

An Introduction to Schoolwide Systems of Positive Behavior Support



National Center for
Mental Health Promotion
and Youth Violence Prevention

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WELCOME to the PBIS Webinar!

Please familiarize yourself with these features before we begin

Grab Tab

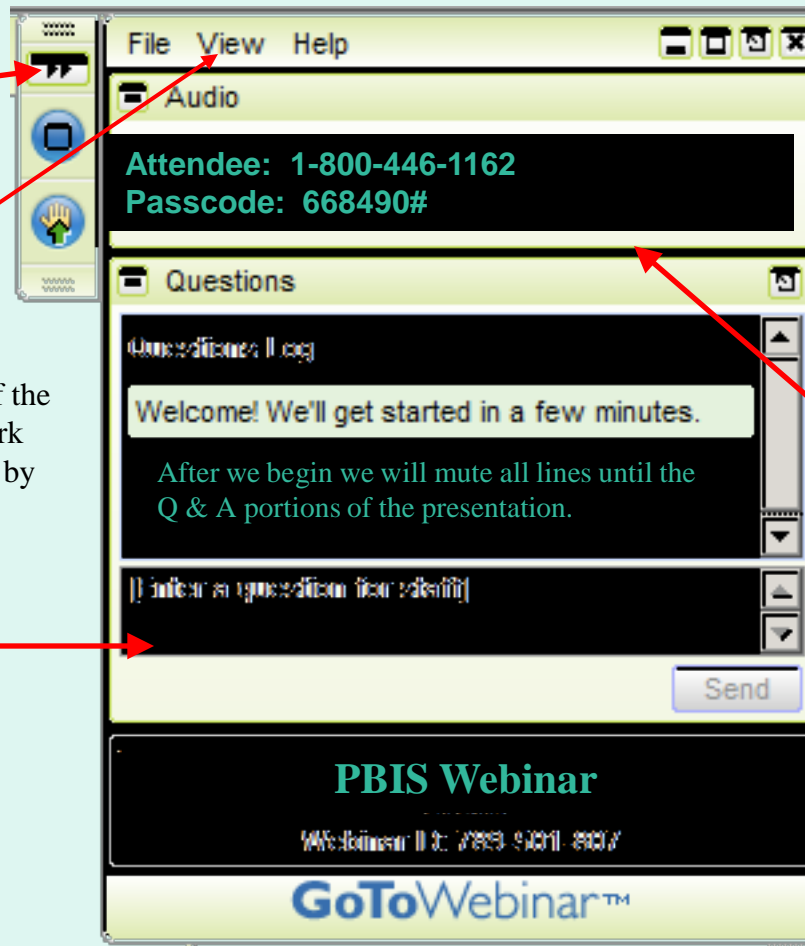
Click to minimize the Control Panel to the side of your desktops and still access webinar tools

Disabling “Auto-Hide”

Click on the “View” menu at the top of the control panel and remove the checkmark next to “Auto-Hide the Control Panel” by selecting it.

Question and Answer

Submit written questions and comments here. Panelists will either respond to you individually or publically in the box above or as part of the presentation.



Audio Info

Call this number and enter the access code to join the audio portion of the webinar.

Meet our Guest



Goals for Today

1. To learn the fundamental assumptions and beliefs behind PBIS
2. To learn how PBIS might support you in achieving your school or preschool outcomes.
3. To learn some of the system, data and practice features of the universal system of PBIS
4. To identify next steps for those schools who are contemplating implementation

Agenda

1. Welcome and Introductions
2. Beliefs
3. What is Positive Behavioral Interventions and Supports?
4. What PBIS can Help You Achieve
5. How the Universal Tier of PBIS Works
6. Next Steps
7. Resources

We Know that....

- There are three types of students in schools in terms of behavior
 1. Typical
 2. At-Risk
 3. Intense and Chronic Needs
- The three types of children in schools **require a comprehensive, 3-tiered approach** to discipline

We Know that Meeting these Demands using...

Get Tough practices like
punishment, coercion and
disengagement don't work for
many students and lead to
climates of negativity,
pessimism and hopelessness.

We Know that....

Facing these demands
requires a discipline system
that includes both a

- Positive, preventative
approach and a
- Response to problem
behavior approach

We Know that...

Effective schools are **consistent**,
predictable, and **positive** places.

In effective schools, there is a common
vision, language, and set of experiences
for all members of the community.

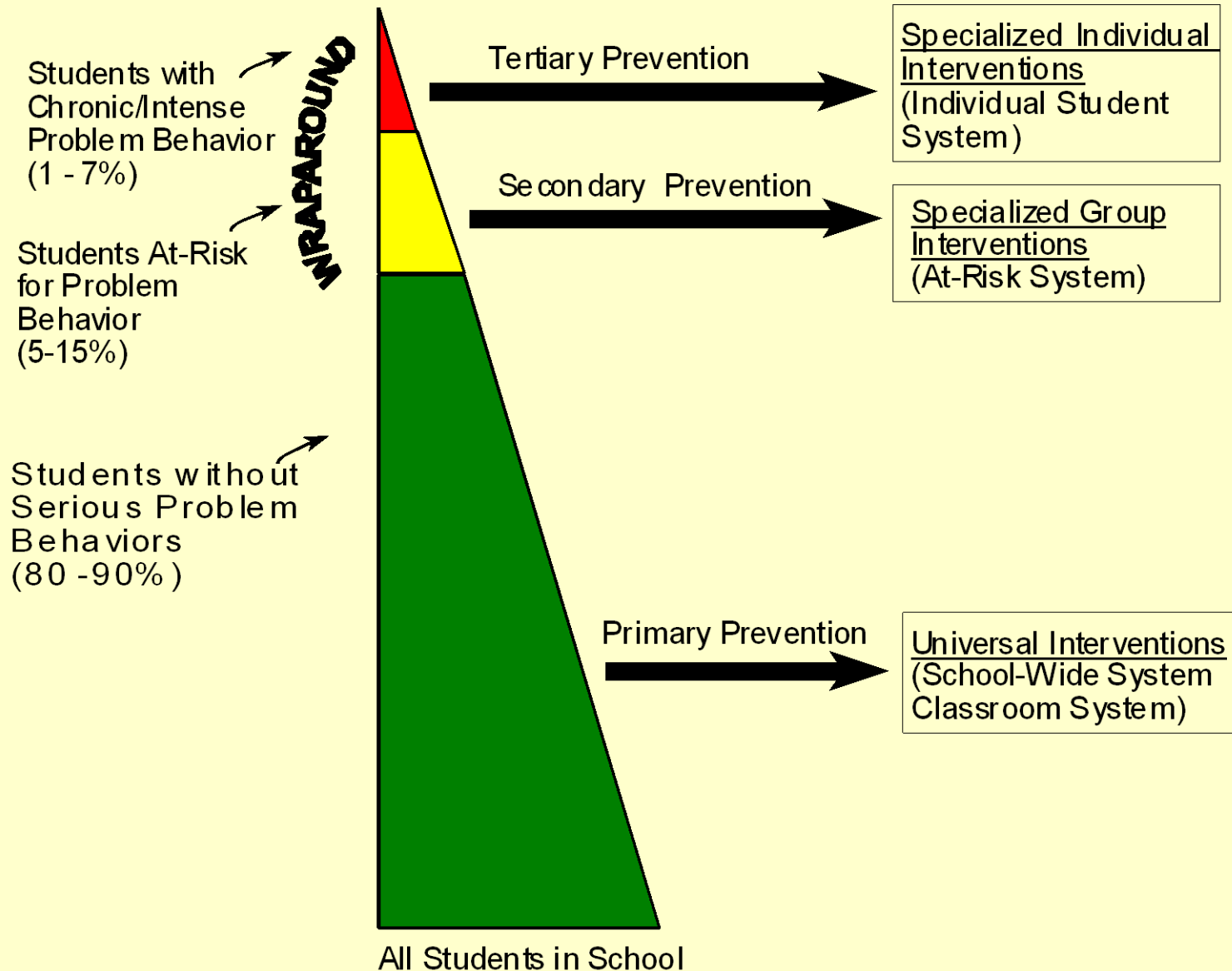
Rob Horner, 2004

What is PBIS?

- PBIS is a systematic framework for improving valued social, emotional, behavioral and learning outcomes for children in K-12 schools.
- PBIS uses a broad set of evidence-based systemic and individualized strategies to effectively prevent and respond to problem behavior.
- PBIS is a strategic approach in which collaborative teams use effective group processes and data-based decision-making to achieve desired outcomes.

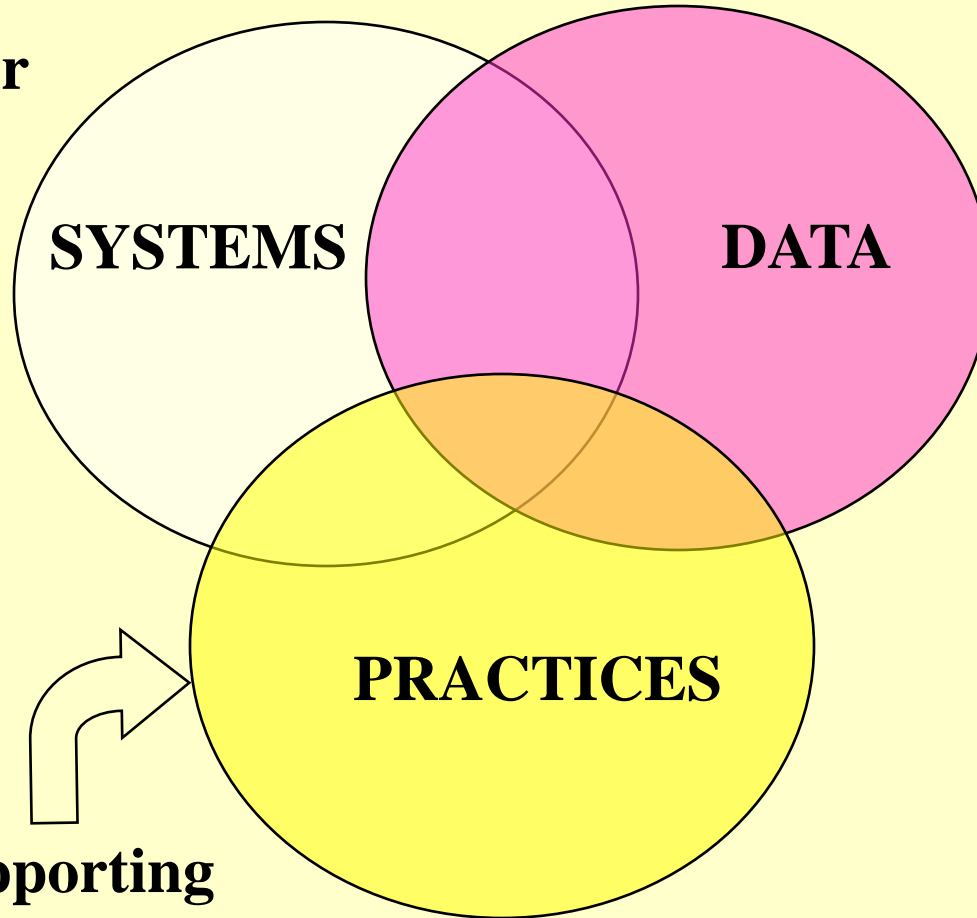
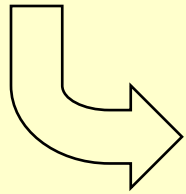
Muscott & Mann (2007)

Continuum of Positive Behavior Interventions and Support

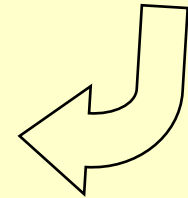


PBIS Support Systems

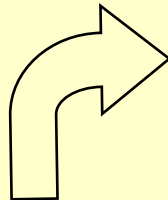
**Supporting
Staff Behavior**



**Supporting
Decision
Making**



**Supporting
Student Behavior**

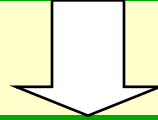


Key Question 1

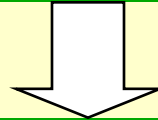
What challenges do you experience in terms of school climate and discipline?

PBIS Logic Model

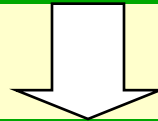
**Implementing PBIS Systems, Data
and Practices with Fidelity**



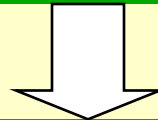
**Safe, Orderly, Predictable
and Positive Learning Environment**



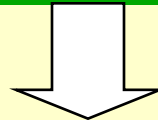
Reductions in Problem Behavior/Increases in Prosocial Behavior



Increased Time for Effective Teaching and Learning

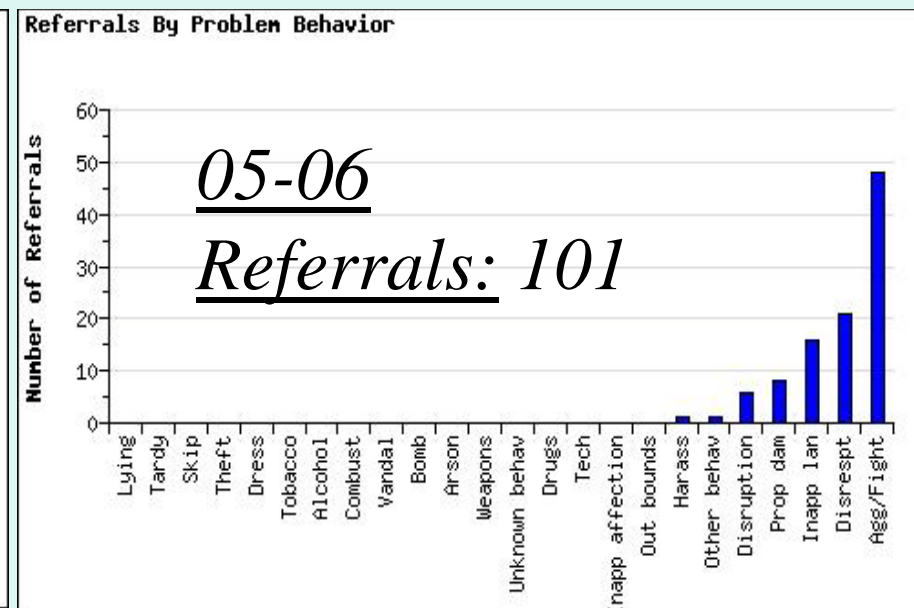
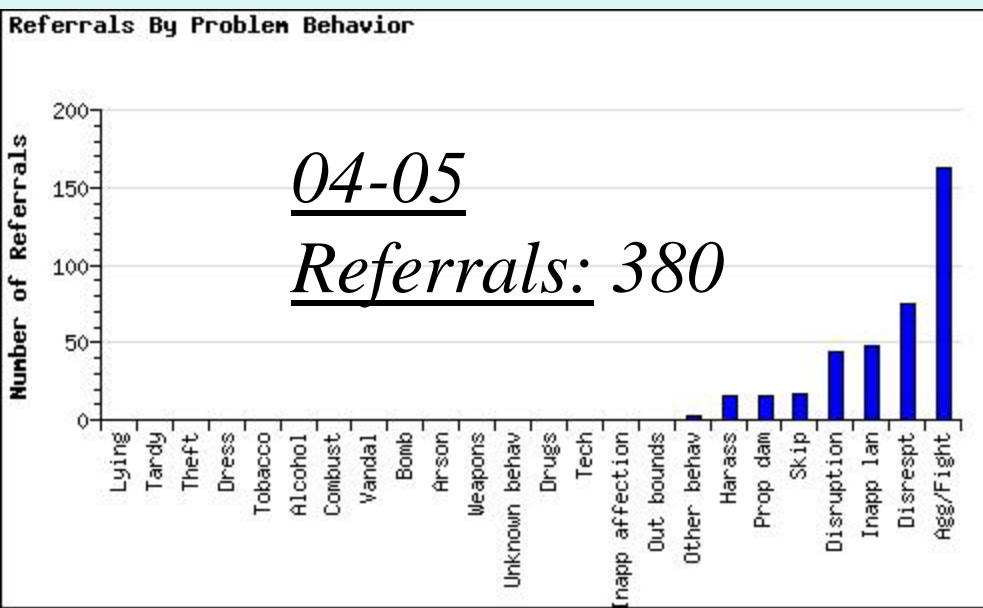


Increased Religious Education and Academic Achievement



Improved Faculty and Staff Morale

Belknap-Merrimack Head Start Major ODRS 04-05 vs. 05-06



The PBIS Difference
279 Fewer Referrals
73% Reduction

Data reflects November to June each year

South Meadow Middle School (5-8) Peterborough, NH

- Began implementing PBIS in Fall 2003
- Faculty were concerned with high rates of:
 - Disruptions
 - Defiance/Disrespect
 - Aggression



Turning the Tide on Problem Behavior

South Meadow MS (5-8)

- Data identified high levels of disruptions, disrespect/defiance, and aggression as compared to other problem behavior first six weeks of school
- Disruptions – 130
- Defiance/Disrespect – 145
- Aggression – 75
- Other – 16
- Physical Contact – 28
- Harassment – 27
- Inappropriate verbal – 22
- Abusive language – 25

Turning the Tide on Problem Behavior South Meadow MS (5-8)

- Created Cool Puma Tool to combat these behaviors (based on lesson in The Treasure Chest by Cheryl Noversten)
- Identified “Killer” statements (“Slams”) as things that are disrespectful and deflating to others
- Students asked to watch and track “slams” over 24 hours period
- Defined Disrespect – What does it look/feel like?
- Defined Respect – What does it look/feel like?

S. Meadow Middle School School Wide Information System -- Data September 1, 2003 through December 30, 2003



Key Question 2

What outcomes would you want PBIS to help you to achieve?

How the Universal Tier of PBIS Works

SYSTEMS

1. Universal Team
and Processes

2. Communication
with Staff and
Families

Primary Prevention:

Universal
Approaches

DATA

8. Systematic
Screening

3. Schoolwide
Expectations for
All Locations

7. Responding to
Problem Behavior

9. Data-Based
Decision Making

4. Classroom/Non
Management

PRACTICES

6. Develop
Positive Response
Procedures

5. Teach
Expectations
in Locations

Steps for Implementing Universal Systems of PBS

Create a **representative, credible and influential** universal leadership team which meets regularly and uses **effective team processes**.

Roles of the Leadership Team

1. Lead the Universal System of Discipline
2. Identify key presenting problems
3. Conduct a site analysis
4. Develop/revise the school-wide PBIS program based on on-going data
5. Evaluate new or revised components of the school-wide PBIS program

Roles of the Leadership Team

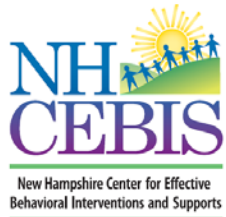
6. Actively communicate with staff members and families regarding the activities of the leadership team
7. Conduct staff meetings to ensure the implementation and maintenance of the school-wide PBIS program
8. Serve as exemplars for staff and families

Universal Leadership Team Membership

- Person with School-Wide Decision-Making Influence
- Person (people) with Classroom Experience and Expertise
- Person (people) with Expertise in Specially Designed Instruction
- Person with Skill / Experience in Data-Based Decision Making
- Person with Expertise in Family Perspective
- Person with Expertise in Student Perspective

Key Question 3

How would you determine
who would be on the
universal leadership team at
your school or preschool?



Steps for Implementing Universal Systems in PBIS-NH

Establish a clear set of **3-5**
positively stated program or
schoolwide **behavioral**
expectations based on **needs**
and **culture**

Antrim Elementary School

Eagle Soars



RCA



BE SAFE



BE KIND



WORK TOGETHER



**Head
Start**

Steps for Implementing Universal Systems in PBIS-NH

Clearly **define expected behaviors** in the different settings **by location** (e.g., classroom, bus, bathroom, hallway, playground, temple) **or routine** (e.g., arrival, lunch, circle time)

First Friends Routine-based Behavior Matrix

Daily Routines	Take Care of Ourselves	Take Care of Each Other	Take Care of Our Things
Arrival	<ul style="list-style-type: none"> • Walk to our cubbies •Join play nicely 	<ul style="list-style-type: none"> • Say hello to others 	<ul style="list-style-type: none"> • Put things away
Free Play	<ul style="list-style-type: none"> • Follow directions •Ask for help (if we need it) 	<ul style="list-style-type: none"> • Join play nicely •Include others •Share •Take turns •Use our words •Answer others 	<ul style="list-style-type: none"> •Treat things safely •Put things away
Circle	<ul style="list-style-type: none"> • Sit on mat •Participate 	<ul style="list-style-type: none"> • Take turns •Follow directions •Keep hands and feet in spot 	<ul style="list-style-type: none"> • Clear away mats •Hang up jobs
Snack	<ul style="list-style-type: none"> • Follow directions •Face the table •Keep hands and feet in spot 	<ul style="list-style-type: none"> • Use our manners •Answer others 	<ul style="list-style-type: none"> • Put things away
Free Play	<ul style="list-style-type: none"> • Follow directions •Ask for help (if we need it) 	<ul style="list-style-type: none"> • Join play nicely •Include others •Share •Take turns •Use our words •Answer others 	<ul style="list-style-type: none"> • Treat things safely •Put things away
Clean Up	<ul style="list-style-type: none"> • Follow directions 	<ul style="list-style-type: none"> • Do our fair share 	<ul style="list-style-type: none"> • Put things away
Outside	<ul style="list-style-type: none"> • Follow directions 	<ul style="list-style-type: none"> • Join play nicely •Include others •Share •Take turns •Use our words •Answer others 	<ul style="list-style-type: none"> • Put things away

BERLIN HIGH SCHOOL CONDUCT ACTION GUIDE



Be Responsible

Have Respect

Strive for Success

In the CLASSROOM	<ul style="list-style-type: none"> •Come prepared. •Be on-time—both feet must be through the classroom door by the time the bell stops ringing. •Pick up after yourself. •Respond to reasonable requests. •Complete your 'own' assignments and tasks as required. 	<ul style="list-style-type: none"> •Be silent during announcements. •Dress appropriately (see Dress Code). •Allow others' expressions and ideas. •Use appropriate language and voice. •Honor others' property. •Honor others' property. 	<ul style="list-style-type: none"> •Engage in learning. •Maintain a positive outlook towards school. •Model positive behavior and acknowledge it in others.
In the HALLWAY	<ul style="list-style-type: none"> •Walk to the right. •Use time for intended purpose only. •Keep the hall and floors clean. 	<ul style="list-style-type: none"> •Honor others' personal space. •Apologize if you bump into someone. •Use appropriate language and voice. •Display affection appropriately. 	<ul style="list-style-type: none"> •Model positive behavior and acknowledge it in others. •Help others in need.
In the CAFETERIA	<ul style="list-style-type: none"> •Be on-time. •Practice polite table manners. •Leave the floor and table clean for the next group using the facility. •Consume only your own food and drink. 	<ul style="list-style-type: none"> •Wait your turn in line. •Keep your hands, feet and food to yourself. •Use "please" and "thank you". •Use appropriate language and voice. 	<ul style="list-style-type: none"> •Eat lunch with someone who is eating alone. •Model positive behavior and acknowledge it in others. •Compliment the kitchen staff.
In ASSEMBLIES/ EVENTS	<ul style="list-style-type: none"> •Participate appropriately. •Come and go in an orderly fashion. •Pick up after yourself. •Sit with your class during school assemblies. 	<ul style="list-style-type: none"> •Help create an environment where everyone can enjoy the activity. •Treat visitors kindly. •Use appropriate language and voice. 	<ul style="list-style-type: none"> •Encourage others to enjoy the presentation or event. •Model positive behavior and acknowledge it in others.



Dante Says: **IN THE
CAFETERIA**

Respect Yourself:

- Practice good table and line manners
- Remain seated at assigned table until dismissed

Respect Others:

- Stop and listen when signaled
- Keep hands and feet to self

Respect the Environment:

- Keep it clean

Playground Expectations

Amherst Street Elementary School



- | | | |
|---|--|--|
| <ul style="list-style-type: none"> ◆ Follow adult directions ◆ Be a good sport ◆ Use kind words ◆ Play fair | <ul style="list-style-type: none"> ◆ Follow your Pledge ◆ Return everything you borrowed ◆ Walk quietly into the building | <ul style="list-style-type: none"> ◆ Use playground equipment properly ◆ Report unsafe behavior ◆ Stay in the playground area |
|---|--|--|

Hallway Expectations at Thorntons Ferry Elementary School

HALLWAYS	RESPECT	RESPONSIBILITY	SAFETY
	<ul style="list-style-type: none"> ◆ Keep your place in line ◆ Use indoor voices ◆ Use kind words to others ◆ Allow others to pass through your line 	<ul style="list-style-type: none"> ◆ Head directly to your destination ◆ Keep hands and body off walls and doors ◆ Keep hallways clean 	<ul style="list-style-type: none"> ◆ Walk ◆ Always look ahead while walking on the right side ◆ Keep hands and feet to self ◆ Hold door for those behind you

Key Question 4

What 3-5 core values or behavioral expectations would you identify for your school or preschool?

Rolling Out the Program

Muscott & Mann (2004)

Rollout is the design and implementation of a systematic set of plans and procedures for communicating, teaching, and practicing all elements of the universal program or school-wide discipline system with faculty, students, families and community members.

Introducing the Program to Students and Families at Marlborough



Marlborough Dukes' Code



LONDONDERRY SOUTH SCHOOL

**RESPECT
RESPONSIBILITY
SAFETY
ASK YOUR CHILD.**

Develop Teaching Plans to Teach Behaviors

- Teaching plans are teaching scripts designed to help students learn the behavioral expectations
- Each one is taught using effective instructional practices
- A plan for teaching all the students is devised
- Booster lessons are provided as needed

Mastricola ES Students Practicing Personal Space in Line



Teaching Expected Playground Behavior at Amherst Street



Develop Positive Response Procedures

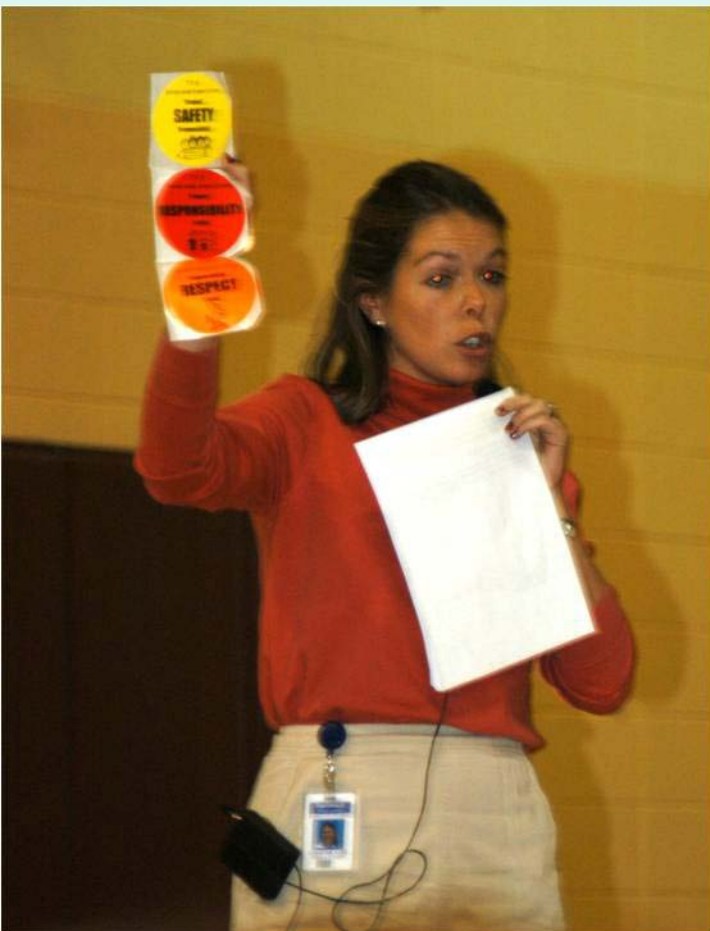
1. To provide high rates of positive contacts.
2. To recognize students when they exhibit the expected behaviors.
3. To celebrate success.

Positively Recognize Expected Behavior

- Provide specific, verbal acknowledgement using words from the teaching matrix
- Provide acknowledgement at a 4:1 ratio or better of positive to corrective contacts
- Provide acknowledgement as quickly after the expected behavior as possible
- Focus positive attention on problem routines
- Acknowledge at many students as possible



Recognizing Positive Behavior at Thorntons Ferry and South Londonderry Elementary Schools



Celebrating Positive Behavior at Mastricola Elementary School



Procedures for Responding to Problem Behavior

- a. **Definitions** of Problem Behaviors (Majors vs. Minors)
- b. **Office Discipline Referral Form** or Form for Recording Problem Behaviors
- c. **Process for Responding** to Problem Behaviors
- d. **Consequences** (Punishments, Reteaching) for Problem Behaviors

Review of Draft Behavior Definitions

<p>Minor Inappropriate language</p>	<p>Low intensity inappropriate verbal language not directed toward an individual or group that does not interfere with the class, and that stops upon adult request (e.g. “Oh s---, this is boring,” said softly).</p>	<p>Major Abusive language</p>	<p>Verbal or written messages or gestures overtly directed toward someone (e.g., swearing, name calling and defaming language, drawings) or</p> <p>Low intensity inappropriate verbal language not directed toward an individual that does</p>
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Review of Draft Behavior Definitions

Minor Physical contact	Inappropriate contact such as, kissing, hugging, and other behaviors causing potential harm or non serious injury (e.g., horseplay; tagging too hard despite reminders).	Major Fighting / Physical Aggression	Actions involving serious physical contact where injury may occur, such as, hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.
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Review of Draft Behavior Definitions

<p>Minor</p> <p>Non-compliance/Defiance/Disrespect</p>	<p>Refusal to follow directions after two reminders or a brief/low intensity response to adult requests with two reminders that interrupts the educational process.</p> <p>Repeated</p>	<p>Major</p> <p>Non-compliance/Defiance/Disrespect</p>	<p>Refusal to respond to adult directions after two reminders; inappropriate nonverbal socially rude interactions; talking back.</p>
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BIRS-NH Challenging Behaviors in Early Childhood

1. Physical Aggression
2. Verbal Aggression
3. Self-injury
4. Property Damage
5. Disruption/Tantrum
6. Non-compliance
7. Social Withdrawal/Isolation
8. Inappropriate Language
9. Running Away
10. Unsafe Behaviors

Defining Challenging Behaviors in Early Childhood

- Physical Aggression – forceful physical actions directed towards adults/peers that may result in physical contact and injury (e.g., hitting, kicking, spitting, pinching, and throwing objects).
- Verbal Aggression – the use of threatening, offensive or intimidating words directed towards an adult/peer (e.g., screaming, name-calling, swearing/ profanity, use of threats).

JMES REFERRAL

Student: _____

Room# _____

Grade _____

Date: _____

Referred by: _____

Time: _____

Referred To: Administration _____ Counselor _____ Other _____

Location (Check one)	Others involved	Behavior (Check one)	Possible Motivation	Initial steps taken
<input type="checkbox"/> Classroom <input type="checkbox"/> Hallway <input type="checkbox"/> Bathroom <input type="checkbox"/> Lunchroom <input type="checkbox"/> Playground <input type="checkbox"/> O'Neil <input type="checkbox"/> Field <input type="checkbox"/> Bus <input type="checkbox"/> PASS <input type="checkbox"/> Library <input type="checkbox"/> Unknown/other	<input type="checkbox"/> None <input type="checkbox"/> Peer _____ <input type="checkbox"/> Staff _____ <input type="checkbox"/> Unknown <input type="checkbox"/> Other _____	<input type="checkbox"/> Unsafe physical action <input type="checkbox"/> Teasing /Taunting <input type="checkbox"/> Argumentative/ Noncompliance <input type="checkbox"/> Disrespect <input type="checkbox"/> Harassment/Bullying/Threatening <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Fighting/ Physical Aggression <input type="checkbox"/> Weapon <input type="checkbox"/> Theft/ Misuse of Property <input type="checkbox"/> Multiple minor violations <input type="checkbox"/> Other	<input type="checkbox"/> Attention <input type="checkbox"/> Avoid Peers <input type="checkbox"/> Avoid Adults <input type="checkbox"/> Avoid Academics <input type="checkbox"/> Obtain item/activity <input type="checkbox"/> Don't Know <input type="checkbox"/> Other _____	<input type="checkbox"/> Restricted play <input type="checkbox"/> Classroom Loss of recess <input type="checkbox"/> Parent contact <input type="checkbox"/> Conference with student <input type="checkbox"/> Sent directly to office <input type="checkbox"/> Contract/plan <input type="checkbox"/> None

Description: (Specify Times, Place, Those Involved, and Conditions)

Action Taken By: _____ Principal _____ Ast. Principal _____ Teacher _____ Counselor _____ Other _____

<input type="checkbox"/> Conference with student <input type="checkbox"/> Verbal/Written Warning <input type="checkbox"/> Silent Lunch #of Days _____ <input type="checkbox"/> Loss of Recess # of Days _____ <input type="checkbox"/> After School Detention <input type="checkbox"/> Parent Notification (phone/note)	<input type="checkbox"/> In-School Suspension #of Days _____ <input type="checkbox"/> Out-of- School Suspension #of Days _____ <input type="checkbox"/> Community Service <input type="checkbox"/> Parent Conference Requested <input type="checkbox"/> Contract /Plan <input type="checkbox"/> Other _____
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Signed _____ Title _____

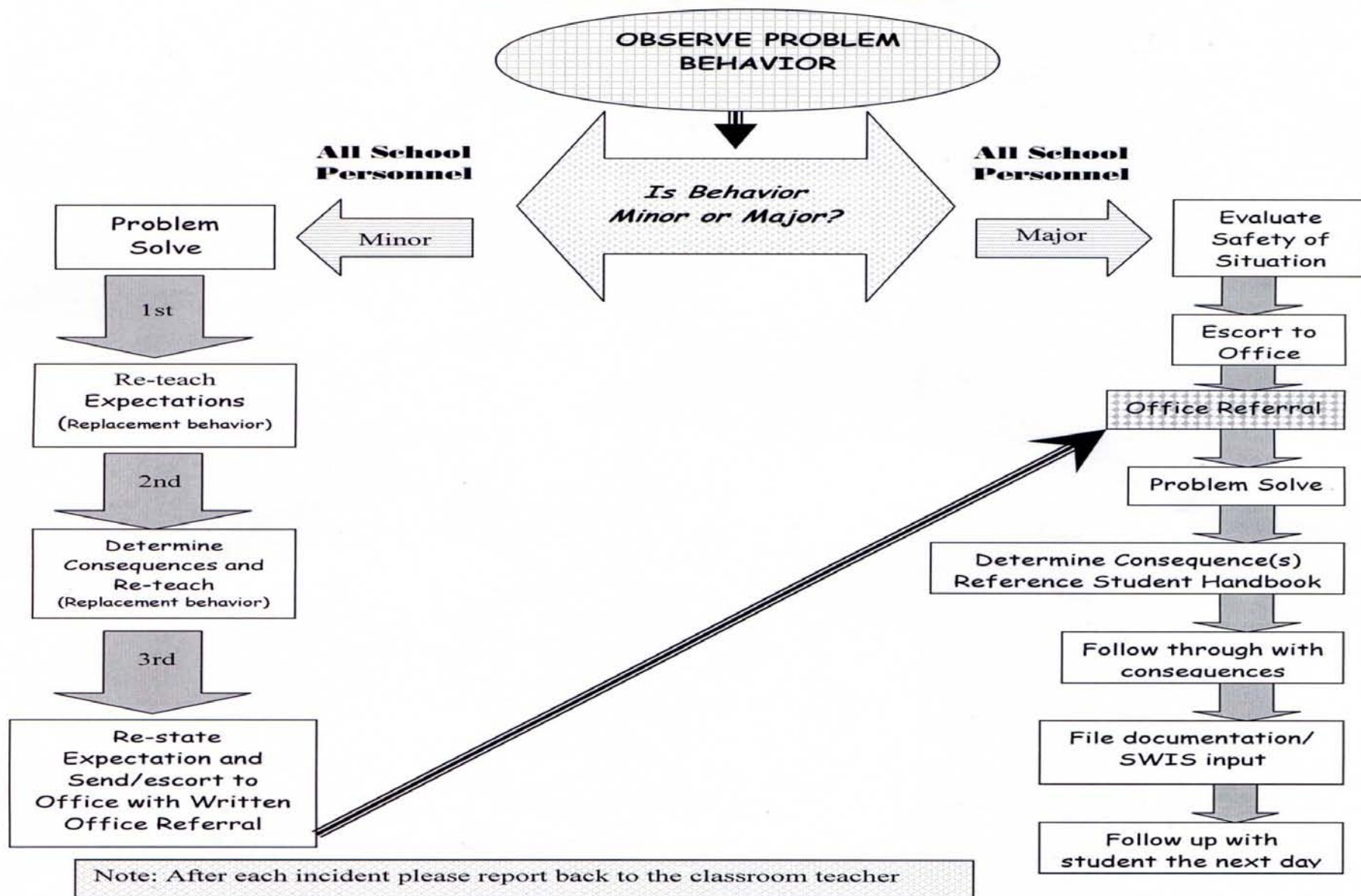
Parent(s) (Guardian): This is a copy of an office referral for your son or daughter made by a staff member at James Mastricola Elementary School. Please note the action taken and call us at 424-6218 if you have any questions. Please return the signed copy to the office.

Parent (Guardian) Signature _____

Date: _____

James Mastricola Elementary Positive Behavior Intervention

Instructional and Correction Procedure for Student Behavioral Situations



Key Question 5

What challenges do you see in designing the response to problem behavior features of universal PBIS?

Getting Started

“I was very skeptical about this program at first. I thought, here we go again – another initiative. But I can honestly say that teaching is much easier with PBIS in place – I am now sold on this approach.”

Barbara Condon, elementary school teacher,
Merrimack School District

Supporting systemic change in a school community is a long-term journey that begins with dreams and ideas.

Which can be **embraced** by faculty, administration, students, families, and community members

- initially with **Words**
- which develop into **Actions or Behaviors**
- and then become **Habits through Practice**
- to ultimately form **Climate or Culture**

PBIS-NH

Stages of Implementation and Structures

Recruitment (September-December)

1. *Awareness* – Administrator meetings and staff presentations
2. *Interest* – Gathering information to make informed decision and obtaining Commitments

Preparation (December-August)

3. *Readiness*

- Constructing the Universal Leadership Team (December)
- Initial Training and Technical Assistance (January-August)

Initial Implementation Period (September-June)

4. *Implementation* Formal introduction to students and families

Sustaining Implementation

5. *Sustainability (July Year 2-December Year 3)*

- Training (3xs/year) with other coaches
- TA available during the third year

Key Question 6

What information do you need
to move from interest to
readiness?

Resources

- *Applying Positive Behavioral Support and Functional Behavioral Assessment in Schools* by OSEP Center on PBIS at the University of Oregon.
- *7 Steps for Developing a Proactive Schoolwide Discipline Plan: A Guide for Principals and Leadership Teams* by Geoff Colvin.
- *Implementing Positive Behavior Support Systems in Early Childhood and Elementary Settings* by Melissa Stormont, Timothy J. Lewis, Rebecca Sue Beckner, and Nanci W. Johnson
- *Building Positive Behavior Support Systems in Schools: Functional Behavioral Assessment* by Deanne A. Crone and Robert H. Horner
- *Parenting With Positive Behavior Support: A Practical Guide to Resolving Your Child's Difficult Behavior* by Meme Hieneman, Karen Childs, and Jane Sergay
- www.pbis.org; www.pbisillinois.org; <http://www.pbismaryland.org>

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