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)

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www.pbis.org
Positive Behavioral Interventions and Supports:

Supporting Staff Behavior

Supporting Student Behavior

Supporting Decision Making

OUTCOMES

SYSTEMS

Information

PRACTICES

Center for Positive Behavior Interventions and Supports (2002)
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 & Homer, 2002; 2009)
PBIS Framework:

- **Primary Prevention:**
  - School-wide and Classroom-wide Systems for All Students, Staff, & Settings
  - Approximately 80% of Students

- **Secondary Prevention:**
  - Specialized Group Systems for Students with At-Risk Behavior
  - Approximately 15% of Students

- **Tertiary Prevention:**
  - Specialized Individualized Systems for Students with High-Risk Behavior
  - Approximately 5% of Students

Adapted from the Center for Positive Behavior Interventions and Supports
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

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(Sugai & Homer, 2002; 2009)
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!
Florida’s PBS Project at USF, 2004
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 Schoolwide Expectations
- Step 4: Teach Students/Staff the Expectations & Procedures
- Step 5: Recognize Student/Staff Performance
- Step 6: Data Based Decision Making

(Sugai & Homer, 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

make responsible choices.
maintain good character.
Show respect to all.
EAGLE RULE

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

ebis.valdosta.edu
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
<table>
<thead>
<tr>
<th>Setting Expectations</th>
<th>Classroom</th>
<th>Hallway</th>
<th>Restroom</th>
<th>Cafeteria</th>
<th>Playground</th>
<th>Library</th>
</tr>
</thead>
</table>
| **Come Prepared**     | - Bring Supplies  
                      - Bring Assignments | - Use a hall pass | - Use a bathroom pass | - Bring lunch/ lunch money  
                      - Bring weekly lunch plan | - Bring weather appropriate clothing/shoes  
                      - Leave classroom materials in the classroom | - Bring books to return  
                      - Bring library card |
| **Listen Carefully**  | - Follow Directions  
                      - Be quiet while others are talking | - Use quiet voices  
                      - Listen to all adults | - Be quiet in the bathroom  
                      - "Time for urination, not for conversation" | - Follow lunch staffs' directions  
                      - Be ready for announcements/ transitions | - Listen for teacher instruction/dismissal | - Quiet library voices  
                      - Listen to media specialists |
| **Act Respectfully**  | - Keep your hands to yourself  
                      - Treat others the way you want to be treated | - "Finger on your lip and hand on your hip" | - Flush the toilet  
                      - Throw away trash  
                      - "Look down not around" | - Clean up after yourself | - Take care of the equipment | - Be gentle with the books  
                      - Return the books on time |
| **Show Kindness**     | - Be supportive to others  
                      - Use kind words  
                      - Be a friend to all | - Be helpful  
                      - Hold doors open | - Take turns using the facilities | - Let others eat in peace | - Take turns on the equipment  
                      - Include everyone | - Allow everyone quiet time to read  
                      - Share books |
| **Stay Safe**         | - Think before you act | - Walking feet at all times | - Wash your hands with soap and water | - Eat your own food  
                      - Clean up spills and report them to the teacher | - Use equipment appropriately  
                      - Run in designated areas  
                      - Be gentle | - Ask for help |
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
  - Physically closer
  - More face to face interaction
  - More signs of approval

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IMPLICATIONS?

Behave like you HAVE high, realistic expectations!
TEACHING EXPECTATIONS

Consider behavior problems = learning problems

2 + 2 = 5

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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 Arounder

- 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

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QUESTIONS/THANK YOU:

• Questions?

• Thank you!

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