectations
- Having consistency around the lesson plans in terms of developmental and grade level appropriateness
- Having a direct connection to expectations being presented school-wide (i.e. Behavioral Matrix)
- Fidelity around teaching/re-teaching of lesson plans.
- Administrator not allocating time
- Making them culturally relevant to the student body and staff
Questions?

Expectations Taught
TIER I ESSENTIALS

1. EXPECTATIONS DEFINED
2. EXPECTATIONS TAUGHT
3. REINFORCEMENT SYSTEM
4. CONSEQUENCE SYSTEM
5. DATA SYSTEM
DEFINITION

“A system that provides immediate, intermittent, and long-term reinforcements, given by adults in the building, to any students displaying desired school-wide expectations, behaviors, or associated rules”
Key Characteristics

• Easy and quick form of acknowledgement for all staff to use
• Considerate of strategies/processes that already exist
• Culturally, developmentally, contextually appropriate/relevant
• Buy-in and follow-up
• Schedule for consistent feedback to students and staff
• Use by all staff
• Schedule for initial introduction (PD)
• Boosters or reimplementation informed by data
“...our research team has conducted a series of reviews and analysis of (the reward) literature; our conclusion is that there is no inherent negative property of reward. Our analyses indicate that the argument against the use of rewards is an overgeneralization based on a narrow set of circumstances.”

- Cameron, 2002
- Cameron & Pierce, 1994, 2002
- Cameron, Banko & Pierce, 2001
METHODS FOR IMPLEMENTATION

- Decide upon a Method of Reinforcement
  - Scholar Dollars
  - King Coins
  - Pride Dollars
  - Paws
  - Hoots
  - Jag Tags
  - Gator Gotchas

- Most of our schools have tried to tie in the school mascot to selection
Money, Money, Money…
My Kids Bank

Total deposits: $3,761.00
Total automatic deposits: $0.00
Total automatic withdrawals: $0.00
Average balance: $19.29
Average interest rate: 0.00%

- Import deposit accounts
- Make a deposit into one or more accounts
- Make a withdrawal from one or more accounts
- Set automatic interest for one or more accounts
- Set automatic deposit amount for one or more accounts
- Set automatic withdrawal amount for one or more accounts
- Print bank statements for one or more accounts
- Delete one or more accounts
- Refresh

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King School Currency
(King Coins- PreK-3)
King School Currency
(Scholar Dollars- 4th-8th)
PBIS TEAM LOGISTICS

- Meeting Schedule
  - 2 Times Monthly

- Team Composition
  - Administrator, Teachers, Specialists, Psychologist, Paraprofessionals

- Roles/Assignments
  - Facilitator, Notetaker, Time Keeper
PBIS MEETING FOCUS

- There is quite a bit to do! The focus of meetings will depend upon where your school is in the PBIS process.
- Reinforcement takes less time as you go
- Event planning, Fundraising, Troubleshooting
- Use & Consult your rolling agenda
- Posters, Fundraising letter, Scheduling, Collections, Setup.
PBIS EVENTS

- Brainstorming / Resource Mapping
  - Funding
  - Activities
  - Assemblies/Pep Rally

- Cost vs. No Cost
  - Plenty of ‘no-cost’ options- Still Requires Planning
    - Scheduling, Staffing, Etc.
MINIMAL COST ACTIVITIES

- Computer Time
- “Fall Fest”
- Sports Tournaments
- Free Time
- Ice Cream Socials
- Special Lunches
COST ACTIVITIES

- School Store
- Field Trips
- Staff/Student Luncheon
- Raffle
Marketing Techniques…

PBIS Grades 6-8
Student vs. Staff Basketball Game
When: March 9th
Where: Gym
Cost: 25 Scholar Dollars to Play

20 Scholar Dollars to Watch
Super Sophisticated...

**Raffle**

**Cost:** $5 King Coins/Scholar Dollars

**When:** March 8

**Prizes:**
- Footballs
- Basketballs
- $25 McDonald's Gift Card
- Stuffed Animals
School Store

- Piloted this year in our 2nd year of PBIS
- Targeting Fall & Spring Implementation
- Funded by staff donations and Box Top funds
- Duration of 2 weeks- not permanent
OUR STORE
OUR STORE
HAPPY CAMPERS
HAPPY CAMPERS CONT’D…
DUCK BOAT TOURS
FIELD TRIP TO FENWAY
STUDENT LUNCHEON
STUDENT LUNCHEON
HOT CHOCOLATE SOCIAL
FUNDING/FUNDRAISING

- School Grants
  - Safe & Healthy Schools Grant
  - Dudley Street Initiative
- Check local, statewide, and federal grant opportunities
- PBIS.org
- Donors Choose
- Box Tops!
FUNDING/FUNDRAISING
(OUR BOX TOPS WINNERS)
CHALLENGES

- UNIFORMITY IN TYPE OF REINFORCEMENT SYSTEM
  - Administrative support, Frequent Feedback to Staff w Data

- INCONSISTENT OR NON USE AMONGST CLASSROOMS
  - Staff Reinforcement
    - Raffles, Recognition, Plunger, Goose, Golden Tiger
Questions?

Reinforcement System
TIER I ESSENTIALS

1. EXPECTATIONS DEFINED
2. EXPECTATIONS TAUGHT
3. REINFORCEMENT SYSTEM
4. CONSEQUENCE SYSTEM
5. DATA SYSTEM
One of the first ways we begin to address behavior and create positive climate is...

CLASSROOM MANAGEMENT
8 Key areas of classroom management

✓ Physical Space
✓ Routines
✓ Time
✓ Transitions
✓ Attention
✓ Student Engagement
✓ Curriculum and Content
✓ Behavior Management
Behavior Management within the classroom

- Move Continuously
- Remind/Pre-correct
- Scan Always & Overtly
- Positively Recognize Rule Following
- Interact Frequently
Consequence Systems

Clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure for addressing office-managed versus staff-managed problems.

Examples

- Office Discipline Referral forms that emphasize school-wide expectations
- Procedures outlines for entering events into district discipline data
Consequence Systems

KEY CHARACTERISTICS

◦ Consistency across staff and administration
◦ Predictability, but not rigidity
◦ Clarity about what/when behavior is handled
  • Classroom vs office
  • Major vs. Minor
◦ Establish efficient record keeping system to allow rapid and appropriate response to behavior (office referral form… clearly defined problem behavior categories)
## Where are behaviors addressed?

<table>
<thead>
<tr>
<th>Minor (Classroom)</th>
<th>Major (Out of Classroom)</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Unkind words</td>
<td>✓ Abusive language</td>
</tr>
<tr>
<td>✓ Physical contact</td>
<td>✓ Physical aggression</td>
</tr>
<tr>
<td>✓ Non-Compliance</td>
<td>✓ Leaving class without permission</td>
</tr>
<tr>
<td>✓ Disruption/Talking in class</td>
<td>✓ Damaged property</td>
</tr>
<tr>
<td>✓ Lack of preparedness</td>
<td></td>
</tr>
<tr>
<td>Minor Behavior</td>
<td>Definition</td>
</tr>
<tr>
<td>----------------</td>
<td>------------</td>
</tr>
</tbody>
</table>
| Inappropriate verbal language (minor) | Low intensity instance of inappropriate language (swearing included) | • Name calling  
• ‘stupid’ ‘dummy’ ‘shut-up’ ‘I hate you’  
• ‘You’re not my friend’ ‘suck’  
• Mumbling, talking under breath  
• Swear words (could include cursing or sounds like words meant as curse words, also cursing mistakenly)  
• ‘yo-mamma’ jokes and comments  
• Tattling  
• Hand signals (middle finger, trying to emulate gang signs, etc) (age appropriate)  
• Put downs  
• Sexual innuendos (age appropriate) | • Re-teach expectations  
• Give alternative language  
• Model empathy / how does the other person feel?  
• Time out / conference / reflection letter  
• Model and expect sincere apology  
• Reinforce positive behavior: “I like the way most of you are _______” |
Office Discipline Referrals (ODRs)

✓ Name/Grade of student in violation
  ✓ Where there other people involved?
✓ What was the expectation being violated
✓ Who observed/responded to the violation
✓ What was the initial response
✓ Date/Time
✓ School setting in which it occurred
✓ Possible Motivation
# 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>
<th>Reporting Staff</th>
<th>HR#</th>
<th>Time</th>
</tr>
</thead>
</table>

**LOCATION (Check One)**

- AM Bus
- PM Bus
- Walk to School
- Walk Home
- Auditorium
- Bathroom
- Cafeteria
- Hallway
- Gym
- Library
- Office
- Classroom (#_______)
- Playground
- Outside/parking lot
- Intervention room
- Other ________________

**MINOR BEHAVIORS (Check One)**

- Defiance/disrespect/non-compliance
- Disruption
- Physical Contact
- Intentional Damage
- Theft
- Throwing Things
- Theft/Off School
- Defiance/Insubordination/Non-Compliance
- Disrespect

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

- Abusive Language
- Bullying
- Defiance/Insubordination/Non-Compliance
- Disrespect
- Intimidation/Harassment
- Leaving Class w/o permission
- Physical Aggression
- Vandalism/Prop Damage
RHS Student Behavior Procedural Flowchart

**Handled in classroom**
- RJ Circles/Second Step (Skills & Relationship Building)
  - Review expectation and redirect to activity
  - Resolved
  - Not Resolved

**Support: School Leaders**
- Ana-Jess-Antony
- Genevieve-Renee

**Components of Behavior Management systems**
- Redirect behavior/Encourage student
- Reminder of expectations
- Reinforce positive behavior
- De-escalation/trauma sensitive strategies
- Use of breaks
- Conference/circles with student(s) (solution focused)
- Second step lessons to address class wide difficulties.
- Peer support/classroom support (time in another class)
- Communicate with parent
- Consequences to discourage (-) behavior:
  - Repair harm/Make up work/Loss of rewards/lunch with teacher (e.g., use of extra computer time)/Before or afterschool detention

**Managed in Classroom**
- Lack of caring words
- Lack of caring for others
- Lack of caring for environment
- Not prepared to learn
- Disrupting the learning environment
- Using technology inappropriately
- Difficulty following directions/listening

**Managed out of classroom**
- Use of abusive language
- Physical aggression
- Property damage
- Consistent disengagement
- Constant disruption
- Repetitive and extreme abuse of technology
- Open Defiance/Non-compliance

- Incident Report needs to be filed in ASPEN
- Refer to Office

**Student Support Team**
- Supports students in Tiers II & III
- Further problem solving/strategies to address student’s needs

- Check in with student/Check with adult
- RJ conferencing/Assist with return to class
- Call family/documentation of next steps
  - K1-1st (Ana & Genevieve)
  - 2nd-4th (Anthony & Renee)
  - 5th-8th (Jess & Vanessa)

- Community service
- Detention
- In-house suspension
- Suspension

**Resolved**
- Not Resolved After Utilizing Multiple Strategies
Some Key Points about Consequence Systems
✓ Are there specific definitions for violations of school expectations?
✓ Are there specific procedures for managing such violations?
✓ Are there specific mechanisms of communication and review of the consequence system?
Challenges

■ Uniform understanding amongst staff of developmentally appropriate consequences
■ Often difficult to agree upon
■ Consistent availability of disciplinary staff
■ Administration often most resistant to this process
■ Lack of investment of implementers
■ Insufficient use of time and expertise
■ Train staff without any follow-up and/or monitoring
Questions?

Consequence System
TIER I ESSENTIALS

1. EXPECTATIONS DEFINED
2. EXPECTATIONS TAUGHT
3. REINFORCEMENT SYSTEM
4. CONSEQUENCE SYSTEM
5. DATA SYSTEM
Data Collection Tools

• Universal Screening Tools
  • Recognized best practice.
  • Only used in 2% of districts nationwide.
  • BIMAS, Review 360, BESS,

• Other Data Sources
  • Office Discipline Referrals
  • Attendance
  • Nurse visits
  • Incident Reports
BIMAS:

Overview

• Measure of social, emotional and behavioral functioning in children and adolescents ages 5 to 18 years old.

• “Universal Assessment” includes 34 change-sensitive items that are used for universal screening and for assessing response to intervention.

• In BPS CBHM schools, students are screened twice per year, by a teacher or staff person who knows/works with them.
BIMAS:

Uses

- Screening
- Program Evaluation
- Student Progress Monitoring
“Before I write my name on the board, I’ll need to know how you’re planning to use that data.”
# BIMAS:

*Behavioral Concern Scales*

<table>
<thead>
<tr>
<th>Behavioral Concern Scales</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Conduct</td>
<td>This scale measures externalizing behaviors such as aggression, anger management, and substance abuse.</td>
</tr>
<tr>
<td>Negative Affect</td>
<td>This scale measures internalizing behaviors such as anxiety, withdrawal and feelings of sadness.</td>
</tr>
<tr>
<td>Cognitive/Attention</td>
<td>This scale measures behaviors of impulsivity and poor attention.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Ratings</th>
<th>Low Risk</th>
<th>Some Risk</th>
<th>High Risk</th>
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</table>

### BIMAS:

*Adaptive Scales*

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<tr>
<th>Adaptive Scales</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Social</strong></td>
<td>This scale measures behaviors around developing and maintaining positive relationships.</td>
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<tr>
<td><strong>Academic Functioning</strong></td>
<td>This scale measures behaviors around coming to class prepared and ready to learn.</td>
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</table>

<table>
<thead>
<tr>
<th>Ratings</th>
<th>Strength</th>
<th>Typical</th>
<th>Concern</th>
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</table>
Risk Level Pyramids across All Scales
BIMAS–Teacher Standard™
Springfield District School Board
2010–2011
Universal Assessment: 1

Schools Selected: Lincoln Middle School
MacDonald Elementary
Rouge Elementary

Grades Selected: K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Total For District
19 Students

Behavioral Concern Scales
Percent of Students

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<thead>
<tr>
<th>Levels Of Risk</th>
<th>Conduct</th>
<th>Negative Affect</th>
<th>Cognitive/Attention</th>
<th>Levels Of Functioning</th>
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<td>Concern</td>
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<tr>
<td>Some Risk</td>
<td>5 (26%)</td>
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<td>4 (21%)</td>
<td>Typical</td>
<td>11 (58%)</td>
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<td>61</td>
<td>31</td>
<td>20</td>
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<tr>
<td>Zackery, Joey</td>
<td>49</td>
<td>56</td>
<td>56</td>
<td>47</td>
<td>47</td>
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<tr>
<td><strong>Total in High Risk</strong></td>
<td><strong>1</strong></td>
<td><strong>3</strong></td>
<td><strong>4</strong></td>
<td><strong>5 %</strong></td>
<td><strong>14 %</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total in Some Risk</strong></td>
<td><strong>4</strong></td>
<td><strong>10</strong></td>
<td><strong>5</strong></td>
<td><strong>18 %</strong></td>
<td><strong>45 %</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total in Low Risk</strong></td>
<td><strong>17</strong></td>
<td><strong>9</strong></td>
<td><strong>13</strong></td>
<td><strong>23 %</strong></td>
<td><strong>41 %</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total in Concern</strong></td>
<td><strong>4</strong></td>
<td><strong>18 %</strong></td>
<td><strong>59 %</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total in Typical</strong></td>
<td></td>
<td><strong>17</strong></td>
<td><strong>10</strong></td>
<td><strong>45 %</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total in Strength</strong></td>
<td><strong>1</strong></td>
<td><strong>5 %</strong></td>
<td><strong>27 %</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### BIMAS: Case Study

*What did the data say?*

<table>
<thead>
<tr>
<th></th>
<th>Conduct</th>
<th>Negative Affect</th>
<th>Cognitive</th>
<th>Social</th>
<th>Academic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High</td>
<td>Some</td>
<td>Low</td>
<td>High</td>
<td>Some</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>8%</td>
<td>21%</td>
<td>71%</td>
<td>12%</td>
<td>23%</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>7%</td>
<td>19%</td>
<td>74%</td>
<td>13%</td>
<td>21%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>8%</td>
<td>17%</td>
<td>75%</td>
<td>8%</td>
<td>19%</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>10%</td>
<td>18%</td>
<td>78%</td>
<td>12%</td>
<td>22%</td>
</tr>
<tr>
<td>November 2015</td>
<td>10%</td>
<td>17%</td>
<td>73%</td>
<td>13%</td>
<td>23%</td>
</tr>
<tr>
<td>May 2016</td>
<td>12%</td>
<td>18%</td>
<td>70%</td>
<td>18%</td>
<td>27%</td>
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</tbody>
</table>
BIMAS: Case Study
Fall 2017: K-6 → What did the data say?

<table>
<thead>
<tr>
<th>Levels Of Risk</th>
<th>Conduct</th>
<th>Negative Affect</th>
<th>Cognitive/Attention</th>
<th>Levels Of Functioning</th>
<th>Social</th>
<th>Academic Functioning</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Risk</td>
<td>22 (7%)</td>
<td>45 (13%)</td>
<td>51 (15%)</td>
<td>Concern</td>
<td>103 (31%)</td>
<td>76 (23%)</td>
</tr>
<tr>
<td>Some Risk</td>
<td>63 (19%)</td>
<td>78 (23%)</td>
<td>71 (21%)</td>
<td>Typical</td>
<td>192 (57%)</td>
<td>194 (58%)</td>
</tr>
<tr>
<td>Low Risk</td>
<td>249 (75%)</td>
<td>211 (63%)</td>
<td>212 (63%)</td>
<td>Strength</td>
<td>39 (12%)</td>
<td>64 (19%)</td>
</tr>
<tr>
<td>Total</td>
<td>334 (100%)</td>
<td>334 (100%)</td>
<td>334 (100%)</td>
<td>Total</td>
<td>334 (100%)</td>
<td>334 (100%)</td>
</tr>
</tbody>
</table>
BIMAS: Case Study
Fall 2017: 7-8 → What did the data say?

RISK LEVEL PYRAMIDS

UA Period: Fall Screening  
School(s): Haley Pilot School  
Grade: 7x 8x

<table>
<thead>
<tr>
<th>Levels Of Risk</th>
<th>Conduct</th>
<th>Negative Affect</th>
<th>Cognitive/Attention</th>
<th>Levels Of Functioning</th>
<th>Social</th>
<th>Academic Functioning</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Risk</td>
<td>13 (14%)</td>
<td>15 (16%)</td>
<td>22 (24%)</td>
<td>Concern</td>
<td>50 (55%)</td>
<td>44 (48%)</td>
</tr>
<tr>
<td>Some Risk</td>
<td>19 (21%)</td>
<td>39 (43%)</td>
<td>27 (30%)</td>
<td>Typical</td>
<td>37 (41%)</td>
<td>42 (46%)</td>
</tr>
<tr>
<td>Low Risk</td>
<td>59 (65%)</td>
<td>37 (41%)</td>
<td>42 (46%)</td>
<td>Strength</td>
<td>4 (4%)</td>
<td>5 (5%)</td>
</tr>
<tr>
<td>Total</td>
<td>91 (100%)</td>
<td>91 (100%)</td>
<td>91 (100%)</td>
<td>Total</td>
<td>91 (100%)</td>
<td>91 (100%)</td>
</tr>
</tbody>
</table>
BIMAS: Case Study

Classroom Strategies → *What did we do about it?*

As a staff at our recent PD, we agreed to focus on the “negative affect” and “social functioning” categories based on BIMA data. Of the available strategies, staff identified the following as ones they would implement this school year:

<table>
<thead>
<tr>
<th>Negative Affect Staff Implementations:</th>
<th>Nonverbal Methods of Communicating</th>
<th>Reflective Listening</th>
<th>Make Choices with Closed-Questions</th>
<th>Draw Pictures or Write in a Journal</th>
<th>Quiet Space</th>
<th>Deep Breathing</th>
</tr>
</thead>
<tbody>
<tr>
<td>29%</td>
<td>29%</td>
<td>12%</td>
<td>12%</td>
<td>12%</td>
<td>6%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Functioning Staff Implementations:</th>
<th>Social Stories</th>
<th>Honest Feedback on Unwritten Social Rules</th>
<th>Break Down Social Interactions</th>
<th>Role-Playing/Modeling</th>
<th>Group Work Template</th>
<th>Social Skills Mentor Buddy</th>
</tr>
</thead>
<tbody>
<tr>
<td>54%</td>
<td>21%</td>
<td>13%</td>
<td>6%</td>
<td>6%</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>
BIMAS: Case Study

Tier 1/Tier 2 Initiatives → *What did we do about it?*

Focus on “growing the green” in Social scale in Grades 7 and 8:

- Community meetings
- Leadership elective
- Restorative Justice
Data-based decision making and accountability is a “practice that permeates all aspects of service delivery” according to NASP’s Model of Comprehensive and Integrated School Psychological Services (2009). Progress monitoring is an essential component of these data-based decisions.

Federal and state legislation has encouraged the use of formative measures as a means to track academic progress over time. As such, many such measures are routinely used such as the Computerized Oral Reading Evaluation (CORE) measure of oral reading and the DIBELS measure of math fluency.
BIMAS: Progress Monitoring

Research and Legislation

Yet, while this legislation broadly calls for the use of both formative and summative measures in all areas, schools generally struggle to incorporate formative assessment related to behavioral concerns.

Such struggles are supported by research suggested there is yet to be developed a progress monitoring tool for social behavior that serves as a parallel to academic formative assessments (Gresham et. al. 2010).
BIMAS: Progress Monitoring

Best Practices

Progress monitoring is more valid, reliable and precise as the number of data points increase (Christ et. al. 2013).

Graphing of student-level data including rate of progress and trend lines is proven to be key in evaluating student response to intervention (McDougal, LeBlanc, Hintze 2010).
Challenges - Data System

- Time consuming to:
  - track which teachers and have not completed their universal assessment and following up with teachers who have not;
  - train teachers in how to complete the universal assessment;
  - follow-up with teachers regarding their class level data.
- If there is not administrative buy-in, it can be difficult to hold teachers accountable to completing the universal assessment.
- Teachers can have contrasting motivations when completing the universal assessment. Some feel that doing so is a “cry for help” and that “difficult” data will necessitate more support; others worry that accurate answers could reflect poorly on their performance and lead to punitive measures from administration.
- Other data needs to collected as well, including attendance and office disciplinary referrals.
Questions?

Data System
So does it work?
CBHM Outcomes

Decrease in Problem Behaviors

- Conduct
- Negative Affect
- Cognitive/Attention

50th Percentile

<table>
<thead>
<tr>
<th>Year</th>
<th>Conduct</th>
<th>Negative Affect</th>
<th>Cognitive/Attention</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>58</td>
<td>56</td>
<td>54</td>
</tr>
<tr>
<td>2013-14</td>
<td>54</td>
<td>54</td>
<td>52</td>
</tr>
<tr>
<td>2014-15</td>
<td>52</td>
<td>51</td>
<td>50</td>
</tr>
<tr>
<td>2015-16</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>

COHORT ONE

2012-13 (n=2297)  2013-14 (n=2454)  2014-15 (n=2964)  2015-16 (n=2467)
CBHM Outcomes

**Decrease in Problem Behaviors**

- Conduct
- Negative Affect
- Cognitive/Attention

<table>
<thead>
<tr>
<th>Year</th>
<th>Value</th>
<th>Sample Size</th>
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</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>56</td>
<td>1637</td>
</tr>
<tr>
<td>2014-15</td>
<td>54</td>
<td>2483</td>
</tr>
<tr>
<td>2015-16</td>
<td>52</td>
<td>2467</td>
</tr>
</tbody>
</table>

50th Percentile
CBHM Outcomes

Increase in Positive Behaviors

- Social Skills
- Academic Functioning

50th Percentile

2012-13 (n=2297) 2013-14 (n=2454) 2014-15 (n=2964) 2015-16 (n=2911)
CBHM Outcomes

Increase in Positive Behaviors

- Social Skills
- Academic Functioning

50th Percentile

<table>
<thead>
<tr>
<th>Year</th>
<th>Social Skills</th>
<th>Academic Functioning</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>46</td>
<td>48</td>
</tr>
<tr>
<td>2014-15</td>
<td>48</td>
<td>50</td>
</tr>
<tr>
<td>2015-16</td>
<td>52</td>
<td>52</td>
</tr>
</tbody>
</table>

(n=2467)
Academic Indicators

An analysis of SY 14-15 MCAS & PARCC Data revealed the following:

• Students in CBHM schools outperform students in non-CBHM schools on state tests.

• Academic performance appears stronger for students in schools that have been implementing CBHM for a longer period of time.
**Academic Performance SY 14-15**

CBHM vs. Non CBHM Students

<table>
<thead>
<tr>
<th></th>
<th>CBHM Students</th>
<th>Non CBHM Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average CPI Score</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELA</td>
<td>95</td>
<td>85</td>
</tr>
<tr>
<td>MATH</td>
<td>80</td>
<td>83</td>
</tr>
</tbody>
</table>

- CBHM Students: n=4138
- Non CBHM Students: n=8303
Questions?
Common Pitfalls

- Staff Turnover - solution is staff handbook and saved PD presentations
- Administrative Turnover
- Begin implementation without resources
- Implement without staff commitment
- — Implement without someone trained in implementing PBIS.
- Rely on or lead person to “do it all”
- Implement insufficient elements, and obtain no effect (e.g. failure to teach behavioral expectations).
- Implementation without on-going evaluation.
Questions?

PBIS Tier 1 Essentials
Thank you to MSPA & Alex

If you would like a copy of presentation, please write your email on the sheet located at the back table.