



Positive **B**ehavioral **I**nterventions and **S**upports

The positive alternative to school behavior plans

Traditional Management

- Reactive approach- discipline
- Teacher makes rule
- Teacher tells students rule
- Teacher expects students to follow rule
- Punish/discipline when they do not follow rule
- Following rule is expected not rewarded
- Rules are expected to be followed even if a Kindergartener doesn't know what it mean to respect others

What is PBIS?

- Proactive approach- management
- School wide behavior plan
- Teaching behavior expectations
 - Just like teaching students in academic areas
- Practicing behavior expectations
 - Teach, model, practice, observe
- Reducing negative behaviors by rewarding positive behaviors
- Incentives for being good (caught being good tickets)
- Students know what is expected and what it means

Why it would work!

We can't assume that students know how to act
we have to teach it

- Just like teaching students HOW to do math
- PBIS teaches students the expectations of HOW to behave
- Consistency
 - Common language
 - Common practices
 - Common rewards
 - Common consequences
- Staff as a whole can target a behavior they want to change and work to do that
- Use data to inform progress and decisions
- Elementary students LOVE positive recognition this gives that to them

Key Principles and Ideas

- Determine appropriate behaviors
- Teach appropriate behaviors
- Observe and praise appropriate behaviors
- All children can exhibit positive behavior they need to know what the expectation is
- Intervene early
 - Differentiated tiers for behavior when universal supports aren't enough
- Use data to make decision

What it looks like school wide

- 3-5 positively states rules
 - Easy to remember
 - Easy to teach
- Consistency from adult to adult
- Matrix of expectations in each area of school
 - What does that rule look like?
 - What does that rule feel like?
- Positive reinforcement for following the expectations that have been taught and practiced

Harmon Hawks Expectations



Harmon students . . .
Always respectful
Work cooperatively
Kind to others
Stay safe!

Expectations Matrix

	Bathrooms	Arrival / Dismissal	Cafeteria	Classroom	Hallways	Outdoor Recess	Indoor Recess	Assemblies
Respectful	<ul style="list-style-type: none"> Respect others privacy Flush toilets Put trash in garbage Knock on stall doors Use only what you need Use quiet voices 	<ul style="list-style-type: none"> Stay in your line Keep hands and feet to self Use quiet voices Be on time Be ready Listen to directions 	<ul style="list-style-type: none"> Listen to adults Quiet voices Clean up your area 	<ul style="list-style-type: none"> Raise hand to speak Use quiet voices Listen actively when others are speaking Take care of school and personal property 	<ul style="list-style-type: none"> Walk silently Keep lockers closed and personal items out of hallway 	<ul style="list-style-type: none"> Listen to adults Line up quietly when given signal Keep playground clean Pick up equipment and return to owner 	<ul style="list-style-type: none"> Listen to adult Return equipment to appropriate storage space Use indoor voices 	<ul style="list-style-type: none"> Sit quietly Active Listening Eyes forward Criss cross applesauce
Work Cooperatively	<ul style="list-style-type: none"> Report problems to adult Return to class promptly Use restroom and materials appropriately 	<ul style="list-style-type: none"> Listen to directions Keep hands and feet to self Stay in line Be on task Model appropriate behavior Use assigned entrance 	<ul style="list-style-type: none"> Enter and exit quietly with class Wait quietly in line Wait your turn 	<ul style="list-style-type: none"> Share Take turns 	<ul style="list-style-type: none"> Stay in one line Walk with eyes forward 	<ul style="list-style-type: none"> Take turns Share equipment Allow everyone to play 	<ul style="list-style-type: none"> Take turns Share equipment Allow everyone to play 	<ul style="list-style-type: none"> Enter and exit quietly with class
Kindness	<ul style="list-style-type: none"> Give others privacy 	<ul style="list-style-type: none"> Give others personal space Greet others with a smile 	<ul style="list-style-type: none"> Say please and thank you, and excuse me 	<ul style="list-style-type: none"> Use kind words Encourage others 	<ul style="list-style-type: none"> Hands and feet to self Observe personal space 	<ul style="list-style-type: none"> Use put ups Encourage each other 	<ul style="list-style-type: none"> Use put ups Encourage each other 	<ul style="list-style-type: none"> Clap when appropriate Use good manners Observe personal space
Safety	<ul style="list-style-type: none"> Wash hands Walk Keep water in sink Keep feet on floor Keep hands and feet to self 	<ul style="list-style-type: none"> Keep hands and feet to self Listen to directions Face forward Wear backpack and clothing properly Use walking feet 	<ul style="list-style-type: none"> Sit on bottom with feet on floor and facing table Keep all food to self Use utensils correctly 	<ul style="list-style-type: none"> Use walking feet Keep hands and feet to self Sit properly in chair 	<ul style="list-style-type: none"> Stay to the right Walk Walk directly to destination Keep doorways clear 	<ul style="list-style-type: none"> Use equipment safely Hands and feet to yourself Seek out peer mediators or adults for help 	<ul style="list-style-type: none"> Use approved recess items Keep hands and feet to self Seek out adult to help 	<ul style="list-style-type: none"> Hands and feet to yourself

Consequence Matrix

Minor Behavior Problem <i>Behaviors that impact only the student</i>	Minor Behavior Problem <i>Behaviors that interfere with the learning of others</i>	Major Behavior Problem <i>Behaviors that affect an orderly environment</i>	Major Behavior Problem <i>Harmful/Illegal behaviors</i>
<ul style="list-style-type: none"> • Not prepared • Out of seat • Not following directions • Not in line • Refusing to work • Uncooperative • Running 	<ul style="list-style-type: none"> • Talking out of turn • Teasing/name calling • Unsafe or rough play • Disrespect towards property • Excluding others • Gossiping/rumors 	<ul style="list-style-type: none"> • Cheating • Inappropriate language • Leaving classroom without permission • Disrespectful to adults and peers • Bullying 	<ul style="list-style-type: none"> • Fighting • Threats- both verbal or physical • Weapons • Theft
<p>Consequences may include:</p> <ul style="list-style-type: none"> • Timeout in room • Parent contact • Think sheet • Loss of privilege • Moving seat <p><i>*Students should only receive referrals at this level AFTER at least 3 reteaching opportunities have occurred unsuccessfully and 3 consequences have been applied with no results</i></p>	<p>Consequences may include:</p> <ul style="list-style-type: none"> • Timeout in room • Parent contact • Think sheet • Loss of privilege • Moving seat • Behavior contract • Admin/parent/teacher conference <p><i>*Students should receive referrals if ideas for controlling behaviors have not been successful</i></p>	<p>Consequences may include:</p> <ul style="list-style-type: none"> • Timeout in room • Parent contact • Think sheet • Loss of privilege • Moving seat • Behavior contract • Admin/parent/teacher conference • Flip flop lunch • Social worker intervention <p><i>*Students should be referred to office at the referring teacher's discretion</i></p>	<p>Consequences may include:</p> <ul style="list-style-type: none"> • IMMEDIATE office referrals should occur with this level of infraction

What it looks like in a classroom

Respectful

- Raise hand
- Listen to directions
- Follow directions immediately

Cooperative

- Work with others in group activities
- Work independently when asked

Kind

- Use kind words to others
- Treat others the way you would like to be treated

Safe

- Walk in the room
- Keep hands and feet to yourself

Expectations are specific to each area of the building so the 4 main rules are broken down into what that looks like and feels like for students.

Students can be caught being good and get a “ticket”

Tickets are used for instant reward and recognition

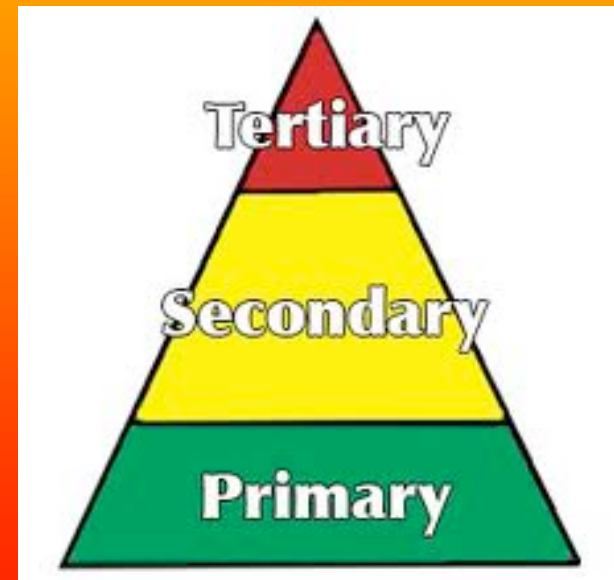
Tickets can be used for later long term rewards too

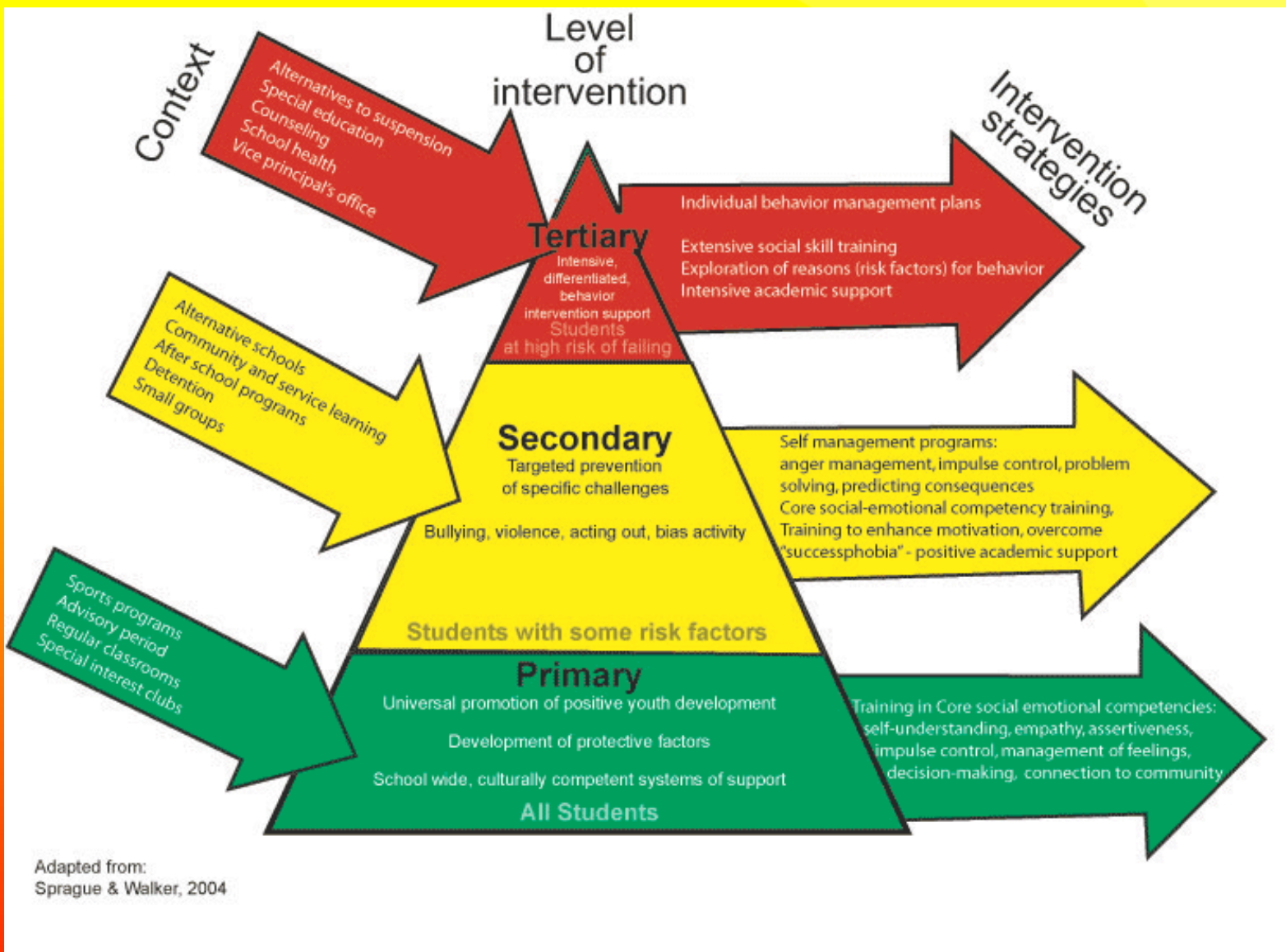
What it looks like for a student:

- Students learn the expectations
 - teach, model, practice, observe
- Students have opportunities to practice expectations
 - Staff schedules training sessions for all students
 - Beginning of the year and refreshers after breaks
- Students sign a contract after training sessions
- Students are praised and rewarded for following expectations
 - Caught being good tickets
 - Reward events
- Students have a consistent set of consequences when they do not follow expectations
- Every teacher in every classroom or in the hallways know how students are expected to act and that they have been TAUGHT how to do that

What is PBIS Isn't Enough?

- PBIS is a universal way to address behavior should work for primary (green)
- Some students might need more specific interventions on top of PBIS (yellow)
- Some students will need even more intensified interventions (red)
- Tiers of students





How can you tell its working?

Data!

- Track office referrals from students
 - Staff sets up additional interventions for “repeat offenders”
 - Students that more intervention is needed then the universal supports
 - keeps track of interventions with those students
- Track areas that need work
 - a lot of referrals at recess something needs to change
- Provide additional training in those areas (see if it works)
- If it doesn't change recess environment (what classes go when, what games are allowed, adults available, peer mediation available etc)