Positive Behavioral Interventions and Supports (PBIS)

Adapted from power point: March 3, 2014
MiMi Gudenrath
Georgia Department of Education

Building positive school cultures in Georgia.
Learning Objectives

• Define key features of PBIS

• Understand why schools should implement the PBIS framework
PBIS is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school’s sense of safety, improve school climate, and support improved academic outcomes for all students.

http://www.youtube.com/watch?v=I5_ttGPa4nk
Traditional Discipline versus PBIS

**Traditional Discipline**

- Goal is to stop undesirable behavior through the use of punishment
- Focuses on the student’s problem behavior

**PBIS**

- Goal is to stop undesirable behavior by:
  - Replacing with a new behavior or skill
  - Altering environments
  - Teaching appropriate skills
  - Acknowledge appropriate behavior more frequently
Schools that implement with fidelity demonstrate

• Up to 50% reduction in office discipline referrals
• Reductions to suspension rates
• Improved attendance
• Improved academic achievement
• Improved staff morale
Murray County: *Discipline events have reduced by 45%.*

Office Discipline Referrals

- 2008-09
- 2011-12

*System reported data.*

4th Year of Implementation
Griffin-Spalding County

Discipline Summary 2009-2012

• All Discipline Incidents Reduced by 38%
• ISS Days Reduced by 45%
• OSS Days Reduced by 30%
• Bus Referrals Reduced by 53%
• Graduation Rate Increased 10%

*2009-10 Year 1 of School-wide PBIS Implementation
The Critical Elements of School-Wide PBIS

1. The PBIS Team-Administrative Support
2. Clear Expectations & Rules
3. Lesson Plans for Teaching Behavior
4. Data Entry & Analysis
5. Reward/Recognition Program (Feedback)
6. Effective Discipline Process
7. Faculty Commitment, Participation
8. Implementation Planning
9. Classroom PBIS Systems
10. Evaluation

(Kincaid, Childs & George, 2005)
Why SWPBIS?

• The fundamental purpose of SWPBIS is to make schools more effective learning environments.
What is the Context of the Problem?
Youth misbehavior in our schools impacts safety, instructional opportunities, the dropout rate, our employable workforce and tragically our prison population.
How Do School Systems Respond to Problem Behavior?

- Expansive Zero Tolerance Umbrella
- *Revisions to Code of Conduct policies to include stricter responses*
- Funding for more School Safety Officers
- Installation of more security cameras
- Self-Defense training for educators
How Do Schools Typically Respond to Problem Behavior?

• Reactive/Consequence Strategies
  — Office referral, detention, suspensions, etc.
  — Consequences will not teach the “right way”
  — Consequences may actually reinforce the behavior of concern

• Restrictive and segregated settings

• Individual counseling and therapy

• Implement packaged programs

• These responses are not providing the outcomes that help kids
What does the research/science tell us about behavior?

• Behavior is **learned** and can be taught

• Behavior is **predictable**

• Behavior is **maintained** by the consequences

• Punishment **does not teach** appropriate behavior
What Does Research Say About Prevention?

• Positive, predictable **school-wide climate**
• High rates of **academic** & social success
• Formal **social skills** instruction
• Positive **active supervision & reinforcement**
• Positive **adult role models**
• **Multi-component, multi-year** school-family-community effort

• Surgeon General’s Report on Youth Violence (2001)
• Coordinated Social Emotional & Learning (Greenberg et al., 2003)
• Center for Study & Prevention of Violence (2006)
• White House Conference on School Violence (2006)
Rationale: **6,551 tardies** are impacting instruction. Many or few? **Many**

Expectation to be addressed: **Be Prepared**

Rule not followed by many: **Students must be in seat before tardy bell.**

Lesson: AP will have someone film him crawling from one class to another with a backpack, stopping at his locker and still making it to his seat under 5 minutes. Film will be shown in homerooms and reinforced with group acknowledgement.

Teaching video on YouTube - [http://www.youtube.com/watch?v=Dwj4hhfRpro](http://www.youtube.com/watch?v=Dwj4hhfRpro)

**Many of the high schools we train report over 10,000 documented tardies.**
Mary Persons High School-Monroe County

All Tardies

- 2012
- 2013
Using Data to Make Decisions

School teams rarely have access to the data they need to determine their monthly discipline trends.

Step 1: Problem Identification
What’s the problem?

Step 2: Problem Analysis
Why is it occurring?

Step 3: Intervention Design
What are we going to do about it?

Step 4: Response to Intervention
Is it working?
Big 7 Data Collection & Analysis

How many referrals are there:

1. Per day each month?
2. Based on location?
3. Based on the type of behavior?
4. By grade level?
5. By days of the week?
6. By student?
7. By time of day?
Self-Assessment Survey (SAS)

- **WHO:** Completed by all teachers, staff and administrators in your school building

- **WHAT:** Examines the status and need for improvement of four behavior support systems (school-wide, classroom, non classroom, individual students)

- **WHERE:** At your school

- **WHEN:** Annually, usually at the beginning or towards the end of each school year

- **HOW:** All school staff take the survey online at PBIS Assessment: [www.pbisassessment.org](http://www.pbisassessment.org)
Online View of Self-Assessment Survey (SAS)

PBIS Self Assessment Survey

Please indicate your role at the school:

- Administrator
- General Educator
- Educational/Teacher Assistant
- Special Educator
- Counselor
- School Psychologist
- Community Member
- Parent/Family Member
- Other
Online View of Self-Assessment Survey (SAS)

School-wide Systems - School-wide is defined as involving all students, all staff, & all settings.

For each of the statements below, click on the appropriate button:

a. “What is the current status of this feature (i.e. in place, partially in place, not in place)?”

b. For each feature rated Partially In Place or Not In Place, “What is the priority for improvement for this feature (i.e., high, medium, low)?” For each feature rated In Place, leave the Priority for Improvement blank.

<table>
<thead>
<tr>
<th>Current Status</th>
<th>Priority for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Place</td>
<td>High</td>
</tr>
<tr>
<td>Partial In Place</td>
<td></td>
</tr>
<tr>
<td>Not In Place</td>
<td></td>
</tr>
<tr>
<td>Don't Know</td>
<td></td>
</tr>
</tbody>
</table>

1. A small number (e.g. 3-5) of positively & clearly stated student expectations or rules are defined.

2. Expected student behaviors are taught directly.

3. Expected student behaviors are rewarded regularly.

4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.

5. Consequences for problem behaviors are defined clearly.

6. Distinctions between office v. classroom managed problem behaviors are clear.

7. Options exist to allow classroom instruction to continue when problem behavior occurs.
# SAS Individual Items Report

<table>
<thead>
<tr>
<th>School Year</th>
<th>Number of Responses</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>32</td>
<td>05/17/2009</td>
</tr>
</tbody>
</table>

## Current Status vs. Feature vs. Improvement Priority

<table>
<thead>
<tr>
<th>Feature</th>
<th>Improvement Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A small number (e.g. 3-5) of positively and clearly stated student expectations or rules are defined.</td>
<td>High 0% Medium 10% Low 90%</td>
</tr>
<tr>
<td>2. Expected student behaviors are taught directly.</td>
<td>High 25% Medium 8% Low 67%</td>
</tr>
<tr>
<td>3. Expected student behaviors are rewarded regularly.</td>
<td>High 18% Medium 0% Low 82%</td>
</tr>
<tr>
<td>4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.</td>
<td>High 17% Medium 25% Low 58%</td>
</tr>
<tr>
<td>5. Consequences for problem behaviors are defined clearly.</td>
<td>High 20% Medium 29% Low 43%</td>
</tr>
<tr>
<td>6a. Distinctions between office v. classroom managed problem behaviors are clear.</td>
<td>High 18% Medium 18% Low 64%</td>
</tr>
<tr>
<td>6b. Distinctions between office v. classroom managed problem behaviors are clear.</td>
<td>High 18% Medium 18% Low 64%</td>
</tr>
<tr>
<td>7. Options exist to allow classroom instruction to continue when problem behavior occurs.</td>
<td>High 27% Medium 27% Low 45%</td>
</tr>
<tr>
<td>8. Procedures are in place to address emergency/dangerous situations.</td>
<td>High 22% Medium 11% Low 67%</td>
</tr>
<tr>
<td>9. A team exists for behavior support planning &amp; problem solving.</td>
<td>High 33% Medium 0% Low 67%</td>
</tr>
<tr>
<td>10. School administrator is an active participant on the behavior support team.</td>
<td>High 20% Medium 20% Low 60%</td>
</tr>
<tr>
<td>11. Data on problem behavior patterns are collected and summarized within an on-going system.</td>
<td>High 11% Medium 11% Low 78%</td>
</tr>
<tr>
<td>12. Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular basis (e.g. monthly).</td>
<td>High 13% Medium 13% Low 75%</td>
</tr>
<tr>
<td>13. School has formal strategies for informing families about expected student behaviors at school.</td>
<td>High 25% Medium 25% Low 50%</td>
</tr>
</tbody>
</table>
Positive Behavioral Interventions and Support

PBIS is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety and support improved academic outcomes. More than 16,000 U.S. schools are implementing PBIS and saving countless instructional hours otherwise lost to discipline. The premise of PBIS is that continual teaching, combined with acknowledgement or feedback of positive student behavior will reduce unnecessary discipline and promote a climate of greater productivity, safety, and learning. PBIS schools apply a multi-tiered approach to prevention, using disciplinary data and principles of behavior analysis to develop school-wide, targeted and individualized interventions and supports to improve school climate for all students. (OSEP Technical Assistance Center on Positive Behavior Interventions & Supports, 2009)

Georgia PBIS

Since 2008, Georgia has been recognized as a PBIS implementing state. The goal of the PBIS Unit at the Georgia Department of Education (GaDOE) is to support high fidelity implementation of positive behavioral interventions and supports across the state for all students. The PBIS unit supports building regional capacity throughout the state by providing technical assistance, training, and coaching to implementing districts. Over the last four years, the GaDOE PBIS unit has trained over 350 school teams representing nearly every region of the state.
Tammi Clarke  
MCSD PBIS District Coordinator  
Clarke.Tammi.J@muscogee.k12.ga.us  
706-748-2209

MiMi Gudenrath  
Georgia Department of Education  
gapbis@doe.k12.ga.us  
404-693-3864