Positive Behavioral Interventions & Support

Module 1: Introduction to PBIS

Ohio | Department of Education

Ohio PBIS Training Modules

Ohio PBIS Network

Module 1

Introduction to PBIS

Module 2

Developing Clear School-wide Expectations

Module 3

Teaching Behavior Expectations Across All Settings

Module 4

Encouraging and Acknowledging Desired Behavior

Module 5

Discouraging Problem Behavior

Module 6

Data-Based Decision-Making

Learning Objectives

Module 1: Introduction to PBIS

Ohio PBIS Network

- Articulate the rationale for implementing PBIS on a district and statewide level
- Describe how PBIS and RTI systems are similar
- Describe how PBIS aligns with the Ohio Improvement Process
- Identify the 9 essential “requirements” for PBIS in Ohio
- Describe 2 key features for beginning a schoolwide system of PBIS

Ohio PBIS Network

Connecting the dots

OSEP Center on Positive Behavioral Interventions & Supports
Effective Schoolwide Interventions

Shouldn't School Be Safe?

early childhood ohio

NATIONAL ASSOCIATION OF STATE DIRECTORS OF SPECIAL EDUCATION, INCORPORATED
NASDSE

Principal Performance

	4	3	2	1
Above	Accomplished	Accomplished	Proficient	Developing
Expected	Proficient	Proficient	Developing	Developing
Below	Developing	Developing	Ineffective	Ineffective

Evaluation Framework

Evaluation =

Accomplished | Proficient | Developing | Ineffective

Student Growth Measures 50%

Teacher Performance 50%

Student | Learning Environment | Content | Assessment | Collaboration/Communication | Instruction | Professional Responsibility and Growth

The Challenge

Pressure on schools to incorporate national and state initiatives such as *Values Education*, *Anti-Bullying, Safe Schools* and achieving *"adequate yearly progress*." Many often have clearly defined outcomes without structures to reach or a framework for deciding what should be implemented when, for whom, and to what degree

School-wide discipline systems are typically unclear and inconsistently implemented – absence of a "social behavior curriculum"

Educators often lack specialized skills to address severe problem behavior and learning challenges

What We Know…

- Educators cannot “make” students learn or behave
- Educators can create environments to increase the likelihood students learn and behave

Environments that increase the likelihood are guided by a core curriculum and implemented with consistency and fidelity

Tim Lewis March, 2013

Three Minute Pause…

- With your neighbor, identify instructional strategies for teaching academic content

- With your neighbor, identify school-wide rules and strategies for teaching social behavior

Paradigm Shift

REACTING to Problem Behavior

Teaching and Recognizing Positive Behaviors

Reviews of over 800 studies involving

children with the most challenging behaviors

(Gottfredson, 1997;Lipsey, 1991; 1992;Tolan & Guerra, 1994; Elliott, Hamburg, Williams, 1998)

The largest intervention effect-sizes for

teaching social behaviors in context

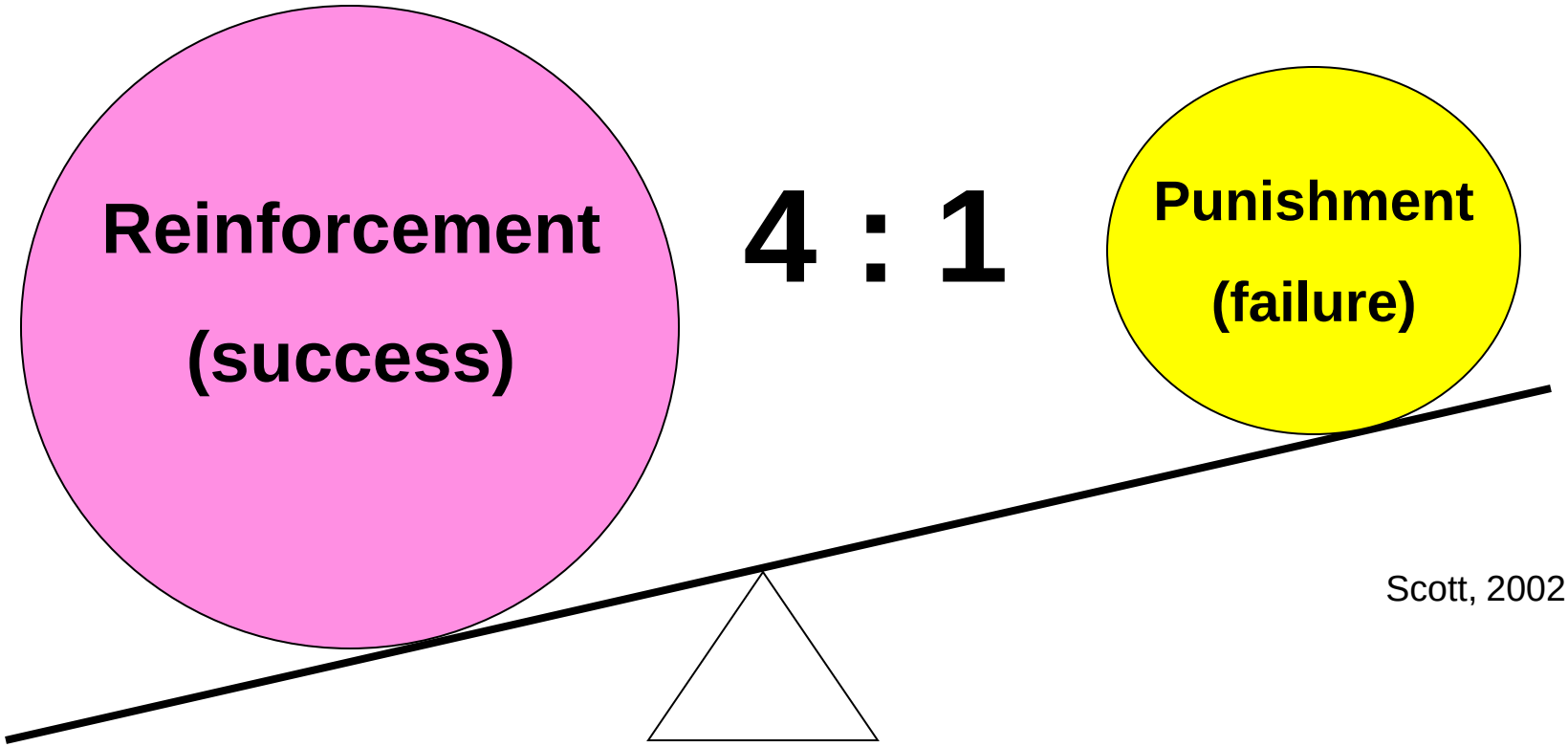
consistent contingencies (positive & negative)

academic success

©Scott, 2006

Discipline Works When…

prevention creates more *positive* than negative consequences



Scott, 2002

Why PBIS?

Research on PBIS

Bradshaw, C.P., Koth, C.W., Thornton, L.A., & Leaf, P.J. (2009). Altering school climate through school-wide Positi… …ions and Supports: Findings from a group-randomized effectiveness trial…

Bradshaw… …The impact of school-wide Po… …elementary sc…

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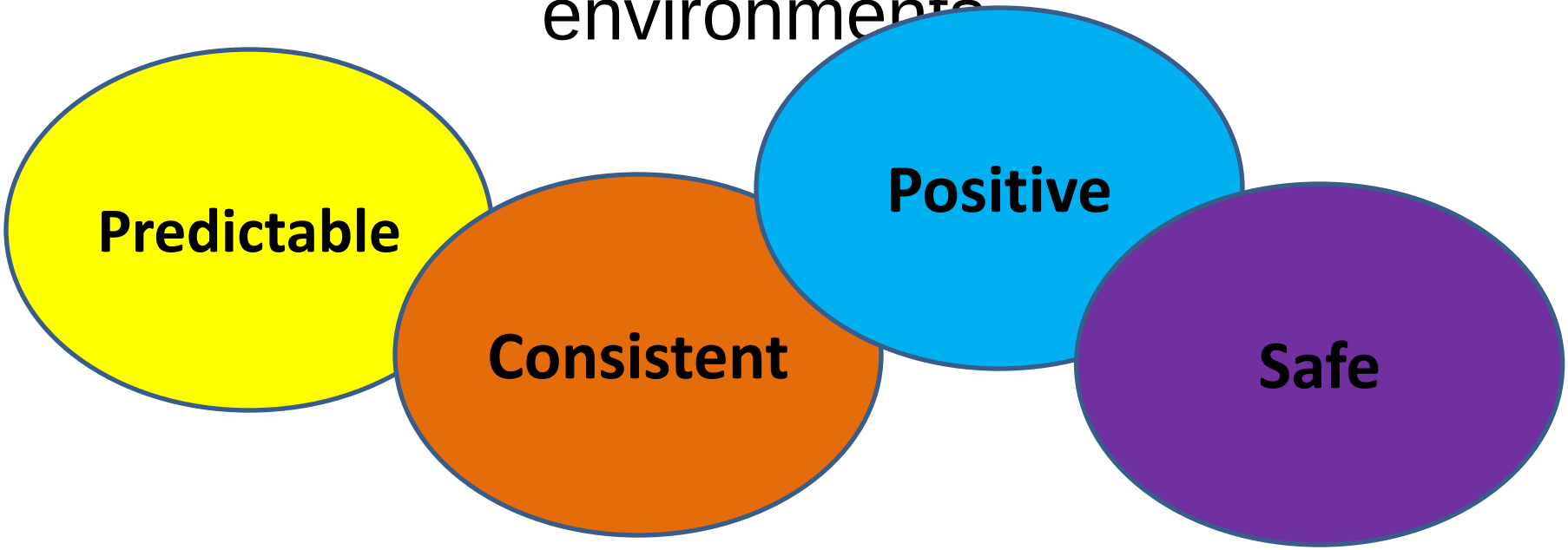
Waasdorp, T., Brads… …Interventions and Supports on Bullying and Peer Rejection: A Rand… …*Archive of Pediatric Adolescent Medicine.* 2012;166(2):149-156

1. Reduction in **problem behavior**
2. Increased **academic performance**
3. Improved perception of **safety**
4. Reduction in **bullying behaviors**
5. Improved **organizational efficiency**
6. Reduction in **staff turnover**
7. Increased perception of **teacher efficacy**
8. Improved **Social Emotional competence**

PBIS.org, Horner, R. 2013

Why PBIS?

The fundamental purpose of PBIS is to make schools more effective learning environments.



PBIS Is Not…

A packaged curriculum

A scripted intervention

A manualized strategy

A canned program

What is PBIS?

A framework for systems to identify needs, develop strategies and evaluate practices toward success that…

School-wide Systems for Student Success

Academic Systems

Intensive, Individual Interventions
- Individual students
- Assessment-based
- High Intensity

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

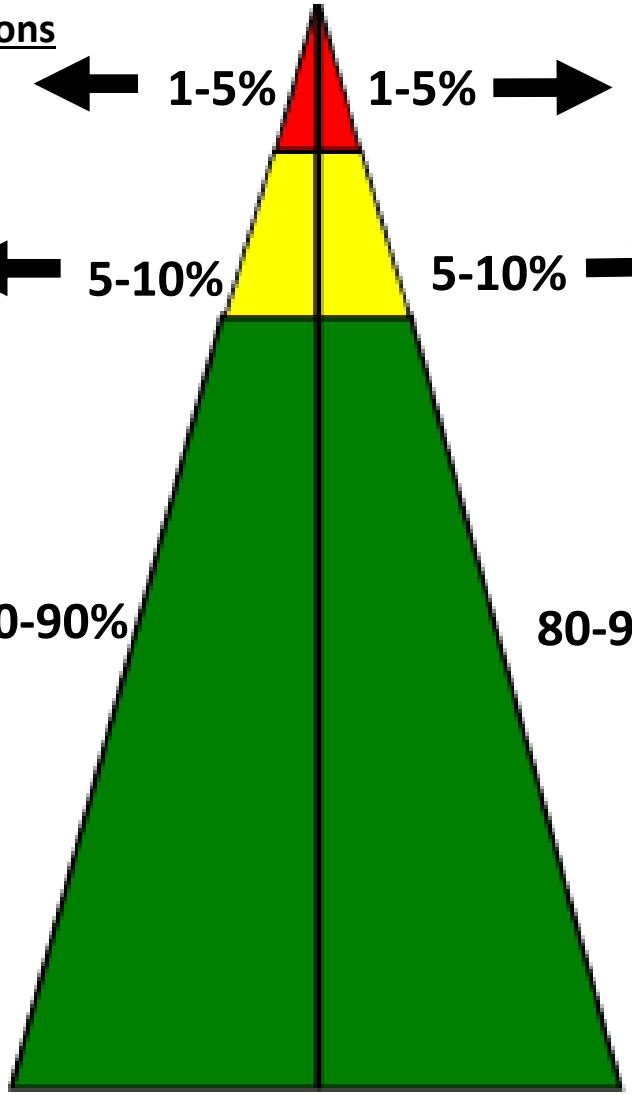
Universal Interventions
- All students
- Preventive
- Proactive

Behavioral Systems

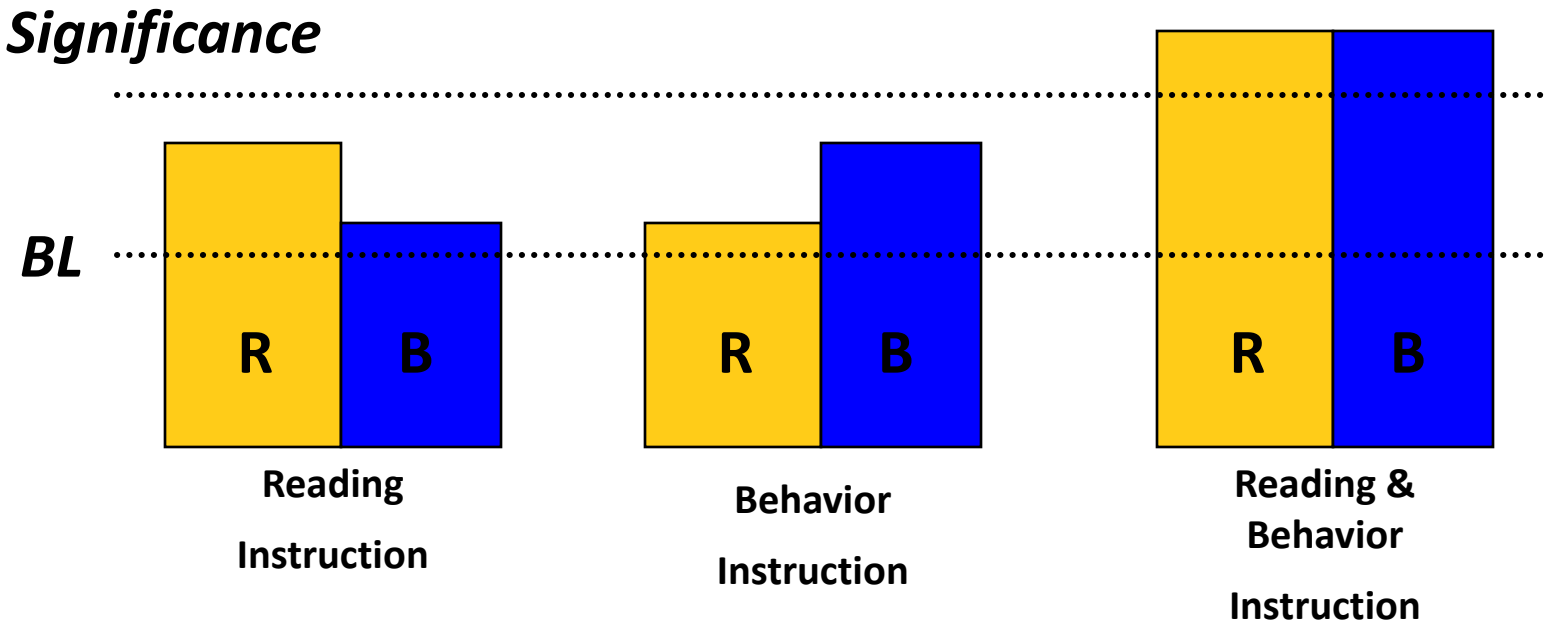
Intensive, Individual Interventions
- Individual students
- Assessment-based
- Intense, durable procedures

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

Universal Interventions
- All settings
- All students
- Preventive
- Proactive



Summative Effects of an Integrated Model



Shephard Kellam, Johns Hopkins University

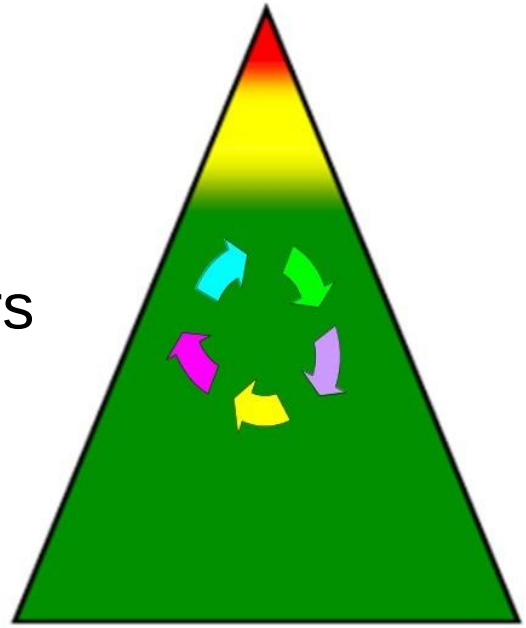
Tier 1 (Universal Schoolwide)

Clearly define expected behaviors (Rules)

- All Settings
- Classrooms

Procedures for

- *teaching & practicing* expected behaviors
- encouraging expected behaviors
- discouraging problem behaviors
- data-based decision making



Tier II (Small Group)

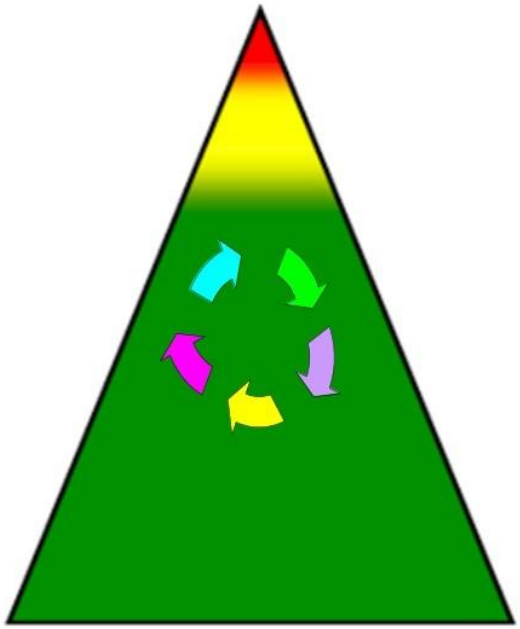
Efficient and effective way to identify at-risk students

- Screen
- Data decision rules
- Teacher referral

Informal assessment process to match intervention to student need

- Small group Social Skill Instruction
- Self-management
- Academic Support

Part of a continuum – ***must link to universal school-wide PBS system***



Tier III (Individualized Support)

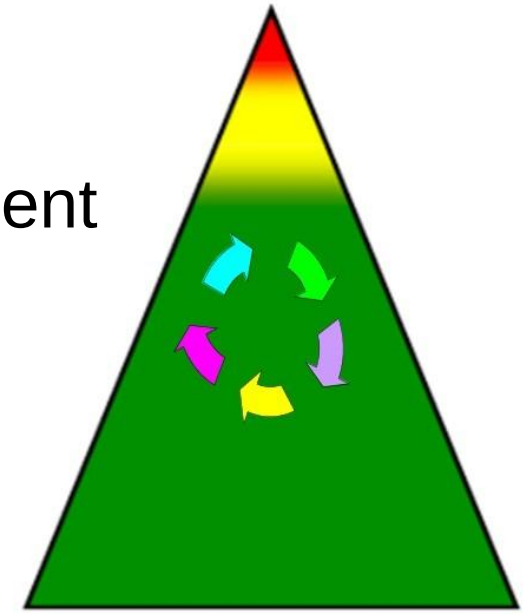
When small group not sufficient

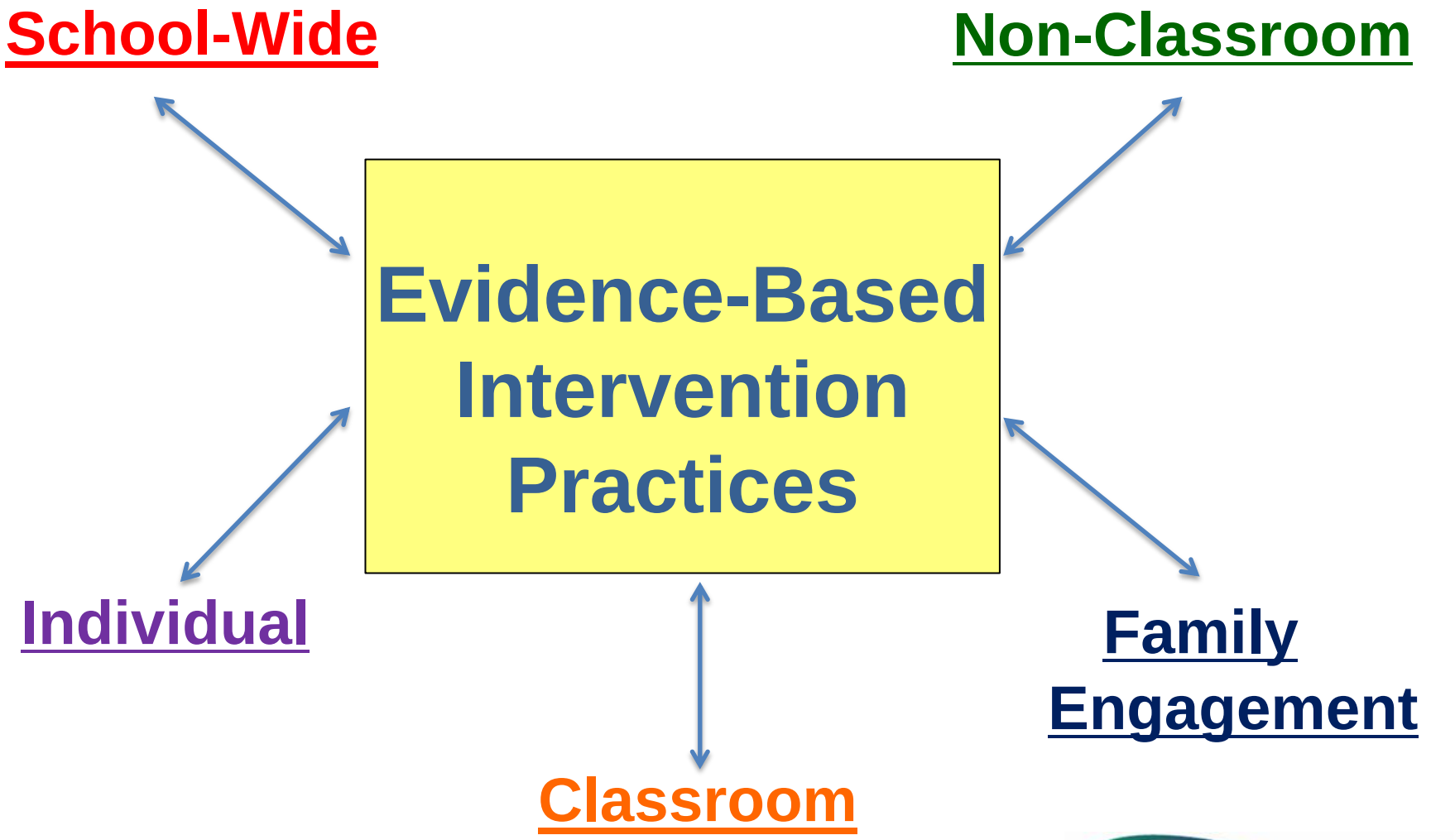
When problem intense and chronic

Driven by Functional Behavioral Assessment

Connections to Mental Health and Community Agencies

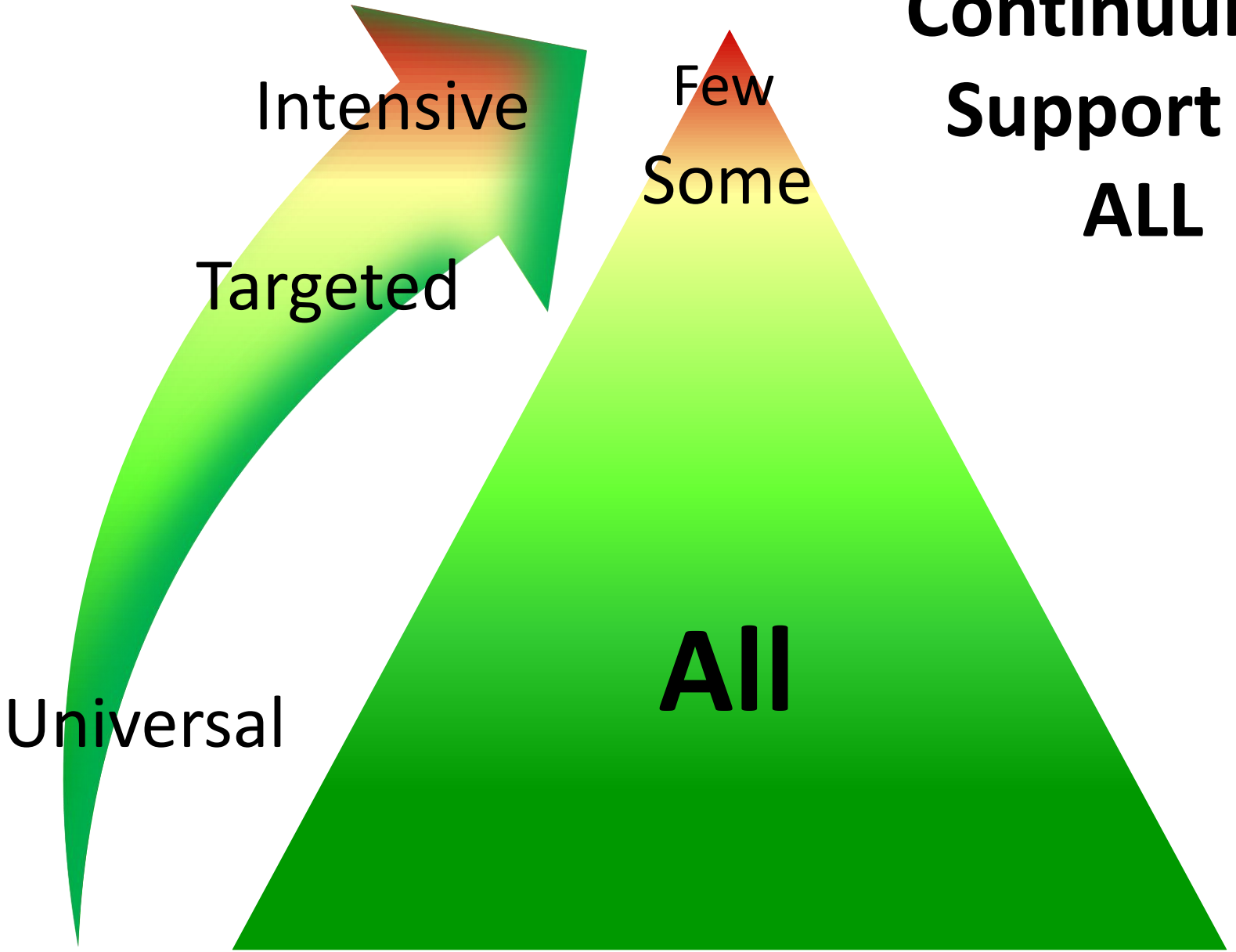
Part of a continuum linked to Universal Supports



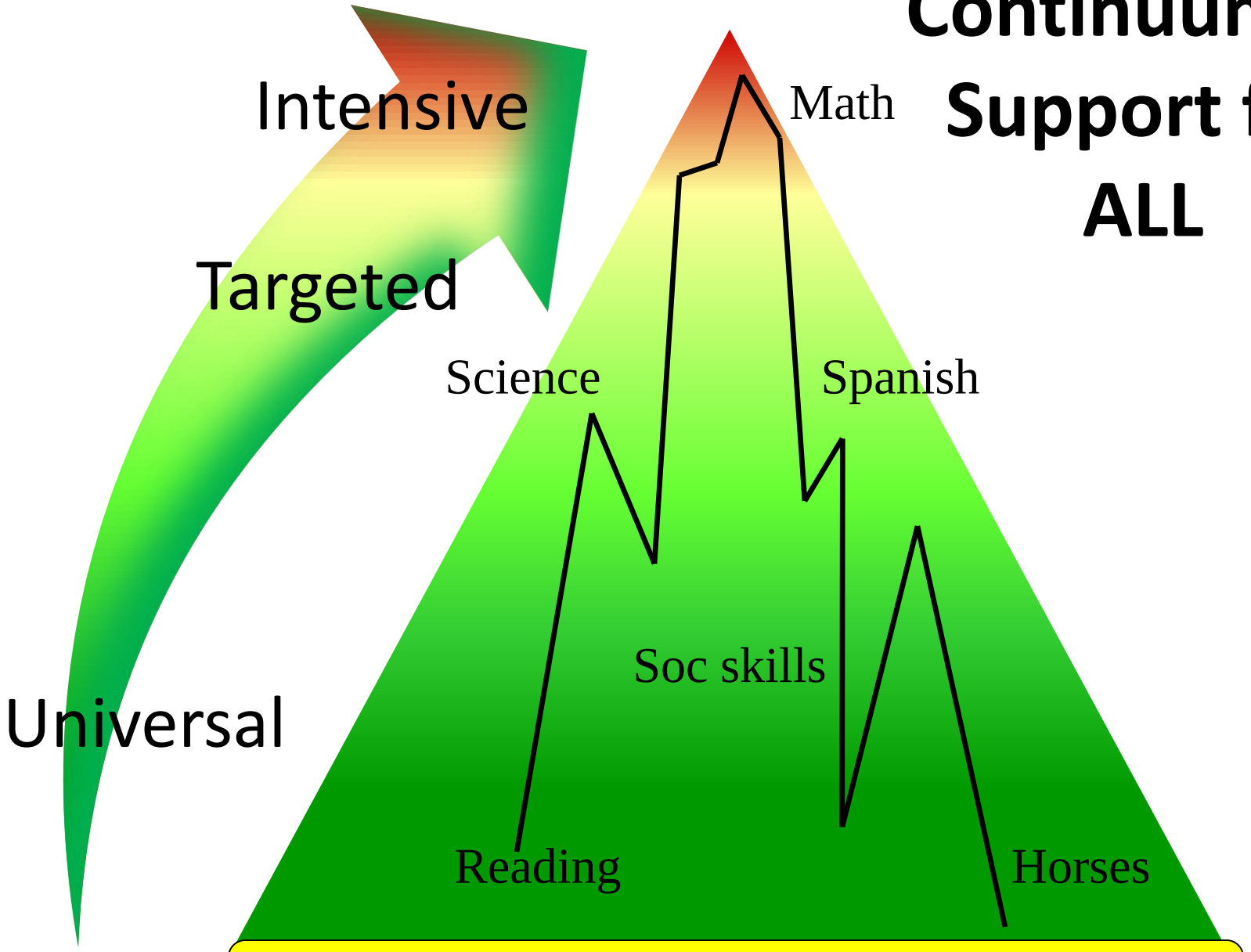


OSEP Center on Positive Behavioral Interventions & Supports
Effective Schoolwide Interventions

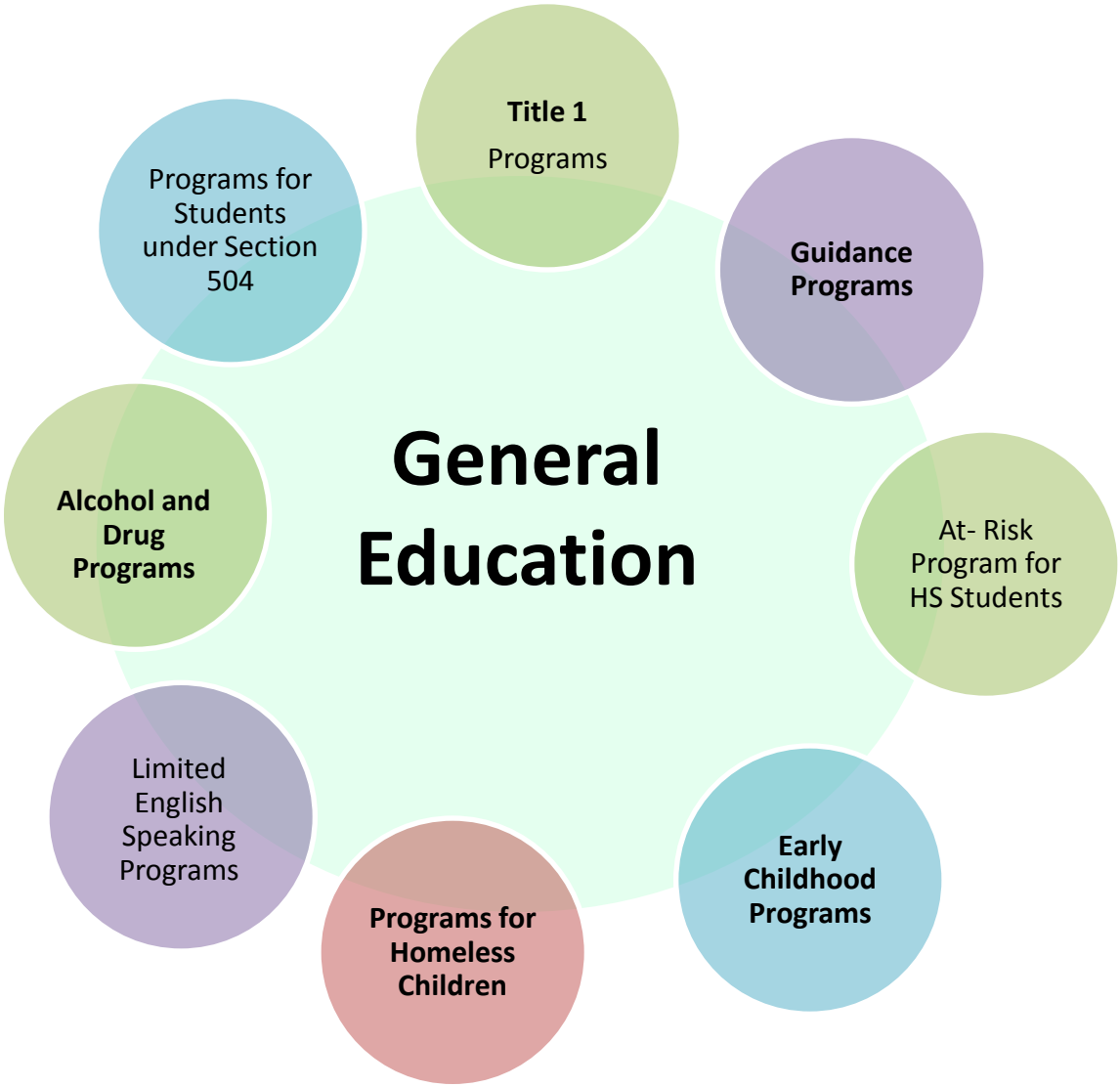
Continuum of Support for ALL



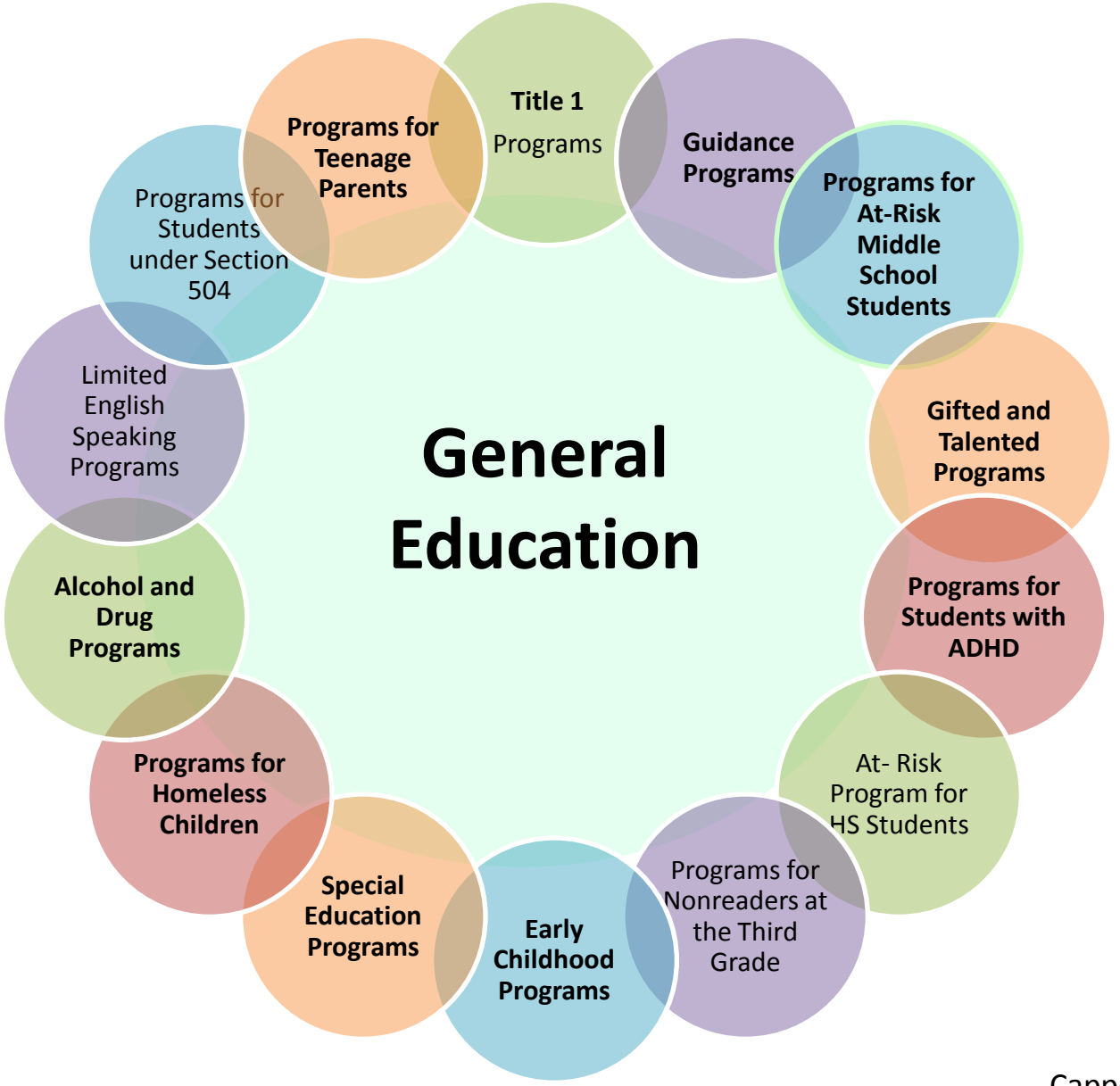
Continuum of Support for ALL



Label behavior….not people

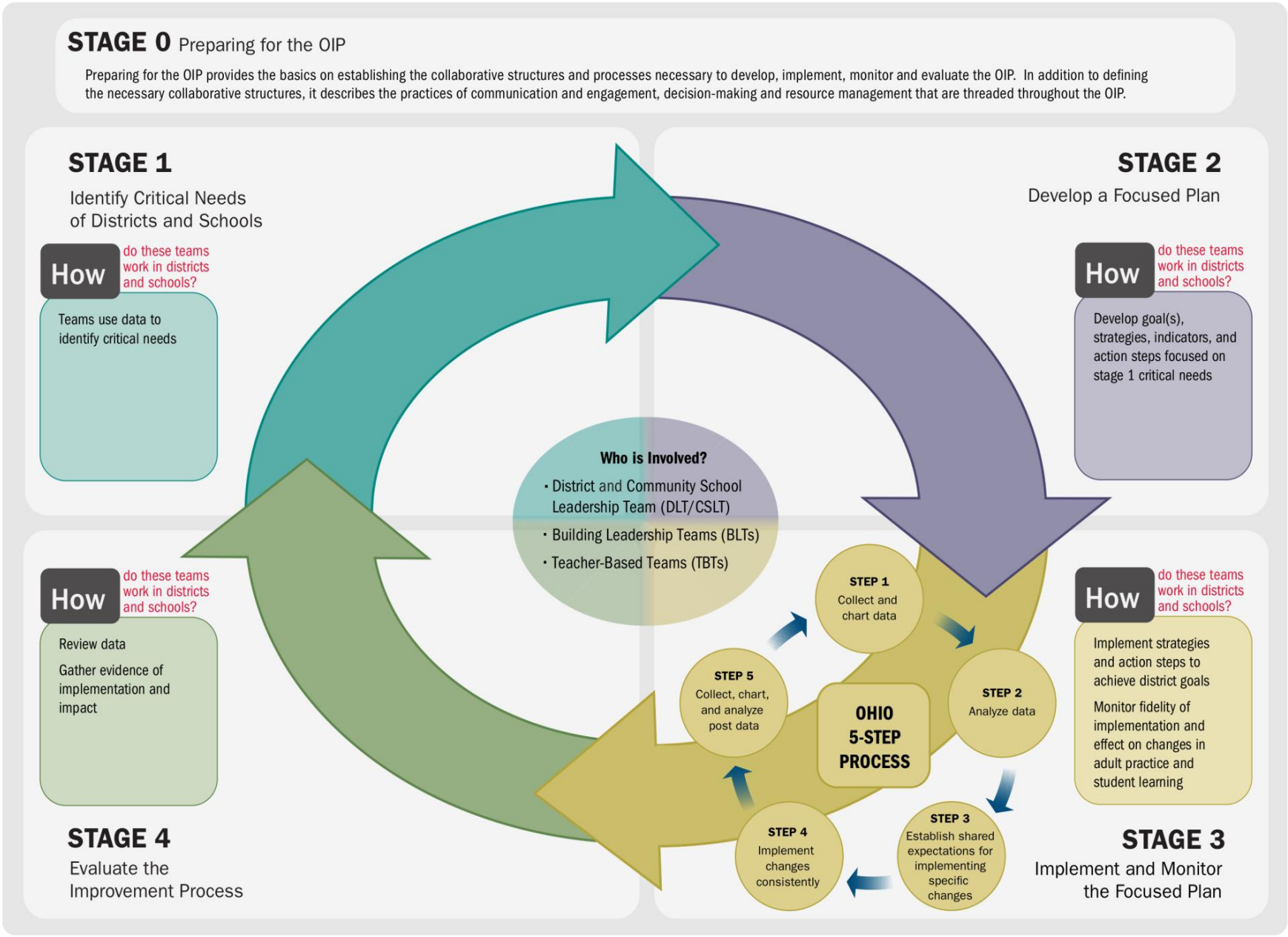


Capper and Frattura 2009

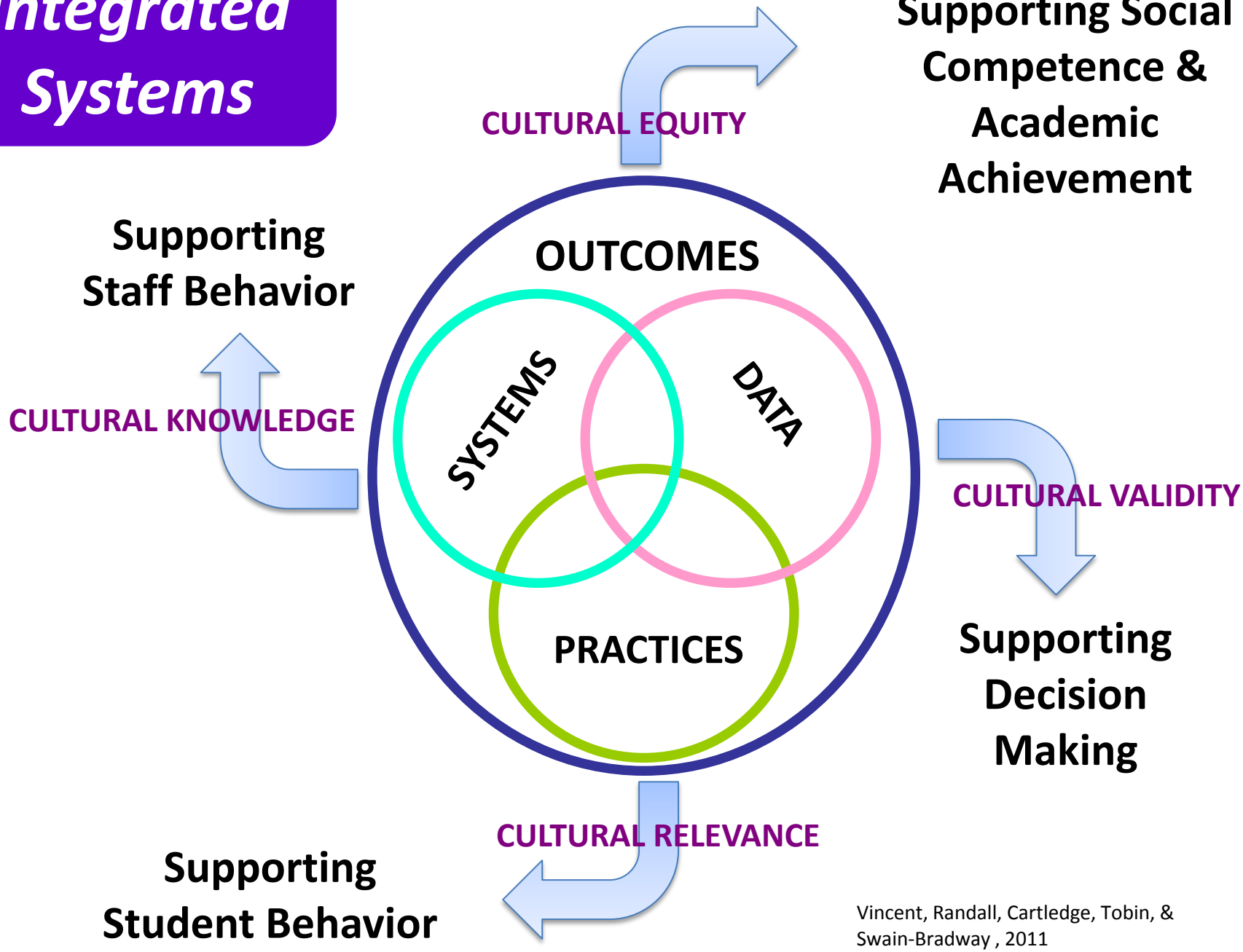


Capper and Frattura 2009

Ohio Improvement Process



Integrated Systems



Vincent, Randall, Cartledge, Tobin, & Swain-Bradway , 2011

Time

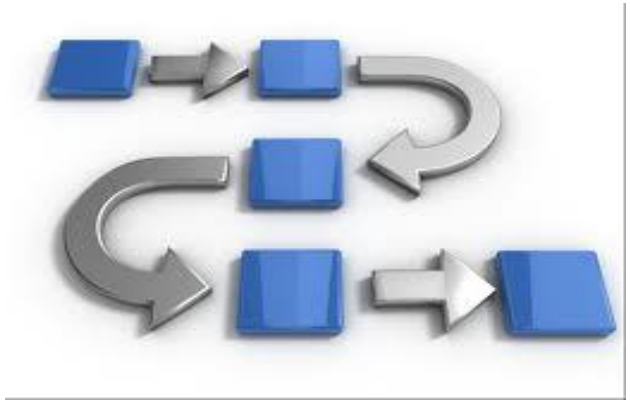
In a small group – take 4 minutes to discuss:

How does PBIS align with the OIP framework?

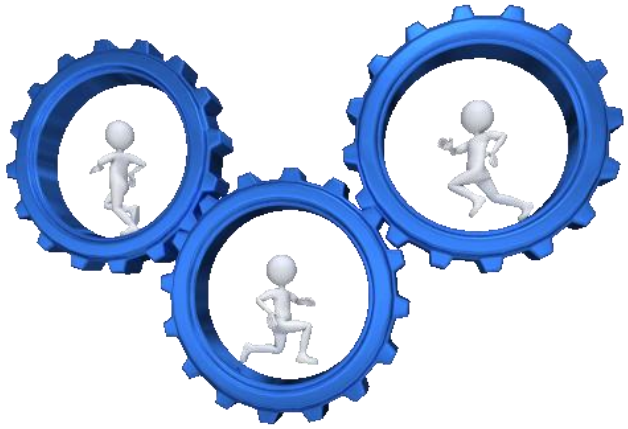
Each group – brief share-out of thoughts

Scaling Up for PBIS

Do you have…



Requirements for Ohio PBIS



- Administrative commitment & consistent involvement
- Established team based structures
- Consensus on (3-5) behavioral expectations
- Systematic teaching of behavioral expectations

- System for reinforcing desired behaviors
- System for correction of behavioral errors
- Data-based decision making
- Multi-tiered system of behavioral supports
- Maintains culturally responsive practices

A few thoughts about how PBIS is implemented at different levels

- Challenging behavior is expected!
- Child's developmental level
- PBIS teams
- Training and Implementation
- Strategies for behavior intervention
- Administrative support
- Data sources

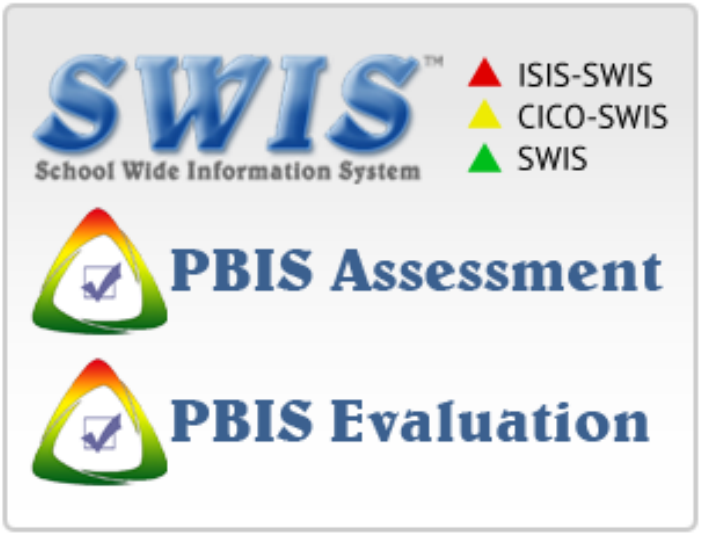
Where Do We Begin?

Establish a Building Leadership Team

- Include representation of all stakeholders
- Ensure alignment with existing building teams

Examine Behavioral Support Needs Through Data

- Conduct staff surveys
- Use meaningful data to improve decision making



Conduct Staff Surveys

https://www.pbisassessment.org

PBIS Assessment is a web-based application designed to assist in high-fidelity, sustained implementation of school-wide positive behavioral interventions and supports (SWPBIS).

PBIS Assessment provides surveys for teams to take as they examine their level of SWPBIS adoption and guides them through the process for how to improve implementation to benefit students, their families, and the overall school culture.

Use Meaningful Data to Improve Decision Making

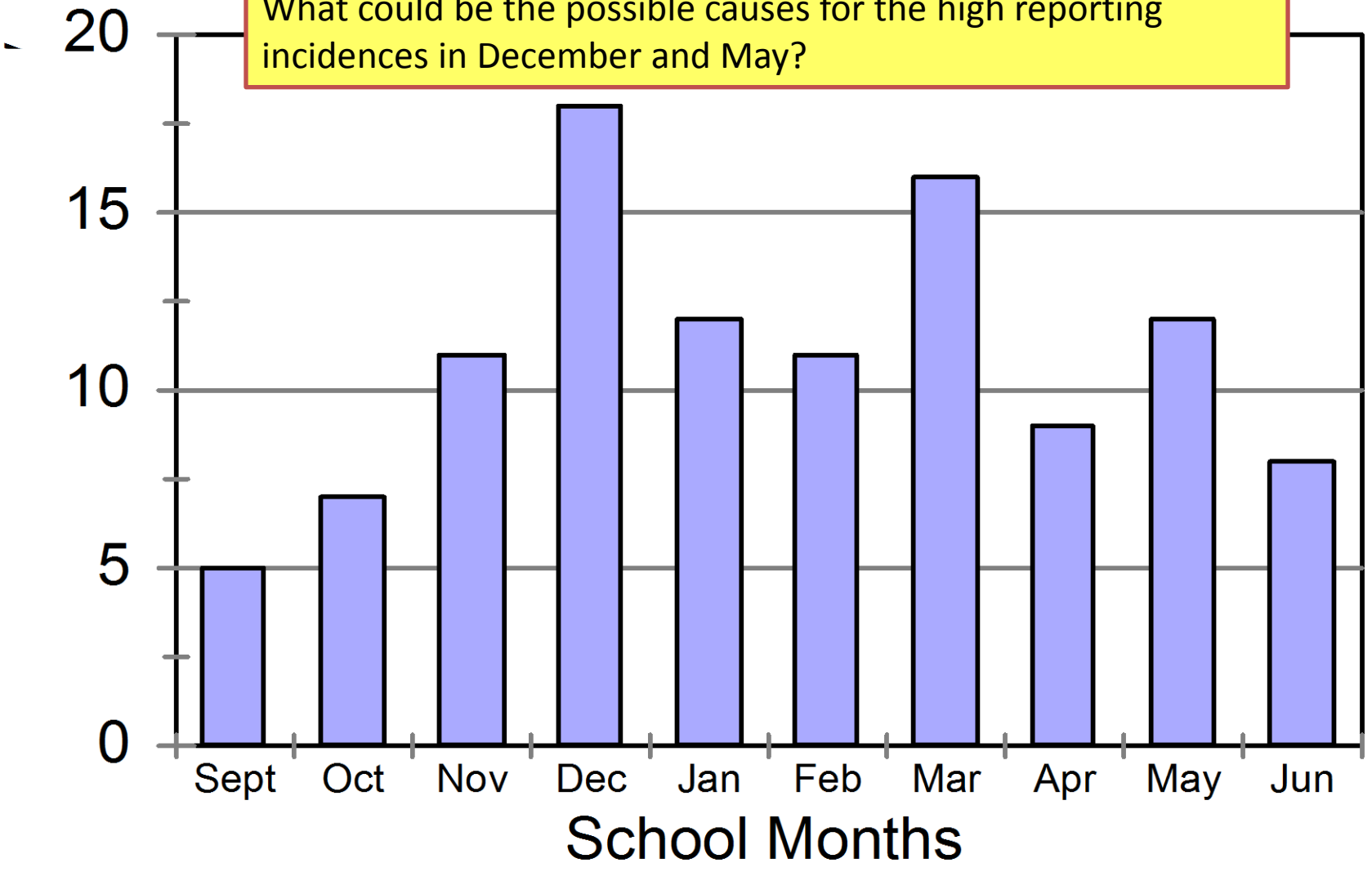
What type of data do we review?

- Referrals per month
- Referrals by location
- Referral by type of problem behavior
- Referrals by time of day
- Referrals by student

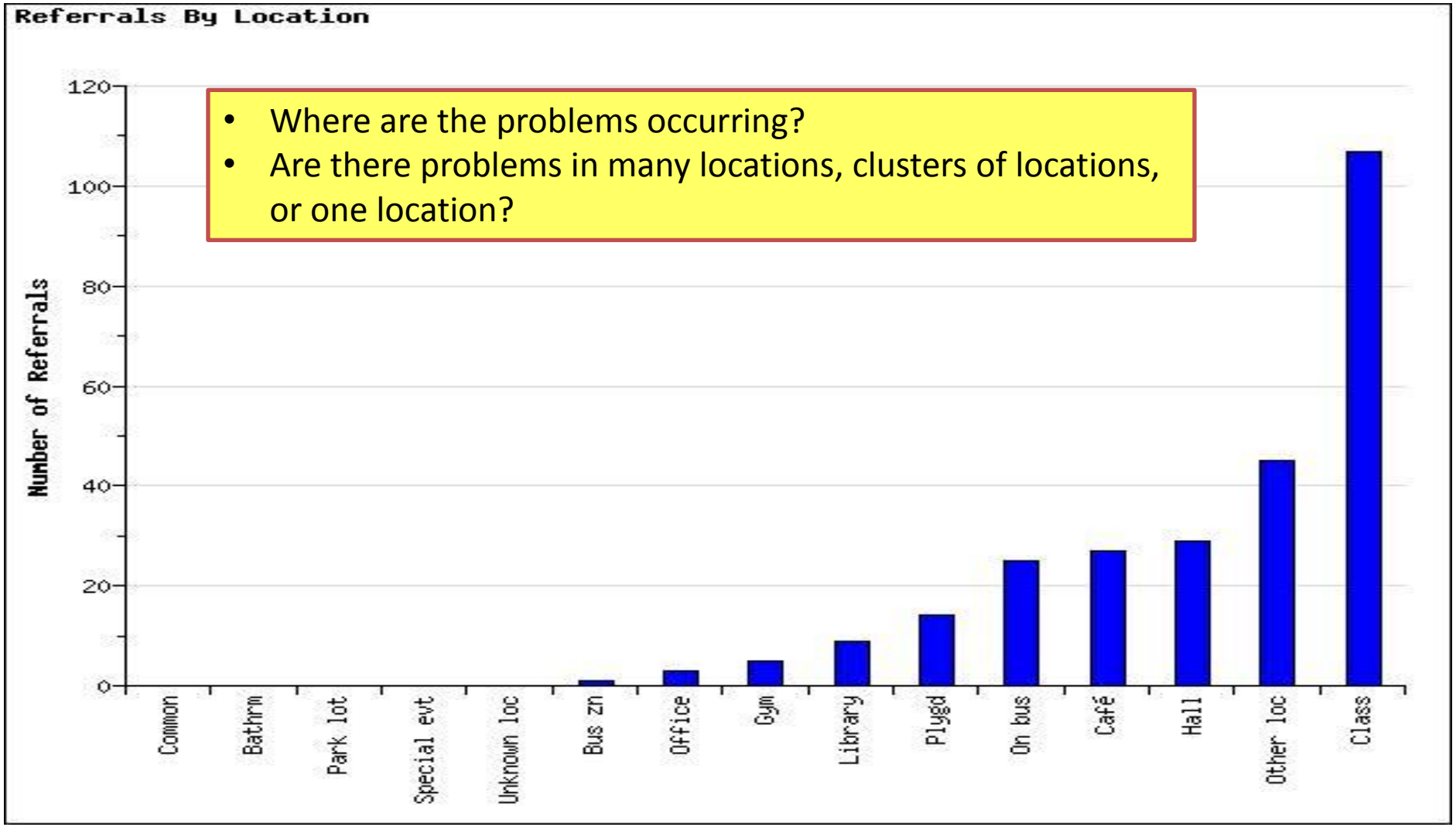
Number of Office Discipline Referrals

By Month

What could be the possible causes for the high reporting incidences in December and May?

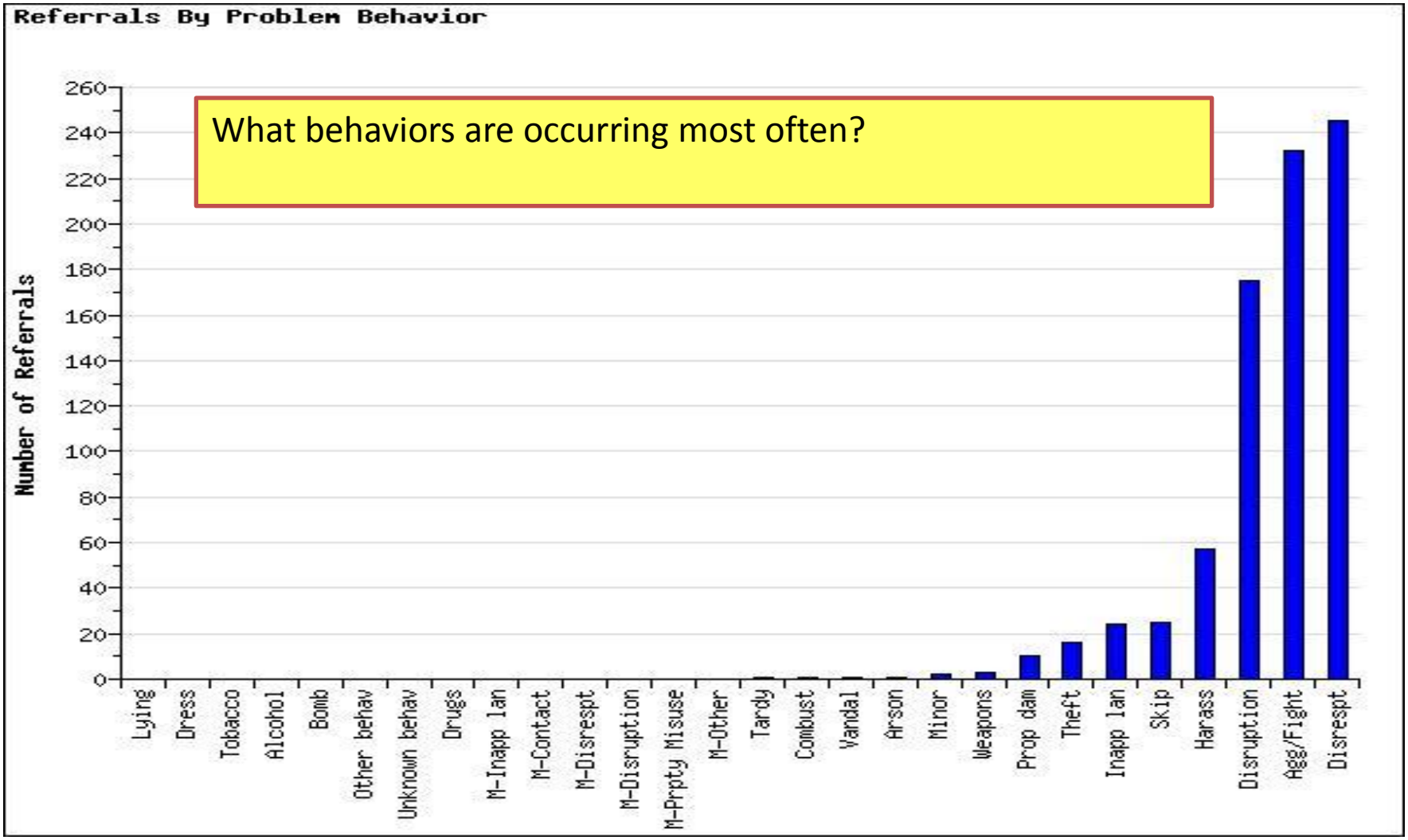


Number of Office Discipline Referrals
By Location



- Where are the problems occurring?
- Are there problems in many locations, clusters of locations, or one location?

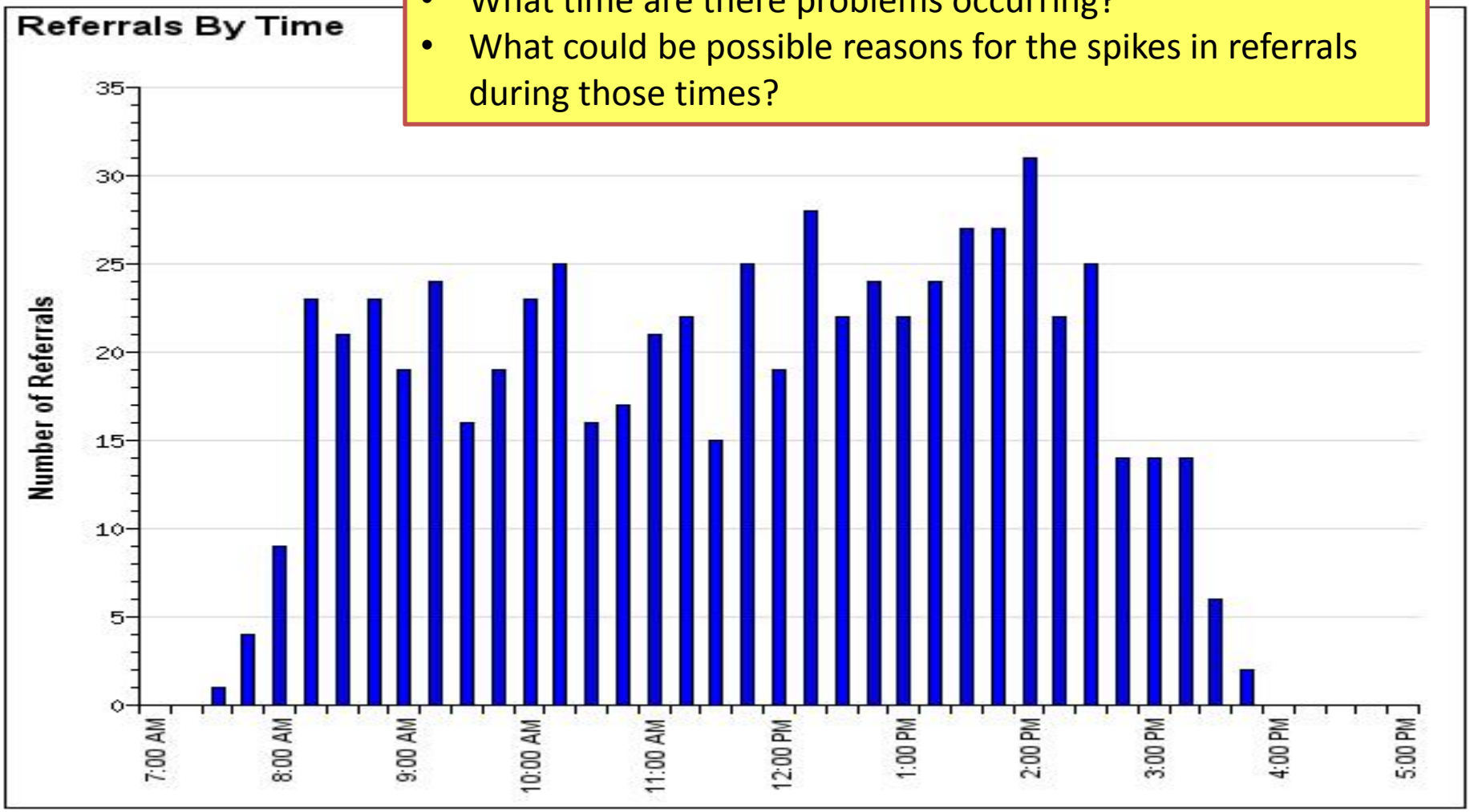
Number of Office Discipline Referrals
By Problem Behavior



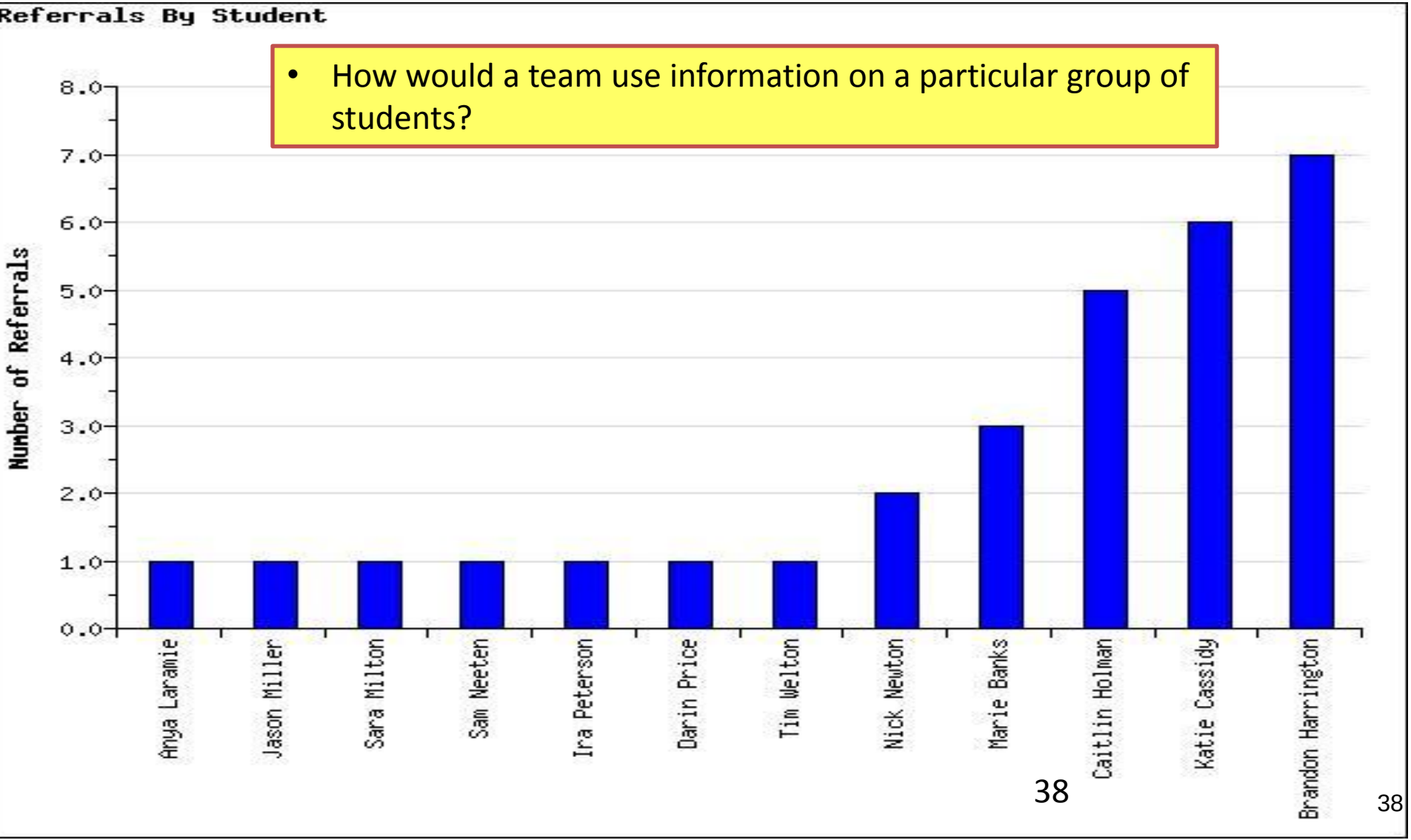
Number of Office Discipline Referrals

By Time

- What time are there problems occurring?
- What could be possible reasons for the spikes in referrals during those times?



Number of Office Discipline Referrals
By Student



- How would a team use information on a particular group of students?

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Time

Who will be on your leadership team?

What other teams are in your building?

What type of surveys will you utilize?

What are the behavior patterns of concern?

education.ohio.gov

Social Media

Ohio Families and Education
Ohio Teachers' Homeroom

ohio-department-of-education

storify.com/ohioEdDept

@OHEducation

OhioEdDept