



**PBIS Year 2 Day 1**

# Expectations: Respect...

## SELF

- Share your ideas: engage as a learner
- Talk during allotted times
- Stretch, break, stand as needed

## OTHERS

- Place cell phones on inaudible
- Listen to others' ideas

## ENVIRONMENT

- Maintain neat working area
- Recycle

## Connecticut's School-wide PBIS Training Series: Annual Content and Goals

### Training Year 1

#### Year 1:

- Confirm a minimum 80% staff buy-in and support for PBIS;
- Complete Steps 1 – 10 of the School-wide PBIS Workbook;
- Develop an action plan that addresses the status of each step; and
- Plan for implementation next year.

#### Day 1:

- School-wide Systems Overview
- Behavior Purpose Statement

#### Day 2:

- School-wide Information System (SWIS) Overview
- School-wide Expectations

#### Day 3:

- School-wide & Classroom Matrix
- Behavioral Lesson Plans

#### Day 4:

- Function of Behavior
- System of Reinforcement
- Continuum of Consequences

#### Day 5:

- Using the Data Team Process to Make Decisions

#### Day 6:

- Crisis Plan
- Preparation for Roll-Out

## Training Year 2

School-wide Behavior Leadership Team

### Year 2 Goals:

- Examine evidence-based strategies for management in SW-PBIS settings.
- Evaluate what is in place.
- Examine evidence-based strategies for supporting students who need additional support.

**Systems:** Establish coordinator, nomination-screening plan, implementation plan, orientation plan, etc...

**Practices:** Check In Check Out: hourly progress feedback, daily progress summary & feedback

#### Day 1:

- Evaluation of Universal Supports
- Classroom Settings

#### Day 2:

- Tier II Systems
- Introduction to Tier II Practices

#### Day 3:

- Examining a Tier II Practice: CICO

Connecticut's School-wide PBIS Training Series:  
Annual Content and Goals

Training Year 3  
Specialized Behavior Support  
Team

Year 3 Goals:

Escalating Behaviors: Geoff Colvin's work, trends, patterns

FBA: Develop ability to identify the contextual variables that might trigger behavior and its maintaining consequences. Screenings and Tools

BSP: Using information from FBA to develop plans based on Function within a Tier III system that includes progress monitoring, Data, decision-rules, fidelity checks

Day 1:  
Escalating  
Behaviors  
Tier II/III Systems

Day 2:  
Tier III Practice  
FBA's

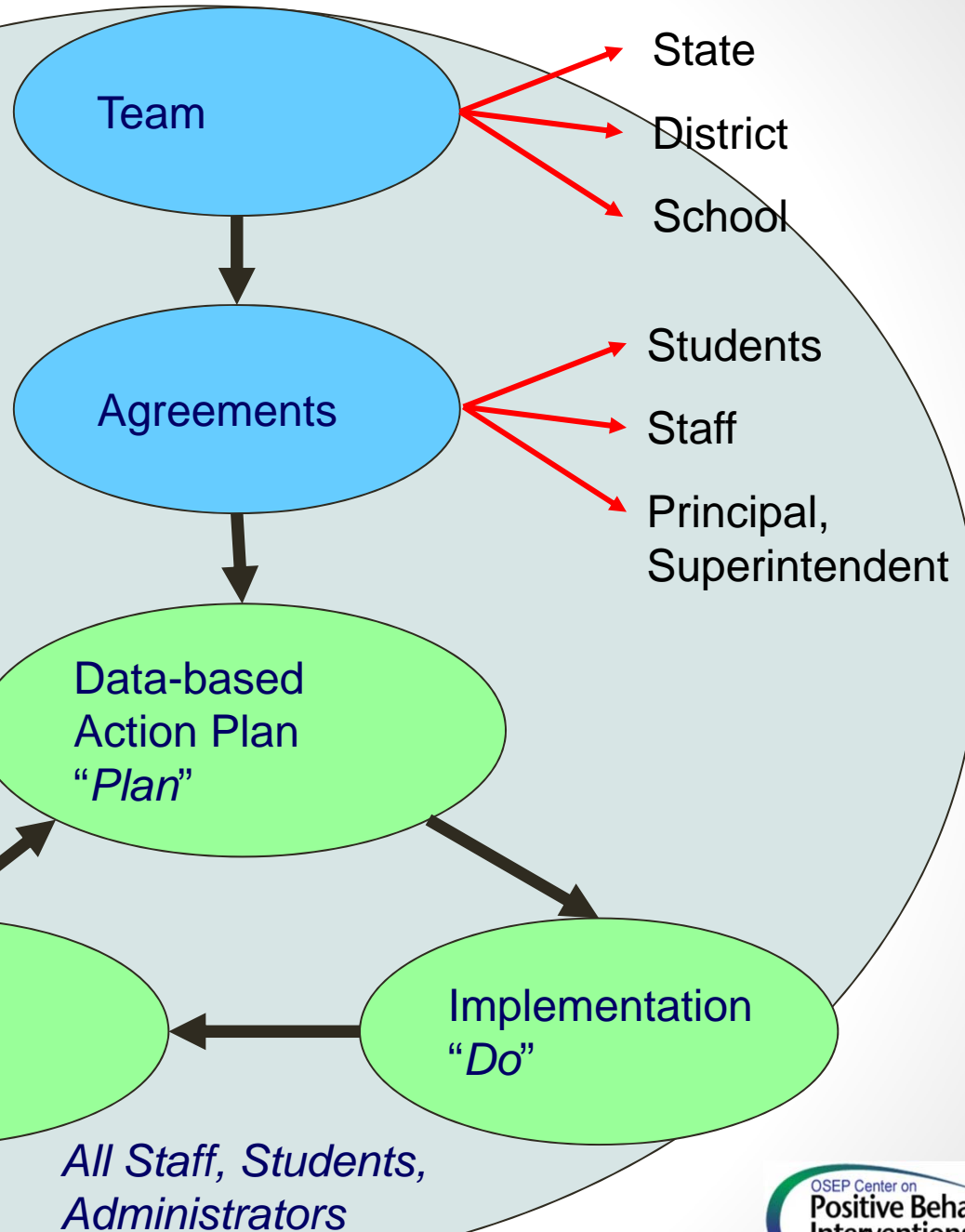
Day 3:  
Tier III Practice  
BSP's

# Objectives

- Review Universal Implementation
  - Review Implementation Data
- Examine Evidence-based Strategies for Classroom Management
- Complete the BOQ
- Team Planning & Action Plan

# General Implementation Process

↓ = Coaching



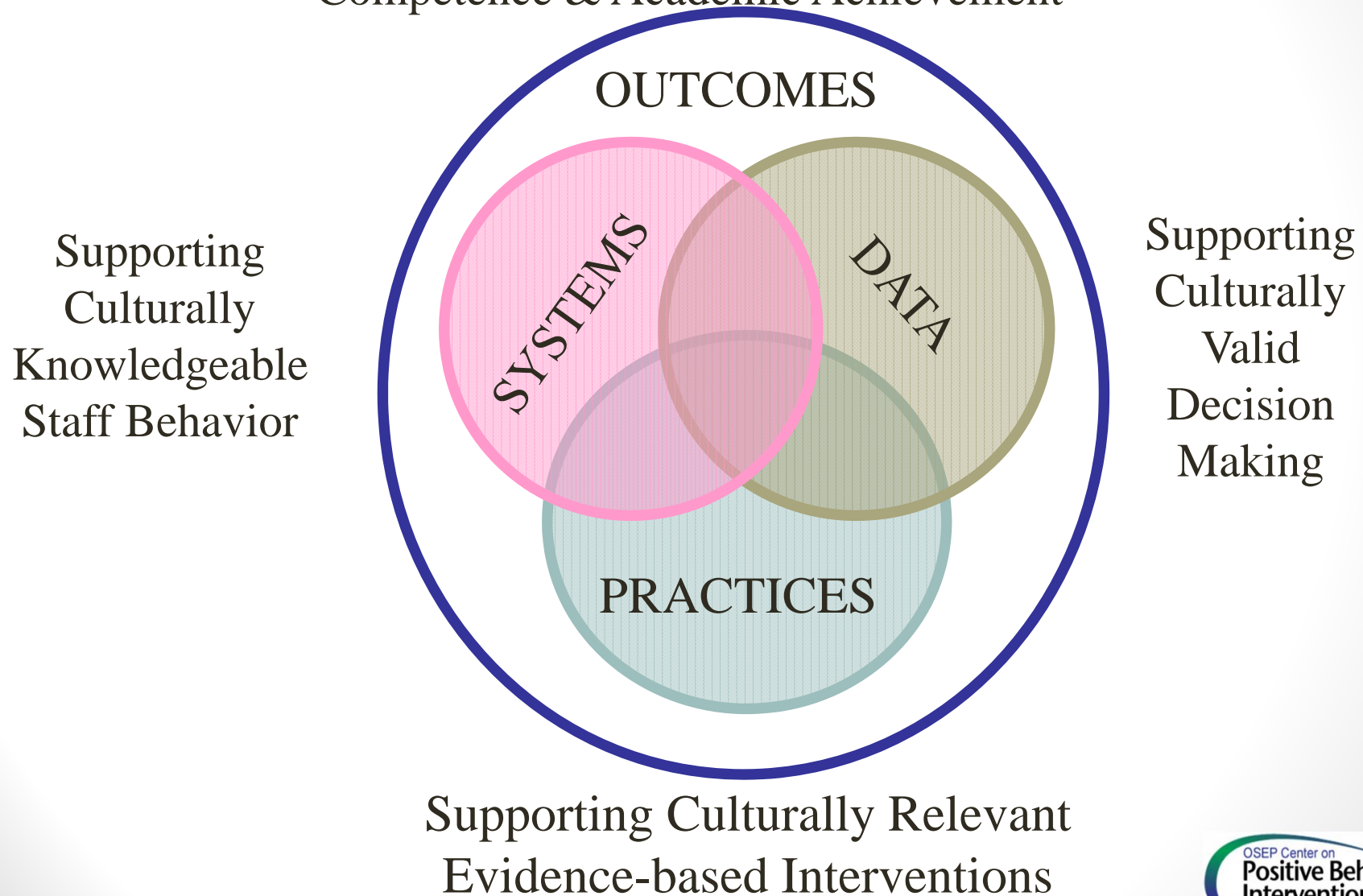
# Evaluation Schedule

School Evaluation	Purpose	Completed By	When	Where
SWIS (School-wide Information System)	Data are used to define behavior patterns in detail so that support for students and staff is based in evidence. The data are summarized to provide information about individual students, groups of students, the entire student body and staff.	School Staff	Weekly	<a href="http://www.pbisapps.org">www.pbisapps.org</a>
Team Implementation Checklist	Progress monitoring tool used to assess team status and Universal (Tier 1) implementation.	School PBIS Team Year: 1, 2 and 3	October 31 – November 25 February 6-24 May 3-21	<a href="http://www.pbisapps.org">www.pbisapps.org</a>
SAS (Self-Assessment Survey)	Identifies the staff perception of the implementation status and improvement priority for school-wide, classroom, non-classroom and individual student systems. Results of the SAS are effective in identifying the staff priorities for action planning.	All School Staff Year: 1, 2 and 3	March 2- March 31	<a href="http://www.pbisapps.org">www.pbisapps.org</a>
BoQ (Benchmarks of Quality)	Used by School Team to identify implementation status and need for improvement with regard to systems and practices at tier 1.	School PBIS Team Year 2 (during training) Year 3	January 9-January 31	<a href="http://www.pbisapps.org">www.pbisapps.org</a>
SET (School-wide Evaluation Tool)	Designed to assess and evaluate the critical features of School-Wide PBIS (SWPBIS). It should be used in conjunction with other surveys and measures to create a complete picture of your school's SWPBIS implementation status	External evaluator	Annually During April/May	School building

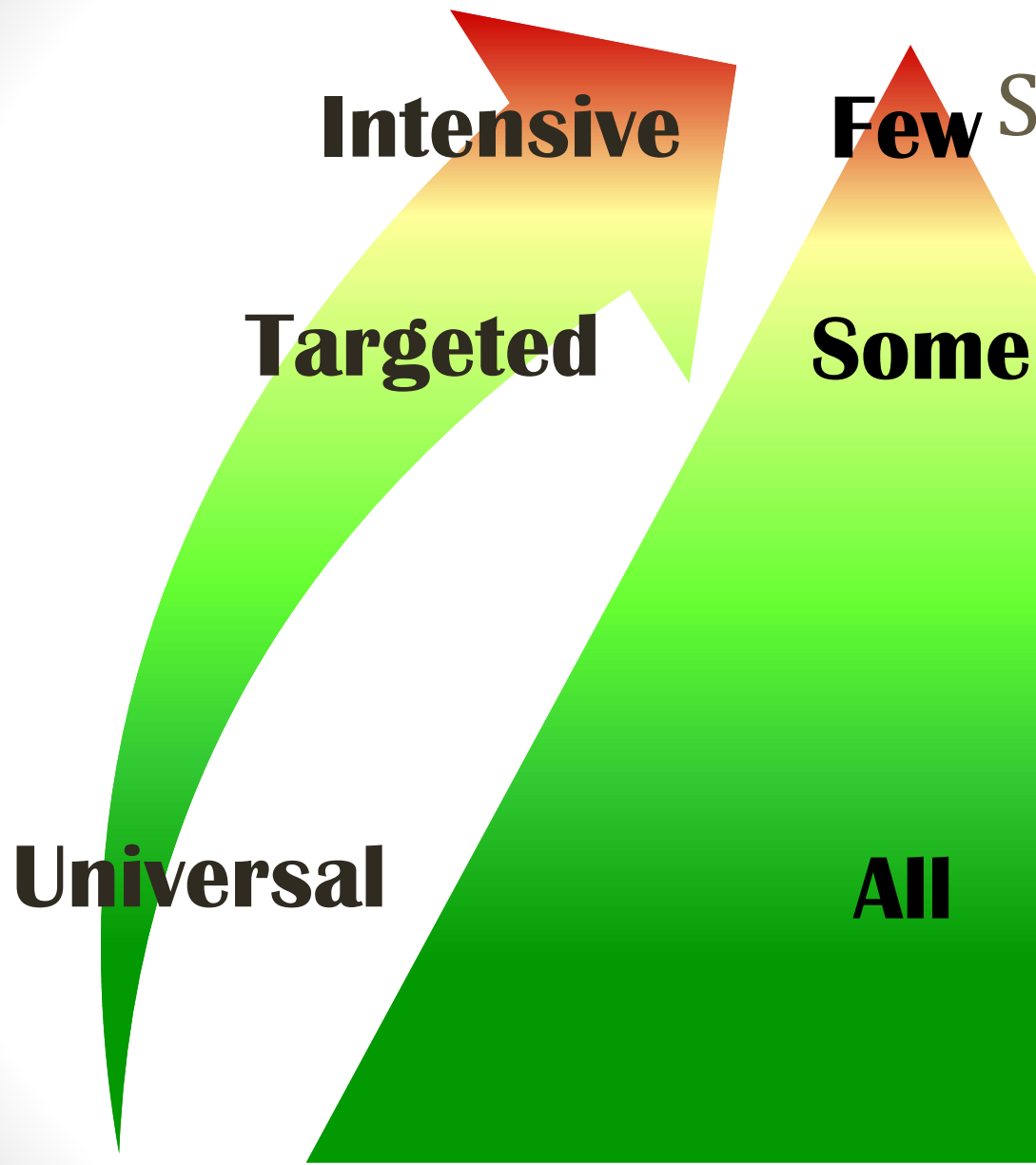


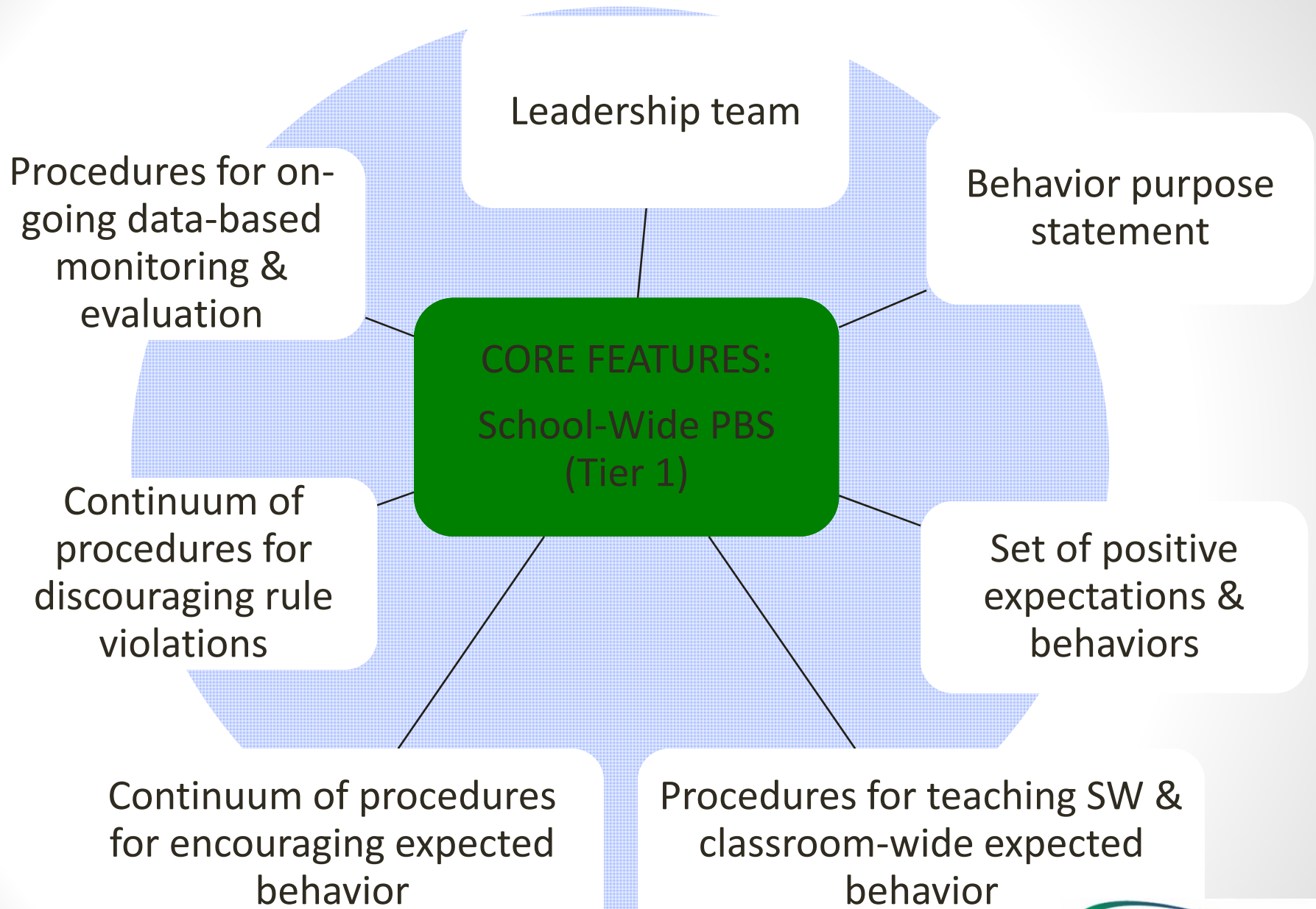
# PBIS Integrated Elements

Supporting Culturally Equitable Social  
Competence & Academic Achievement



# Continuum of Support for ALL





# How are things going so far?

- Consider current implementation:
  - Share one or two strengths
  - Share one or two challenges/concerns

# Readiness

Tier 1 is the  
FOUNDATION of  
the PBIS triangle

So....



Be sure Tier I is solid,  
before investing in Tier II!!

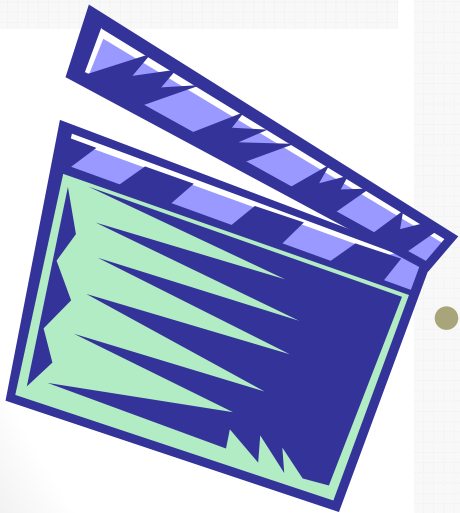
# Evidence-based Practices for Classroom Management

Simonsen, Fairbanks, Briesch, Myers & Sugai, 2008

# Activity:

## Focus on Classroom Management

- Work as team for ~ 5 minutes



- **Discuss** if (and how) your implementation of SWPBIS supports classroom management. *In other words, what are you doing (as a PBIS team, administration, and/or school) to systematically help all/most teachers enhance classroom management.*
- Prepare to present 1 “**big idea**” from your group.



# What “kind” of students can display problematic behavior?

**All students.** Students *with/without* labels who are served in *general/special* education can display problematic behavior.

This is not a special education issue. It is an **education** issue.



We need to learn more about  
the 5 critical features of  
**effective classroom management**  
to be able to help *all* students.



# Evidence-based Practices in Classroom Management

1. Maximize **structure** in your classroom.
2. Post, teach, review, monitor, and reinforce a small number of positively stated **expectations**.
3. **Actively engage** students in observable ways.
4. Establish a continuum of strategies to **acknowledge appropriate behavior**.
5. Establish a continuum of strategies to **respond to inappropriate behavior**.

# Activity : Jigsaw

- **Universal Positive Behavior Support for the Classroom**
- Lori Newcomer, University of Missouri

**All:** pp 1-2 end at “...universal supports.”

**Group 1:** pp 2-5 -Begin at “Behavior Management”. End at Table 1.

**Group 2:** pp 5-8 -Begin at “Routines and Procedures”. End at “...behavior errors”.

**Group 3:** pp 8-11 Begin at “A Continuum of Responses...” . End at “...instructional management.”

**Group 4:** pp 11-13 Begin at “Instructional Management”. End at “...classroom environment”.

# 1. Maximize structure in your classroom

## Teach and Follow Routines

### Develop predictable routines

- Teacher Routines
- Student Routines

### Establish predictable schedules

- Illustrate with icons, times
- Include non-instruction time (transitions, personal time)

### Teach and practice transition behaviors

- According to expectations

### Pre-correct prior to transitions

- Consider using a signal to indicate time to transition

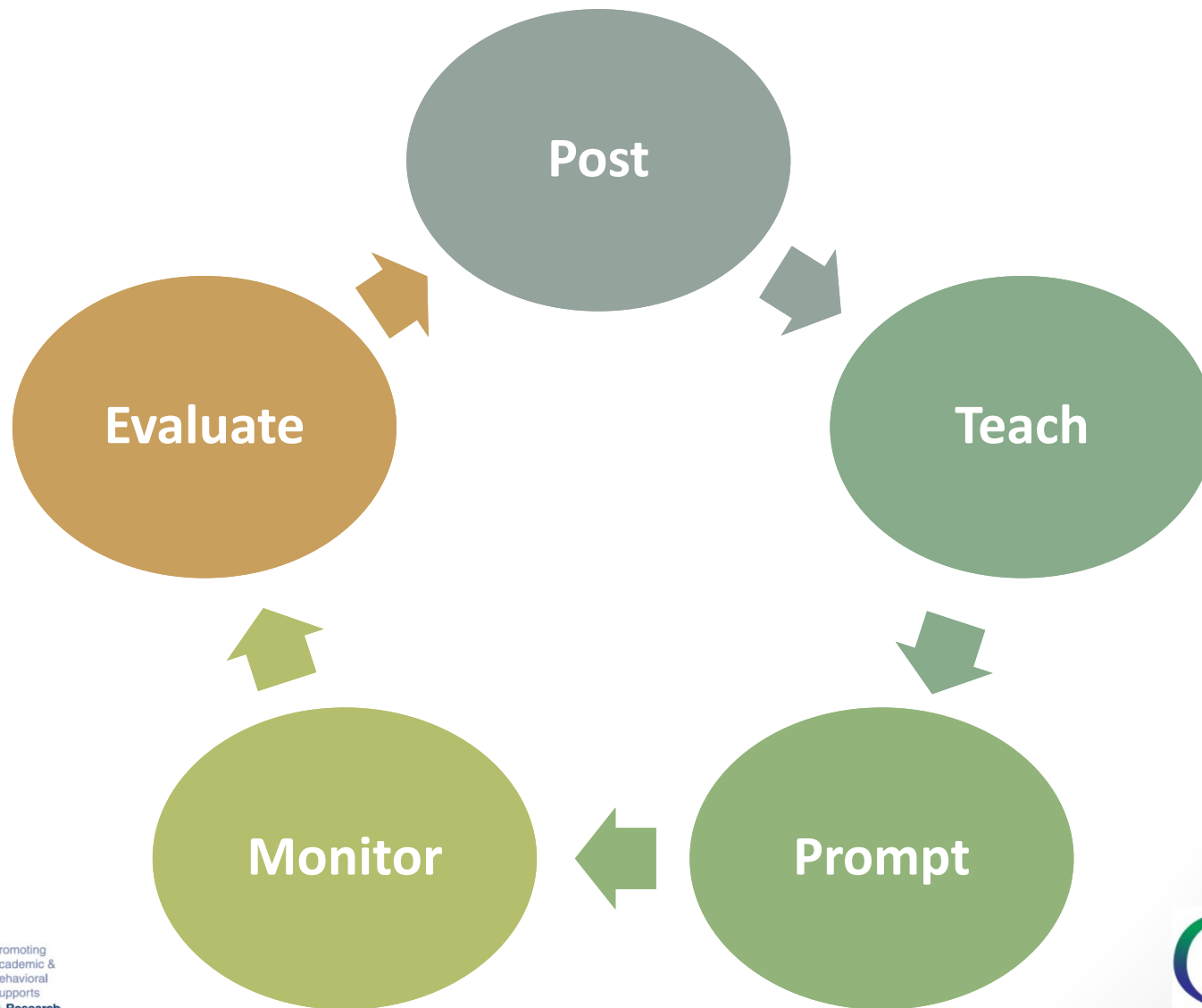
# 1. Maximize structure in your classroom.

## Arrange the Environment

Design environment to elicit appropriate behavior and minimize crowding and distraction:

- Arrange furniture to allow easy traffic flow.
  - Minimize physical contact between peers and maximize teacher mobility.
- Ensure adequate supervision of all areas.
- Designate staff & student areas.
- Seating arrangements (groups, centers, etc.)

## 2. Post, Teach, Prompt, Monitor, and Evaluate a small number of positively stated **expectations**.



# 2b. **Teach** Rules in the Context of Routines

## Jigsaw #1

Define rule in operational terms

- tell students what the rule looks like within routine

Provide students with examples and non-examples

Actively involve students in lesson to check for their understanding

- game, role-play, etc.

Provide opportunities to practice in the natural setting

# “Cool Tool”

## Getting Help

(How to ask for assistance for difficulty tasks)

### Teaching Examples

1. When you're working on a math problem that you can't figure out, raise your hand and wait until the teacher can help you.
2. You and a friend are working together on a science experiment but you are missing a piece of lab equipment, ask the teacher for the missing equipment.
3. You are reading a story but you don't know the meaning of most of the words, ask the teacher to read and explain the word.

### Kid Activity

1. Ask 2-3 students to give an example of a situation in which they needed help to complete a task, activity, or direction.
2. Ask students to indicate or show how they could get help.
3. Encourage and support appropriate discussion/responses. Minimize attention for inappropriate responses.

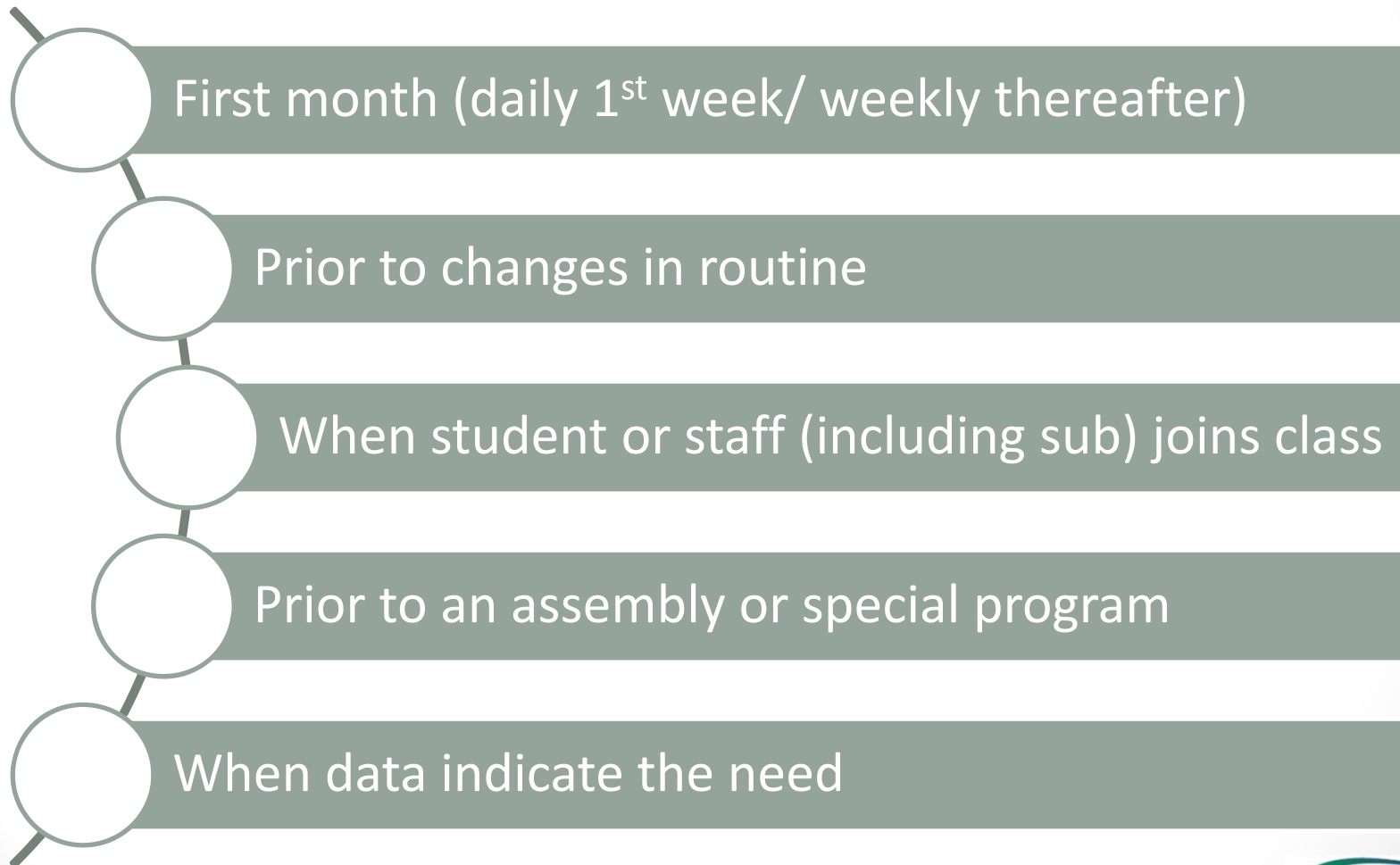
### After the Lesson

(During the Day)

1. Ask 2-3 students to give an example of a situation in which they needed help to complete a task, activity, or direction.
2. Ask students to indicate or show how they could get help.
3. Encourage and support appropriate discussion/responses. Minimize attention for inappropriate responses.



# Examples of When to Teach Expectations





## 2c. **Prompt** or Remind Students of the Rules

### Jigsaw #2

#### Provide students with visual prompts:

- posters
- Illustrations
- other

#### Use pre-corrections:

- verbal reminders,
- behavioral rehearsals,
- demonstrations of rule-following presented in or before settings where problem behavior is likely.

(Colvin, Sugai, Good, Lee, 1997)

## 2d. **Monitor** Students' Behavior in Natural Context

**Active Supervision** (Colvin, Sugai, Good, Lee, 1997):

### Move around

- Both randomized and targeted to known problem areas

### Look around (Scan)

- Target both appropriate and inappropriate behavior

### Interact with students

- Neutral error corrections
- Positive contact & reinforcement

## 2e. **Evaluate** the effect of instruction

### Collect data

- Are rules being followed?

### Summarize data (look for patterns)

- If there are errors,
  - where?
  - what kind?
  - who?

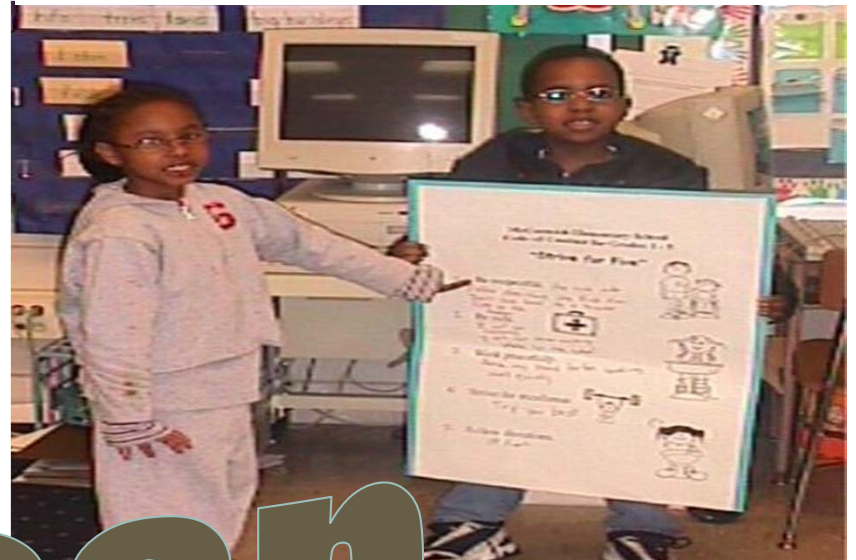
### Use data to make decisions

- Do expectations need to be retaught?

Post Behavioral Expectations/Rules



Teach Rules in the Context of Routines



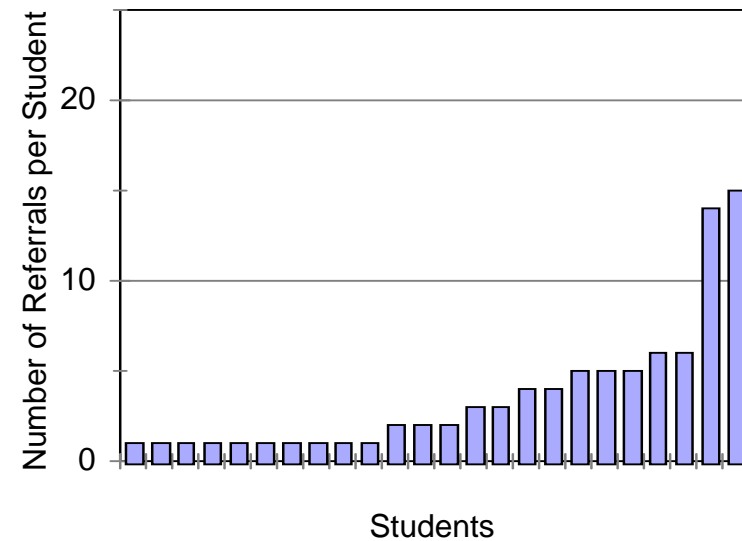
To Recap...



## Monitor Student's Behavior in the Natural Context



## Evaluate the effect of instruction



These are things you *should* do in any school environment!!!



### 3. **Actively engage** students in observable ways. Jigsaw #4

Provide high rates of opportunities to respond

- Vary individual v. group responding

Consider various observable ways to engage students

- Written responses
- Writing on individual white boards
- Choral responding
- Gestures
- Small groups/partners
- Other: \_\_\_\_\_

Link engagement with outcome objectives (set goals to increase engagement and assess student change)

### 3. **Actively engage** students in observable ways. Jigsaw #4

Direct  
Instruction

Computer  
Assisted  
Instruction

Class-wide  
Peer Tutoring

Guided notes

Response  
Cards

# Establishing a Positive Environment

## Jigsaw #3

- Rewarding expected behavior is a **teaching tool** and makes appropriate behavior more likely to occur.
- Negative interactions are not wrong and are sometimes necessary; the key is the **ratio**.
- The use of contingent, behavior-specific praise has been linked to positive student outcomes, including **increased student academic engagement** and **decreased disruptive behavior**.



## 4. Establish a **continuum of strategies** to acknowledge appropriate behavior.



# Non-contingent Attention

- Provides time and attention that is not tied to performance
- Fulfills the need to be noticed and valued
- Benefits
  - Student teacher rapport
  - Positive role-model for social interaction
  - Improved climate overall
  - provides opportunity to relate to all students – even those with challenging behavior



# How Does 5 to 1 Happen?

- Initiate positive interactions by:
  - Making eye contact
  - Smiling nodding, winking
  - Welcoming
  - Offering a greeting
  - Asking if assistance is required
  - Provide positive feedback regarding appropriate student behavior
  - Maintain an attitude of respect and support, even when correcting student behavior
  - Consider starting class with a celebration or positive comment – **the first comment establishes behavioral momentum.**

## 5. Establish a **continuum of strategies** to respond to inappropriate behavior.

Error Corrections

Differential Reinforcement

Planned Ignoring

Response Cost

Time Out from reinforcement



*"This is the worst class I've ever had."*

NOVEMBER 1985

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# Quick Error Corrections

- Error corrections should be...
  - ...**contingent**: occur immediately after the undesired behavior
  - ...**specific**: tell learner exactly what they are doing *incorrectly* and tell or ask what they should do differently in the future
  - ...**brief**: after redirecting back to appropriate behavior, move on

# Quick Error Corrections – An Example

- Signal an error has occurred
  - Refer to rules "We respect others in this room and that means not using put downs"
- Ask for an alternative appropriate response
  - "How can you show respect and still get your point across?"
- Provide an opportunity to practice the skill and provide verbal feedback
  - "That's much better, thank you for showing respect towards others"

# Time-out from reinforcement

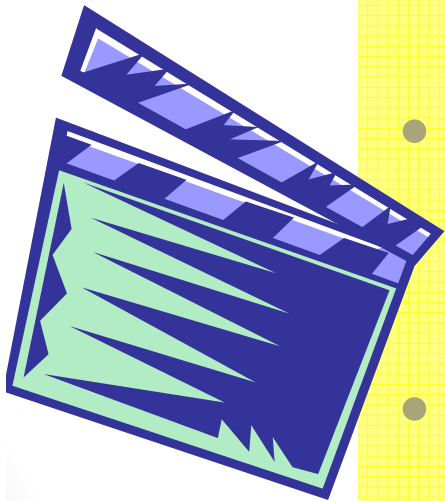
- Definition:
  - A child (or class) is removed from a previously reinforcing environment or setting, to one that is not reinforcing
- Example:
  - Child throws a rock at another child on the playground. The child is removed to the office....
- REMEMBER the environment the child is removed to cannot be reinforcing!!! So, if the child receives adult attention in the office, which they find reinforcing, YOU have NOT put the child on time out

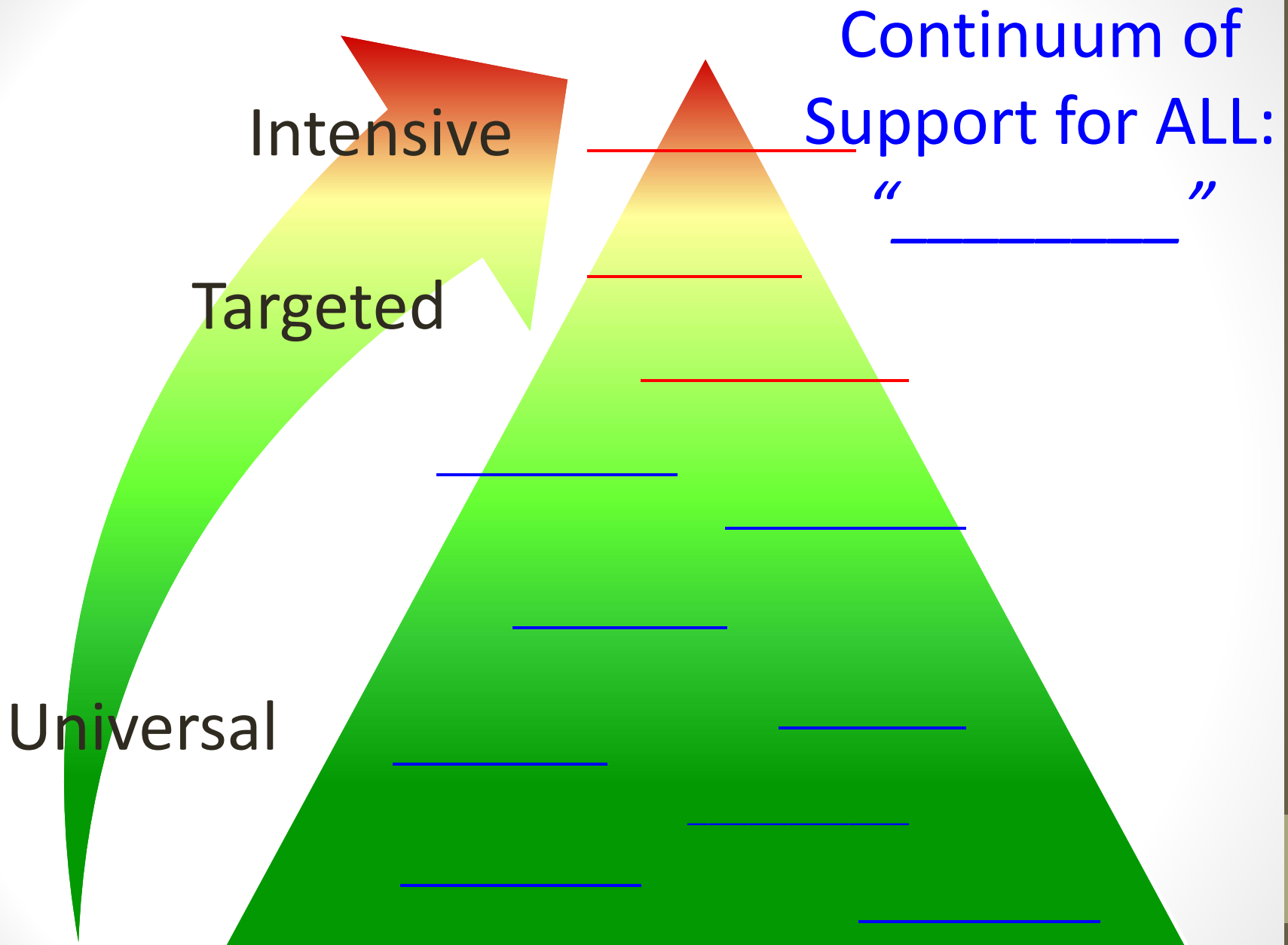


# Activity:

## Focus on Classroom Management

- **Discuss** the extent to which you believe all/most teachers are implementing all/most of the evidence-based critical features of classroom management.
- **Discuss** how you will share this information with all staff and **ACTION PLAN!!!**
- Prepare to present 1 “**big idea**” from your group.





# Benchmarks of Quality (BoQ)

- Purpose
  - To assess implementation at the universal level
- Tools
  - Scoring Guide (rubric)
  - Scoring Form
- Protocol
  - **Step 1:** Complete independently
  - **Step 2:** Come to team consensus

# Step 1: Complete Independently

- Use the Scoring Guide to determine the score of each item.
- Circle the corresponding score on the Scoring Form

Critical Elements	STEP 1					STEP 2
PBIS Team	1. Team has administrative support	3	2	1	0	
	2. Team has regular meetings (at least monthly)		2	1	0	
	3. Team has established a clear mission/purpose			1	0	

# Step 2: Come to Team Consensus

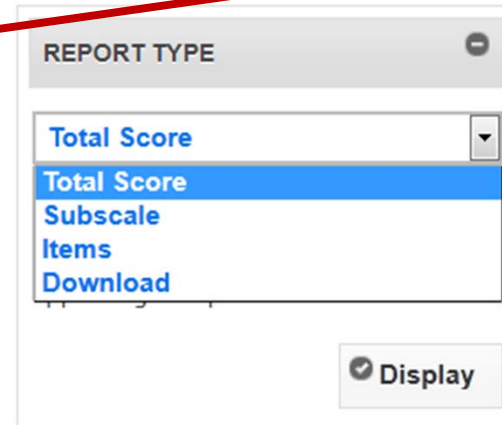
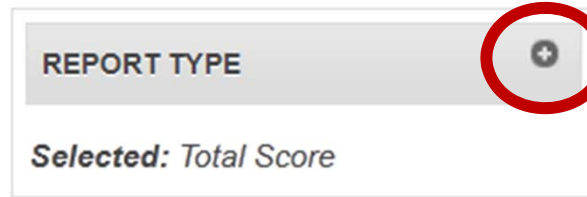
- Compare individual responses, come to team consensus, and record under Step 2
- Enter scores online
  - Login to [www.pbisapps.org](http://www.pbisapps.org)
  - In the “Open Survey Windows” section:
    - Choose “BOQ”
    - Choose “take survey”

# Access BoQ Results

- Login to [www.pbisapps.org](http://www.pbisapps.org)
- In the “Open Survey Windows” section:
  - Choose “BOQ”
  - Choose “view reports”

# Access Results

- Viewing results: to change view select +



- Review results:
  - Total Score
    - 70% indicates implementation of Tier I with fidelity
  - Subscale
    - Identify 1-2 subscales of strength
    - Identify 1-2 subscales in need of improvement
  - Items
    - Review items within subscales of strength & in need and **ACTION PLAN** to sustain or change

# Team Time

- Complete BoQ:
  - Step 1: Complete Individually
  - Step 2: Come to Team Consensus
  - Enter Results online
  - Review Results
- Using BoQ, SET, SAS, and TIC data:
  - Identify areas of strength and strategies to sustain
  - Identify areas for focus and strategies to improve
  - Identify **Who** and **by When**



# 12<sup>th</sup> Annual New England PBIS forum



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## Events

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## Event Details:

Wednesday, November 9, 2016 - Thursday, November 10, 2016

## 12th Annual New England Positive Behavioral Interventions and Supports Forum

Sponsored by May Institute - Partner of the National Technical Assistance Center on PBIS

Positive Behavioral Interventions and Supports (PBIS) is a research-based practice to improve overall school climate, maximize academic achievement, and address the specific needs of all your students. Learn about advances in school-wide PBIS, academic interventions, successful interventions with students with challenging behaviors, and effective data-based decision making.

Special strand on services for adults with IDD.

## Location

Four Points by Sheraton  
1125 Boston-Providence Turnpike,  
Norwood, MA, 02062  
[+ FIND THIS ON GOOGLE MAPS](#)

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## **Northeast PBIS Network Leadership Forum**

discussion

ideas

questions

concerns



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