

# MAKING PBIS WORK IN YOUR SCHOOL

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For Technical Support Call 5 by 5 Technology: (205) 799-3224

# WELCOME:

- Background:
  - Taught in Alternative Education Setting
  - Worked as Behavioral Specialist for Cluster of Elementary, Middle, and High Schools
  - Ph.D. from GSU – focus on E/BD, PBIS, and behavioral challenges
  - University of Alabama
    - Department of Special Education and Multiple Abilities
  - Supported PBIS teams across Georgia and Tennessee

# WHY WE ARE HERE TODAY:

- History/Review of PBIS
- PBIS for Alternative Education: Why?
- Steps for Implementation
- Setting Expectations
- Teaching Expectations (classroom and school-wide)

# POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS):

Historical approach to discipline:

- REACTIVE AND PUNITIVE
- ABA - reputation of aversive approach
- Punishment did not have lasting effects
- A more positive approach was needed/desired

# PHILOSOPHY OF PBIS:

## - PROACTIVE AND PREVENTATIVE

- Available to ALL students
- Not a trend
  - an evidence-based approach
  - based on numerous evidence-based approaches
  - implemented over time
- A framework

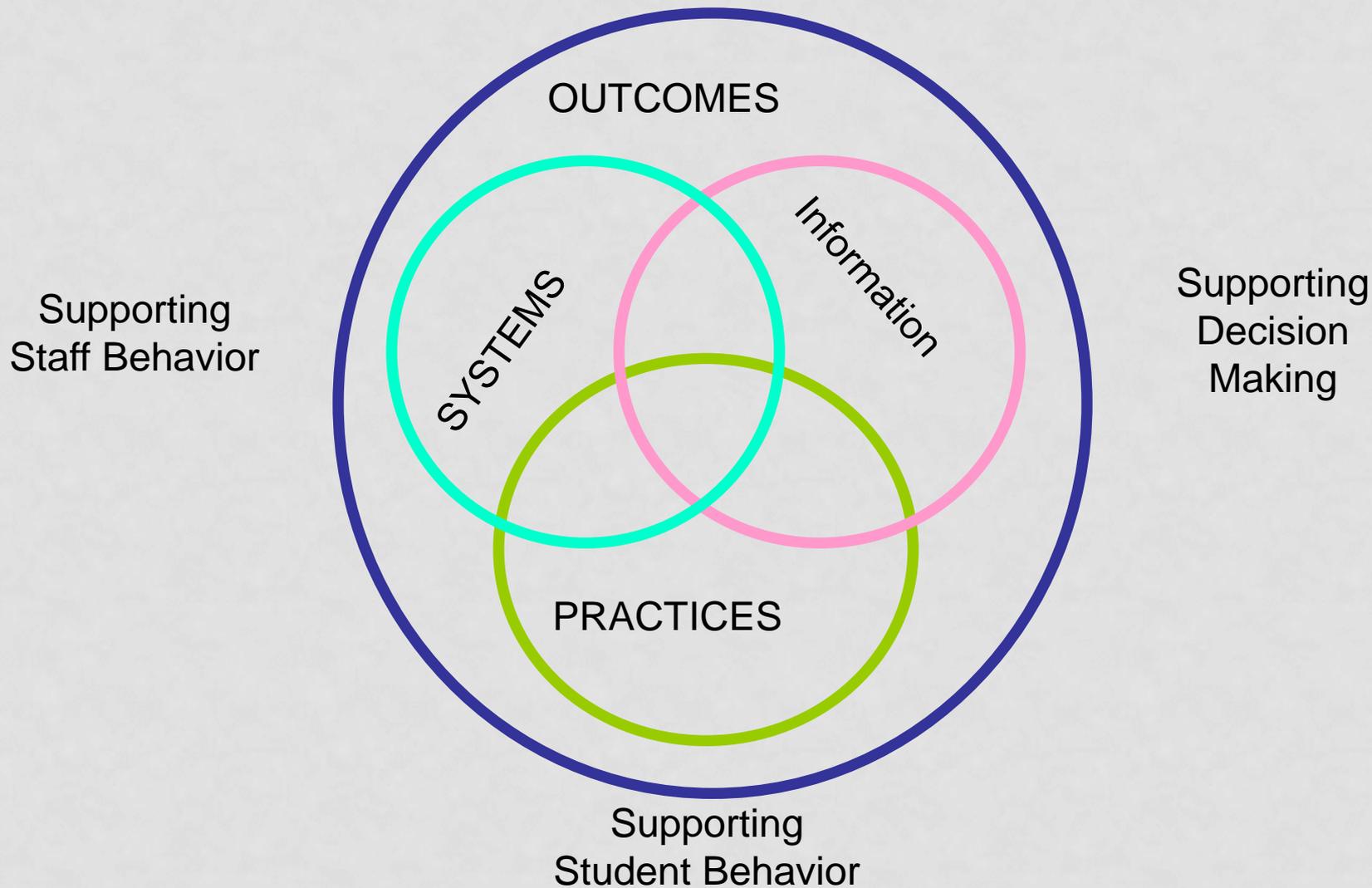
# SCHOOL-WIDE PBIS (SWPBIS):

- Over 16,200 schools are implementing PBIS nationally
- SWPBIS allows for the management of behavior through:
  - DATA
  - PRACTICES
  - SYSTEMS (to support staff)

[www.pbis.org](http://www.pbis.org)

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# Positive Behavioral Interventions and Supports:

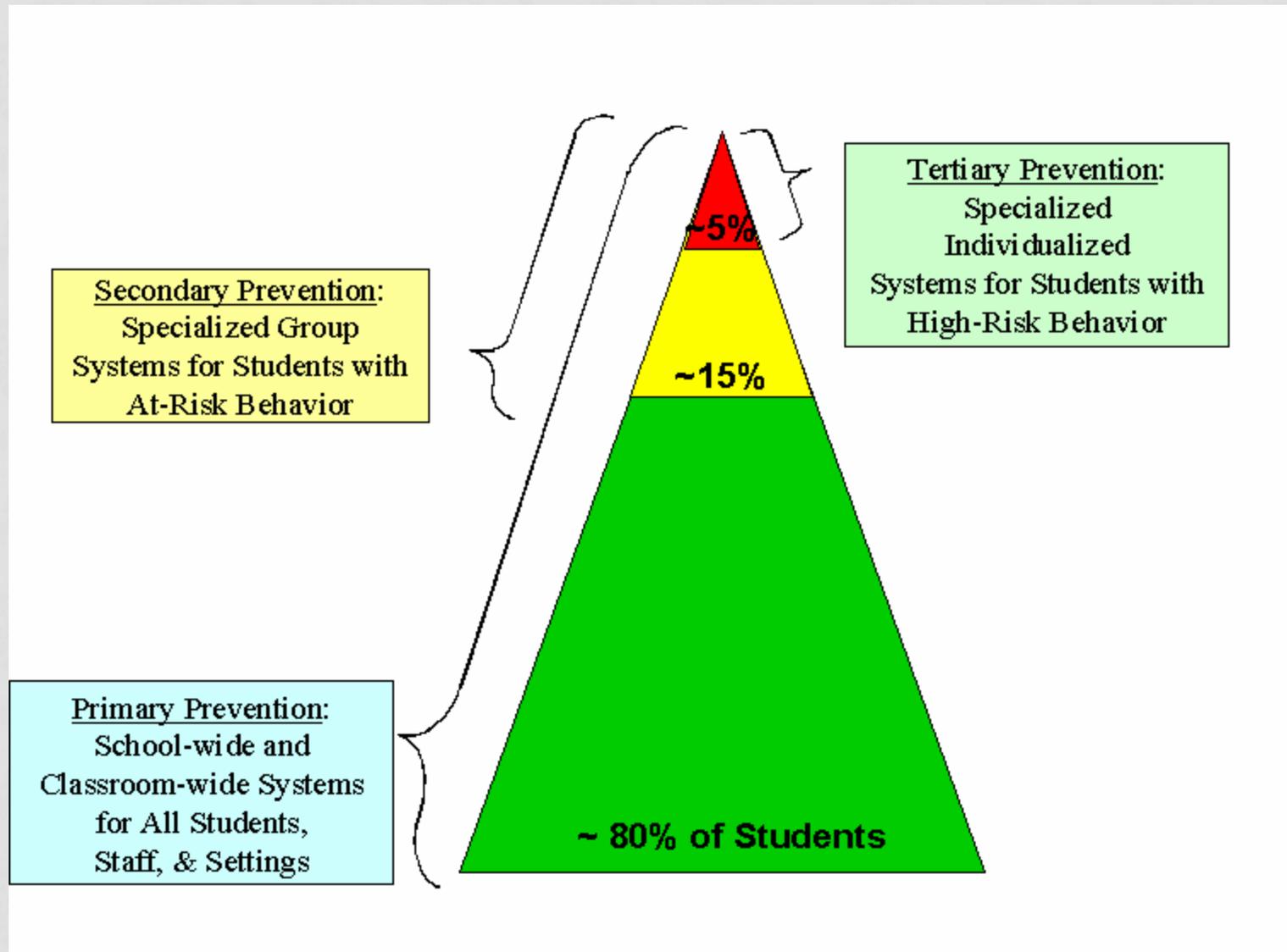


# WHAT PBIS PROVIDES:

- Common & consistent approach
- Set of expected positive behaviors across environments
- Procedures for teaching expectations
- Continuum of procedures to encourage expected behaviors & discourage inappropriate behaviors
- On-going monitoring of the plans effectiveness

(Sugai & Horner, 2002; 2009)

# PBIS Framework:



# WHY IMPLEMENT PBIS IN ALTERNATIVE EDUCATION SETTINGS?

## **A Call for Action:**

- National Council on Disability (2003) called for PBIS in alternative education settings (alternative education programs, residential facilities, juvenile justice settings)
- Researchers encourage extension of PBIS to AE settings

# WHY IMPLEMENT PBIS IN ALTERNATIVE EDUCATION SETTINGS?

- Evidence-based alternative to ineffective disciplinary methods:
  - punishment mentality (harsh)
  - inconsistency among staff
- Decisions about discipline not linked to data on student behavior

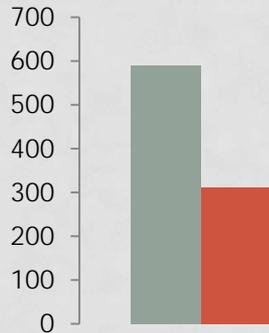
# WHAT CAN YOU EXPECT FROM SWPBIS?

## 1. Improved Facility Climate:

- consistency in managing behavior across faculty and staff
- a setting where teachers can teach and students can learn
- positive relationships with parents/families and community

## 2. A 50-60% reduction in major/minor infractions (separations) over 3-5 years

# SUNNY DAY ALTERNATIVE SCHOOL:



Year prior to PBIS – 589 separations/referrals

Year 1 of PBIS – 312 separations/referrals

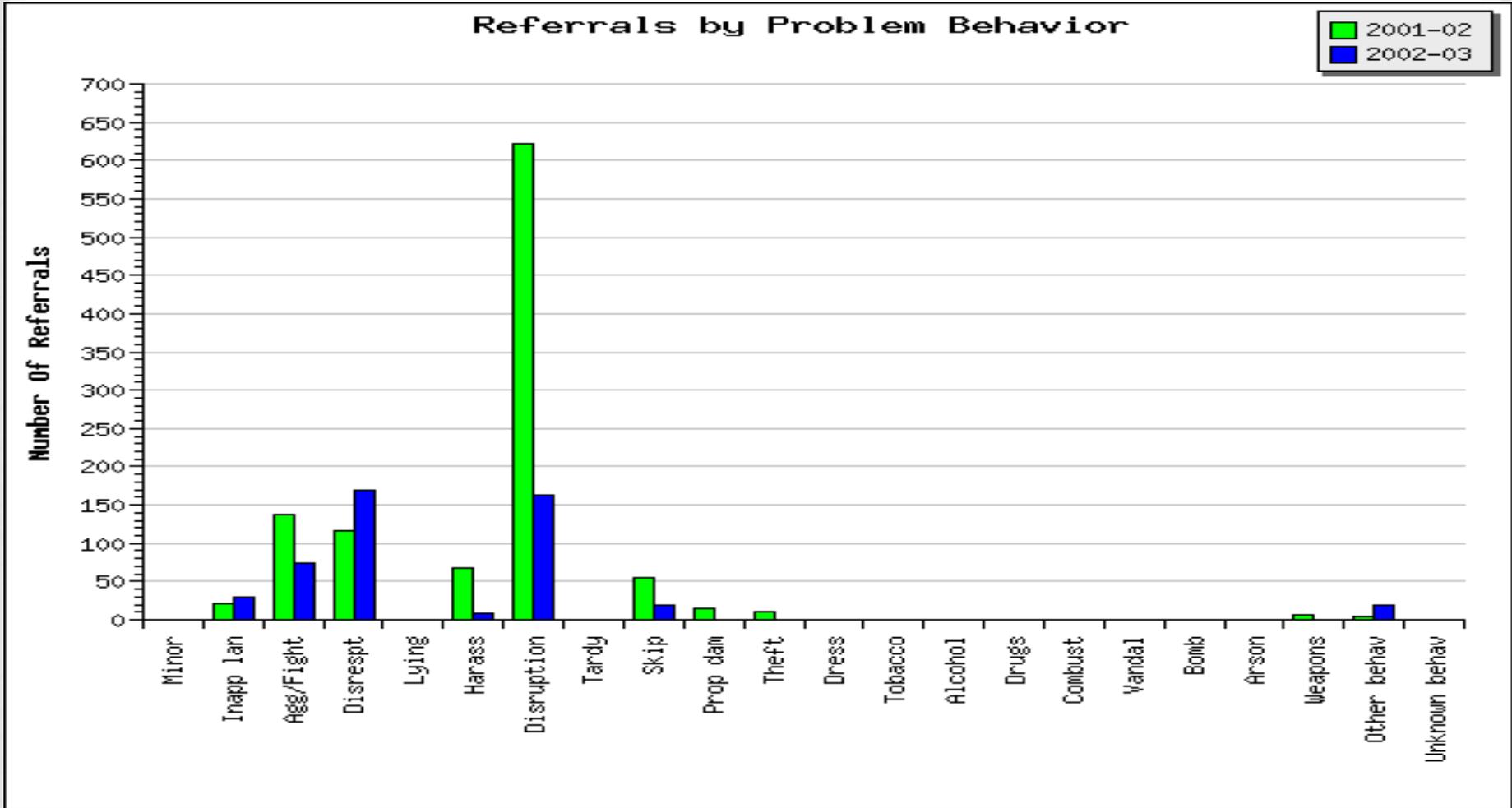
If an average separation/referral takes 15 minutes to address, this means an additional

4,155 minutes for instruction and positive interaction with students

This is the equivalent to 70 hours – approximately **10 additional school days**

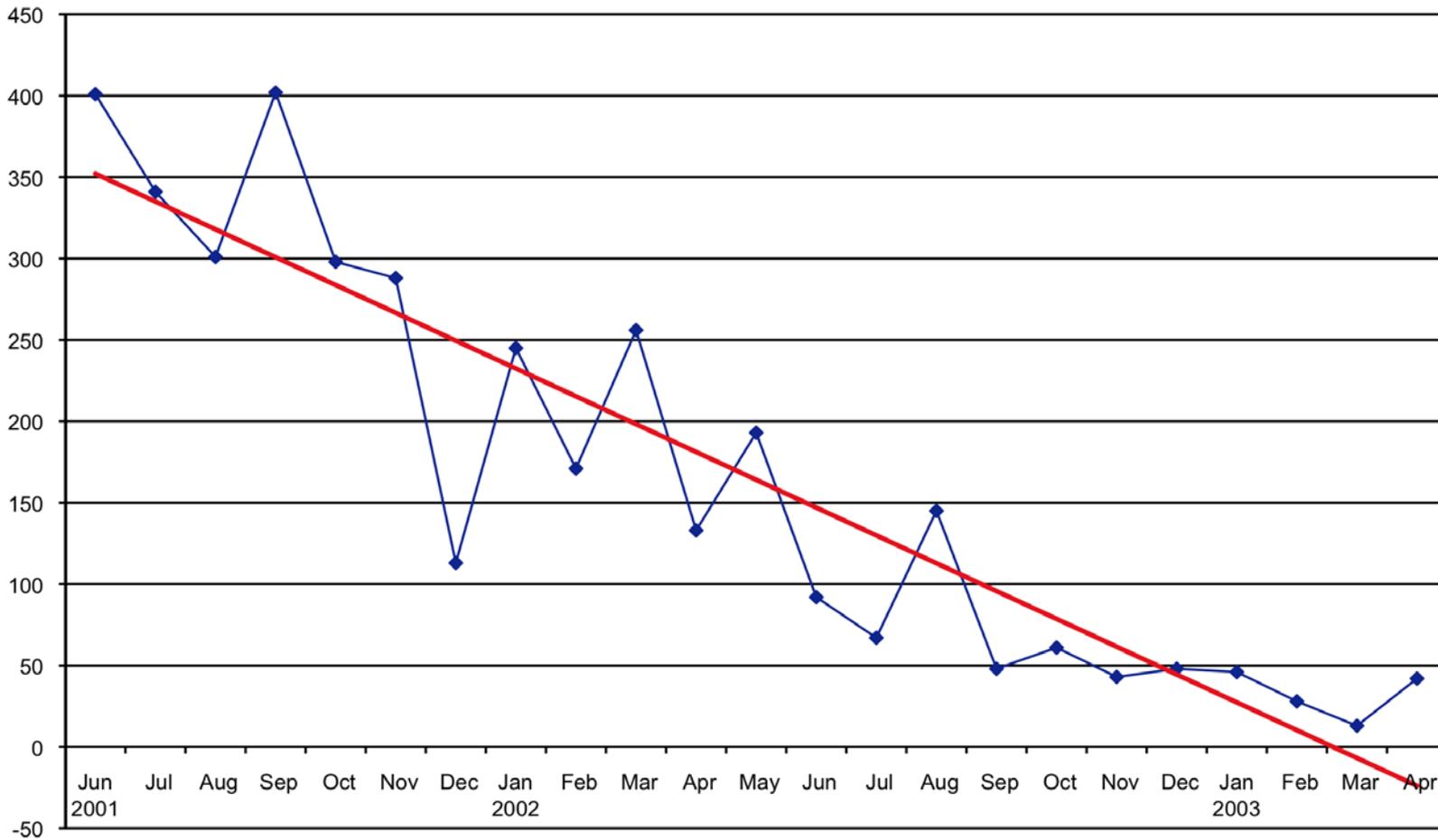
Related: Research has shown that on a teacher by teacher basis, the lower the number of ODRs, the higher the standardized assessment scores!

# ALT/CENTER SCHOOL - RESULTS:



# Illinois Youth Center – Results:

IYC-Harrisburg: Minor Referrals from June 01 to April 03



# WHEN SWPBIS IS IN PLACE:

- 80% or more of students and staff can communicate school-wide expectations
  - What are the rules and how does this look?
- Positives exceed negatives
  - 4:1 ratio
  - Behavior/Task Specific Praise
- Supervision exists across all school settings
- Team-based action planning and data-based decision making are in place.
- Administrative support is in place
- Tiered support is implemented systematically across students
- Function-based evaluation is used as a primary source for assessment

(Sugai, 2008)

# COMPONENTS OF PBIS:

Step 1: Establish a Leadership Team with Administrative Support

- Step 2: Secure Staff Buy-In
- Step 3: Establish 3-5 School wide Expectations
- Step 4: Teach Students/Staff the Expectations & Procedures
- Step 5: Recognize Student/Staff Performance
- Step 6: Data Based Decision Making

(Sugai & Horner, 2002; 2009)

# FORMING A TEAM:

- PBIS Team: representatives from across the school/facility (education, security, administration, supervisors, treatment)
  - WORK SMARTER NOT HARDER

# SETTING BEHAVIORAL EXPECTATIONS:

- Think: what behaviors do you want your students to display?
  - 3 – 5 expectations
  - Positively stated
  - 1-3 words per expectation
  - Action oriented (verbs)
  - Ensure appropriate across age and level of youth



Mrs. Mutner liked to go over a few of her rules on the first day of school.

Miller Students are expected to abide by the **m&m's**

**m**ake responsible  
choices.

**m**aintain good  
character.

**S**how respect  
to all.



# EAGLE RULE

- **E** = enter quietly
- **A** = accept responsibility
- **G** = grow academically
- **L** = lead by example
- **E** = exit quietly



# SHOW CLASS AT GLASSTON!

- **C**ome Prepared
- **L**isten Carefully
- **A**ct Respectfully
- **S**how Kindness
- **S**tay Safe

All students are expected to be heroes and to demonstrate SUPER behavior.

Desired Behavior Includes:

- Be Supportive
- Be Understanding
- Be Prepared
- Be Enthusiastic
- Be Responsible



# TEACHING EXPECTATIONS:

- Teach according to behavioral matrix
- Lesson planning

Setting Expectations	Classroom	Hallway	Restroom	Cafeteria	Playground	Library
<b>C</b> ome Prepared	<ul style="list-style-type: none"> <li>- Bring Supplies</li> <li>- Bring Assignments</li> </ul>	<ul style="list-style-type: none"> <li>-Use a hall pass</li> </ul>	<ul style="list-style-type: none"> <li>- Use a bathroom pass</li> </ul>	<ul style="list-style-type: none"> <li>-Bring lunch/ lunch money</li> <li>- Bring weekly lunch plan</li> </ul>	<ul style="list-style-type: none"> <li>-Bring weather appropriate clothing/shoes</li> <li>- Leave classroom materials in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>- Bring books to return</li> <li>- Bring library card</li> </ul>
<b>L</b> isten Carefully	<ul style="list-style-type: none"> <li>- Follow Directions</li> <li>- Be quiet while others are talking</li> </ul>	<ul style="list-style-type: none"> <li>- Use quiet voices</li> <li>- Listen to all adults</li> </ul>	<ul style="list-style-type: none"> <li>- Be quiet in the bathroom</li> <li>- "Time for urination, not for conversation"</li> </ul>	<ul style="list-style-type: none"> <li>-Follow lunch staffs' directions</li> <li>- Be ready for announcements/transitions</li> </ul>	<ul style="list-style-type: none"> <li>-Listen for teacher instruction/d dismissal</li> </ul>	<ul style="list-style-type: none"> <li>- Quiet library voices</li> <li>- Listen to media specialists</li> </ul>
<b>A</b> ct Respectfully	<ul style="list-style-type: none"> <li>- Keep your hands to yourself</li> <li>- Treat others the way you want to be treated</li> </ul>	<ul style="list-style-type: none"> <li>- "Finger on your lip and hand on your hip"</li> </ul>	<ul style="list-style-type: none"> <li>- Flush the toilet</li> <li>- Throw away trash</li> <li>- "Look down not around"</li> </ul>	<ul style="list-style-type: none"> <li>- Clean up after yourself</li> </ul>	<ul style="list-style-type: none"> <li>-Take care of the equipment</li> </ul>	<ul style="list-style-type: none"> <li>- Be gentle with the books</li> <li>- Return the books on time</li> </ul>
<b>S</b> how Kindness	<ul style="list-style-type: none"> <li>- Be supportive to others</li> <li>- Use kind words</li> <li>- Be a friend to all</li> </ul>	<ul style="list-style-type: none"> <li>- Be helpful</li> <li>- Hold doors open</li> </ul>	<ul style="list-style-type: none"> <li>-Take turns using the facilities</li> </ul>	<ul style="list-style-type: none"> <li>-Let others eat in peace</li> </ul>	<ul style="list-style-type: none"> <li>-Take turns on the equipment</li> <li>-Include everyone</li> </ul>	<ul style="list-style-type: none"> <li>-Allow everyone quiet time to read</li> <li>-Share books</li> </ul>
<b>S</b> tay Safe	<ul style="list-style-type: none"> <li>-Think before you act</li> </ul>	<ul style="list-style-type: none"> <li>-Walking feet at all times</li> </ul>	<ul style="list-style-type: none"> <li>-Wash your hands with soap and water</li> </ul>	<ul style="list-style-type: none"> <li>-Eat your own food</li> <li>- Clean up spills and report them to the teacher</li> </ul>	<ul style="list-style-type: none"> <li>-Use equipment appropriately</li> <li>- Run in designated areas</li> <li>- Be gentle</li> </ul>	<ul style="list-style-type: none"> <li>-Ask for help</li> </ul>

## THE IMPORTANCE OF EXPECTATIONS - BROPHY & GOOD (1970) OUTLINE DIFFERENCES :

- Low

- More criticism
- Fewer questions
- Less prompting
- More negative feedback
- Less positive feedback (if any given)

- High

- Opposite of low PLUS
- Physically closer
- More face to face interaction
- More signs of approval

# IMPLICATIONS?

Behave like you HAVE  
high, realistic  
expectations!

# TEACHING EXPECTATIONS

Consider behavior problems  
= learning problems

$$2 + 2 = 5$$

# TEACHING EXPECTATIONS:

- Manage the environment not the student
  - The importance of context
  - Environmental Inventory (Lewis, 2007)
    - See handout

# RECOGNIZING STUDENT PERFORMANCE:

- 4:1 Ratio
- Use of Praise Arounds
- Behavior-Specific/Task-Specific Praise
  - Keeping Count – Strategies
    - Pocket Counters
    - Masking Tape
- IFEED-AV
  - See handout

# RECOGNIZING STUDENT AND STAFF PERFORMANCE:

- See handout regarding free/inexpensive rewards
  - Students (Elementary, Middle, High)
  - Teachers/Staff

*My Superpower is* \_\_\_\_\_ !

*Student:* \_\_\_\_\_

*Date:* \_\_\_\_\_ *Caught By:* \_\_\_\_\_

*I've been...*

Supportive

Understanding

Prepared

Enthusiastic

Responsible



# QUESTIONS/THANK YOU:

- Questions?
- Thank you!
- Contact: Nicole Swoszowski, Ph.D.
  - The University of Alabama, Department of Special Education and Multiple Abilities Program
  - [nswosz@bamaed.ua.edu](mailto:nswosz@bamaed.ua.edu)