School-Wide Positive Behavioral Interventions and Supports

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Alignment to Learning Forward Standards

• The new education law, Every Student Succeeds Act (ESSA), redefines professional development with a purposeful influence from Learning Forward.

• Learning Forward, a national association recognized as leaders in professional learning, has established standards for professional learning that set a high bar for quality learning experiences.

• This session aligns to the following standard(s):
  • Learning Communities: Committed to continuous improvement, collective responsibility, and goal alignment.
  • Leadership: Develop capacity, advocate, and create support systems.
  • Resources: Coordinating Resources.
  • Implementation: Sustaining support for implementation of professional learning.
Teaching Expected Behavior

“If a child doesn’t know how to read, we teach.
If a child doesn’t know how to swim, we teach.
If a child doesn’t know how to multiply, we teach.
If a child doesn’t know how to drive, we teach.
If a child doesn’t know how to behave, we …teach? …punish?

Why can’t we finish the last sentence as automatically as we do the others?”

Let’s Play the Blame Game

• When the child misbehaves, whose fault is it?
  A. Parents
  B. Teachers
  C. Child
  D. Environment
  E. Does it matter…

• When the child misbehaves, what can educators change?
  A. The home life
  B. The parents
  C. The school environment/climate
Is behavior a problem?

• One of the earliest education text was on classroom management (1907)

• Opinion polls rank behavior problems as the major issue in schools
Teaching students how to behave

• Why teach?
  • We teach because it works.
    • We teach social behavior skills because we know there is a close connection between academic and social competence (Algozzine, Wang, & Olivette, 2011).

• Behavior should be taught as a lesson or lessons
  • Define terms
  • Discuss rationales
  • Provide examples
    • Tell
    • Show
    • Do
Myths about behavior and behavior management

Let’s examine some myths and make our own decisions
Myth 1: Use of Reinforcement to change behavior is bribery.

• Bribery = the practice of offering something (usually money) in order to gain an illicit advantage
  • Typically has an illegal or illicit intent
  • The reward is provided before the behavior

• Reinforcement
  • Behaviors are typically agreed upon
  • Reinforcement is delivered after the behavior
Myth 2: Children should work for intrinsic rewards.

• Very few if any behavior is intrinsically reinforced
• Even if we are unaware of it, most of what we do is the result of external reinforcement
• Even if you believe the above statement, it is a futile way to approach things,
  • So what do you do if a child is not intrinsically reinforced to do/learn something?
  • Ask yourself, would you come to work for free?
So…

• Behavior can be a problem.
• We can choose to admire the problem or act.
• The first action should be proactive, not reactive.
The Magic Ratio

• 5-to-1 ratio is a practice in which teachers increase the number of positive interactions with students as compared to negative interactions.

• Research has supported the idea that there is a “critical ratio” of positive to negative interactions between teachers and students to best support and sustain constructive student-teacher relationships.
  • That ratio is to provide 5 positive interactions (e.g. friendly conversation, nonverbal acknowledgement, praise, and so forth) to every 1 negative interaction (e.g. punishment, criticism, and so forth) for each student.
What is PBIS?

- PBIS is a framework that helps school personnel to adopt and organize evidence-based behavioral interventions and utilize those interventions to enhance academic and social behavior outcomes for all students.

- Based on the basic principles of behavior

- A prevention-oriented way for school personnel to:
  - (a) organize evidence-based practices;
  - (b) improve their implementation of those practices; and
  - (c) maximize academic and social behavior outcomes for students.
Why is PBIS Essential?

• Implementing the Tier I PBIS framework leads to improvements in:
  • Problem disciplinary behavior;
  • School climate;
  • Student bullying behavior and peer victimization; and
  • Academic Achievement.

(Bradshaw, Koth, Bevans, Ialongo, & Leaf, 2008; Bradshaw, Koth, Thornton, & Leaf, 2009; Bradshaw, Mitchell, & Leaf, 2010; Bradshaw, Reinke, Brown, Bevans, & Leaf, 2008; Horner et al., 2009; Horner, Sugai, & Anderson, 2010; Luiselli, Putnam, & Sunderland, 2002; Muscott, Mann, & LeBrun, 2008; Nelson et al., 2009; Pas, Bradshaw, & Mitchell, 2011; Sadler & Sugai, 2009; Simonsen et al., 2011; Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2006; Waasdorp, Bradshaw, & Leaf, in press).

Framework of PBIS

Positive Behavior Intervention Supports

- Tier I - Universal
- Tier II – Targeted
- Tier III – Individualized
Tier I: The Universal Tier (80-90%)

- School-wide implementation
- Preventative
- Targets all students, staff and settings
- Develops
  - school-wide expectations
  - Reinforcement systems
  - Behavior matrix
Tier I PBIS Team Formation

• Example Tier I Team:
  • Teachers
  • Administrators
  • School Counselors
  • School Psychologists
  • Specialists
  • Classified Staff
  • Special Education Representation
Tier I PBIS Implementation

• Define Expectations
  • Staff meeting/Team time to brainstorm 3-5 clear and positively stated expectations
  • Reflect traits/behaviors that staff value or that define the culture of the school
  • Input from key stakeholders (parent groups, students, community members, etc.)
Tier I PBIS Implementation

• Implement Expectations
  • Once defined, communicate school-wide expectations to students, parents, etc.
  • Post expectations in key common areas of school and in every classroom
  • Adults are the model of implementation
    • Walk the talk
HALLS
Hands behind back
All eyes and toes forward
Lips closed
Low speed
Stop along the way
Reinforcement Systems

• After expectations are taught, it is critical that expected behaviors are reinforced.
• Reinforcing a behavior increases the chance that the behavior will occur again and become a habit.
  • Tickets, incentives, contests
  • Make them relevant to age and interest!
• Examples:
  • Paw pride reinforcement
  • Paw pride ticket
  • Paw prides can be given to individual students or whole classes by any adult in the building
Tier I Discipline

- School wide agreement on discipline systems and procedures
  - School staff establish and agree on major and minor categories for problem behavior.
  - Staff consistency in responding to problem behavior is key to effective disciplinary intervention and behavior change.
  - Tools to define problem behaviors and agreeing on procedures to intervene.
Tier I PBIS Data

• The PBIS team uses data to measure school climate, communicate successes, and target areas in need of improvement.
• Data tells you what is going well and what needs improvement.
• PBIS teams use data to drive school goals, interventions, staff PD.
Tier I PBIS Data

• Data systems you could use:
  • School Wide Information Systems (SWIS) ($$)
  • GoogleSheets (Free)
  • Microsoft Excel (Free)
  • PBISworld.com Behavior and Intervention Tracking Software (Free)
  • Liveschool ($$)
  • Hero App ($$)
School-Wide PBIS Strategies
School-Wide PBIS Strategies

• “Gotchas” or “Caught you being good” slips
• Student of the Month
• Widgets
“Gotchas”

• A “Gotcha” is an individual recognition of a positive behavior that the student displayed. “Gotchas” can be given by any staff member.

• “Gotchas” are accumulated to earn rewards, which will be given individually and for an entire class.
Show your Husky Pride!

Respect

Responsibility

Readiness
<table>
<thead>
<tr>
<th>Price</th>
<th>Menu Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Gotchas</td>
<td>Pencil from the office</td>
</tr>
<tr>
<td>3 Gotchas</td>
<td>Hat Day Pass</td>
</tr>
<tr>
<td>3 Gotchas</td>
<td>Slipper Day Pass</td>
</tr>
<tr>
<td>3 Gotchas</td>
<td>Bring a stuffed animal to school for a day</td>
</tr>
<tr>
<td>3 Gotchas</td>
<td>Take your shoes off in class for a day</td>
</tr>
<tr>
<td>5 Gotchas</td>
<td>Picture of you and two friends on the Kinetic</td>
</tr>
<tr>
<td>5 Gotchas</td>
<td>Use your teacher’s chair for one day</td>
</tr>
<tr>
<td>5 Gotchas</td>
<td>Move your desk to a different location in your classroom for one day</td>
</tr>
<tr>
<td>5 Gotchas</td>
<td>Read aloud a book in class of your choice</td>
</tr>
<tr>
<td>5 Gotchas</td>
<td>Assist teacher of your choice for 15 minutes</td>
</tr>
<tr>
<td>10 Gotchas</td>
<td>15 minutes of extra reading time as agreed upon with teacher</td>
</tr>
<tr>
<td>10 Gotchas</td>
<td>15 minutes of extra computer time as agreed upon with teacher</td>
</tr>
<tr>
<td>10 Gotchas</td>
<td>15 minutes of drawing time as agreed upon with teacher</td>
</tr>
<tr>
<td>10 Gotchas</td>
<td>Eat lunch in the classroom with a friend</td>
</tr>
<tr>
<td>10 Gotchas</td>
<td>Free homework pass on a daily assignment</td>
</tr>
<tr>
<td>10 Gotchas</td>
<td>Eat lunch with a specialist teacher of your choice</td>
</tr>
<tr>
<td>10 Gotchas</td>
<td>Use Dr. Stevenson’s chair for one day</td>
</tr>
<tr>
<td>10 Gotchas</td>
<td>Eat chips and dip with Miss Browmlee during lunch</td>
</tr>
<tr>
<td>10 Gotchas</td>
<td>Dance in the music room with 2 friends and Mrs. Bruning</td>
</tr>
<tr>
<td>12 Gotchas</td>
<td>Serve as a workroom assistant for 20 minutes</td>
</tr>
<tr>
<td>12 Gotchas</td>
<td>Serve as a custodial assistant for 20 minutes</td>
</tr>
<tr>
<td>12 Gotchas</td>
<td>Serve as a lunchroom assistant for 20 minutes</td>
</tr>
<tr>
<td>12 Gotchas</td>
<td>Shoot baskets in gym with Mrs. Brenner for 20 minutes</td>
</tr>
<tr>
<td>12 Gotchas</td>
<td>Design a bulletin board with Mrs. Lantman for 20 minutes</td>
</tr>
<tr>
<td>12 Gotchas</td>
<td>Use headphones/i-Pod during computer class/classes as agreed upon by teacher</td>
</tr>
<tr>
<td>15 Gotchas</td>
<td>Cook with Miss Wichart after school</td>
</tr>
<tr>
<td>15 Gotchas</td>
<td>Eat a snack and play a board game with Miss Eaton</td>
</tr>
<tr>
<td>15 Gotchas</td>
<td>Play a game of your choice with Mrs. Griffin</td>
</tr>
<tr>
<td>15 Gotchas</td>
<td>Serve as a library clerk with Mrs. Peyton for 20 minutes</td>
</tr>
<tr>
<td>30 Gotchas</td>
<td>Have Mr. Wright as your own personal assistant for one hour</td>
</tr>
<tr>
<td>30 Gotchas</td>
<td>Drive Mr. Russ’ head with appropriate design of your choice before school</td>
</tr>
<tr>
<td>30 Gotchas</td>
<td>Enjoy a free McDonald’s lunch with Dr. Stevenson</td>
</tr>
<tr>
<td>30 Gotchas</td>
<td>15 minute extra recess for your entire class</td>
</tr>
</tbody>
</table>
Student of the Month

• Nominations for the award are given by faculty and staff for an individual who demonstrates the characteristic of the month. A winner is chosen from each grade level and class.

• For example:
  • Month of March: Respect
    • Jose knows what respect is all about! He is always ready to help others in the classroom. He takes his classwork seriously and seems to always remember his manners by saying things like, “thank you”, “sorry”, or “excuse me”.

engageok
ON THE ROAD
Student of the Month Awards

• Certificates
• Pizza party at lunch with two friends
• Name recognition at assembly
• “Just Dance” with two friends
• Lunch with your teacher
• Letter to family
Widgets

• Widgets are given to students who meet grade level expectations for reading or math.
• These widgets are hooked on their backpack and can be connected.
• Widgets are awarded every 9 weeks
• Teachers hand out the widgets to the students who meet those expectations
Linking Classroom Management to School-Wide Expectations and Systems
Building the Link

• Classroom PBIS strategies are important tools to decrease disruptions, increase instructional time, and improve student social behavior and academic outcomes.

• Although individual teachers may implement PBIS in their own classrooms regardless of the broader school context, the effects of classroom PBIS strategies are maximized by
  • (a) implementing within a school-wide framework, like school-wide PBIS;
  • (b) directly linking classroom and school-wide expectations and systems;
  • (c) merging classroom PBIS strategies with effective instructional design, curriculum, and delivery; and
  • (d) using classroom-based data to guide decision making.
The Importance of Classroom Rules

• Classroom behavior management works for 85% of your students, 10% need more individualized intensive interventions in the regular education classroom, and 5% need more intensive behavior interventions including special education.

• The extent to which the students know the rules and how to follow the rules is positively correlated with appropriate behavior.

• Rules should address safety, respect, and responsibility.

• Starting off the year with effective classroom management, including clear rules and procedures, results in higher levels of appropriate behavior and higher academic performance (Emmer et al., 1980, Evertson & Emmer, 1982).
Guidelines for Rules

• Keep the number of rules to a minimum (3-5 rules per classroom).
• Convey expected behavior
• Age-appropriate
• Positively stated
• Teach-practice-reinforce
• Set an example for rule-following behavior
• Be consistent in enforcing the rules
• Keep rules posted where all children can see them
BAMBOOZLED

• The first to answer the question correctly (raise your hand) is the winner of the…

MARBLE JAR

• Classroom behavior management works for what percentage of your students?
Classroom Behavioral Interventions
Specific Examples
Color Wheel

- The teacher develops a short list of rules summarizing the behavioral expectations for each of the color levels in the Color Wheel:
  - Green (group activities/centers/independent work);
  - Yellow (transitioning), and
  - Red (instructional period).
- Color wheel must be divided into 3 large slices for each color.
- The teacher posts the Color Wheel in a location visible to all students.
  - The teacher explains the color levels and describes the activities associated with each.
Color Wheel

Preparation of the Color Wheel:

a. To prepare students to adjust quickly to new color conditions, the teacher always gives a 30 second warning when the Color Wheel is about to change. The teacher also regularly praises students for following posted behaviors.

b. Do not use the Red Color Wheel setting as punishment. The Red setting should only be used for brief amounts of time. Teachers should therefore keep students in the red phase long enough to complete the transition to a new green or yellow activity.
Green Behaviors
- Talk in a quiet voice
- Keep hands and feet to self
- Comply with directions

Yellow Behaviors
- To speak, raise hand for teacher permission
- To leave seat, raise hand for teacher permission
- Look at the speaker or your work
- Comply with directions

Red Behaviors
- Return to your seat
- Clear your desk
- Look at the teacher
Token Economy

• Use of token reinforcers to reinforce behavior
  • Can be used to
    • Increase new behaviors
    • Increase competing behaviors
      • To reduce problem behaviors
  • Association of token with the reinforcer is necessary
  • What behaviors would work best with this intervention?
Example of Token Economy: Marble Jar

• A Marble Jar can become a powerful tool for encouraging on task and positive classroom behavior. Place two jars on your desk and lay out the rules for the class. A marble goes into the jar each time the teacher wants to reward the class for positive behavior.

• As a teacher you can use the marbles to support the behavior that you find needs the most support. It can be a mix of academic and social behavior, or just following classroom rules.
Marble Jar (Token Economy)

1. Decide ahead of time what your whole class reward will be (have students vote on 2-3 pre-approved items).

2. Have two jars. One full of marbles and one with nothing in it.

3. Decide on the behavior that you want to encourage. Tell your students which behaviors cause them to earn marbles.

4. When a student is acting appropriately have him/her earn 1-4 marbles, depending on how well the student was behaving. (Teacher/aid puts the marbles in the jar for children ages 3-5).

5. When the students reach the top of the jar, the entire class earns a prize.
BAMBOOZLED

• The first to answer the question correctly (raise your hand) is the winner of the…

  MARBLE JAR and COLOR WHEEL

• When using the marble jar intervention, when should you remove marbles?
  A. When the students are bad
  B. When the students irritate you
  C. Never
Group Contingency Interventions (GCI)

• Behavior management programs that provide reinforcements and rewards for more than one person—save time and resources and encourage members of the group to cooperate with one another.

• One Type:
  • Reward is offered to an entire group based upon the behavior of one or more of its members.
Good Behavior Game (GCI)

- The Good Behavior Game is an approach to the management of classroom behaviors that reward children for displaying appropriate on-task behaviors during instructional times.
- The class is divided into two teams and a point is given to a team for any inappropriate behavior displayed by one its members.
- The team with the fewest number of points at the Game’s conclusion each day wins a group reward.

https://www.youtube.com/watch?v=SdBfAg2Qts
BAMBOOZLED

• The first to answer the question correctly (raise your hand) is the winner of the…

COLOR WHEEL

• The Good Behavior Game is an example of...
  • Response Cost
  • Group Contingency
  • Lots of work
Resources

• www.otiss.org
• www.pbis.org
• http://projectachieve.info
Contacts:

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