

pbms



POSITIVE BEHAVIOR INTERVENTION SUPPORTS

**ASHTON LINNELL
WENDY LEONARD
JEREMY KRIEGEL
KATHLEEN FRIMML
SHAWN KREMAN
AARON MARSHALL**

WELCOME!



PLEASE TAKE A MOMENT TO FIND YOUR NAME

FILL OUT THE PAPER AT YOUR SPOT

BE READY TO WIN A PRIZE FOR YOURSELF...AND
POSSIBLY ONE FOR YOUR ENTIRE TABLE!

CONNECTION TO LAST TIME



WHY DO WE NEED PBIS?

ASHTON

OVERVIEW OF PBIS: RATIONALE



- PBIS is based on...
 - Prevention
 - ✦ Its always easier to prevent behavioral problems than to deal with problems when they arise
 - Teaching
 - ✦ Students and staff!
 - Effective Practices
 - ✦ Do what works
 - Supportive Systems

OVERVIEW OF PBIS: RATIONALE



- Positive behavior supports
 - Begin with focus on all students
 - Differentiated according to student needs
 - Misbehavior is *predictable and preventable*
 - Able to provide as intense of services and resources as needed
 - ✦ Start with actions that support all students, then reach out to students who need additional supports

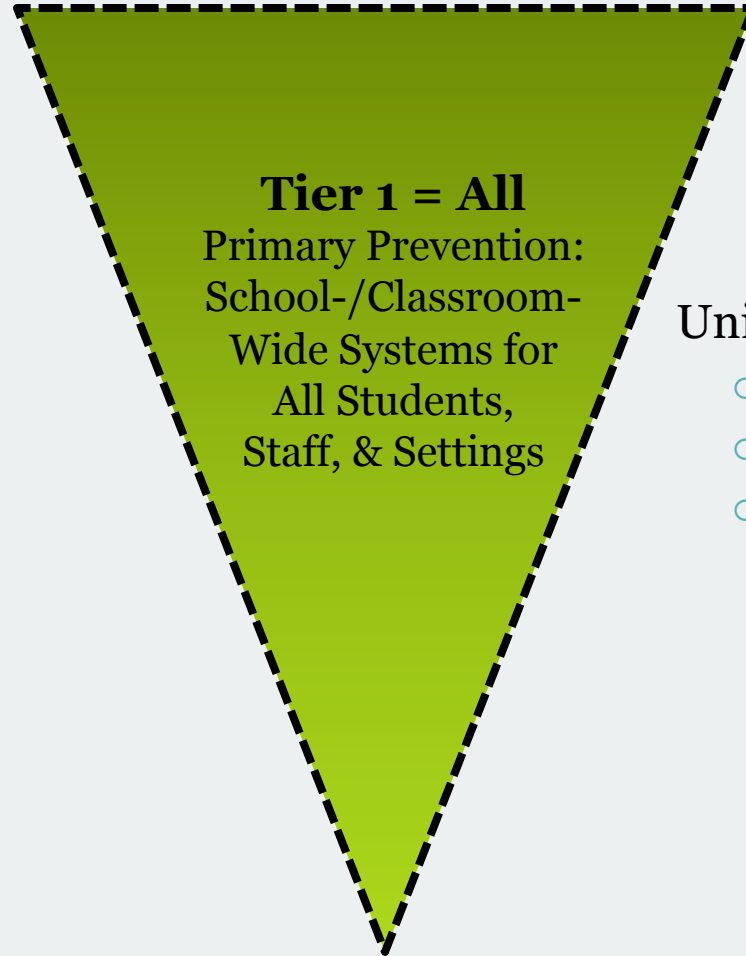
OVERVIEW OF PBIS: RATIONALE



Academic Systems

Universal Interventions

- 100%
- All Students
- Preventive, proactive



Behavior Systems

Universal Interventions

- 100%
- All settings, all students
- Preventive, proactive

OVERVIEW OF PBIS: rationale



Academic Systems

Behavior Systems

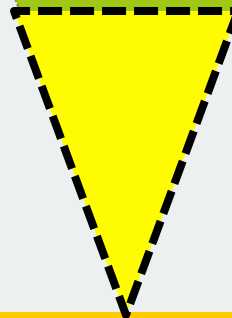
Targeted Group Interventions

- 5-10%
- Some students (at-risk)
- High efficiency
- Rapid response

Tier 2 = Some
Secondary Prevention:
Specialized Group
Systems for Students with
At-Risk Behavior

Targeted Group Interventions

- 5-10%
- Some students (at-risk)
- High efficiency
- Rapid response



OVERVIEW OF PBIS: rationale



Academic Systems

Behavior Systems

Intensive, Individual Interventions

- 1-5%
- Individual students
- Assessment-based
- High-intensity

Tier 3 = Few
Tertiary Prevention:
Specialized
Individualized
Systems for Students
with High-Risk Behavior

Intensive, Individual Interventions

- 1-5%
- Individual students
- Assessment-based
- Intense, durable procedures



OVERVIEW OF PBIS



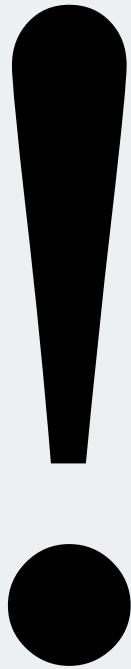
- Video
 - [Is PBIS Right For You?](#)

OVERVIEW OF PBIS: Data COLLECTION



- Use data to make decisions and solve problems
- Types of data:
 - Behavioral data
 - ✦ Office discipline referrals
 - ✦ Suspension/expulsion data
 - ✦ Achievement indicators
- Data shared frequently
- Data sorted and evaluated
 - By time
 - By behavior
 - By location
 - By student

EXPECTATIONS



- We must first teach students behavioral expectations before we can hold them to behavioral standards
 - We wouldn't expect students to know algebra without first teaching it to them...

TIGER PRIDE



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FAITH

POSITIVE ATTITUDE

RESPECT & RESPONSIBILITY

INTEGRITY

DEDICATION

EQUALITY



EXPECTATIONS MATRIX



	Lockers/ Hallway	Lunch	Activities	Restroom	Buses	Tech.
Positive Attitude						
Respect & Responsibility						
Integrity						
Dedication						
Equality						

LESSON PLAN



DEVELOPING AN OUTLINE

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LESSON PLAN



- Sample lesson plan
- Share individual ideas with your group
 - Choose one lesson plan idea to develop as a group
- Use the lesson plan template to start planning your lesson
- Hand in lesson plan template

ACKNOWLEDGEMENTS



THE HEART OF PBIS

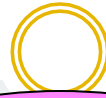
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ACKNOWLEDGEMENTS



- Behavior is learned and serves a specific purpose.
- Behavior is related to the context in which it occurs.
- For every year a behavior is in place it takes at least one month for that behavior to have a significant change.
- Children comply with the rules 80% of the time. However they are complimented for their behavior less than...

acknowledgements



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

ACKNOWLEDGEMENTS



- Give kids attention for being good!



ENERGY FLOWS WHERE ATTENTION GOES!

ACKNOWLEDGEMENTS: RATIONALE



- Focuses staff and student attention on *desired behaviors*
- Increases the likelihood that *desired behaviors will be repeated*
- Fosters a *positive school climate*
- Reduces the need for time consuming disciplinary measures, increasing student time on-task

ACKNOWLEDGEMENTS



GUIDELINES

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ACKNOWLEDGEMENTS: GUIDELINES



- Refrain from using the loss of rewards as a strategy for motivating desired behaviors
 - Earned = kept
- When giving a student acknowledgement provide specific feedback about how they are following the expectation; use common language.
 - For example: You are being safe by walking in the hallway.
 - For example: You are being respectful to others by using kind language

ACKNOWLEDGEMENTS: GUIDELINES



- Recognize students common areas who are not in your classes
- Acknowledge students throughout the day
- Share data

ACKNOWLEDGEMENTS



reinforcements

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acknowledgements: reinforcement



- Effective and evidence-based
- Teaches new skills
- Punishment alone is ineffective
- Leads to long term/lasting change
- Motivates and engages youth, staff and families
- More positive environment

ACKNOWLEDGEMENTS: REINFORCEMENT



- Behaviors that are followed by pleasing/reinforcing events are more likely to occur in future
- Most people find common consequence outcomes, objects, & events to be pleasing/reinforcing
 - E.g., money, social contact, smiles, applause, recreation, escape or avoidance of tedious task, food, praise, academic/vocational success

acknowledgements: reinforcement



FORMAL & FREQUENT USE OF
POSITIVE ACKNOWLEDGEMENTS
FOR APPROPRIATE STUDENT
BEHAVIOR CONTRIBUTES TO
DEVELOPMENT OF ENVIRONMENTS
THAT ARE DESCRIBED AS POSITIVE,
CARING, SAFE, FACILITATING, ETC.

ACKNOWLEDGEMENTS



RESEARCH

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ACKNOWLEDGEMENTS: research



- Cameron et. al.'s (2001) reviewed 145 research studies and found:
 - An increase in motivation and performance with verbal praise for engaging in a task.
 - When rewards are tied to achieving a standard, performance and motivation will increase.
 - Effective use of acknowledgements can lead to students feeling competent, efficacious, interested, and highly motivated.

ACKNOWLEDGEMENTS: research



- 145 studies reviewed found:
 - Rewards can enhance intrinsic motivation, particularly when measured by time on task
 - Most activities have little initial interest for people, but engagement in the activity may increase interest.
 - Attitude is effected positively when verbal acknowledgements are used.

ACKNOWLEDGEMENTS



“WHAT THE WORLDS GREATEST MANAGERS DO
DIFFERENTLY”

-- BUCKINGHAM & COFFMAN 2002, GALLUP
INTERVIEWS WITH 1 MILLION WORKERS, 80,000
MANAGERS, IN 40 COMPANIES.

ACKNOWLEDGEMENTS: WORKPLACE



1. Know what is expected
2. Have the materials and equipment to do the job correctly
3. Receive recognition each week for good work
4. Have a supervisor who cares, and pays attention
5. Receive encouragement to contribute and improve
6. Can identify a person at work who is a “best friend”
7. Feel the mission of the organization makes them feel like their jobs are important
8. See the people around them committed to doing a good job
9. Feel like they are learning new things (getting better)
10. Have the opportunity to do their job well

Acknowledgements: school



1. Know what is expected
2. Have the materials and equipment to do the job correctly
3. Receive recognition each week for good work
4. Have a *teacher* who cares, and pays attention
5. Receive encouragement to contribute and improve
6. Can identify a person at *school* who is a “best friend”
7. Feel the mission of the *school* makes them feel like their *jobs* are important
8. See the people around them committed to doing a good job
9. Feel like they are learning new things (getting better)
10. Have the opportunity to do their job well

ACKNOWLEDGEMENTS



recap

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acknowledgements: recap



- **Challenges:**
 - Remaining focused on the positive
 - Providing meaningful acknowledgements
 - Maintaining consistency with all staff
 - Tracking your acknowledgement system
 - ✦ Keep track of the numbers, eg. turn in weekly
 - ✦ Class goals
 - ✦ Building goals
 - Keeping it interesting & exciting
 - Remembering that what reinforces one student will not necessarily work for others

acknowledgements: recap



- Acknowledgement is most powerful.....
 - When given randomly...intermittent reinforcement
 - When the behavior that is being acknowledge is described specifically and linked to common language
 - Because it focuses staff and student attention on what the student is doing right
 - When you get student input

ACKNOWLEDGEMENTS



SCRIPTS!

WENDY AND SHAWN

ACKNOWLEDGEMENTS: SCRIPTS



- 3 components of a proper acknowledgement
 1. Initiate positive interaction with praise.
 2. Specifically describe skill student has exhibited. Reference PRIDE component.
 3. Thank the student for the efforts and give them a Tiger PRIDE ticket.
- Example: “Alex, I noticed that you helped Emily pick up the materials she dropped! I’m sure she appreciates your kindness and you are being very respectful. Thanks so much for showing Tiger PRIDE!”

ACKNOWLEDGEMENTS: SCRIPTS



- Examples of poor vs. proper acknowledgements
 - Instead of this...say this...

ACKNOWLEDGEMENTS: SCRIPTS



- **Role play/skit on acknowledgements**
 - Poor example of staff giving an acknowledgement to a student
 - Proper example of staff giving an acknowledgement to a student

ACKNOWLEDGEMENTS



STAFF EXPECTATIONS

SHAWN

acknowledgements: expectations



- Staff expectations for common areas:
 - Hallway – stand outside your room during passing periods – interact with students – make an effort to identify a student that you don't usually talk to or have in class and say “Hello” 😊
 - During passing time it is the expectation that teachers are interacting with students and not standing around talking with other teachers.

ACKNOWLEDGEMENTS: EXPECTATIONS



- Rewards for staff:
 - Teachers will get a reward if they use all 5 letters within the month (this can be tracked with the tickets)
 - Need ideas for rewards: Principal parking lot, extended lunch out.....what else?????
 - Teachers will give “caught you doing a good job” tickets for other teachers
 - ✦ More to come on this later!

ACKNOWLEDGEMENTS: EXPECTATIONS



- Staff expectations for tickets:
 - Teachers are expected to hand out 10 tickets per week (don't hand out all 10 in one day)
 - When handing out the ticket – teachers need to explain why they are handing out the ticket
 - Must use the PRIDE acronym when responding to students
 - Example: If you see someone picking up a piece of garbage in the hallway ...
 - ✦ “Thank you for *respecting* our school by keeping the hallways clean.”

ACKNOWLEDGEMENTS



WHAT HAPPENS TO THE TICKETS?

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ACKNOWLEDGEMENTS: TICKETS!



- Tickets will get turned into the office
- Each grade will have a bucket
- Students can earn rewards in a variety of ways
 - Weekly drawings for individuals to win prizes
 - Classroom/seminar competitions
 - ✦ Seminar with the most tickets gets...
 - Grade level prizes
 - Whole school incentives

ACKNOWLEDGEMENTS: TICKETS!



- Tickets will be entered into a system that will track all information in order to provide data, rewards, etc.
 - Student name
 - Student grade
 - Student seminar
 - PRIDE expectation for which the ticket was given
 - Teacher who gave ticket

VIDEO TIME!!!!!!



BROUGHT TO YOU BY JEREMY AND KATHLEEN

VIDEO



- How NOT to behave...
- What PBIS teaches us...

VIDEO: WHY?



- Videos are a fun and entertaining way to teach students serious expectations...
- Students can create videos in seminar as a way to reinforce their own understanding as expectations
 - This also gives us a pool of videos to choose from if there are areas that need to be addressed later on

VIDEO



- **Five problem areas:**
 1. Language
 2. Closing lockers
 3. Keeping hallways clean
 4. Punctuality/tardiness
 5. Physical contact/name calling/taunting/intimidation
- 1. **Write script**
- 2. **Film with iPad**
- 3. **Share**

THANK YOU!



EXIT!



PLEASE FILL OUT YOUR EXIT SLIP BEFORE YOU
Leave!

YOUR FEEDBACK IS **very** IMPORTANT TO US!