Multi-Tiered Systems of Support
Positive Behavior Interventions and Supports

Tier 1

State Personnel Development Grant
(Grant No. H323A050005)
REACH MS

• Mississippi’s State Personnel Development Grant (SPDG)
• Awarded to the Mississippi Department of Education in 2005, refunded in 2010 and 2016.
• Operated by the University of Southern Mississippi’s Department of Curriculum, Instruction and Special Education.
• Two areas of focus:
  ▫ Universal Design for Learning (UDL)
  ▫ K-3 Classrooms - NEW!
  ▫ Positive Behavior Interventions and Supports (PBIS)
  • Tier I, II, & III in K12 Schools
  • Student-specific for students with significant cognitive disabilities (SCD) - NEW!
• Early Childhood Settings -NEW!
• Facility-wide in
  ▪ Juvenile Detention Centers
  ▪ Therapeutic Group Homes
Traditional Discipline vs. PBIS

**Traditional Discipline**
- **Focus**: Student’s problem behavior
- **Goal**: Stop undesirable behavior
- **Method**: Primarily uses punishment *(reactive)*

**Positive Behavior Support**
- **Focus**: Systems perspective to address identified needs
- **Goal**: Academic and social success *(replacement skills)*
- **Method**: Alters environments, utilizes teaching and instruction, employs reinforcement procedures, and data management tracking system *(proactive)*
Traditional Discipline

- Punishment based
  - Reprimands
  - Loss of privileges
  - Office referrals
  - Corporal Punishment
  - Suspensions
  - Alternative School
  - Expulsions

- Reactionary

- Does not teach the appropriate behavior
Research has shown that the use of punishment is ineffective especially when used inconsistently and without positive strategies.
Punishment **without** proactive supports is linked to increases in

- Aggression
- Vandalism
- Truancy
- Dropping out

“He’s been transferred from Detention to a Minimum Security Facility.”
Effective Organization of Multi-Tiered Systems

1. CORE / UNIVERSAL: Instruction and clear behavioral expectations for ALL students (School-Wide)

2. TARGETED: Interventions targeted for a small group of students not experiencing success at core level

3. INTENSIVE: Individualized supports and services for individuals needing the most intensive support
Blended Initiatives

**Academic Systems**

- **Intensive, Individual Interventions**
  - Specific students
  - 1-5%

- **Targeted Group Interventions**
  - Targeted students
  - 5-10%

- **Universal Interventions**
  - All students
  - 80-90%

**Behavioral Systems**

- **Intensive, Individual Interventions**
  - Specific students
  - 1-5%

- **Targeted Group Interventions**
  - Targeted students
  - 5-10%

- **Universal Interventions**
  - All students
  - 80-90%

Dr. George Sugai, Co-Director Center on PBS
State Board Policy Part 3: Chapter 41: Intervention was adopted January 21, 2005 and revised September, 2015

1. The Mississippi Department of Education shall require every school district to follow the instructional model which consists of (3) three tiers of instruction:

   Tier 1: Quality classroom instruction based on Curriculum Frameworks

   Tier 2: Focused supplemental instruction

   Tier 3: Intensive interventions specifically designed to meet the individual needs of students
Pursuant to Mississippi Code (37-11-18.1, 37-11-54) local school districts are called to implement effective behavior management strategies that utilize evidence-based practices and positive behavioral intervention [and] supports in an effort to prevent student behavior problems as well as to effectively address presenting student problems.
What is Positive Behavior Interventions and Supports?

Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success.
Overall Features of SWPBIS
(Dr George Sugai, 2001)

• Create a **continuum of behavior supports** from a systems perspective

• Focus on **behavior of adults** in school as a unit

• Establish **behavioral competence**

• Utilize effective, efficient, and relevant **data-based decision-making** systems

• Give priority to **academic success**

• Invest in **research-validated practices**
Overall Features... (continued)

- **Arrange environment** for “working smarter”

- Total **staff commitment** to managing behavior

- Clearly defined and communicated **expectations and rules**

- Consequences and clearly stated procedures for **reinforcing appropriate behavior** and for **teaching appropriate replacement behaviors**

- An **instructional component** for teaching students self-control, expected behaviors, and social skills strategies

- A **support plan** to address the needs of students with chronic, challenging behaviors
Outcomes of School-Wide PBIS

• Less reactive, **aversive, dangerous,** and **exclusionary** practices

• More **engaging, responsive, preventive,** and **productive**

• Address **classroom management** and disciplinary issues (e.g., attendance, tardiness, antisocial behavior)

• Improve **supports for students** whose behaviors require more specialized assistance (e.g., emotional and behavioral disorders, mental health)

*Most importantly, maximize academic engagement and achievement for all students.*
Loss of Instructional Time

- Office Discipline Referrals (ODR’S) on an average takes **30 minutes** of instruction time.

Example:

- 524 Office Discipline Referrals
  - $524 \times .5 = 262$ Hours
  - or
  - **33 days of missed instruction!**
Buy Back Instructional Time

2 years after beginning SWPBIS

Reduced # of ODRs to 291

Saved 146 hours

Or

18 days of instructional time!
AN ACT TO PROHIBIT BULLYING OR HARASSING BEHAVIOR IN THE PUBLIC SCHOOLS; TO DEFINE BULLYING OR HARASSING BEHAVIOR; TO DEFINE HOSTILE ENVIRONMENT AND TO REQUIRE ALL LOCAL SCHOOL DISTRICTS TO ADOPT A POLICY PROHIBITING BULLYING AND HARASSING BEHAVIOR AS REQUIRED BY THIS ACT; AND FOR PURPOSES
Are school safety plans required for local school districts?

- Statutory law of the regular session of the 1999 Mississippi Legislature [refer to Code Section 37-3-83 (2)] states:

  ... that the school board of each school district, with the assistance of the State Department of Education School Safety Center, shall adopt a comprehensive local school district school safety plan and shall update the plan on an annual basis

- In addition:

  ... school safety should be addressed through a comprehensive approach that focuses on prevention, intervention and response planning. Systems and programs should be in place that create caring school communities where all students and staff feel safe and supported
Ensuring that a multi-level prevention system is used to maximize student achievement and to reduce behavior problems, is implemented with fidelity. Schools must identify students at risk for poor learning and behavior outcomes, monitor student progress, provide evidence-based interventions, and revise the stated goals and objectives depending on a student’s responsiveness.
SWPBIS
Critical Elements

• Data Entry and Analysis
• Identifying School-Wide Expectations
• Specific Rules for Specific Settings
• Developing a System for Teaching Appropriate Behavior
• Developing a Reinforcement System
• Classroom Systems
• Office Discipline Referral Process
• Establishing a SWPBIS Team and “Buy In”
• Evaluation
Critical Element
Identifying School-Wide Expectations
To create a culture of competence within our schools we need a common set of behavior expectations...
Why are Expectations Important?

• The anticipation of something we think will occur (Merriam-Webster Dictionary)

• Harry Wong believes that the results of positive expectations are such

  ▪ The odds are greater that what you want to happen will happen because you will be expending energy to see that this will be so

  ▪ If you expect to be successful, you are constantly alert and aware of opportunities to help you be successful
Mississippi’s RtI

- The School PBIS Team should review the data and develop a plan to target the specific needs of the school or district. The following components should be included and individualized based on the specific needs of the school.

- ... 3-5 positively stated expectations (e.g., Be Respectful, Be Responsible, Be Safe) that are location specific. A matrix can be developed to specify appropriate behaviors for each location (e.g., playground, hallway)
What to consider...

• What qualities do you want to see from your students?

• Is there data to suggest a need for your expectations?

• How do you develop a sense of community around these expectations?
South Pontotoc Elementary

Assembly Rules

READY
- Enter quickly and quietly.
- Look & listen for instructions.

RESPONSIBLE
- Sit facing forward on your bottom with legs crossed.

RESPECTFUL
- Be respectful and attentive to speakers.
- Keep hands and feet to self at all times.

Cougar Cubs Say

GRRR
- Get Ready
- Get Responsible
- Get Respectful

We can do it!
Critical Element
Specific Rules for Specific Settings

“The number one problem in the classroom is not discipline, it is the lack of procedures and routines.”

- Harry Wong
Mrs. Mutner liked to go over a few of her rules on the first day of school.
Rules for Specific Settings

Definition

• Specific skills you want exhibited and the procedures you want followed in each setting

• Rules must align with expectations

KEEP CALM & FOLLOW THE RULES
Supporting Expectations with Rules

- Define the expectations for the different areas of the school
- What does it look like to “show respect” in the hallway?
  - Hand, feet and objects to self
  - Quiet voices
- What does it look like to “show responsibility” in the restroom?
  - Clean up after self
  - Return to class quickly
When Creating Rules...

• Select no more than 5-6 rules per setting
• Must be stated positively
• Remember to post the rules and expectations in all settings
Rules:

• Select no more than 5-6 rules per setting

• Rules must be stated positively

• Remember to post the rules and expectations in all settings
Restroom

Always flush.

Give each other privacy.

Use 2 squirts of soap
3 pulls of paper towels.

Wait patiently for your turn.
Critical Element
Developing a System for Teaching Appropriate Behavior

“Give a man a fish and he will eat for a day. Teach a man to fish and he will eat for the rest of his life.”

- Chinese Proverb
“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 punish!

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

John Herner (NASDE President) Counterpoint 1998
Once you have developed school-wide rules, it is not enough to just post the words on the walls...

YOU MUST TEACH THEM!
Why Develop a System for Teaching Behavior?

- Behaviors are prerequisites for academics.
- Procedures and routines create structure.
- Repetition and rehearsal are the keys to learning new skills:
  - For a child to *learn something new*, it needs to be repeated on average 8 times.
  - For a child to *un-learn* an old behavior and replace with a new behavior, the new behavior must be repeated an average 28 times. (*Harry Wong*)
Students learn appropriate behavior in the same way a child who doesn’t know how to read learns to read—through instruction, practice, feedback, and encouragement.

Marla Dewhirst, Technical Assistance Director
Illinois PBIS Network
marla.dewhirst@pbisillinois.org
Research on Teaching Behavior Expectations and Procedures

- Decreases in problem behavior were found in non-classroom areas where there was:
  - Active teaching of expected behaviors
  - Active supervision
  - Use of pre-correction for prevention
  - High rates of positive reinforcement

Lewis, Colvin, & Sugai, 2000; Lewis & Garrison-Harrell, 1999; Lewis, Powers, Kelk, & Newcomer, 2002; Lewis, Sugai, & Colvin, 1998
Critical Element
Developing a School-Wide Reinforcement System
Why Develop a School-Wide Reinforcement System?

• Increases the likelihood that desired behaviors will be repeated.
• Focuses staff and student attention on desired behaviors.
• Fosters a positive school climate.
• Increases instructional time.
Reinforcement System Guidelines

- Keep it simple.
- Everyone needs to have access to reinforcement.
- Provide opportunities to recognize recipients in common areas.
- Include reminders and encouraging messages on daily announcements.
- Reinforcements should appeal to 85-95% of recipients.
Guidelines

• Reinforce frequently in the beginning.
• Reinforcement contingent on desired behavior.
• Refrain from threatening the loss of reinforcements as a strategy for motivating desired behaviors.
• Refrain from taking earned items or activities away.
• Recipients should be eligible to earn reinforcements throughout the day.
Tips ...

• Traditional rewards (i.e. stickers, cookies...) don’t always work, particularly when:
  
  • The reward is not preferred by the student.
  • The reward is not linked to the behavior.
  • It is more rewarding to do inappropriate behavior.
Give the student choices:

- Offer 3 choices for the reinforcement and allow the student to pick the one he or she likes best.
- This option will ensure the reinforcement is preferred and give the student a sense of ownership.
PAW PRIZES

Cougar Paws can be cashed in at the end of the month for the following prizes/privileges to be used on PBS Prize Day.

5 PAWS
Wear a Cap All Day
or
Bring a Toy to School
(no electronics)
or
Get a Temporary Tattoo

10 PAWS
Bring Item for Show and Tell
or
Wear Pajamas to School

15 PAWS
Homework Pass
(1 day for all subjects)
or
Make GRRR Announcement

20 PAWS
Large Prize Drawing
and
Pick from Treasure Box
(Drawing will be held at the end of each 9 weeks)

25 PAWS
Ice Cream or Popcorn Party

50 PAWS
Eat Lunch with the Principal

75 PAWS
Assistant Rotation Teacher
for the Day

100 PAWS
Assistant Principal
for the Day
Ice Cream Sundae Party

Dancing in the Halls

Popsicle Party

The Golden Spoon

PBIS Store
Other Effective Strategies

- Positive parent telephone call, note, or e-mail with students present
- Coupons (purchased with established numbers of tokens) for the following:
  - Extra P.E.
  - Extra art
  - Extra music
  - No homework coupon (use with caution)
  - Free entrance into a sporting event/dance
  - Early release pass
  - Free dress day

(See List of Celebration Ideas)
Points to Remember...

• This is only one element of PBIS
• Start small to achieve initial success
• Remember this is a process, it should change over time
REACH MS Email List

Join our Email list:

>>> HERE <<<
Contact Information

Sydney Wise
sydney.wise@usm.edu

REACH MS www.usm.edu/reachms

REACH MS
601-266-4693