

**PBIS 101: EXAMINING
TIERS 1 & 2
DISD INSPIRED! CONFERENCE**

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WHAT IS PBIS?



Changes undesirable behaviors

Respects a person's dignity

Respects an individual's capabilities, expands his/her opportunities, and enhances his/her quality of life

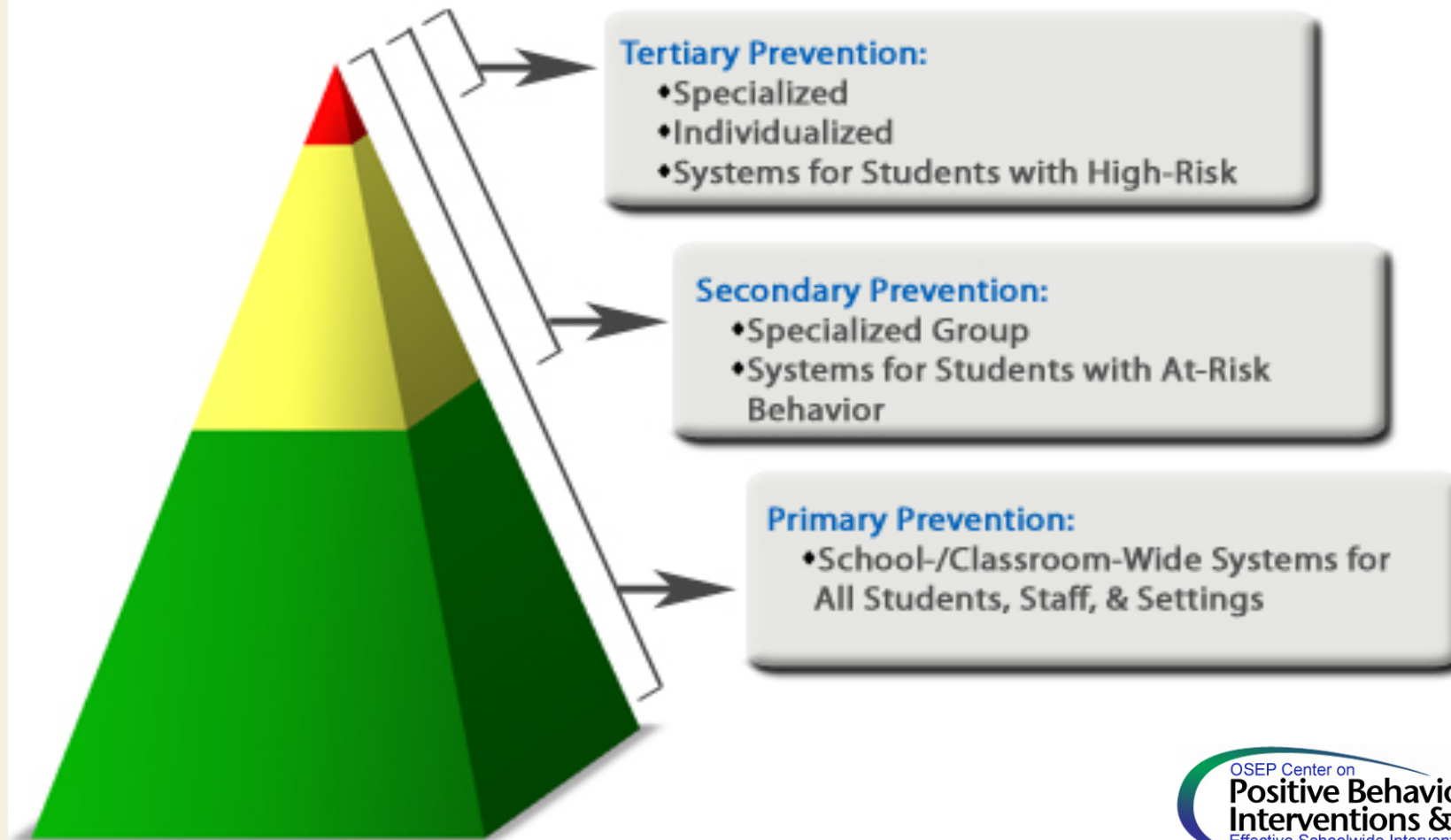
WHY USE PBIS?

- You become more positive!
- You can manage problem behavior quickly and positively!
- You spend more time teaching and less time on discipline!
- You can increase student participation and learning!

**Prevention is more effective than
intervention!!!!**

WHAT DOES PBIS LOOK LIKE?

Continuum of School-Wide Instructional & Positive Behavior Support



PRIMARY PREVENTION

- Effective for 80% to 90% of students
- Establish schoolwide expectations
- Teach expectations
- Address antecedent contributors to problem behaviors
- Use acknowledgement systems
- Ensure effective instruction
- Ensure consistent consequences for misbehavior
- Use data to guide decision-making

Creating a PBIS Classroom

- Become a proactive teacher
- Set up a good classroom management system
- Have classroom management strategies readily available

YOUR CLASSROOM MANAGEMENT SYSTEM

1. Statement of Purpose
2. Rules
3. Procedures
4. Positive Consequences
5. Negative Consequences

1. BUILD RELATIONSHIPS

- Get to know your students
- Human beings perform for those they love
- 90% success
- Do not use global compliments
- “Say what you mean, mean what you say, and what you say you’ll do.”
- Learn to take risks and assist the student with taking risks

2. Token Economy

- Receiving something to exchange in later for a reward
- Examples
 - Tickets
 - Money (play)

3. Using Effective Language (Love and Logic)

- 4:1 ratio

4. INCREASE EXTERNAL MOTIVATION

Survival

- Provide opportunities to get food
- Maintain behavioral goals
- Develop consistent rules and procedures

Belonging

- Learn student names as soon as possible
- Greet students at door
- Let students get to know you personally
- Teach students how to work cooperatively

Intrinsic need areas

Power

- Solicit student's input
- Meet students at their instructional level
- Teach to a variety of learning styles
- Use research-based instructional practices

Freedom

- Provide choices to students
- Listen to students
- Set classroom goals together

5. OFFER CHOICES (LOVE AND LOGIC)

- Never give a choice on an issue that may cause a problem for everyone else
- Give only two options
- If child doesn't decide in 10 seconds, decide for them
- Only give choices that fit with your value system
- Give 99.9% of choices when things are going well
- Select choices that you like
- Do not give a choice unless you are willing to allow the child to experience the consequence
- Never give choices when student or others are in danger
- Never give choices unless you are willing to make the choice for the child
- Delivery is important...start sentences with
 - You're welcome to...
 - Feel free to...
 - Would you rather...

6. VERBAL/NONVERBAL INTERVENTIONS (LOVE AND LOGIC)

- Verbal Interventions
 - Be concrete and specific
 - Avoid judgmental terms
 - Avoid sarcasm
 - Speak directly to students and emphasize the present
 - Speak calmly
 - Use “I” messages
 - Listen
 - Acknowledge feelings
- Nonverbal Interventions
 - Proximity control
 - Planned ignoring
 - Signals
 - Instructional changes
 - Environmental changes

7. ENFORCEABLE STATEMENTS (LOVE AND LOGIC)

- Set limits by saying what **WE** will do or what **WE** will allow
 - I'll listen as soon as your voice is as calm as mine
 - I'll start talking again as soon as I know you are with me

8. Create Effective Learning Environments (Love and Logic)

- Predictable
- Consistent
- Positive
- Safe

9. Create Cool Down Areas

- Allows student to regain physical and emotional control
- Should be pleasant...Do NOT use as a punishment/consequence
- Name and decorate your area
- Students should still be able to see/hear classroom instruction

10. AVOID POWER STRUGGLES (LOVE AND LOGIC)

- Damage relationships
- Escalate situations
- Example responses (avoid sarcasm):
 - That’s an interesting point. We can discuss solutions at recess.
 - Thanks for noticing.
 - It’s okay to be angry. It is not okay to call me names. We will discuss other ways to handle your anger after school.
 - That is really sad.
 - That is really interesting.

SECONDARY PREVENTION (TARGETED LEVEL)

- Appropriate for 5% - 15% of students
- Increased reminders and feedback through structured programs
- Mentors
- Small group instruction in academic skills
- Close monitoring of behavioral progress
- Ideas from Randy Sprick
 - Bullying Prevention Programs
 - Structured Lunch/Structured Recess Rooms
 - PASS Program
 - First Step to Success
- Next few slides
 - Behavioral contracts
 - Check in and out procedures
 - Social Skills Groups

BEHAVIOR CONTRACTS

- How do I use a behavior contract?
 - Utilize a daily behavior form, chart, or report card
 - Decide on the main problem behaviors and put these on the chart
 - Explain the procedure with the student
 - Rate the student for each period, hour, etc
 - Send a copy home for the parent to sign and review with the student, either daily or weekly
 - Review the student's behavior and marks with them in a productive manner, discussing how they felt they did, why, and what to change or do differently

_____ 's Positive Behavior Contract



The teacher, _____ will place a sticker on _____ sticker chart when he demonstrates the following behaviors:

- Stays in Assigned Area w/o making noises
- Complete Assignments
- Follow Teacher Directions w/no more than 2 prompts and within 2 minutes

When _____ has collected ___ stickers from _____, he may choose one of the following rewards:

- _____
- _____
- _____

Bonus: If _____ has a perfect week by staying on green each day, he will be able to draw one additional prize from the treasure box in the office.

Penalty: If _____ has to be approached by the teacher more than ___ times during a 30 minute period because he is showing distracting behaviors, he will have to change his color.

_____ helped create this agreement. He understands and agrees to the terms in this contract.

Student Signature _____

The teacher, _____, agrees to carry out her part of this agreement. _____ will receive a sticker when he demonstrates the positive behaviors. She will ensure he receives his reward when he has earned enough stickers. She will also make sure he gets to choose a prize from the office treasure box when he earns the bonus.

Teacher Signature _____

USING CHECK-IN/CHECK-OUT SYSTEM

CHECK IN

1. Greet Students
2. Check off attendance in spreadsheet
3. Collect daily progress report from previous day
4. Assign a 0 (didn't bring), 1 (brought without signature) or 2 (brought with signature) for previous days' daily progress report
5. Give bucks, coupons, and praise!
6. Prompt students to move to buck bank and return to homeroom
7. File collected progress reports
8. Mark absent students in spreadsheet

CHECK OUT

1. Greet students
2. Check off attendance in spreadsheet
3. Review progress report
4. Record data, including total points, and points earned/total possible points
5. Sign the sheet as coordinator
6. Prompt students to have parents/guardians sign sheets and bring back the next day
7. Send students back to homeroom for dismissal
8. Mark absent students in spreadsheet

Add Your School
Logo Here!

CHECK IN CHECK OUT POINT SHEET

Points Possible _____
Points Received _____
%of Points _____
Goal Met _____

2 – Great Job!
1 – So, so
0 – Doesn't meet goal

Name: _____
Date: ____/____/____

GOALS:

Target Behaviors	MATH	SOCIAL STUDIES	SPECIALS	RECESS	LANGUAGE ARTS	SCIENCE
Respectful	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Responsible	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Safe	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0

Parent Signature: _____



Chamberlain Champ Card!



What Would Champ Do?

Champ Would Be Safe, Kind, Respectful and Responsible

is: _____

Teacher: _____

I earned: _____ smiles

I needed: 32 smiles (80%) Goal

Key to meet with lead TCCE Teacher: _____

0 = no reminder card (no reminders or only verbals)

1 = one reminder card

2 = two or more reminder card(s) given

	Arrival				
Safe					
Kind					
Respectful					
Responsible					

Did I reach my goal today? Yes _____ No _____

What could you do differently to reach your goal tomorrow? How can I help?

TEACHING SOCIAL SKILLS

- How to Teach Social Skills

- Discussion
- Modeling
- Rehearsal
- Feedback
- Cooperative Learning
- Peer and Cross-age tutoring
- Bibliotherapy
- Service Learning
- Class Meetings
- Academics
- Applied Reinforcement
- Natural Reinforcement
- Behavior Contracts
- Journal Writing
- Cognitive Behavior Modification
- Self-Monitoring

SOCIAL SKILLS PROGRAMS

- Adolescent Curriculum for Communication and Effective Social Skills
 - <http://www.proedinc.com/customer/productView.aspx?ID=615>
- Aggressive Behavior Management
- Anger Management
- Developmental Therapy-Developmental Teaching
- EQUIP Program - <https://www.researchpress.com/books/528/equip-program>
- Improving Social Competence
- Prosocial Skills Development
- Reconnecting Youth Prevention Research Program
- Resolving Conflict Creatively Program - <https://www.crimesolutions.gov/ProgramDetails.aspx?ID=313>
- Second Step:A Violence Prevention Curriculum
 - <https://www.crimesolutions.gov/ProgramDetails.aspx?ID=221>
- Self-Control
- Social Skills Intervention for Young African American Males
- Teaching Children to Care
- Tribes - <http://tribes.com/>
- Skillstreaming in the Elementary School: Lesson Plans and Activities - <http://www.skillstreaming.com/>
- PREPARE Curriculum - <https://www.nasponline.org/professional-development/prepare-training-curriculum>

ADDITIONAL SOCIAL SKILLS & PBIS RESOURCES

- Team Building Activities for Every Group
- 104 Activities that Build
- [Social Skills Activities for Special Children](#)
- [Social Skills Activities for Secondary Students with Special Needs](#)
- [Ready-to-Use Social Skills Lessons & Activities for Grades 4 – 6](#)
- [Relationship Development Intervention with Young Children: Social and Emotional Development Activities for Asperger Syndrome, Autism, PDD and NLD](#)
- [Social Stories](#) (Carol Gray)
- PBIS.org
- Pbisworld.com
- Interventioncentral.org
- Loveandlogic.com
- Sprick, R., Booher, M., & Garrison, M. (2009). Behavioral response to intervention: Creating a continuum of problem-solving and support. Oregon: Pacific Northwest Publishing.