Schoolwide PBIS 101

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Idaho Positive Behavior Network (IPBN)

Mission:

The goal of the IPBN is to increase Idaho’s student achievement through creating an integrated system of sustainable support at the school level to meet every student’s needs. The Network also strives to continue to offer Schoolwide Positive Behavioral Interventions and Supports (SWPBIS) Training Institutes to increase student engagement in academics, improve student behavior, and enhance school culture and climate.
2015-2016 Idaho Schools Participating in PBIS

**Schools Participating in Tier 1**

**North**
- Bryan Elementary
- Clearwater Valley Elementary
- Culdesac School
- Grangeville Elementary / Middle School
- Kootenai Elementary
- Lake City High School
- McGee Elementary
- Moscow Charter
- Naples and Mount Hall Elementary
- Palouse Prairie Charter School
- Plummer-Worley Jr./Sr. High
- Ramsey Magnet School of Science
- Sagle Elementary
- Webster Elementary
- Winton Elementary

**Southwest**
- Burley Junior High
- East Canyon Elementary
- Garfield Elementary
- Gooding Elementary
- Gooding Middle School
- Hagerman Elementary
- Iowa Elementary
- Marsing Elementary
- Marsing Middle School
- Marsing High School
- Morley Nelson Elementary
- North Star Charter
- Notus School District
- Owyhee Elementary – Boise
- Owyhee Elementary – Nampa
- South Fork Elementary
- Trailwind Elementary
- Valley View Elementary
- Whittier Elementary
- Wilder Middle School

**Schools Participating in Tier 2**

**North**
- Atlas Elementary
- Borah Elementary
- Camelot Elementary
- Fernan Elementary
- Heyburn Elementary
- Lapwai High School
- Skyway Elementary
- St. Maries Middle School
- Whitman Elementary

**Southwest**
- The Village Charter
- Whitney Elementary

**Southeast**
- Kimberly Elementary
- Ammon Elementary

**Schools Participating in Tier 3**

**North**
- Pathways

**Southeast**
- Henry’s Fork Elementary
- Rigby High School
- Theresa Bunker Elementary
- Twin Falls School District

*PBIS Idaho supported 80 schools, 400 educators, and 35,000 students in the 2014-2015 school year.*
Save the Date!!!

2nd Annual IPBN Conference: Creating Safe and Effective Schools

Keynote: Dr. Rob Horner
Followed by several breakout sessions!

Friday, January 13, 2017
Boise State University
Impact on Behavior on Schools

• More than 30% of our teachers will leave the profession due to student discipline issues and intolerable behavior of students (Public Agenda, 2004).

• Student problem behavior can consume more than 50% of teachers’ and administrators’ time (U.S. Department of Education, 2000).
Student Wellbeing

• One in five (20%) of students are in need of some type of mental health service during their school years, yet 70% of these students do NOT receive services (Surgeon General’s Report on Mental Health, 2011).

• It is estimated that the number of students being identified as having an Emotional/Behavioral Disorder has doubled in the last 30 years (U.S. Dept. of Ed., 2007).
“Schools that are safe, effective, and controlled are not accidents.”

(Sugai, Sprague, Horner, & Walker, 2000)
Promoting Positive Learning Environments

**Environment:** Well-managed schools and classrooms fulfill students’ basic needs of autonomy, competence, and connectedness.

**Engagement:** Strong relationships exist between teachers and students, among students, among teachers, and between teachers and administration.

**Safety:** Students are safe from bullying and violence, and they feel emotionally and academically safe to take risks in the classroom.

See National Center on Safe Supportive Learning Environments
Which comes first???

- Academic problems often precede behavior problems
- Behavior problems often precede academic problems
### Multi-Tier System of Supports (MTSS) Approach

#### Academic Systems

**Intensive, Individual Interventions**
- Individual Students
- Assessment-based
- High Intensity

**Targeted Group Interventions**
- Some students (at-risk)
- High efficiency
- Rapid response

**Universal Interventions**
- All students
- Preventive, proactive

#### Behavioral Systems

**Intensive, Individual Interventions**
- Individual Students
- Assessment-based
- Intense, durable procedures

**Targeted Group Interventions**
- Some students (at-risk)
- High efficiency
- Rapid response

**Universal Interventions**
- All settings, all students
- Preventive, proactive
Level of Intensity of Response = Level of Intensity of Behavior

At the top of the pyramid, this is individualized work. The good news is that if we have developed a solid, positive foundation with the base of the pyramid, we will have more energy and resources to work with this small, challenging group of individuals.

(Hierck, Coleman, Weber, p. 47, 2011)
Focusing on the Core

No intervention program can compensate for ineffective core instructional practices.

Core program, also commonly referred to as Tier 1, base, primary, or universal program, refers to a set of school’s initial instructional practices – in other words, the teaching and school experiences that all kids receive every day.

A school that has significantly less than 75% of its students at or above grade-level proficiency has a core program problem, not an intervention problem.
Science of behavior has taught us that students:

- Are NOT born with “bad behaviors”
- Do NOT learn when presented contingent aversive consequences

**DO** learn better ways of behaving by being taught directly and receiving positive feedback
Always ask:

• What in our environment and culture supports positive behavior?
• What are some small changes we can make for a big return?
• How can I respond so the behavior is less likely to occur in the future?
Positive Behavioral Interventions and Supports (PBIS)...

Gives educators a new way to think about behavior and is a framework for assisting school personnel in adopting and organizing evidence-based behavioral interventions to increase academic and social behavior outcomes for ALL students.
What is PBIS?
Outcomes of Implementing PBIS Include:

- Decreased bullying behavior
- Increased academic performance
- Increased safety
- Decreased problem behavior
- Increased teacher well being
- Creates positive school cultures that makes a school a more effective and equitable learning environment
- Builds capacity for educators to implement evidence-based practices
What Does PBIS Look Like?

**Tier 1**

- >80% of students can tell you what is expected of them and give a behavioral example because they have been taught, actively supervised, practiced, and acknowledged.
- Positive adult-to-student interactions exceed behavior.
- Function-based behavior support is the foundation for addressing problem behavior.
- Data and team-based action planning and implementation are operating.
- Administrators are active participants.
- Full continuum of behavior support is available to all students.
What Does PBIS Look Like?

**Tier 2 & 3**

- Team-based coordination and problem-solving occurs
- Local specialized behavioral capacity is built
- Function-based behavior support planning occurs
- Person-centered, contextually, and culturally relevant supports are provided
- District/regional behavioral capacity is built
- Supports are instructionally oriented
- SWPBIS practices and systems are linked
- School-based comprehensive supports are implemented
## Whitney Elementary’s Three Tiers of Behavior Support

<table>
<thead>
<tr>
<th>TIER I</th>
<th>TIER II</th>
<th>TIER III</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCHOOL-WIDE</strong></td>
<td>Alternate recess plans</td>
<td>FBA: Functional Behavior Analysis</td>
</tr>
<tr>
<td>Behavior Interventionist</td>
<td>Check-in / Check-out w/ teacher, counselor, B1</td>
<td>IEP: Individual Education Plan</td>
</tr>
<tr>
<td>3R’s – Respectful, Responsible, Ready</td>
<td>Reserved spaces in AM computer lab</td>
<td>BP: Behavior Plan</td>
</tr>
<tr>
<td>Love and Logic</td>
<td>Phone home on arrival to school</td>
<td>Behavior group</td>
</tr>
<tr>
<td>Caliera Matrix</td>
<td>Social Skills groups</td>
<td>504 Accommodation Plan</td>
</tr>
<tr>
<td>School-wide Matrix</td>
<td>Friendship groups</td>
<td></td>
</tr>
<tr>
<td>Student Handbook</td>
<td>Super Flex groups</td>
<td></td>
</tr>
<tr>
<td>Playground Rules</td>
<td>Safety Plans</td>
<td></td>
</tr>
<tr>
<td>Fill-A-Bucket</td>
<td>Behavior Plans</td>
<td></td>
</tr>
<tr>
<td>Whitney Points (Specials)</td>
<td>Alternate Recess Plans</td>
<td></td>
</tr>
<tr>
<td>Caught-us-Being Good (3R’s) Notes</td>
<td></td>
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<tr>
<td>Virtue of the Week</td>
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<tr>
<td>Counselor Lessons</td>
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<tr>
<td>Kelso’s Peace Wheel</td>
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<tr>
<td>Whitney Walkers</td>
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<tr>
<td>Games w/ Grandpas</td>
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<tr>
<td>Open Gym/Study Center/Computer Lab</td>
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<tr>
<td>Caught-us-Being Smart (AM Study Center)</td>
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<tr>
<td>Friendship Vacation Recess Plan (students take turns going outside)</td>
<td></td>
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<tr>
<td>PBIS Team referral</td>
<td></td>
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<tr>
<td><strong>CLASSROOM</strong></td>
<td></td>
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<tr>
<td>PAT points/Savers in a Jar/Fill-A-Bucket</td>
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<tr>
<td>Dare-to-Be-You Social Skills Lessons</td>
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<tr>
<td>Love and Logic</td>
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</tbody>
</table>
PBIS is NOT:

• A specific practice or curriculum, but rather a general framework to preventing problem behavior.
• Limited to any particular group of students, but rather for all students.
• New, but rather is based on a long history of behavioral practices and effective instructional design strategies.
Define Schoolwide Expectations for Social Behavior

• Identify 3-5 expectations
• Short statements
• Positive statements (what to do, NOT what to avoid doing)
• Memorable
• Examples:
  • Be Respectful, Be Responsible, Be Safe, Be Kind, Be a Friend, Be-there-be-ready, Hands and feet to self, Respect Self, others, property, Do Your Best, Follow Directions of Adults
## Whitney Elementary Teaching Matrix

<table>
<thead>
<tr>
<th>Rule/Expectation</th>
<th>All Settings</th>
<th>Hallways</th>
<th>Playground</th>
<th>Cafeteria</th>
<th>Assembly</th>
<th>Community Center</th>
<th>Bus</th>
<th>Bathroom</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respectful</strong></td>
<td>Keep yourself to yourself. Stay in your lane, watch for stop signs and yield to oncoming traffic. Voices off.</td>
<td>Use kind words. Have a plan. Share and include others. Keep yourself to yourself.</td>
<td>Use your manners and take a napkin. Use a 12-inch voice. Raise your hand if you need help or to be excused. Sit on your pockets. Eyes and Ears on speaker Keep yourself to yourself.</td>
<td>Use kind words. Keep yourself to yourself. Follow directions. Keep everyone and everything with respect. Use a 12-inch voice. Keep yourself to yourself. Voices off.</td>
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</tr>
<tr>
<td><strong>Ready</strong></td>
<td>Be in the right place at the right time. Eyes up and walking feet.</td>
<td>Line up when you should, where you should. Use the bathroom and get a drink. Have your lunch card ready. Use 2 hands to carry trays. Keep table and floor clean. Give me 7.</td>
<td>Eyes up and walking feet. Show appreciation by clapping at the right time.</td>
<td>Eyes up and watch your step. Be flexible. Use restrooms at recess and lunch times. Bring nothing with you.</td>
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<tr>
<td>Expectations</td>
<td>Routine/Setting</td>
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<td>Arrival</td>
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<tr>
<td></td>
<td>Transitions</td>
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<tr>
<td></td>
<td>Whole Group</td>
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<tr>
<td></td>
<td>Small Group</td>
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<tr>
<td></td>
<td>Departure</td>
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<tr>
<td>Ready</td>
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<tr>
<td>Respectful Responsible</td>
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<tr>
<td>Teacher name Here</td>
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</table>
### Lesson Plan to Address Expected Lunch Room Behaviors

**Step 1:** Identify the desired behavior and describe it in observable, measurable terms.

Students will enter the lunchroom quietly. Students will grab all necessary items on their lunch tray. Students will sit at assigned tables, whisper and raise their hands to be dismissed. Students will be respectful to all adults and other students.

**Step 2:** List a rationale for teaching the behavior (Why is it important?)

It teaches the students the skills to be responsible, ready and respectful. It allows for everyone to have a safe environment.

**Step 3:** Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)

<table>
<thead>
<tr>
<th>Examples</th>
<th>Non-examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>*students will walk in a quiet line</td>
<td>*students are loud</td>
</tr>
<tr>
<td>*students will use their manners at all times</td>
<td>*students are running</td>
</tr>
<tr>
<td>*students will have all items on their tray before they sit down</td>
<td>*students are rude and disrespectful</td>
</tr>
<tr>
<td>*students will clean up all their lunch items</td>
<td>*students make a mess and leave it</td>
</tr>
<tr>
<td>*students will walk quietly during dismissal</td>
<td>*students run out of the lunchroom to recess</td>
</tr>
</tbody>
</table>

**Step 4:** Practice/Role Play Activities

**Model expected behavior (I do):**

All teachers will practice the lunchroom routines with their students before going to lunch for the first time at the beginning of the year. Teachers will model lunchroom routines when needed.

**Lead students through behavior (We do):**

All teachers and students practice lunchroom routines everyday when going to lunch and through the lunch line.

**Test to ensure students understand behavior (You do):**

All teachers walk with their students through the lunch line to ensure students are following the lunch room procedures correctly.
## Lesson Plan to Address Expected Bathroom Behaviors

### Step 1: Identify the desired behavior and describe it in observable, measurable terms.

Respectful behavior: Students will go, flush, wash and leave the restroom in 3-6 minutes.

### Step 2: List a rationale for teaching the behavior (Why is it important?)

It is important to use the restroom quickly and responsibly so that students don’t lose valuable learning time. They should also respect the bathroom, others in there and those that take care of it so that everyone is able to use a clean and safe bathroom.

### Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)

<table>
<thead>
<tr>
<th>Examples</th>
<th>Non-examples</th>
</tr>
</thead>
</table>
| • Quietly shutting and locking stall  
| • Silently entering and exiting the restroom area  
| • Flushing the toilet and cleaning up any messes  
| • Keep water in the sink while you wash your hands  | • Slamming or climbing stall doors/urinals  
| | • Yelling  
| | • Splashing water on people or objects  
| | • Running in the restroom area  
| | • Hiding  
| | • Climbing under the stalls  
| | • Leaving messes or not flushing  
| | • Flushing objects that don’t belong in the toilet  |

### Step 4: Practice/Role Play Activities

Model expected behavior (I do): Teacher(s) model or read following scenarios. The teacher discusses why second scenario is an example of respectful behavior.

**Susie Q.** ran down the hall straight into the bathroom. On the way she bumped into a classmate washing her hands and saw her friend in the bathroom and squealed. She tried to open a door and it was locked so she kicked it and tried another door. That door was also locked so she crawled under it. When she was done, instead of unlocking the door, she crawled back out without flushing the toilet.

**Susie Q.** asked permission to use the bathroom and walked down the hall into the bathroom. She quietly entered the bathroom and found an open stall. On her way out she flushed the toilet and carefully washed and dried her hands. She promptly returned to class.
Lesson Plan to Address Behavior for Departure from the building after 3:15

Step 1: Identify the desired behavior and describe it in observable, measurable terms.

Students are expected to leave their classrooms in the upper grade hall and go out the side doors which lead to the playground. From there students may go inside the front doors of the building to retrieve phones, instruments, other personal belongings from the office. All students are expected to then get to their designated after school location (community center, home, off school grounds) immediately after the bell rings. A student may go straight to the office from their classroom if they are called on the intercom to come meet a parent or if they acquire a pass from their teacher that is dated on the back.

Band/Orchestra: Students will be released by teacher and need to go immediately to designated area (back to classroom if school is not out, community center, or off school grounds).

Students with siblings: Meet siblings outside in the front of the school.

Any student who argues with staff about exit procedures will be assigned cafeteria clean up duty the following day.

Step 2: List a rationale for teaching the behavior (Why is it important?).

Exit procedures promote safety and order. They also eliminate conflict with students in the halls and outside.

Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?).

<table>
<thead>
<tr>
<th>Examples</th>
<th>Non-examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk in the hall</td>
<td>Running</td>
</tr>
<tr>
<td>Be purposeful</td>
<td>Loitering</td>
</tr>
<tr>
<td>Head to destination</td>
<td>Arguing</td>
</tr>
<tr>
<td>Be respectful</td>
<td>Being disruptive</td>
</tr>
<tr>
<td>Meet siblings at the front</td>
<td>Meeting siblings in the building</td>
</tr>
<tr>
<td>Collect personal belonging from office via front doors</td>
<td>Going against traffic to get belongings</td>
</tr>
<tr>
<td>Hall pass to travel within the building</td>
<td></td>
</tr>
</tbody>
</table>
Positive School Climate

• Maximizes academic engagement and achievement
• Minimizes rates of rule violating behavior
• Encourages acts of respectful and responsible behavior
• Organizes school functions to be more efficient, effective, and relevant
• Improves supports for students with disabilities and those placed at risk of educational failure
How Full is Your Bucket?

Focusing on the positives generates positive outcomes!

Buehlman and Gottman predicted whether 700 newlywed couples would stay together or divorce by scoring their positive and negative interaction in a one 15-minute conversation between each husband and wife. Ten years later, the follow-up revealed that they had predicted divorce with 93.6% accuracy.
Acknowledge Positive Behavior

Rationale:

• Focuses attention on desired behaviors
• Increases the repetition of desired behaviors
• Fosters a positive school climate
• Reduces amount of time spent on discipline
• Increases instructional hours
On-going Reward of Appropriate Behavior

• Every faculty and staff member acknowledges appropriate behavior
  – 5 to 1 ratio of positive to negative contacts
• System that makes acknowledgement easy and simple for students and staff
• Different strategies for acknowledging appropriate behavior (small frequent rewards are more effective)
  – Beginning of class recognition
  – Raffles
  – Open gym
  – Social acknowledgement
Reinforcement Systems: Guidelines for Implementing

• Encourage every staff member to reinforce positive student behavior
• Reward frequently in the beginning
• Ensure that earned = kept
• Provide equal access to reinforcement for all students
• Collect data on frequency of reinforcement
In PBIS We Strive to:

Make misbehaviors ineffective and inefficient by:
• Restructuring the environment
• Our procedures
• Our responses

It is generally about environmental and adult behavior change and making small modifications for big gains!
**Consequence is NOT Synonymous with Punishment**

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Punishment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Is student focused</td>
<td>• Is adult oriented</td>
</tr>
<tr>
<td>• Shows students what they have done wrong</td>
<td>• Requires judgment</td>
</tr>
<tr>
<td>• Clarifies ownership of the problem</td>
<td>• Imposes power</td>
</tr>
<tr>
<td>• Facilitates problem solving</td>
<td>• Arouses anger and resentment</td>
</tr>
<tr>
<td>• Seeks resolution and leaves dignity intact</td>
<td>• Invites more conflict</td>
</tr>
</tbody>
</table>

Hierch, Coleman, & Weber, 2011
Working Smarter... Not Harder

• Think about the amount of time you invest each day managing student behavior.

• Minimally, you want 80% of this time invested in prevention and, no more than 20% of your invested time in responding to (intervening on) student inappropriate behavior.
Intervening with Major Problem Behaviors

Can’t Do versus Won’t Do

Can’t Do or Don’t Know When To Do
• Skill Deficit
• Performance Deficit
• Perception Deficit

Won’t Do
• Function of Behavior
Can’t Do or Don’t Know When To Do
Functions

Problem Behavior

Obtain/Get Something

Escape/Avoid Something

Stimulation/Sensory

Social

Tangible/Activity

Adult

Peer

Pos Reinf

Neg Reinf

Pos Reinf

Neg Reinf
Make Your Response Predictable for You and the Student Both!

- Make consequences *system dependent* instead of *teacher dependent*
  - Helps keep you and the student from escalating
  - Makes responding more efficient (lowest possible disruption to flow of instruction)

- Match the intensity of your consequence to the intensity of the behavior.

- Be systematic in administering your consequences to minimize the disruption to the flow of your instruction.

- Decide what the consequence for broken rules will be in advance
# Whitney Infractions & Corrections

<table>
<thead>
<tr>
<th>Level 1: (Blue)</th>
<th>Level 2: (Yellow)</th>
<th>Level 3: (Orange)</th>
<th>Level 4: (Red)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviors that impact only the student</td>
<td>Behaviors that interfere with the learning of others</td>
<td>Aggressive Behaviors</td>
<td>Dangerous Behaviors</td>
</tr>
<tr>
<td>- Not prepared</td>
<td>- Biting</td>
<td>- Talking back to adult</td>
<td>- Actions that cause harm</td>
</tr>
<tr>
<td>- Out of seat</td>
<td>- Visiting/Talking</td>
<td>- Throwing things</td>
<td>- Stealing</td>
</tr>
<tr>
<td>- Breaking pencils</td>
<td>- Inappropriate noises</td>
<td>- Teasing</td>
<td>- Fighting</td>
</tr>
<tr>
<td>- Not following directions</td>
<td>- Tatting</td>
<td>- Inappropriate language</td>
<td>- Weapons</td>
</tr>
<tr>
<td>- Whining</td>
<td>- Touching/Poking</td>
<td>- Tantrums</td>
<td>- Punching/Kicking</td>
</tr>
<tr>
<td>- Playing in desk</td>
<td>- Standing on furniture</td>
<td>- Climbing in bathroom</td>
<td>- Billng</td>
</tr>
<tr>
<td>- Not doing classwork</td>
<td>- Crawling on floor making animal noises</td>
<td>- Looking under bathroom stalls</td>
<td>- Throwing furniture</td>
</tr>
<tr>
<td>- Not in line</td>
<td>- Consistently not following directions</td>
<td>- Pushing/Pinching/Tripping</td>
<td>- Stealing</td>
</tr>
<tr>
<td>- Slopping</td>
<td>- Lying</td>
<td>- Disrespect to others (verbal, posturing, physical)</td>
<td>- Threatening to do injury to person or property</td>
</tr>
<tr>
<td>- Copy Cat Behaviors</td>
<td>- Cheating</td>
<td>- Leaving room without permission</td>
<td>- Sexual harassment</td>
</tr>
<tr>
<td>- Not listening</td>
<td>- Forgery</td>
<td>- Banging on window</td>
<td>- Sexual behaviors</td>
</tr>
<tr>
<td>- Learning in chair</td>
<td></td>
<td>- Profane hand gestures</td>
<td>- Self Harmsing</td>
</tr>
<tr>
<td>- Refusing to work</td>
<td></td>
<td>- Vandalizing school property</td>
<td></td>
</tr>
<tr>
<td>- Crawling on floor</td>
<td></td>
<td>- Splitting on others</td>
<td></td>
</tr>
<tr>
<td>- Not taking responsibility for action</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- No homework</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Ideas for controlling behavior

<table>
<thead>
<tr>
<th>Level 1: (Blue)</th>
<th>Level 2: (Yellow)</th>
<th>Level 3: (Orange)</th>
<th>Level 4: (Red)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Eye contact</td>
<td>- Eye contact</td>
<td>- Eye contact</td>
<td>- Eye contact</td>
</tr>
<tr>
<td>- Proximity</td>
<td>- Proximity</td>
<td>- Proximity</td>
<td>- Proximity</td>
</tr>
<tr>
<td>- High levels of supervision</td>
<td>- High levels of supervision</td>
<td>- High levels of supervision</td>
<td>- High levels of supervision</td>
</tr>
<tr>
<td>- Discussion about expectations</td>
<td>- Discussion about expectations</td>
<td>- Discussion about expectations</td>
<td>- Discussion about expectations</td>
</tr>
<tr>
<td>- Verbal warning</td>
<td>- Verbal warning</td>
<td>- Verbal warning</td>
<td>- Verbal warning</td>
</tr>
<tr>
<td>- Pre-teaching of expectations</td>
<td>- Pre-teaching of expectations</td>
<td>- Pre-teaching of expectations</td>
<td>- Pre-teaching of expectations</td>
</tr>
<tr>
<td>- Re-teaching of school rules/expected behaviors</td>
<td>- Re-teaching of school rules/expected behaviors</td>
<td>- Re-teaching of school rules/expected behaviors</td>
<td>- Re-teaching of school rules/expected behaviors</td>
</tr>
<tr>
<td>- Link rewards to appropriate behaviors</td>
<td>- Link rewards to appropriate behaviors</td>
<td>- Link rewards to appropriate behaviors</td>
<td>- Link rewards to appropriate behaviors</td>
</tr>
<tr>
<td>- Consultation with grade level teacher/school counselor/school psychologist for classroom/individual behavior management ideas</td>
<td>- Consultation with grade level teacher/school counselor/school psychologist for classroom/individual behavior management ideas</td>
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<td>- Consultation with grade level teacher/school counselor/school psychologist for classroom/individual behavior management ideas</td>
</tr>
</tbody>
</table>

### Consequences may include

<table>
<thead>
<tr>
<th>Level 1: (Blue)</th>
<th>Level 2: (Yellow)</th>
<th>Level 3: (Orange)</th>
<th>Level 4: (Red)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Timeout in room</td>
<td>- Timeout in room</td>
<td>- Timeout in room</td>
<td>- As per Board of Education discipline policies</td>
</tr>
<tr>
<td>- Parent contact</td>
<td>- Timeout in team leader's room</td>
<td>- Parent contact</td>
<td>*IMMEDIATE office referrals should occur with this level of infraction</td>
</tr>
<tr>
<td>- Detention</td>
<td>- Parent contact</td>
<td>- Loss of privileges</td>
<td></td>
</tr>
<tr>
<td>- Loss of privileges</td>
<td>- Behavior contract</td>
<td>- Behavior contract</td>
<td></td>
</tr>
<tr>
<td>- Moving seat</td>
<td>- Administration/student/teacher conference</td>
<td>- Office referral</td>
<td></td>
</tr>
<tr>
<td>*Students should only receive referrals at this level AFTER at least 3 re-teaching opportunities have occurred unsuccessfully and 3 consequences have</td>
<td>- Referral to team leader</td>
<td>- Administration/student/teacher conference</td>
<td></td>
</tr>
<tr>
<td>*Students should receive referrals to the team leader if ideas for controlling</td>
<td></td>
<td>- Referral to team leader</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Students should be referred to the team leader</td>
<td></td>
</tr>
</tbody>
</table>
# Behavior Tracking Form

**Name:**

**Grade:**

**Time:**

**Date:**

**Teacher Referring:**

---

### I got in trouble today for:

<table>
<thead>
<tr>
<th>Minor Problem</th>
<th>Inappropriate words</th>
<th>disrespect</th>
<th>Not listening (non compliance)</th>
<th>physical contact</th>
<th>Other:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Problem</td>
<td>Physical Aggression</td>
<td>disrespect</td>
<td>Abusive Words</td>
<td>Fighting</td>
<td>harass</td>
</tr>
</tbody>
</table>

---

**Comments:**

---

**Others involved:**

**Location:**

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Hall</th>
<th>Playground</th>
<th>Bathroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lunch Room</td>
<td>Gym</td>
<td>Library</td>
<td>Music</td>
</tr>
<tr>
<td>Bus Loading Zone</td>
<td>Parking lot</td>
<td>Bus</td>
<td>Other **</td>
</tr>
<tr>
<td>Community Center</td>
<td>School Grounds</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**I did this because I wanted:**

<table>
<thead>
<tr>
<th>Peer Attention</th>
<th>Adult Attention</th>
<th>To get something</th>
<th>To do something</th>
</tr>
</thead>
<tbody>
<tr>
<td>To Avoid my peers</td>
<td>To Avoid Adults</td>
<td>Avoid doing work</td>
<td>Avoid an activity</td>
</tr>
<tr>
<td>other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Consequence:**

<table>
<thead>
<tr>
<th>Time Out</th>
<th>Reteach</th>
<th>Parent Contact</th>
<th>Conference with Student</th>
</tr>
</thead>
</table>

**Loss of privilege:**

Parents: Please talk with your student about his/her reflection form. Then sign and return it as.

If you have any questions or concerns, please call or email me. Thank you so much for your support and help!

**Student Signature:**

**Parent Signature (if Major Problem):**

**Parent Comments:**

---
RETEACHING:

Staff Name__________________________

1. What rule(s) did you break?
   Be Respectful | Be Responsible | Be Ready | Hands Off Policy

2. What did you want?
   Peer Attention | Adult Attention | Object or Activity | Avoid Adults | Avoid Peers | Avoid Work
   other:______________________________

3. What are you going to do next time?
   ______________________________________
   ______________________________________
   ______________________________________

4. Consequence (Administrative Decision):
   Loss of privilege: ________________________________
   In-school Suspension: ____________________________
   Out of school suspension: ________________________
   Other:______________________________
   ______________________________________
   ______________________________________
   ______________________________________
Observe Problem Behavior

Warning/Conference with Student

Is behavior office managed?

No

Use Classroom Consequence

Complete Minor Incident Report

Does student have 3 MIR slips for the same behavior in the same quarter

Write the student a REFERRAL to the main office

Classroom Managed
- Preparedness
- Calling Out
- Classroom Disruption
- Refusal to Follow a Reasonable Request (Insubordination)
- Failure to Serve a Detention
- Put Downs
- Refusing to Work
- Inappropriate Tone/Attitude
- Electronic Devices
- Inappropriate Comments
- Food or Drink

Office Managed
- Weapons
- Fighting or Aggressive Physical Contact
- Chronic Minor Infractions
- Aggressive Language
- Threats
- Harassment of Student or Teacher
- Truancy/Cut Class
- Smoking
- Vandalism
- Alcohol
- Drugs
- Gambling
- Dress Code
- Cheating
- Not w/ Class During Emergency
- Leaving School Grounds
- Foul Language at Student/Staff

Write referral to office

Administrator determines consequence

Administrator follows through on consequence

Administrator provides teacher feedback

SIDEBAR ON MINOR INCIDENT REPORTS

- Issue slip when student does not respond to pre-corrective, re-direction, or verbal warning
- Once written, file a copy with administrator
- Take concrete action to correct behavior (i.e. assign detention, complete behavior reflecion writing, seat change)
Establish PBIS Leadership Team

- Behavioral capacity
- School, student, family, and district representation
- Active administrator participation
- Efficient communications and staff development
- Leadership and decision-making status
- Data-based decision-making and problem-solving
Why Focus on School-Level Teams?

With an Implementation Team:
- Improvement in Intervention Outcomes: 80% in 3 Years

Without an Implementation Team:
- Improvement in Intervention Outcomes: 14% in 17 Years

Source:
Fixsen, Blase, Timbers, & Wolf, 2001
Balas & Boren, 2000
Green & Seifert, 2005
Implementation Approaches

“Letting it Happen”
• A policy or program has been mandated or adopted and, with minimal supports, practitioners are expected to make the translation from information to practice and are held accountable for the intended outcomes.

“Helping it Happen”
• A policy or program has been mandated or adopted and materials, training resources, and websites are provided to support practitioners. The practitioners are left to figure out how to solve problems that arise, and are held accountable for achieving positive outcomes.

“Making it Happen?”
• A policy or program has been mandated or adopted and active purposeful implementation best practices are provided to help practitioners and administrators. The Implementation Team is accountable for developing the implementation support system, resolving organizational and system issues that arise, and achieving positive results.

Fixsen et al., 2011
Managing Complex Change

Vision Skills Incentives Resources Action Plan → Change
Skills Incentives Resources Action Plan → Confusion
Vision Incentives Resources Action Plan → Anxiety
Vision Skills Resources Action Plan → Gradual Change
Vision Skills Incentives Action Plan → Frustration
Vision Skills Incentives Resources → False Starts

Knoster, T. & George, H. (2002) *NASP Communiqué, 6*
Top Ten Reasons PBIS Fails

1. Lack of continuous administrative support and involvement
2. Lack of awareness and understanding that staff set and change culture in schools
3. Lack of commitment and buy-in from staff
4. Lack of understanding that academic success is driven by school culture
5. Not working through the PBIS process as a team
6. Taking on too much too fast
7. Inconsistency of implementation by staff
8. Looking for the negative vs. positive in student behavior
9. Focusing only on the high risk students
10. Not tracking, reporting out, and responding to data
Six Basic Recommendations for Implementing PBIS

1. Never stop doing what is working
2. Always look for the smallest change that will produce the largest effect
   ✓ Avoid defining a large number of goals
   ✓ Do a small number of things well
3. Do not add something new without also defining what you will stop doing to make the addition possible
4. Collect and use data for decision-making
5. Adapt any initiative to make it “fit” your school, community, culture, and context
6. Establish policy clarity before investing in implementation
Contact Us

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