


Positive Behavior Intervention and Supports

PBIS Review and Implications for Urban Schools

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“The underlying goal of creating a positive school-wide culture is to enable urban students to achieve academically. Studies of urban schools find that economically disadvantaged students of color perform better when teachers match high expectations with warm and safe environments and social support.”

Educational Leadership, March 2005 | Volume 62 | Number 6

Learning From Urban Schools Pages 84-85, David Osher and Steve Fleischman

What does SWPBS look like?

- **>80% of students** can tell you what is expected of them & give behavioral example because they have been taught, actively supervised, practiced, & acknowledged.
- **Positive** adult-to-student **interactions** exceed negative
- **Function based behavior support** is foundation for addressing problem behavior.
- **Data- & team-based** action planning & implementation are operating.
- **Administrators** are active participants.
- **Full continuum of behavior support** is available to all students



SWPBS is about....

Improving
classroom &
school climate

Integrating
academic &
behavior
initiatives

Decreasing
reactive
management

Improving
support for
**students w/
EBD**

Maximizing
academic
achievement



- + If many students are making same mistake, consider **changing system**....not students
- + Start by **teaching, monitoring & rewarding**...before increasing punishment

- **How often?**
- **Who?**
- **What?**
- **Where?**
- **When?**
- **How much?**

- If problem,
- Which **students/staff?**
 - What **system?**
 - What **intervention?**
 - What **outcome?**

School-wide

1. Common **purpose** & approach to discipline
2. Clear set of **positive expectations & behaviors**
3. Procedures for **teaching** expected behavior
4. Continuum of procedures for **encouraging** expected behavior
5. Continuum of procedures for **discouraging** inappropriate behavior
6. Procedures for on-going **monitoring** & evaluation



Non-classroom

- **Positive** expectations & routines taught & encouraged
- **Active supervision by all staff**
 - Scan, move, interact
- **Precorrections** & reminders
- **Positive reinforcement**



Classroom

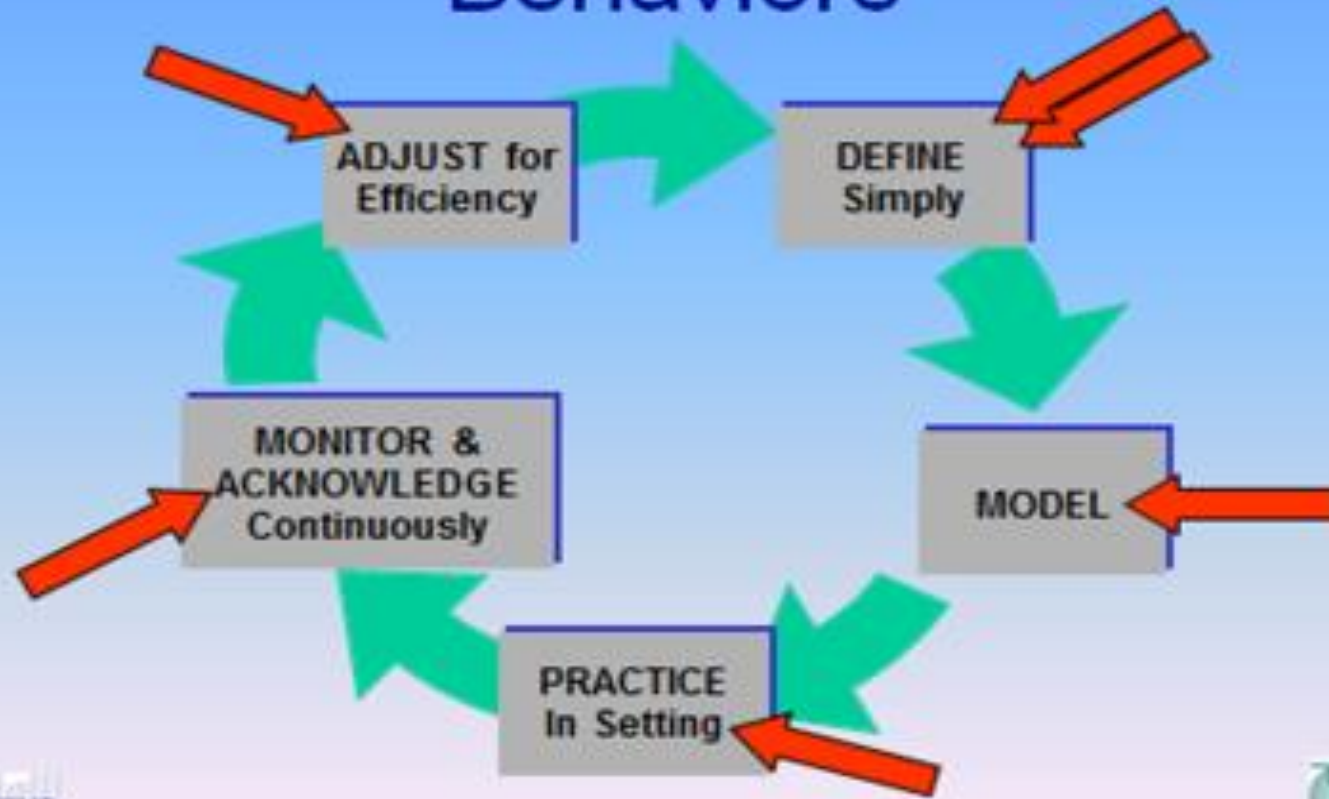
- Classroom-wide **positive expectations** taught & encouraged
- Teaching classroom **routines & cues** taught & encouraged
- Ratio of **6-8 positive to 1 negative** adult-student interaction
- **Active supervision**
- **Redirections for minor**, infrequent behavior errors
- **Frequent precorrections** for chronic errors
- **Effective academic instruction & curriculum**



Individual Student

- Behavioral competence at school & district levels
- Function-based behavior support planning
- Team- & data-based decision making
- Comprehensive person-centered planning & wraparound processes
- Targeted social skills & self-management instruction
- Individualized instructional & curricular accommodations

Teaching Academics & Behaviors



School-wide PBIS System

All students, All settings, All times

Create a positive school culture

- School environment is **predictable**.
 - Common language
 - Common vision (understanding of the expectations)
 - Common experience (everyone knows)
- School environment is **positive**.
 - Regular recognition for positive behavior
- School environment is **safe**.
 - Violent and disruptive behaviors are not **acceptable**
- School environment is **consistent**.

Challenge #2



Data + Practices+ Systems= Outcomes

- Examine Multiple Sources of Data
- Define the problem

Instruction, Curriculum, Environment, Learner

- Determine the outcome you want to achieve
- Determine the Measure
 - Who, When, What , Where
- Use research validated practices with fidelity
- Assess resources needed to implement

Classroom Management Systems

- Classroom positive expectations taught & encouraged
- Teaching classroom routines, rule, and cues taught & encouraged
- Ratio of 5-6 positive to 1 negative adult-student interaction
- Active supervision
- Redirections for minor, infrequent behavior errors
- Frequent precorrections for chronic errors

PBIS is a process of changing the climate of a school.

- It is a change in **adult** behavior.
- The biggest mistake is stopping too soon. Change takes 3-5 years. This will not improve everything overnight.
- Continuous training for current employees and new employees
- Promote, Promote, Promote


Why PBIS?

- Is not a program
- Uses a systematic approach to addressing behavioral issues
- Uses data to drive decisions
- Develops consistency across the district while still allowing for specific school needs to be addressed
- Shows significant promise in reducing behavioral issues and improving academic achievement
- Council of Great City Schools recommends PBIS

Positive Behavioral Interventions and Supports

- Positive Behavioral Interventions and Supports (PBIS):
 - School-wide PBIS is a research-based systems approach for establishing the social culture and behavioral supports needed for schools to be effective learning environments for all students.





Positive Behavioral Interventions and Supports

- PBIS requires a change in adult behavior and belief systems in order to change student behaviors.
- Adults must focus on desired/positive behaviors, not negative or undesired behaviors.

Use the Data

- The school team uses data throughout the year to determine what steps need to be taken to address problem behaviors or areas.
- In order to use data, data must be collected. Schools cannot be afraid to record incidents as they happen.



Research Matters / Positive Culture in Urban Schools

David Osher and Steve Fleischman March 2005 | Volume 62 | Number 6
Learning From Urban Schools Pages 84-85

Urban schools often face such challenges as high student poverty and mobility rates, large numbers of English language learners, and unsafe neighborhoods. Yet even in the face of these challenges, many urban schools provide a high-quality education and produce high-achieving students. Research has identified three ways in which successful urban schools support positive behavior and learning.



Caring Connections

- School-based research and national survey data document the importance of connectedness (McNeely, Nonnemaker, & Blum, 2002).
- Students who believe that their teachers care about them perform better on tests (Ryan & Patrick, 2001). S

Positive Behavioral Supports.


Research suggests:

- Harsh discipline works against connection; instead of reducing misbehavior and vandalism, it actually promotes these problems (McNeely et al., 2002).
- Punitive approaches hinder achievement. When students are being punished, isolated, or suspended, they are not learning.
- Environmental changes—being explicit about behavioral expectations, directly teaching appropriate behavior, providing support to help students meet expectations, monitoring individual and school-wide behavior, and providing frequent positive reinforcement—can reduce discipline problems and help teachers and students recover instructional time (Sugai et al., 2000).




Social and Emotional Skills.

- Successful urban schools nurture the internal assets that help students regulate their own behavior and deal with the many social and academic challenges they face.
- Teaching students social and emotional skills—such as relationship building, self-awareness, self-management, and responsible decision making—can prevent problem behavior and promote academic success.
- Students who develop these skills are less likely to participate in high-risk behavior and are more able to persevere through academic challenges (Solomon, Battistich, Watson, Schaps, & Lewis, 2000).



These three crucial factors are interdependent (Osher, Dwyer, & Jackson, 2004). For example, students who have strong and healthy connections to teachers are better prepared to learn social and emotional skills, and teachers who model good social and emotional skills can more easily connect with students. This is particularly true when there are cultural differences between students and school staff members.



To promote positive discipline, urban schools need to be clear about expectations, state them positively, post them visibly, train students to meet these expectations, and recognize students when they do (Designs for Change, 2003). Teachers should intervene early to prevent small conflicts from becoming problematic events and use infractions as an opportunity to teach rather than to punish.



Schools can also improve school-wide discipline by:

- collecting and using data to develop and monitor individual, class, and school interventions. Such data can help school staff identify aspects of the school's environment that should be changed to prevent problem behaviors.
- school teams can look at data on disciplinary infractions to determine common times and locations of the most frequent problems, analyze the causes, and develop strategies to deal with those infractions (Sugai et al., 2000).

