PBIS Universal Team Training/Retreat

March 27, 2014

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Today's Agenda

- Orientation, goal setting, self-assessment
- Back to basics, examples
- Team Time: Implementation Checklist (3.1)
- Examples, continued
- Team time; Goal setting for 2014-15 SY, calendar
- Next Steps, evaluation

Expectations

Be Responsible	■ Make sure you are comfortable & that your personal needs are met ■Address question/activity in group time before discussing "other" topics ■Address your attention to the topic and task ■ Ask questions
Be Respectful	■ Turn cell phones, beepers, PDA's, and pagers off or to vibrate/silent ■ Contribute to activities and conversations where possible
Be Prepared	■ Bring your learning hat, and leave other hats behind ■ Follow through on assigned tasks

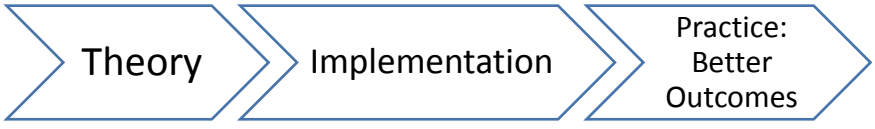
Acknowledgements

- CEBIS at SERESC, SLC, IOD: New Hampshire PBIS Network
- George Sugai, Rob Horner: OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (www.pbis.org)
- Steve Goodman & Beth Steenwyck
  - Michigan Implementation Network: www.min.cenmi.org
  - Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi): Miblsi.cenmi.org

"In theory there is no difference between theory and practice; in practice, there is."

Yogi Berra

IMPLEMENTATION SCIENCE



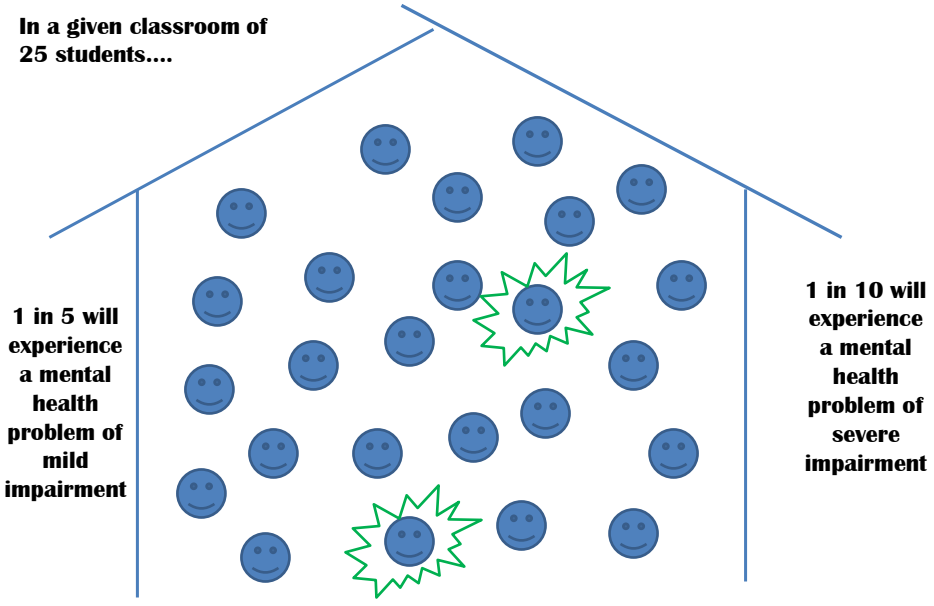
Stages of Implementation

Moving Science to Service

Fixsen & Blasé, 2005

Exploration/ Adoption	• *Should we do this?*
Installation	• *Put resources and systems in place*
Initial Implementation	• *Initial pilots and assess results*
Full Implementation	• *The practice was successful, adopt system- wide*
Innovation	• *Adopt variations of the practice and assess results*
Sustainability	• *Make this the way of doing business*

Rate Your Level of Implementation



Less than half of those who need it will get services

Why do This?

- Increasingly diverse student population
  - Language, SES,
  - Academic ability (range)
  - Social behaviors
  - Stressors at home / community
- To meet the range of needs, teachers need to:
  - Employ a range of **instructional strategies**
  - Teach **classroom routines** to support higher level thinking skills
  - **Encourage** student behaviors
  - Pointed toward **self-management**

Reactive responses are predictable….

When we experience aversive situation, we want select interventions that produce immediate relief

- Remove student
- Remove ourselves
- Modify physical environment
- Assign responsibility for change to student &/or others

When behavior doesn't improve, we "*Get Tougher!*"

- Zero tolerance policies
- Increased surveillance
- Increased suspension & expulsion
- In-service training by expert
- Alternative programming

…..*Predictable systems response!*

Erroneous assumption that student…

- Is inherently "bad"
- Will learn more appropriate behavior through increased use of "aversives"
- Will be better tomorrow…….

But….false sense of safety/security!

- Fosters environments of control
- Triggers & reinforces antisocial behavior
- Shifts accountability away from school
- Devalues child-adult relationship
- Weakens relationship between academic & social behavior programming

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 & receiving positive feedback*

EAT YOUR PEAS!

New behaviors are taught and learned when:

- There is a positive relationship between students and staff/teachers
- The expectation is clearly and concisely described
- The behavior is explicitly taught (modeled)
- There is a reinforcement for the desired behavior (and specific feedback)

Teach & Practice……..

Prevent, Teach, Acknowledge
Think about how you teach content….

- Prevention: What environmental factors are making the behavior better or worse?
- Teach: What can you do to make sure the students know what you want them to do?
- Acknowledge: “4 positives to every 1 negative” (you give out grades….)

- We can't "make" students learn or behave
- We 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

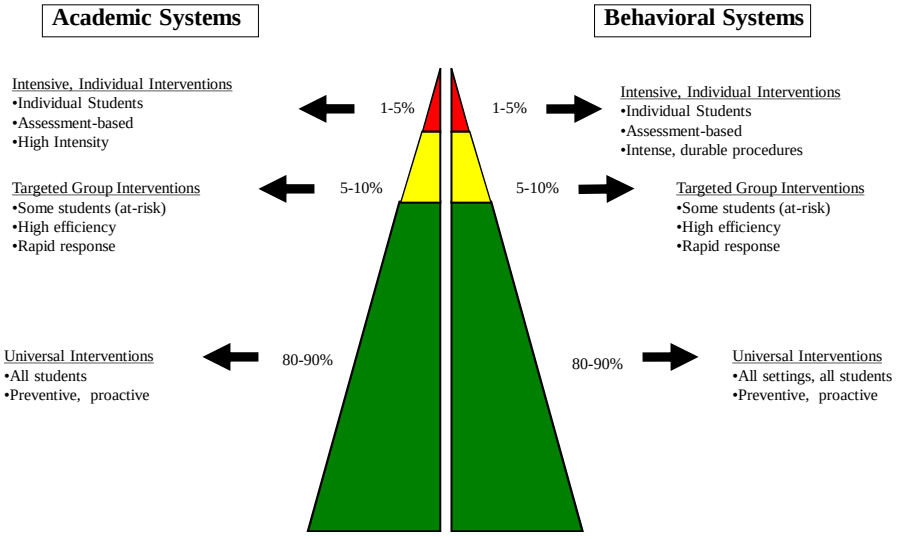
Does Everyone Know What is Expected of Them?

SW-PBS Logic!

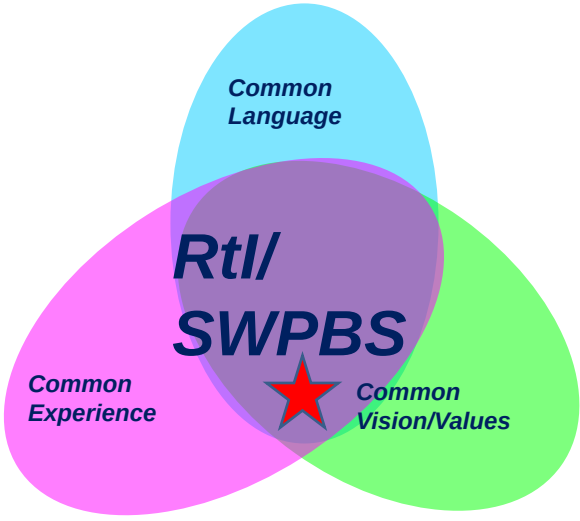
Successful individual student behavior support is linked to host environments or school climates that are effective, efficient, relevant, & durable for all students

(Zins & Ponti, 1990)

Designing School-Wide Systems for Student Success



Effective Social & Academic School Culture



SWPBS is

- Framework for enhancing adoption & implementation of
- Continuum of evidence-based interventions to achieve
- Academically & behaviorally important outcomes for
- All students

Outstanding Features of PBIS

- 3-Tiered model provides a conceptual framework and a scaffold for a whole-school approach to behavior management
- Uses archival school records and disciplinary referrals that allow estimation of a school's status and efficiency
- Applies the concept of continuous positive support to student behavior
- Addresses all school settings

What are the Factors that Make It Work?

- Consistent with the Priorities, Routines, Values and Operations of the School Context
- Is an Example of a Good Practice-Environment Fit
- PBIS Considers the School as a Dynamic System within a District and Community Context.

Factors (continued)

- **PBIS Integrates-Coordinates Key Components that are Evidence-Based and Acceptable to Educators**
- **Strong focus on Implementation Fidelity that is Measured Regularly and Prompts Actions**
- **Allows Flexible Adaptation and Fine Tuning of PBIS Components**

SCHOOL-WIDE

1.1. Leadership team

2.Behavior purpose statement

3.Set of positive expectations & behaviors

4.Procedures for teaching SW & classroom-wide expected behavior

5.Continuum of procedures for encouraging expected behavior

6.Continuum of procedures for discouraging rule violations

7.Procedures for on-going data-based monitoring & evaluation

INDIVIDUAL STUDENT

1.Behavioral competence at school & district levels

2.Function-based behavior support planning

3.Team- & data-based decision making

4.Comprehensive person-centered planning & wraparound processes

5.Targeted social skills & self-management instruction

6. Individualized instructional & curricular accommodations

EVIDENCE-BASED INTERVENTION PRACTICES

CLASSROOM

1.All school-wide

2.Maximum structure & predictability in routines & environment

3.Positively stated expectations posted, taught, reviewed, prompted, & supervised.

4.Maximum engagement through high rates of opportunities to respond, delivery of evidence-based instructional curriculum & practices

5.Continuum of strategies to acknowledge displays of appropriate behavior.

6.Continuum of strategies for responding to inappropriate behavior.

NONCLASSROOM

1.Positive expectations & routines taught & encouraged

2.Active supervision by all staff (Scan, move, interact)

3.Precorrections & reminders

4.Positive reinforcement

FAMILY ENGAGEMENT

1.Continuum of positive behavior support for all families

2.Frequent, regular positive contacts, communications, & acknowledgements

3.Formal & active participation & involvement as equal partner

4.Access to system of integrated school & community resources

School-wide

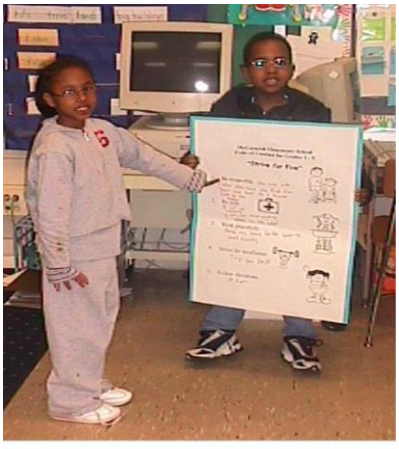
1. Leadership team
2. Behavior purpose statement
3. Set of positive expectations & behaviors
4. Procedures for teaching SW & classroom-wide expected behavior
5. Continuum of procedures for encouraging expected behavior
6. Continuum of procedures for discouraging rule violations
7. Procedures for on-going data-based monitoring & evaluation

Creating Environments to Increase the Likelihood: Universals

- Annually:
  - Revisit your set of expectations and teaching activities
  - Assess and address "problem spots" across school environments
  - Assess effective instruction and management in each classroom
- High Rates of Positive Feedback

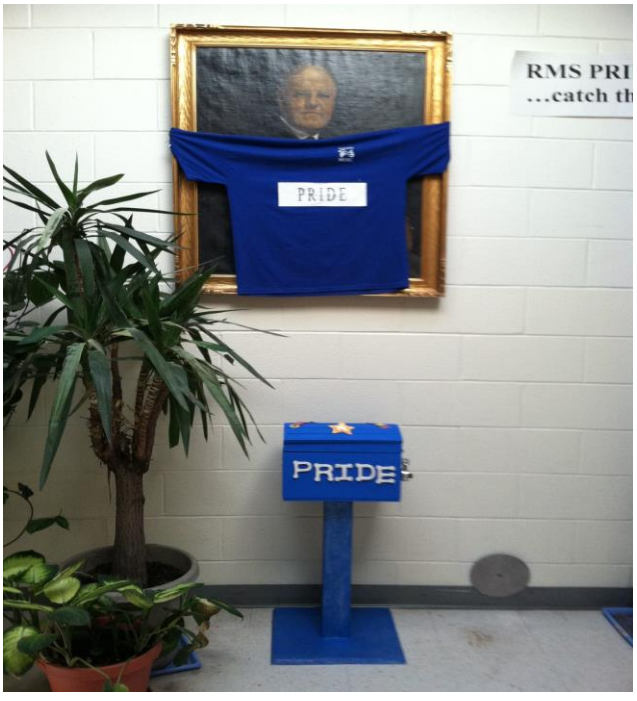
Few positive SW expectations defined, taught, & encouraged

Reviewing Strive for Five



McCormick Elem. MD 2003

- Be respectful.
- Be safe.
- Work peacefully.
- Strive for excellence.
- Follow directions.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PRIDE

	In the Classroom	In the Hallway	In the Bathroom/ Locker room	In the Cafeteria	Arrival to and Departure from school
PERSEVERANCE	•Keep Trying •Seek help when needed •Finish what you start •Maintain a positive attitude	• Prepare yourself for class quickly		• Be patient as you wait your turn in line	•Be patient as you wait •Stay in assigned area •Seek help when needed •Remove headphones from your ears before entering the building
RESPECT	•Use appropriate language and voice level •Respond positively to reasonable requests •Be considerate of others' learning	•Use appropriate language and voice level •Keep hands and feet to yourself •Make room for others to pass	•Use appropriate language and voice level •Clean up after yourself •Flush! •Place personal items in the proper receptacle •Keep walls & stalls clean	•Use appropriate language and voice level •Clean up after yourself •Be silent for announcements •Keep hands, feet, and food to yourself	•Use appropriate language and voice level •Respond positively to reasonable requests •Keep hands and feet to yourself •Remove hats and silence phones when entering the building
INTEGRITY	•Do your own work •Support others' learning styles •Report problems to an adult	•Help others in need •Report problems to an adult	•Give others privacy •Report problems to an adult	• Pay for and consume your own food and drink •Support and include one another •Report problems to an adult	• Always walk •Support and include one another •Leave the street at the door •Report problems to an adult
DISCIPLINE	•Be on time •Be on task •Be prepared •Be organized	•Walk •Keep to the right •Go directly to your destination •Keep locker closed	•Consistently follow routines •Return to room promptly	•Consistently follow routines •Honor personal space •Walk	•Follow the arrival and dismissal procedure • Enter and exit the building through the designated door •Sit in your seat when on the bus
EXCELLENCE	• Do your best work •Listen to learn and understand •Keep classroom neat •Engage in your learning	• Keep walls, lockers, and floors clean		•Leave your area clean	• Leave your area clean •Follow all bus rules

Identify Positive SW Expectations

1. Linked to social culture of school (e.g., community, mascot).
2. Considerate of social skills and rules that already exists.
3. 3-5 in number
4. 1-3 words per expectation
5. Positively stated
6. Supportive of academic achievement
7. Comprehensive in scope (school-wide – ALL students, staff, and settings)
8. Mutually exclusive (minimal overlap)
9. Contextually/culturally appropriate (e.g., age, level, language)
10. Agreement by >80% faculty and staff
11. Communicated to stakeholders (e.g., families, community members, district administrators)
12. Included in school publications (e.g., handbook, posters, newsletters)

Acknowledging SW Expectations: Rationale

- To learn, humans require regular & frequent feedback on their actions
- Humans experience frequent feedback from others, self, & environment
  - Planned/unplanned
  - Desirable/undesirable
- W/o formal feedback to encourage desired behavior, other forms of feedback shape undesired behaviors

Are "Rewards" Dangerous?

"…our research team has conducted a series of reviews and analysis of (the reward) literature; our conclusion is that there is no inherent negative property of reward. Our analyses indicate that the argument against the use of rewards is an overgeneralization based on a narrow set of circumstances."

- Cameron, 2002
  - Cameron & Pierce, 1994, 2002
  - Cameron, Banko & Pierce, 2001

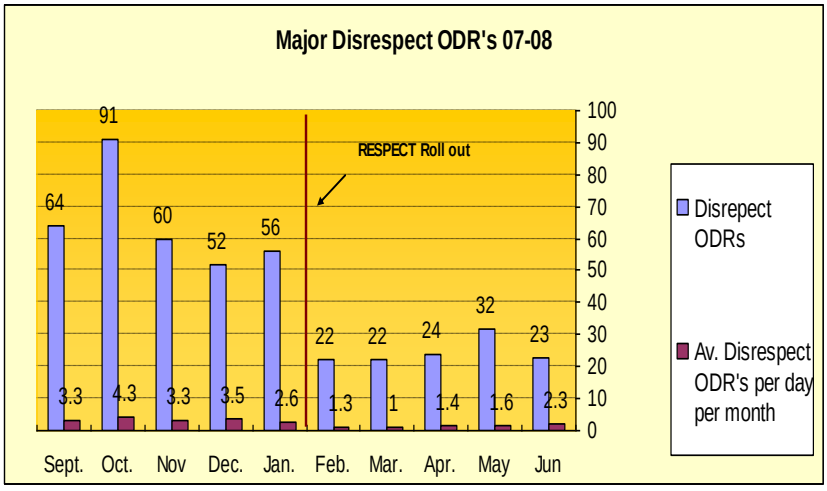
Reinforcement Wisdom!

- "Knowing" or saying "know" does NOT mean "will do"
- Students "do more" when "doing works"…appropriate & inappropriate!
- Natural consequences are varied, unpredictable, undependable,…not always preventive

Example Roll Out on Disrespect-February 2008

- **1. Identify the targeted behavior**
  - **Be Respectful in the Classroom**
- **2. Identified growth/performance goal**
  - **Reduce respect referrals by 25%**
- **3. Share with the classroom why the behavior buy-in is important**
  "We need to recognize that everybody, including you, has worth and brings value to the classroom." Nick Guadagnoli
- **4. Identify and teach learning strategy (Different Skits in all blocks)**
  - Universal team with the teachers
  - Teachers with their students
- **5. Implement Recognition and Reward Program**
  - Praise
  - Caught you doing something right card (Entered into a raffle)
  - Respectful student of the week (treated to lunch with the principal)

Did it make a difference?



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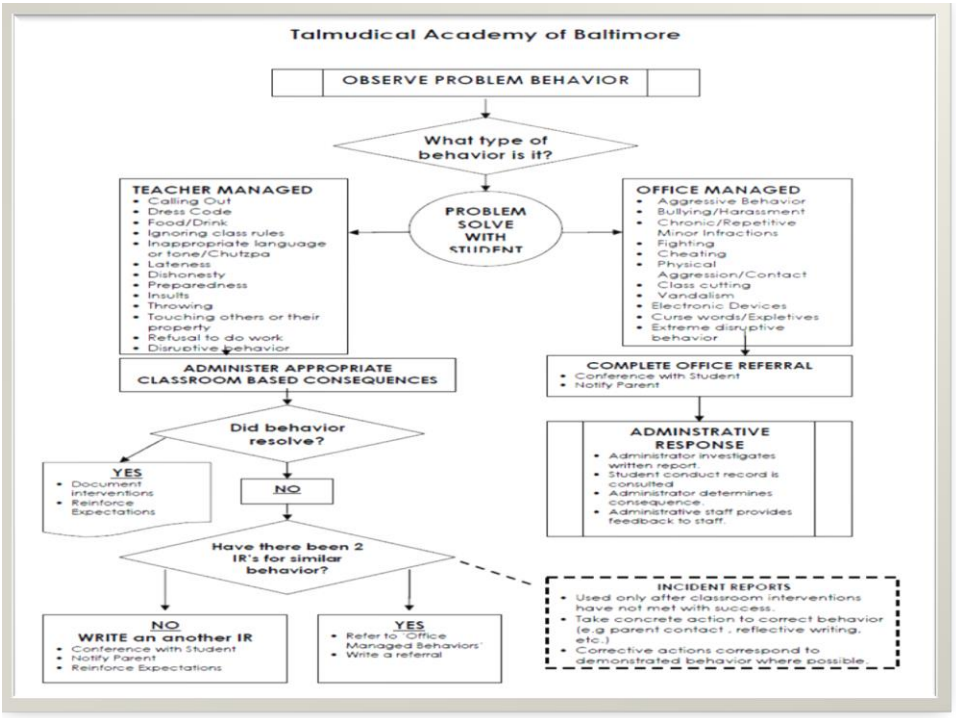
Review: Positive Cultures Happen When…

- Students move through our school and they find:
  - the rules are the same,
  - the cues are the same and
  - the consequences are the same

We have all felt the repercussions of this not being the practice in our schools



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
☐ Classroom ☐ Hallway ☐ Bathroom ☐ Lunchroom ☐ Playground ☐ O'Neil Field ☐ Bus ☐ PASS ☐ Library ☐ Unknown/other	☐ None ☐ Peer_____ ☐ Staff_____ ☐ Unknown ☐ Other_____	☐ Unsafe physical action ☐ Teasing /Taunting ☐ Argumentative/ Noncompliance ☐ Disrespect ☐ Harassment/Bullying/Threatening ☐ Inappropriate Language ☐ Fighting/ Physical Aggression ☐ Weapon ☐ Theft/ Misuse of Property ☐ Multiple minor violations ☐ Other	☐ Attention ☐ Avoid Peers ☐ Avoid Adults ☐ Avoid Academics ☐ Obtain item/activity ☐ Don't Know ☐ Other_____	☐ Restricted play ☐ Classroom Loss of recess ☐ Parent contact ☐ Conference with student ☐ Sent directly to office ☐ Contract/plan ☐ None

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

_____

_____

_____

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

☐ Conference with student	☐ In-School Suspension #of Days____
☐ Verbal/Written Warning	☐ Out-of- School Suspension #of Days____
☐ Silent Lunch #of Days_____	☐ Community Service
☐ Loss of Recess # of Days_____	☐ Parent Conference Requested
☐ After School Detention	☐ Contract /Plan
☐ Parent Notification (phone/note)	☐ Other_____

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:_____

Punishment

- Punishment stops a behavior
- But… punishment by itself has some major side effects
  - Increases escape/avoidance
  - Encourages "sneaky" behaviors
  - Generates desire for revenge
  - Makes behavior harder to change
  - Does not teach
  - You can't find a big enough hammer
  - It works both ways
  - It makes us filter (e.g., He's always mean to me!)

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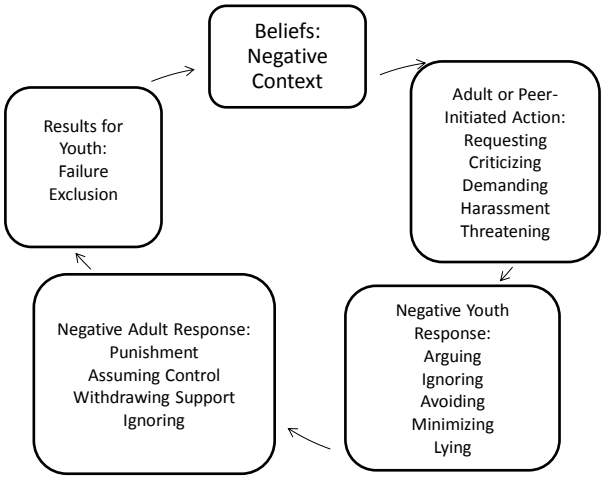
Cycle of Negative Interactions and Exclusion

*Adapted from Augsburger, 1992



Linkages Between Learning, Brain Development and Emotional and Behavioral Skills

Maltreated Children and Emotional and Behavioral Disorders

- Reactive Attachment Disorder — approximately 7% (Reams, 1999; Zeanah et al., 2004)
- Post Traumatic Stress Disorder (Reams, 1999) or the PTSD symptom of hypervigilance (Frankel, Boetsch, & Harmon, 2000; Pollak, Vardi, Bechner, & Curtin, 2000; Pollak et al., 2005)-approximately 7%
- Adjustment Disorders — 40% (Reams, 1999)
- Regulatory Disorders — 22% (Reams, 1999)

Science of Early Brain and Child Development

Shonkoff, 2002

- Cognitive, emotional and social capacities are inextricably intertwined and learning, behavioral and physical and mental health are interrelated over the life course
- Toxic stress in early years can damage developing brain architecture and lead to learning and behavioral problems and susceptibility to physical and mental illnesses
- Brain plasticity and the ability to change behavior decrease over time

Stress interferes with learning

- Attention
  - Stress makes it hard to concentrate
- Organization and other executive functions
- Memory
- Under stress students and adults will work harder but produce poorer quality work

- Daniel Coleman

Developmental Trauma Disorder

(van der Kolk, 2005)

"many problems of traumatized children can be understood as efforts to minimize objective threat and to regulate their emotional distress" (p.403)

- These are survival responses to disordered or dangerous environments

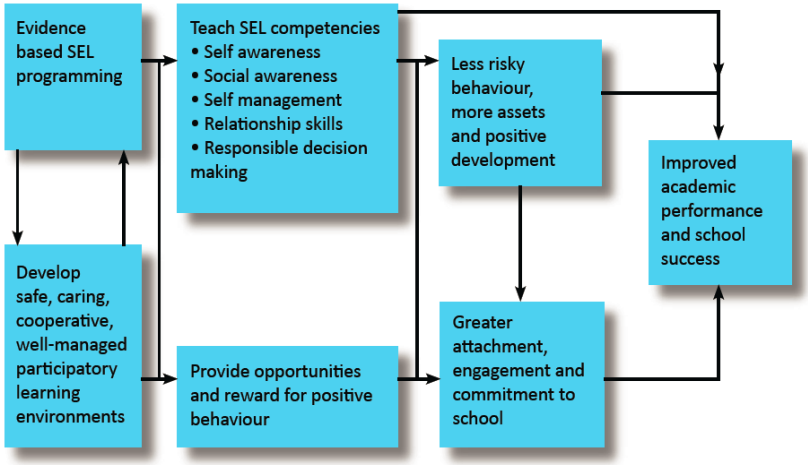
"{the child's} maladaptive behaviors tend to inspire revulsion and rejection…and is likely to lead to labeling and stigmatizing children for behaviors that are meant to ensure survival." (p. 404)

Children/Youth Who Have Experienced Trauma Need a Structured Environment

- Structuring is proactive, positive action
  - To prevent problems.
  - Insure success.
- Traumatized children need:
  - A Trusted Adult to Protect Them
  - A Safe Environment
  - A Predictable Environment
  - A Patterned Environment
- New development occurs only when the child feels safe and secure.
- Consistency=Predictability=Security (Landreth, 2002)

Logic for Teaching Positive Social Emotional Skills

Fig 1: Adapted from CASEL (2003) The role of social and emotional learning in academic achievement



Big Ideas of PBIS

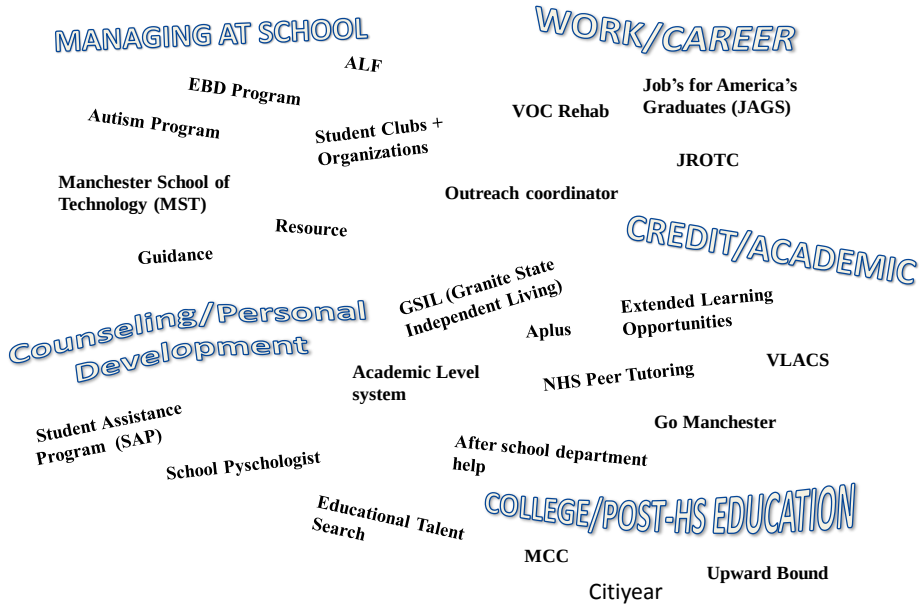
1. ALL students are part of ONE proactive educational system.
2. Employ evidence based curriculum, instruction, and interventions matched to student needs.
3. Organize those practices into a multi-tiered continuum of supports.
4. Professional development (onsite and offsite) and follow-up modeling and coaching are provided to faculty/staff to ensure effective instruction at all levels.
5. Work in teams representing all key stakeholders using a shared decision-making process.
6. Create, articulate, and implement a framework with 3-5 positively-stated behavior expectations.
7. Consider culture (be trauma-informed).
8. Data are used to guide decisions and to build the system.

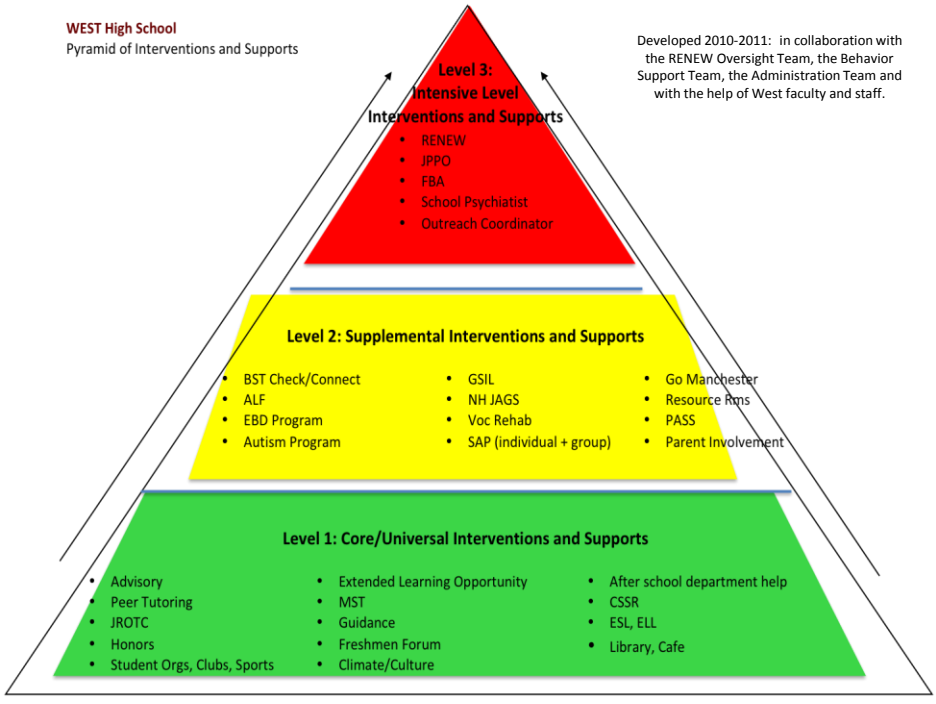
Group Activity

- "Vote" on the Big Ideas

ORGANIZING YOUR SERVICES/RESOURCES

What do we already do? For whom? Is it effective?…


MANAGING AT SCHOOL
ALF
EBD Program
Autism Program
Student Clubs + Organizations
Manchester School of Technology (MST)
Resource
Guidance
WORK/CAREER
VOC Rehab
Job's for America's Graduates (JAGS)
JROTC
Outreach coordinator
CREDIT/ACADEMIC
Extended Learning Opportunities
VLACS
Go Manchester
Counseling/Personal Development
GSIL (Granite State Independent Living)
Aplus
Academic Level system
NHS Peer Tutoring
Student Assistance Program (SAP)
School Pyschologist
After school department help
COLLEGE/POST-HS EDUCATION
Educational Talent Search
MCC
Upward Bound
Citiyear


WEST High School
Pyramid of Interventions and Supports
Developed 2010-2011: in collaboration with the RENEW Oversight Team, the Behavior Support Team, the Administration Team and with the help of West faculty and staff.
Level 3: Intensive Level Interventions and Supports
RENEW
JPPO
FBA
School Psychiatist
Outreach Coordinator
Level 2: Supplemental Interventions and Supports
BST Check/Connect
ALF
EBD Program
Autism Program
GSIL
NH JAGS
Voc Rehab
SAP (individual + group)
Go Manchester
Resource Rms
PASS
Parent Involvement
Level 1: Core/Universal Interventions and Supports
Advisory
Peer Tutoring
JROTC
Honors
Student Orgs, Clubs, Sports
Extended Learning Opportunity
MST
Guidance
Freshmen Forum
Climate/Culture
After school department help
CSSR
ESL, ELL
Library, Cafe

Implementation of Effective Practices with and without an Implementation Support Team

	Implementation Team	No Implementation Team
Percent of Implementation	80%	14%
Time	3 Years	17 years

Balas & Boren, 2000; Fixsen, Blase, Timbers, & Wolf, 2001

Composition of the Universal School Leadership Team

- Administrators
- Curriculum/Assessment Director
- General Education Classroom Teacher
- Special Education Teacher
- Behavior Specialist/Guidance/Psychologist
- Reading/Literacy Specialist and/or Title I Coordinator
- Family Member
- Paraeducator

Identify Team Member Roles

- **Team Leader** - starts the meeting, reviews the purpose of the meeting, facilitates the meeting by keeping the team focused on each step
- **Recorder** - taking notes, transcribing the team's responses on flip chart paper, transparency, etc
- **Timekeeper**- monitors the amount of time available keeps the team aware of time limits by giving "warnings" (i.e., "10 minutes left")
- **Data Specialist**- is trained in entering and accessing data from the SWIS data system
- **Content Specialist**- competent with behavioralprinciples and assists in analyzing data
- **Administrator**- actively encourages team efforts, provides planning time, feedback, and support initiatives
- **Communications** – acts as the point person for communication between the team and staff regarding PBIS and behavior issues
- **PBIS Coach**- district-level (external) or school-based (internal) individual that facilitates the team through the process, becomes the school's main contact

Tasks of the Universal School Leadership Team

1. Lead the Universal System
2. Meet regularly
3. Identify key issues/concerns
4. Conduct a site analysis
5. Identify data management system (SWIS, Performance Pathways, district system)
6. Develop/revise the school-wide PBIS program using current data

Tasks of the Universal School Leadership Team

7. Actively communicate with staff members and families regarding the activities of the school team
8. Develop lesson Plans and ensure the understanding, implementation and maintenance of the school-wide PBIS program
9. Serve as exemplars for staff and families

Team Installation

1. Collaborative-wide Team
2. School Leadership Teams
    1. Clusters, grade levels
    2. Curriculum, instruction, etc.

Prepare for Working Smarter

(Not Harder)

- Identify the multiple committees within our school
- Identify purposes, outcomes, target groups, and staff
- Identify how school-wide PBIS can be integrated into existing committees and initiatives

Sample Committee/Group Review Matrix

Committee/ Work Group	Purpose	Expected Outcome	Target Group	Membership	Relation to School Mission & School Improvement Plan (1 = low, 5 = high)	Priority (1 = low, 5 = high)
Attendance Committee					1 2 3 4 5	1 2 3 4 5
Character Education					1 2 3 4 5	1 2 3 4 5
Safety Committee					1 2 3 4 5	1 2 3 4 5
School Spirit Committee					1 2 3 4 5	1 2 3 4 5
Discipline Committee					1 2 3 4 5	1 2 3 4 5
DARE Committee					1 2 3 4 5	1 2 3 4 5
EBS Work Group					1 2 3 4 5	1 2 3 4 5

Resource Mapping

District/Community								
Organization, project, program, or initiative	**Purpose**	**Service delivery location**	**Target population served/number served**	**Activities/services**	**Partnering agencies**	**Expected outcomes**	**Data: what is available?**	**Contact**
Boys and Girls Club Teen Center	To reach out to all youth to become productive youth	Before/After School programs; Vacation and summer; Programs and camps	Youth in Manchester	Arts, character leadership, education and career development health and life skills sports, fitness and recreation.	Manchester School of Technology	Build skills and community involvement.		
Center for Adult Learning	Adult Ed program for students who have dropped out	High School courses, College Prep courses	Students who have dropped out, College Prep High School Students (175 stdnts)	Vacation and summer		To earn credits for classes and prepare for college; To gain meaningful		
Makin it Happen	To improve drop out and enhance positive youth develop.		All students. The majority of students are helped in school	Training/Curriculum	Health dept. Salvation Army			Kelly Hobbs- 622-1305; www.makinithappen.org
Manchester Community Resource Center	Computer classes, career training, ESL, Financial	Lake Avenue	Wide Variety of Age	Training in academics and careers	NH Works, Voc Rehab, WIA	To Help with employment		Contact Info: 647-8967
My Turn	Case Management, Employment and Career Guidance/ at Risk and Drop out	In Schools	Needy at Risk students about 140 served in NH	Instruction, job coaching, skills training, resume writing and guidance	NH Doe District	Students will be able to be employed in a skilled job area and/or go on to college		Contact Info: 624-6363

YEAR 1 OBJECTIVES (Use the TIC to guide your plan)

- Establish leadership team
- Establish staff buy-in
- Build working knowledge & foundations of SW-PBS practices & systems
- Develop Behavior Expectations and Matrix by location
- Design and put into place a data collection system.
- Develop list of problem behaviors (major and minors) and rules for responding (student correction, re-teaching, time-out, etc.)
- Determine when expectations will be taught and plan for implementation.
- Determine staff development needs and plan.

MISSION STATEMENT

The purpose of the our PBIS Team is:

Example: “to guide, support, and sustain the development of structures and systems that foster a positive school climate and promote student learning”

AGENDA Item:

This will be done by: engaging families,

supporting staff.

This will be done by guiding and supporting over time the necessary structures…

Mission Statement: Brainstorm Key Words

Mission Statement

- Our team will be responsible for:
- We will have oversight of:
- We are concerned about:
- We will do our work by:

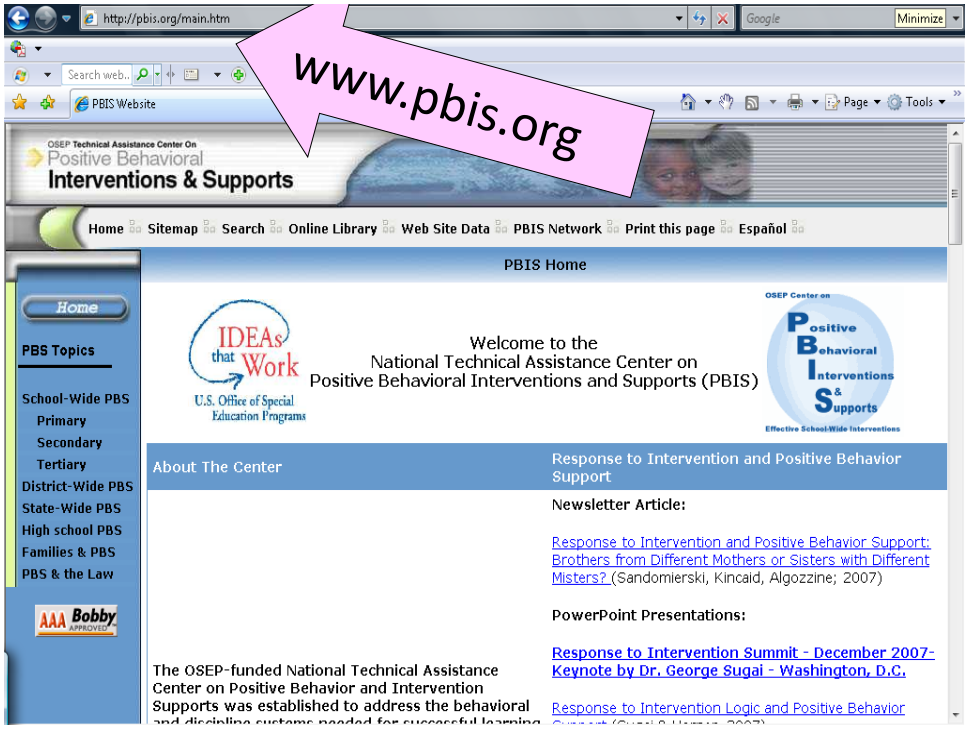
PBIS Leadership Team Meeting Notes

Team Name:_____
Date:_____
Moderator/Facilitator:_____
Note Taker:_____
AGENDA ITEMS:

Item/ ISSUE	DECISION MADE	ACTION ITEMS	WHO	WHEN
•				

Suggested Timeline for 2014

NEXT STEPS

- Next Team Meeting
- Subgroups:
  - Committee Audit/Inventory
  - Communication

Team Implementation Checklist (TIC)