Positive Behavior Interventions and Supports Readiness for Schools
South Carolina Association of Positive Behavior Supports Network
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www.pbis.org
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Talk Amongst Yourselves....
- What behavioral expectations do we have for staff and students in your school?
- How do we ensure that students and staff meet the behavioral expectations?
- What roadblocks prevent students from displaying the behavior we want to see in the classroom, hallway, etc.?

The Blueprint and Tools
www.pbis.org
So,... what is PBIS?

PBIS is a broad range of systemic & individualized strategies for achieving important social & learning outcomes while preventing problem behavior with all students. Not limited to any particular group of students, it's for all students. Not specific to any practice or curriculum, it's a general approach to preventing problem behavior. Not new, it's based on a long history of behavioral practices & effective instructional design & strategies.

Designing School-Wide Systems for Student Success

<table>
<thead>
<tr>
<th>Academic Systems</th>
<th>Behavioral Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intensive Intervention</td>
<td>Intensive Intervention</td>
</tr>
<tr>
<td>Individual Students</td>
<td>Individual Students</td>
</tr>
<tr>
<td>High Intensity</td>
<td>High Intensity</td>
</tr>
<tr>
<td>Targeted Group Intervention</td>
<td>Targeted Group Intervention</td>
</tr>
<tr>
<td>Some students (at-risk)</td>
<td>Some students (at-risk)</td>
</tr>
<tr>
<td>High Efficiency</td>
<td>High Efficiency</td>
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<tr>
<td>Rapid Response</td>
<td>Rapid Response</td>
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<tr>
<td>Universal Intervention</td>
<td>Universal Intervention</td>
</tr>
<tr>
<td>All students</td>
<td>All settings, all students</td>
</tr>
<tr>
<td>Preventive, proactive</td>
<td>Preventive, proactive</td>
</tr>
</tbody>
</table>

Academic and Behavioral Systems of Support

- Universal: All, All settings, preventive
- Targeted: Some, at-risk students, high efficiency, rapid response
- Intensive: Few, individual, high intensity
Supporting Social Competence & Academic Achievement

Supporting Staff Behavior

Supporting Student Behavior

OUTCOMES

SYSTEMS

DATA

Supporting Decision Making

PRACTICES

4 PBS Elements

Supporting Social Competence & Academic Achievement

Supporting Staff Behavior

Supporting Student Behavior

“Out plates”

• Emphasize prevention
• Adopt theoretically sound approach
• Increase local capacity & expertise
• Take systems perspective
• Adopt evidence-based practices

Response

A Quick View of PBIS

Our plates

Emphasize prevention
Adopt theoretically sound approach
Increase local capacity & expertise
Take systems perspective
Adopt evidence-based practices
School-wide Systems
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

Common Purpose and Approach

Agreements
- PBIS centers around adult behavior and their response to student behavior.
- More emphasis is placed on what we want students to do and learn, rather than what students are not doing and learning. This will change the way we allocate our time and resources.
- Behavior will be taught just as any other subject.
- Students will be acknowledged for good behavior.
- There will be a continuum of consequences for all students.
- Students who do not respond will receive behavioral intervention based on a functional behavior assessment.
- School will always have students with challenging behavior.
## Clear Set of Positive Expectations and Behaviors

### TEACHING MATRIX

<table>
<thead>
<tr>
<th>SETTING</th>
<th>All</th>
<th>Hallways</th>
<th>Playgrounds</th>
<th>Cafeteria</th>
<th>Library/Computer Lab</th>
<th>Assembly</th>
<th>Bus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
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<tr>
<td>Ourselves</td>
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<td>Be on task.</td>
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<td>Give your best effort.</td>
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<td>Be prepared.</td>
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<td>Walk.</td>
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<td>Have a plan.</td>
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<td>Eat all your food.</td>
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<td>Select healthy foods.</td>
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<td>Study, read, compute.</td>
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<td>Sit in one spot.</td>
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<td>Watch for your stop.</td>
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<tr>
<td>Respect Others</td>
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<tr>
<td>Be kind.</td>
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<tr>
<td>Hands/feet to self.</td>
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<td>Help/share with others.</td>
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<td>Use normal voice volume.</td>
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<td>Walk to right.</td>
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<td>Play safe.</td>
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<td>Include others.</td>
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<td>Share equipment.</td>
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<tr>
<td>Whisper.</td>
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<td>Return books.</td>
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<tr>
<td>Listen/watch.</td>
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<td>Use appropriate applause.</td>
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<td>Use a quiet voice.</td>
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<td>Treat books carefully.</td>
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<tr>
<td>Use a quiet voice.</td>
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<td>Treat chairs appropriately.</td>
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<td>Wipe your feet.</td>
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</tbody>
</table>

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## Devens Forest Dragons ROCK Expectations:

<table>
<thead>
<tr>
<th>ROYGT</th>
<th>Characteristics</th>
<th>ROYGT</th>
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<th>ROYGT</th>
<th>Characteristics</th>
<th>ROYGT</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td>be on task be prepared.</td>
<td>Obedient</td>
<td>follow rules be safe.</td>
<td>Conscientious</td>
<td>help others be kind.</td>
<td>Knowledgeable</td>
<td>use appropriate language.</td>
</tr>
<tr>
<td>Obedient</td>
<td>obey rules</td>
<td>Proper</td>
<td>use table manners</td>
<td>Time</td>
<td>time on task</td>
<td>Follow</td>
<td>follow directions</td>
</tr>
<tr>
<td>Conscientious</td>
<td>be kind</td>
<td>Proper</td>
<td>use appropriate language</td>
<td>Time</td>
<td>time on task</td>
<td>Follow</td>
<td>follow directions</td>
</tr>
<tr>
<td>Knowledgeable</td>
<td>use appropriate language</td>
<td>Proper</td>
<td>use appropriate language</td>
<td>Time</td>
<td>time on task</td>
<td>Follow</td>
<td>follow directions</td>
</tr>
</tbody>
</table>

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#
Clear Set of Procedures for Teaching Behavior
### Lesson Plans

**Lesson Plan for Teaching: Give Respect**

1. **Concept (Expectation)**
   - Give Respect

2. **Definition and Critical Attributes**
   - To show concern and consideration for others and/or property, behaviors that help people feel calmer, safer, friendlier, and more cooperative.

3. **Examples**
   - Asking others (teachers and students)
   - Picking up trash, keep areas clean
   - Speak nicely to others
   - Ask to borrow things
   - Look at the person who is talking
   - Look at the person who is talking

4. **New Examples**
   - Calling names
   - Ignoring
   - Using harsh tones or behavior
   - Non-cooperative behaviors
   - Playing around when teacher is teaching

5. **Activities to Enhance Concept Development**
   - Have students write/draw definition of respect
   - Create examples and non-examples
   - Write letters of advice to peers about what respect looks like at Egypt Lake
   - Act out/draw pictures of what respect looks like

6. **Activities to Check for Understanding**
   - Act out/draw pictures
   - Writing letters
   - Drawing pictures

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**Plungerella!**

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Continuum of Procedures for Acknowledging Expected Behavior

Acknowledging Expected Behavior

Cougar Traits in the Community

Student Name ____________________________

Displayed the Cougar Trait of:
- Respect
- Responsibility
- Caring
- Citizenship

(Circle the trait you observed)

Signature _______________________________

If you would like to write on the back the details of what you observed feel free! Thank you for supporting our youth.
It’s Not All Rewards
Continuum of Procedures for Discouraging Inappropriate Behavior

What Is the Purpose of Developing Consequences?

- The more students know the rules and consequences for misbehavior and are aware that the rules in a school are applied fairly under a “system of laws,” the less victimization and disorder is present in the school (Mayer & Leone, 1999)
Discipline

<table>
<thead>
<tr>
<th>Minor Offenses</th>
<th>Team Managed</th>
<th>Major Offenses</th>
<th>Major Legal Offenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disrupting Instruction</td>
<td>Repeated minor offenses referred to behavior team</td>
<td>Fighting</td>
<td>Bringing Weapons to School</td>
</tr>
<tr>
<td>Lying/Cheat</td>
<td>Consistent Inappropriate Behavior</td>
<td>Profane Language &amp; Vulgarity</td>
<td>Physical Assault on Student/Staff</td>
</tr>
<tr>
<td>Failing to Follow Directions</td>
<td>Fighting (Minor Shuffles Between Students)</td>
<td>Inappropriate Touching</td>
<td>Sexual Offenses</td>
</tr>
<tr>
<td>Disrespectful Speech/Speech</td>
<td>Failing to Complete Work</td>
<td>Blunt Disrespect</td>
<td>Threats to Students/Staff</td>
</tr>
<tr>
<td>Excessive Talking</td>
<td>Verbal Abuse of Peers (Name-calling etc.)</td>
<td>Inappropriate Touching</td>
<td>Major Vandalism</td>
</tr>
<tr>
<td>Failing to Bring in Homework, Materials, A/I Assignments,</td>
<td></td>
<td>Shouting</td>
<td>Threats or Intimidation</td>
</tr>
<tr>
<td>Leaving area without permission</td>
<td></td>
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</tr>
</tbody>
</table>

Office Managed or Teacher Managed

Hierarchy of Consequences

<table>
<thead>
<tr>
<th>Minor Offenses</th>
<th>Team Managed</th>
<th>Major Offenses</th>
<th>Major Legal Offenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warning</td>
<td>Parent Conference</td>
<td>Suspension</td>
<td>Suspension</td>
</tr>
<tr>
<td>Loss of Privileges</td>
<td>Possible Office Referral</td>
<td>Parent Conference</td>
<td>Expulsion</td>
</tr>
<tr>
<td>Fines</td>
<td>Detention</td>
<td>Parent Conference</td>
<td></td>
</tr>
<tr>
<td>Restitution</td>
<td></td>
<td>Possible Referral to Outside Agency</td>
<td></td>
</tr>
<tr>
<td>Detention</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Procedure for Ongoing Monitoring and Evaluation

www.pbisapps.org
Monitoring and Evaluation

- Student Outcomes
- Social emotional well-being
- Office Referrals
- School Engagement
- Fidelity of Implementation
- Team
- Practices
- Evaluation for Planning
- Benchmarks of Quality
- Tiered Fidelity Inventory

Readiness

Resource to Examine Any Initiative Implementation Science

- Need
- Fit
- Resources
- Evidence
- Readiness
- Capacity
Commitment
- One of top three goals for school
- Three to five years (high school even more)
  - http://www.pbis.org/school/high-school-pbis
- Administrator agrees to actively participate and data is reviewed monthly by the team with the administrator
- 80% of the staff are committed to the implementation

Staff Commitment
- Prevent by creating an environment that reduces the chances of problem behavior
- Teach and reteach the expected behaviors
- Acknowledge students doing the right things 5x as much as you address the negative behavior.
- Consistently administer consequences.
- Understand that this will take from three to five years to implement.

Leadership Team
- Comprised of a broad representation of staff with specialized skills:
  - Facilitator
  - Data Analyst
  - Minute Taker
  - Behavioral Expert
- Meet monthly to review data and problem solve
- Participate in continual professional learning
District Support

- Fit with existing initiatives
- District liaison
- Coaching
- Funding

Professional Learning Opportunities

- Two days for all staff to train and develop expectations
- One member will attend continual professional development to deal with students in need of more support.
- Leadership team will attend booster training sessions to be held throughout the year.
- Ongoing learning opportunities for all staff at the school level.
Data

- Agreement to use an office discipline referral system that will provide the following information:
  - Who, What, When, Where, Why
- Agreement to use the tools to measure fidelity of implementation and need at pbisapps.org
- Agreement by the leadership team to use data to problem solve.

Opportunities

- Contact us for professional development
- Join: South Carolina Association for Positive Behavior Support Network
  scapbsnetwork@gmail.com
- Professional Development Opportunities at South Carolina Department of Education’s Research to Practice July 24-27.