MAKING THE CONNECTION BETWEEN PBIS AND OBPP

Positive Behavior Intervention & Supports and
The Olweus Bullying Prevention Program

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Welcome
Learning Objectives

• Understand the motivations to integrate programs
• Identify the challenges when integrating programs
• Measure success through common outcomes
• Recognize the commonalities and differences of PBIS and OBPP
Motivations For Integrating Programs

• Students with multiple risk factors
• Climate impacts academic achievement
• Overlaps in programming
• Less effective when working in silos
• Federal mandates (ESSA)
• State level mandates
On Any Given Day, 1 In 5 Of Your Students Will Be:

- Having a problem
- Getting over a problem
- Getting ready to have a problem
Students Who Bully Others

• Bullying may be part of a conduct-disordered behavior pattern.

• This pattern may continue into young adulthood.

• Olweus study: youth who bullied others in middle school were 4 times as likely to have 3 or more convictions by age 24.
School Rules
NO Food
NO Weapons
NO Backpacks
NO Drugs/Smoking
NO Bullying
DAD’s TOOLS RULES

Don’t Borrow Them
Don’t Move Them
Don’t Touch Them
Don’t Even Look At Them
Why Integrate Approaches?

• Most interventions by themselves have modest effects because different risks may lead to same problem behavior(s).

  (Domitrovich et al., 2010)

• Single interventions may not adequately address the underlying mechanisms contributing to all of the problems we encounter in schools

• The student population is heterogeneous (Risk factors, Developmental trajectories)
Challenges When Integrating Programs

- Fidelity to both (alignment)
- Determining the fit (commonality, duplicity)
- Training needs
- Limited Resources – time, money, personnel
One of the primary variables impeding sustained implementation of effective practices is the introduction of new initiatives that either (a) compete with resources needed for sustained implementation or (b) contradict existing initiatives.

McIntosh, et al., (2013)
Considerations When Integrating Programs

- Systemically approach
- Determining the fit
- Seek commonalities
- Professional development
- Limited Resources – time, money, personnel
An Integrated Prevention Approach

• Integrated models with multiple strategies have the potential to address significant challenges facing schools.

• Integration can be:
  ○ *horizontal*—within risk levels
  ○ *vertical*—integrating programs across levels
PBIS and OBPP Foundational Principles

1. Adults are responsible
2. Clear and consistent messages
3. Short and long-term focus
4. Follow model with fidelity
5. Practices should become part of everyday life at school
PBIS and OBPP Foundational Principles

6. Students are involved in changing the climate

7. Students are taught behavioral expectations

8. Implementation is informed by data
OBPP Is . . .

• A systems-based strategy to address bullying and other anti-social behavior
• Designed for all students (K-12)
• Preventive and responsive
• Focused on changing norms
• Research-based
OBPP Model
Overview Of School-level Components

1. Establish a Leadership Team
2. Conduct team and staff trainings
3. Administer the student survey (OBQ)
4. Hold staff discussion groups (PLCs)
5. Introduce the school rules against bullying
6. Refine the school’s supervisory system
7. Hold a school kick-off event to launch the program
8. Involve parents
Classroom-level Components

1. Post and enforce schoolwide rules against bullying
2. Hold regular class meetings
3. Engage parents
Individual-Level Components

1. Supervise students’ activities
2. Ensure that all staff intervene on-the-spot when bullying occurs
3. Meet individually with students involved in bullying
4. Meet with parents of involved students
5. Develop behavioral and/or safety plans for involved students, when needed
What Roles Do Students Play In Bullying Situations?

- **Students Who Bully (A)**: Start the bullying and take an active part.
- **Followers (B)**: Take an active part, but do not start the bullying.
- **Supporters (C)**: Support the bullying, but do not take an active part.
- **Passive Supporters (D)**: Like the bullying, but do not display open support.
- **Possible Defenders (F)**: Dislike the bullying and think they ought to help, but don’t do it.
- **Defenders (G)**: Dislike the bullying, help or try to help the bullied student.
- **Onlookers (E)**: Watch what happens, don’t take a stand.
- **Student Who Is Bullied (H)**: Support the bullying, but do not take an active part.

Community-Level Components

1. Involve community members on the Leadership Team

2. Develop partnerships with community members to support your program

3. Help spread anti-bullying messages and principles (Community Youth Organization Guide).

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PBIS Model

Systems

Practices

Prevention
Intervention
Treatment
Long Term Care

Blueprint pages 14-15
SWPBS is...

- A building-based team approach
- An investment of time and energy to learn new skills and develop systems
- A way to build on existing strengths
- A process to fit a school’s situation
- Practical, effective, validated
- Enduring
- For all students
Schoolwide Systems

1. Leadership Team With Active Administrator Participation
2. Efficient Routines, Schedule, And Structure For Conducting Meetings (Team Initiated Problem Solving)
3. Commitment Statement (80% Ownership/Top 3 Goals)
4. Data Informed Decisions
5. Professional Development: Ongoing Coaching
6. Procedures For Evaluation Of Personnel And Practices
PBIS Schoolwide Expectations

• Stated in positive terms, clear, student-friendly language
• Post in all school settings (classroom, office, cafeteria, library)
• Teach expectations and discuss the importance of following them
• Train all staff members on monitoring and reinforcing appropriate behavior
<table>
<thead>
<tr>
<th></th>
<th>Classroom</th>
<th>Lunchroom</th>
<th>Bus</th>
<th>Hallway</th>
<th>Assembly</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect Others</strong></td>
<td>• Use inside voice • Eat your own food • Stay in your seat • Stay to right • Arrive on time to speaker</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Respect Yourself</strong></td>
<td>• Do your best • Wash your hands • Be at stop on time • Use your words • Listen to speaker</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Respect Learning</strong></td>
<td>• Have materials ready • Eat balanced diet • Go directly from bus to class • Go directly to class • Discuss topic in class w/ others</td>
<td></td>
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</tr>
</tbody>
</table>

**Stated in a Positive way**

**What you want them to do!**
Classroom and Non-Classroom Settings

- Positive expectations taught and encouraged
- Routines and cues taught and encouraged
- Ratio of 6-8 positive to 1 negative adult-student interaction
- Active supervision
- Redirections for minor infrequent behavior errors
- Frequent pre-corrections for chronic errors
- Effective academic instruction and curriculum
<table>
<thead>
<tr>
<th>Procedures by Expectation</th>
<th>Turn in Homework</th>
<th>Restroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Safe</td>
<td>Single file at cabinet</td>
<td>Push in chair</td>
</tr>
<tr>
<td>Be Respectful</td>
<td>Wait quietly</td>
<td>Walk quietly</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>Return to seat</td>
<td>Take pass and return pass</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Begin ‘bell’ work</td>
</tr>
</tbody>
</table>
Targeted Systems

1. All universal in place
2. Intervention team with coordinator
3. Behavioral expertise
4. Precision data collection for progress monitoring
5. Formal procedures for screening students in need of more support
6. Additional training and technical assistance for tier II and III practices and supports
Individual Student

- Behavioral competence at school and district levels
- Function-based behavior support planning
- Team- and data-based decision making
- Comprehensive person-centered planning and wraparound processes
- Targeted social skills and self-management instruction
- Individualized instructional and curricular accommodations
Why not just focus on the few?

- If we only respond to the toughest students, we will never get to all of them, and we may make more.
- All children and youth need a safe place.
- Bystanders (peers, parents/family, teachers, others)
Before you add one more thing....
Tier III

Tier II

Tier I

School

Classroom

Parents

Individual

Community
PBIS

- Tier I
  - For All

- Tier II
  - For Some

- Tier III
  - For a Few

OBPP

- School
- Classroom
- Parents
- Individual
- Community
Commonalities

• Positive reinforcement and teaching desired behaviors
• Data-based decision making
• Focus on the school climate and culture
• Address all inappropriate behaviors
• Reduce student time out of class and increasing time on task
• Systems change with training of all personnel
• Pro-active and prevention oriented
• Leadership team represents the entire staff
Commonalities

• Individual, classroom, and a school-wide focus
• Planning before kick-off with students
• Development of a school-wide plan
• Administrative buy-in and ACTIVE involvement
• Encourage connection with other EBPs
• Short and long-term goals for implementation
• Development of a continuum of consequences
• Common language and common understanding
Leadership Team

OBPP

• School-wide leadership team
• 8-12 members depending on grade levels at school
• Representation from all school areas, certified, classified, parents, community members
• Regular meetings

PBIS

• School-wide leadership team
• 6-10 members depending on size of school
• All-areas (departments) represented on the team
• Regular meetings
Data Driven Decisions

OBPP
- Bullying questionnaire is administered no earlier than 6 weeks into the school year or semester
- Student survey (grades 3-12)
- Establishes baseline data for BPCC training
- Data is collected at the same time each year
- Implementation Check-lists

PBIS
- Data based decision making
- Team implemented problem solving (TIPS)
- Data sources
  - Behavior data (ODRs)
  - Screening/surveys
  - Implementation measures
# Language and Expectations

## OBPP
- Four specific school wide rules
- Common language used by faculty, staff, students, and parents
- Classroom meetings held with students on a weekly basis
- Expectations posted and reinforced by all school personnel.

## PBIS
- Three to five specific school-wide expectations
- Common language used by faculty and taught to students
- Behavior expectations taught like academics
- Expectations posted and reinforced to consistently
Integration of PBIS and OBPP

**PBIS**

**Tier I**
- 3-5 Positively stated behavior expectations, posted, taught
- Positive Reinforcement Systems
- Continuum of corrective, instructive consequences (avoid exclusion)
- Classroom management
- Universal screening for behavioral adjustment

**Tier II**
- Self-monitoring
- Behavior contract
- Curriculum adaption
- Extra social skills teaching and support

**Tier III**
- Functional behavior assessment
- Individualized behavior support plans

**Shared**

- Leadership team
- Coaching/Consultation
- All staff training and support
- Common area supervision
- Parent information, involvement and training
- Data-based decision making
  - Focus on disproportionality
- Written procedures and protocols developed
- Universal support for students
  - Rules and values posted and taught
  - Rewards and consequences systematically applied

**Olweus**

**Tier I**
- School rules against bullying, posted, taught
- Staff Discussion Groups
- Clearly written policies and procedures
- Class meetings, held regularly

**Tier II**
- Bystanders encouraged to support and defend
- Adult intervention is expected, on-the-spot, as follow-up, and when bullying is observed, suspected or reported

**Tier III**
- Safety plans for bullied students
- Positive behavior support plans for students who bully
- Parent/family intervention
PBIS and OBPP both...

• Focus on positive ways to address negative social behaviors
• Focus on school wide, systems change
• Provide a means for data collection
• Use data for targeting strategic interventions
• Incorporate a leadership team and implement school wide planning
• Require long-term commitment from those involved
• Provide training for all educators
• Encourage parent involvement
• Provide ongoing learning and technical assistance (coaching)
• Use positive reinforcement
• Establish predictable negative consequences for bad behavior
• Use class time to focus on appropriate behaviors
• Work in small groups and individually with students as needed
• Address climate and ultimately cultural norms
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