

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

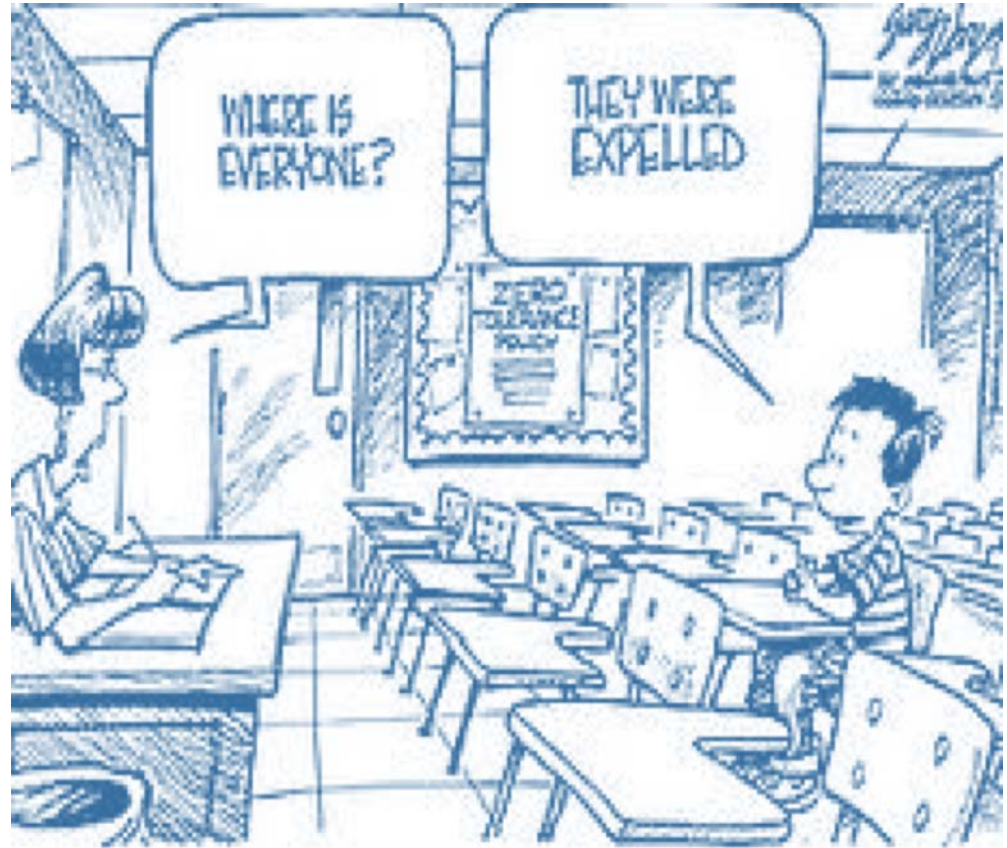
- Focus: Student's problem behavior
- Goal: Stop undesirable behavior
- Method: Primarily uses punishment (**reactive**)

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



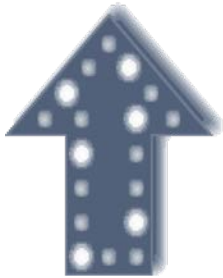
Punishment without
proactive supports is
linked to increases in

Aggression

Vandalism

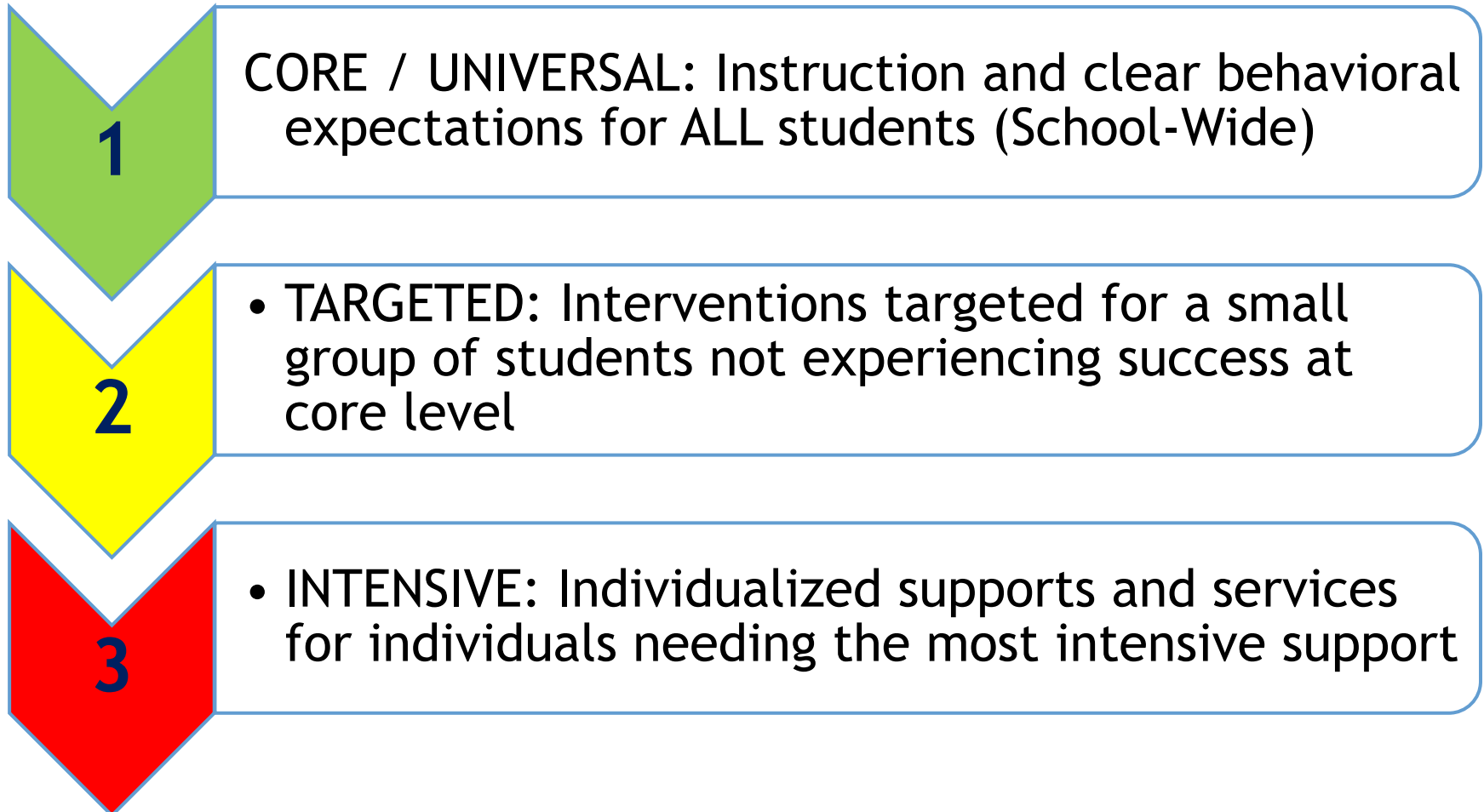
Truancy

Dropping out



**“He’s been transferred from
Detention to a Minimum Security
Facility.”**

Effective Organization of Multi-Tiered Systems



Blended Initiatives

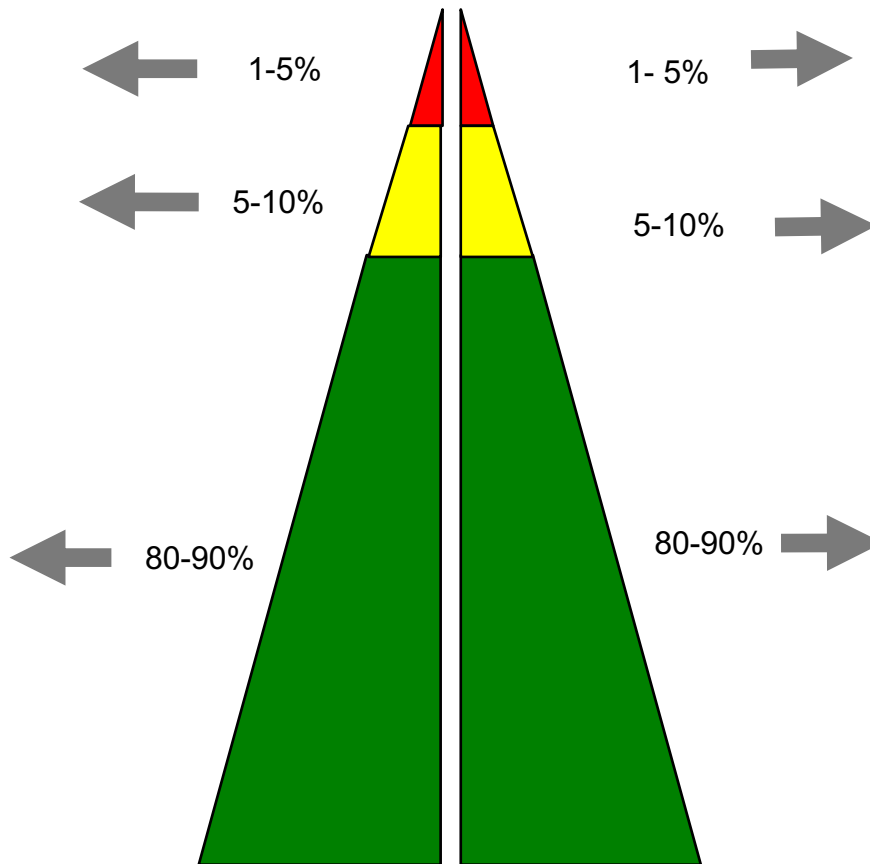
Academic Systems

Behavioral Systems

Intensive,
Individual Interventions
Specific students

Targeted Group
Interventions
Targeted students

Universal Interventions
All students



1- 5%

Intensive,
Individual Interventions
Specific students

5-10%

Targeted Group
Interventions
Targeted students

80-90%

Universal Interventions
All students

State Board Policy Part 3: Chapter 41: Intervention

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

Mississippi Department of Education

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.



MDE Response to Intervention Best Practices Handbook (2010)

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!

Senate Bill 2015 Bullying Prevention



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

Safe and Orderly Schools

<http://www.mde.k12.ms.us/safe-and-orderly-schools>

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

Drop Out Prevention

3105 Dropout Prevention /Graduation Completion Plan (Proposed Revisions)

<https://www.google.com/#q=A.D.O.P.T.+Dropout+Prevention+Task+Force+Mississippi>

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?

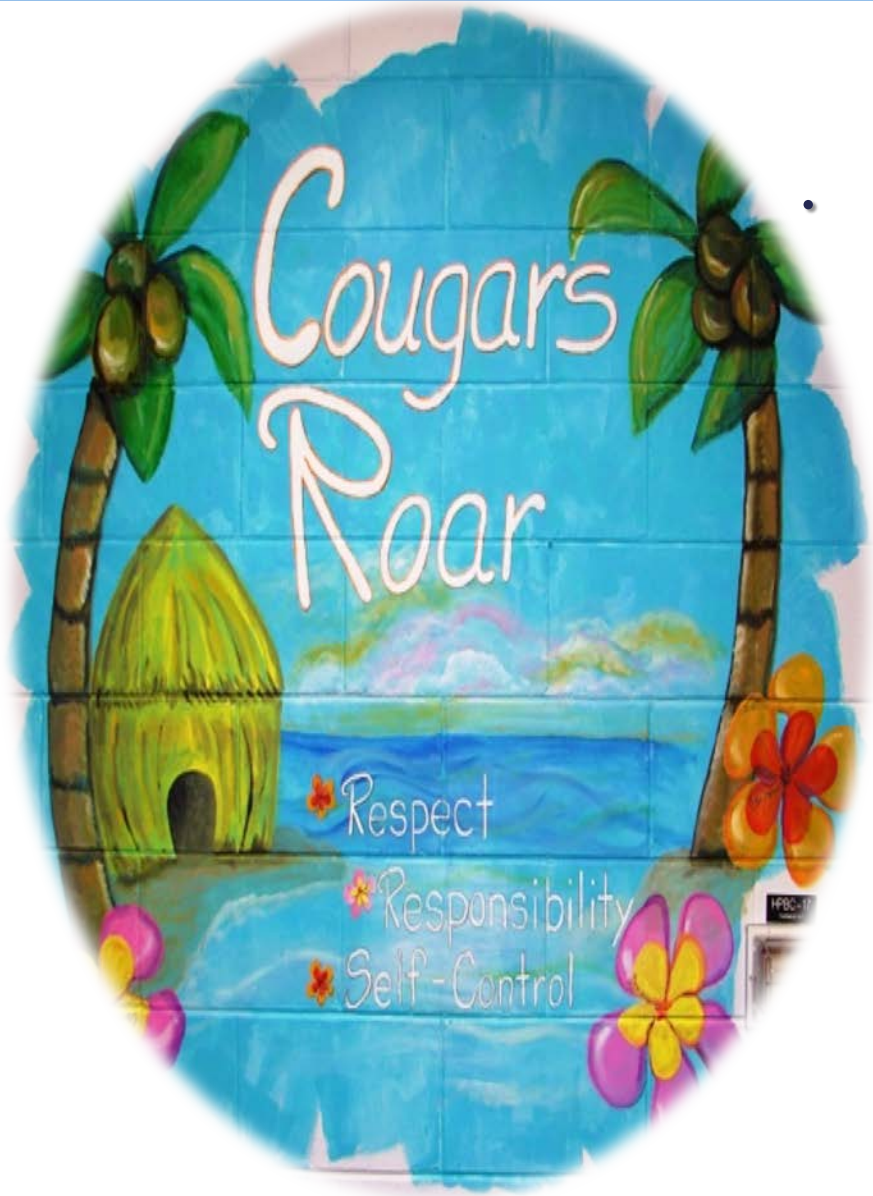
- The anticipation of something we think will occur (Merriam-Webster Dictionary)
- Harry Wong believes that the results of positive expectations are such
 - The odds are greater that what you want to happen will happen because you will be expending energy to see that this will be so
 - If you expect to be successful, you are constantly alert and aware of opportunities to help you be successful

Mississippi's Rtl

- 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 School

Cougar Cubs Say

GRRR

Get
Ready

Get
Responsible

Get
Respectful



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.



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.

(Close to Home c Reprinted with permission of Universal Press Syndicate. All rights reserved.)

Rules for Specific Settings

Definition

- Specific skills you want exhibited and the procedures you want followed in each setting
- Rules must align with expectations

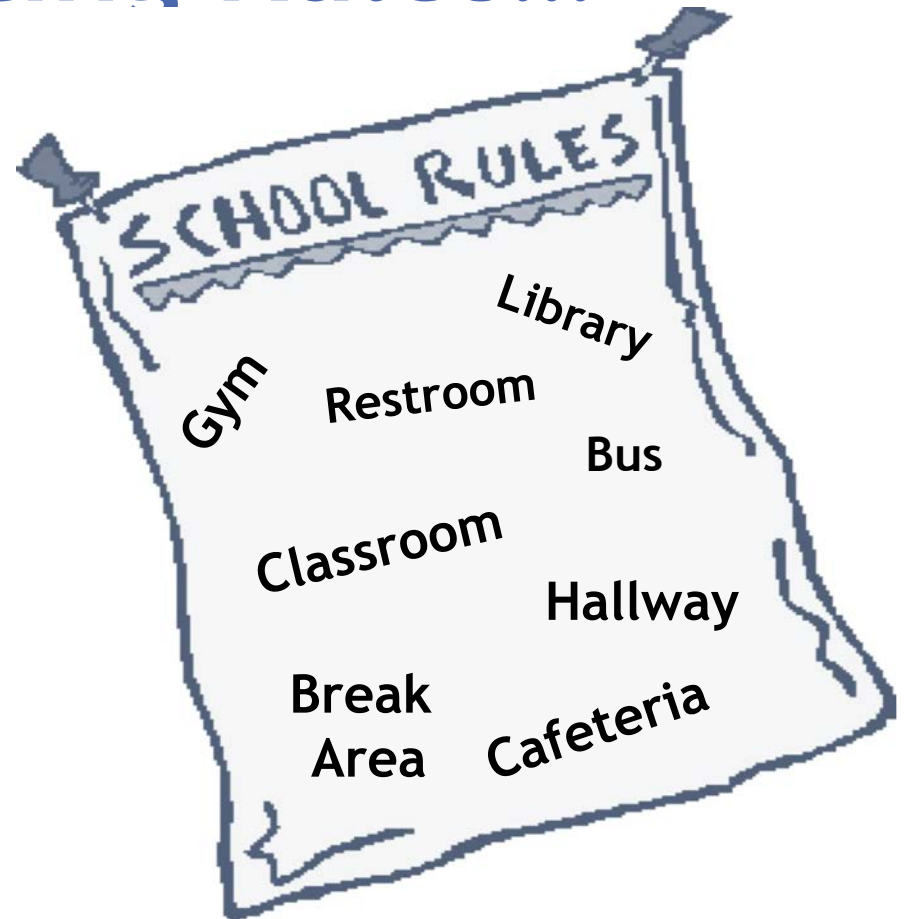


Supporting Expectations with Rules

- 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.

Restroom Rules

Flush toilet and wash hands

Know Your Lunch Number
Shower Money
Lunch Money
Have it Ready



Keep the area clean and free of graffiti

Respect other's privacy

Be polite

Report any problems

Quickly enter and exit

Dispose of trash properly

Cafeteria.



Rules

- Move in line quickly and quietly.
- Know your lunch number
- Have your money ready
- Be polite.
- Help others.
- Clean your area before leaving.
- Keep your hands to yourself.
- Respect the Workers.

Prepare before leaving

Know lunch # have money ready.

Keep hands to yourself.

Help others.

Move in line quickly & quietly.

Respect the workers.



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 an average of 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.**

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

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.



Tips...

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 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



The Golden Spoon



PBIS Store



Dancing in the Halls



Popsicle Party



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:

The screenshot shows the top navigation bar of the University of Southern Mississippi website. The main content area features a large banner with the text "Schoolwide Positive Behavioral Interventions and Supports" and "DEVELOPING A SYSTEM TEACHING APPROPRIATE". Below the banner is a list of links in the left sidebar: "About REACH MS", "PBIS K-12", "PBIS Early Childhood", "UDL", "Significant Cognitive Disabilities", "Join Our Mailing List", "Follow us on Social Media", and "Contact Us". A blue arrow points to the "Join Our Mailing List" link.

This close-up screenshot shows the "Join Our Mailing List" link highlighted in blue. The link is surrounded by navigation symbols: ">>> HERE <<<". A blue arrow points upwards to the link. The surrounding navigation bar includes "About", "Academics", "Admissions", "Arts", "Athletics", "Community", "News", and "P".

Contact Information

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