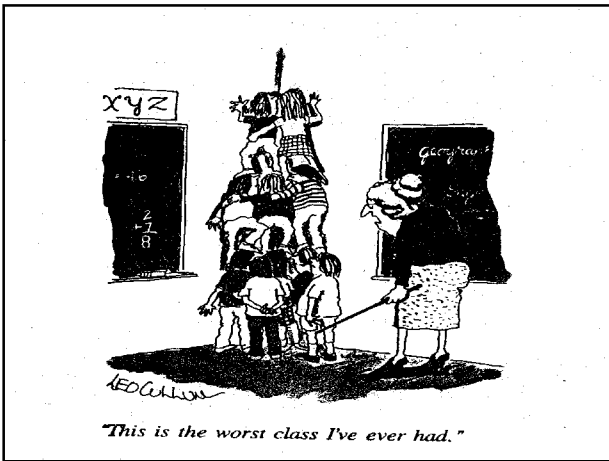


School-Wide Positive Behavior Intervention and Support: Overview

Presentation adapted from George Sugai & Rob Horner
OSEP Center on PBIS
Center for Behavioral Education & Research
University of Connecticut



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

What does SW-PBIS look like?

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

SW-PBIS is about....

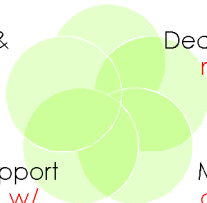
Improving classroom & school climate

Integrating academic & behavior initiatives

Decreasing reactive management

Improving support for students w/ needs

Maximizing academic achievement



SW-PBIS Logic!



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

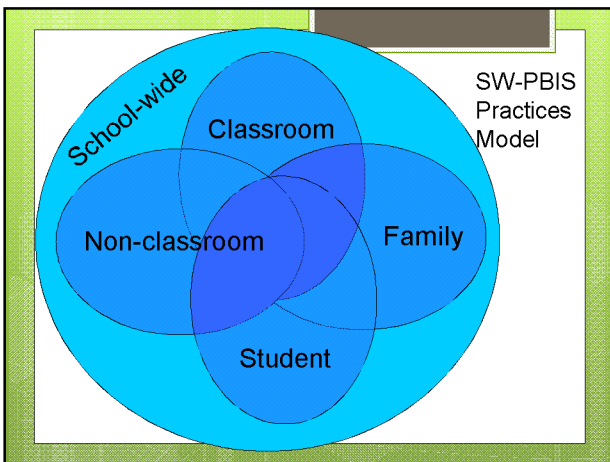
(Zins & Ponti, 1990)

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**





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**

Non-classroom

- **Positive** expectations & routines taught & encouraged
- **Active supervision by all staff**
 - Scan, move, interact
- **pre-corrections** & reminders
- **Positive reinforcement**

Classroom

- Classroom-wide **positive expectations** taught & encouraged
- Teaching classroom **routines & cues** taught & encouraged
- Ratio of **6-8 positive** to **1 negative** adult-student interaction
- **Active supervision**
- **Redirections for minor**, infrequent behavior errors
- **Frequent pre-corrections** for chronic errors
- **Effective academic instruction & curriculum**

Individual Student

- **Behavioral competence at school & district levels**
- **Function-based** behavior support planning
- **Team- & data-based** decision making
- Comprehensive person-centered planning & wraparound processes
- Targeted social skills & self-management instruction
- Individualized instructional & curricular accommodations

Family

- **Continuum** of positive behavior support for all families
- Frequent, regular **positive contacts**, communications, & acknowledgements
- Formal & **active participation** & involvement as equal partner
- Access to system of integrated **school & community resources**

Expectations

- **Must be well stated and organized**
- **Identify overarching character traits or social skills that crystallize the expectations of student and staff behavior in their building**
- **Notice...no rules, but expectations**



What does this look like at Apollo High School?

Let's get down to the details

What is it? Why do we use it?

Systematic Approach

Everyone is on the same page,
speaking the same language



THE TEAM

- Group of selected staff (the do-ers)
- Reflective of the entire staff
- Monthly meetings
- Review discipline data and make data driven decisions based on need
- Implement interventions

Apollo Eagles Dare To Soar

The Apollo Community will promote caring relationships, mutual respect, and ownership of behaviors by providing a foundation for academic success within a safe, caring learning environment.

	Classrooms	Hallways	Commons	Extra-Curricular
S A F E T E	<ul style="list-style-type: none"> Follow instructions Use materials and equipment correctly Keep hands and feet to self Keep your area clean Use electronic devices appropriately 	<ul style="list-style-type: none"> Use hallways to get to or from class Walk at a good pace Stay to the right Use a quiet voice Report concerns to an adult 	<ul style="list-style-type: none"> Keep it clear and clean Keep hands and feet to self Follow directions Promote a harassment free environment Report concerns to an adult 	<ul style="list-style-type: none"> Allow free access to all walkways, exits and entrances Follow instructions Follow all sports and event safety procedures
O P T I M I S M	<ul style="list-style-type: none"> Help others Use positive words Achieve your academic goals 	<ul style="list-style-type: none"> Be cheerful Use polite greetings Have quiet conversations Smile 	<ul style="list-style-type: none"> Smile at others Be polite to others in line and at the tables Use your time wisely Make healthy choices 	<ul style="list-style-type: none"> Practice good sportsmanship Participate Cheer appropriately Show appreciation at events Show enthusiasm
A C C E P T A N C E	<ul style="list-style-type: none"> Be willing to work with everyone Listen when others are talking Be kind Be open to other ideas 	<ul style="list-style-type: none"> Smile and greet others Be polite to everyone Allow others to pass Practice kindness 	<ul style="list-style-type: none"> Welcome new people to your table Keep conversations positive Recognize different uses of our commons 	<ul style="list-style-type: none"> Include others Be friendly to fans from other schools Accept the officials' decisions
R E S P E C T	<ul style="list-style-type: none"> Attend your classes Be on time Come prepared Complete assignments Use a quiet voice 	<ul style="list-style-type: none"> Use appropriate tone and language Keep free of food and drinks Use trash cans Maintain personal space Follow school dress code 	<ul style="list-style-type: none"> Keep your area clean Promote a harassment free environment Thank a cook! Use appropriate tone and language 	<ul style="list-style-type: none"> Be aware and considerate of those around you Use appropriate language Follow event etiquette Applaud


All expectations are enforced school-wide. Students need to be aware that all expectations carry over to all parts of the Apollo Campus and all school related events.

Lessons

- Expectations need to be directly taught to the students
- Theme lessons for the week, with one longer lesson per month
- Lessons created are:
 - Differentiated by teacher
 - Age appropriate
 - Wide variety of "styles"

How do we reinforce the expectations on the Matrix?

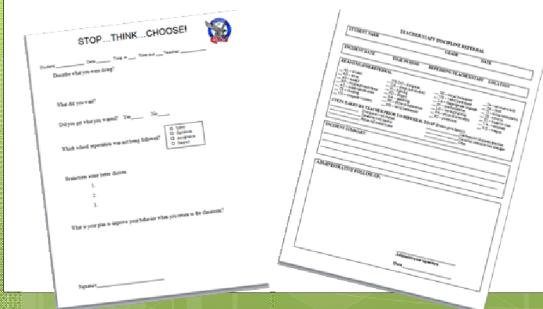
S.O.A.R.ing Eagle Slip



Student Name: _____
Staff Name: _____

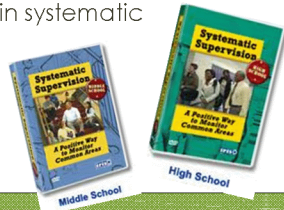
Expectation Met: S O A R (Circle one)

How do we re-teach the behaviors on the matrix?



Active Supervision

- Enforce Supervision in "non-classroom areas"
 - Anywhere that "curriculum" is not used as a behavior management tool
- Reinforce Staff behaviors
- Provide training in systematic supervision



Data driven decisions

- Office Discipline Referrals (ODRs)
- School-wide surveys (SAS)
- Evaluation conducted by outside source (SETT)
- Team Implementation Check list (TIC)



DATA drives DECISIONS!

Apollo High School Advisory Rtl Plan 2011-12

Advisory RtI Plan

- o School-wide system to help students
- o Focus on younger students – 9th & 10th
- o Occurs during the school day
- o Involve as many adults as possible
- o All teachers as “interventionists”
- o Method to document student contacts
- o Method to share information with staff and parents

Advisory RtI Plan

- o Spring of 2011 - pilot with 6 teachers
- o Regular Ed and SpEd
- o Developed Advisory Referral List
- o MAP, MCAs, Grades, SIS information
- o Attendance, Academics, Behavior
- o Focus on Tier II/III students
- o Students checked twice per week

Advisory RtI Plan

- Document contacts made with students
- Google Docs
- Keep a mini-profile on each Tier II/III student
- www.google.com/a/cpanel/apps.isd742.org

Advisory Rtl Plan

- P/T conferences, IEP mtgs, Behavior Improvement Team mtgs, counselors, parent mtgs, etc.
- Working document
- Development of content specific interventions

Questions

Contact Information

Charlie Eisenreich

charles.eisenreich@isd742.org

Steve Wagner

steven.wagner@isd742.org

Megan Pederson

megan.pederson@isd742.org
