Successful Tier One Implementation and Positive Behavior Strategies to Support PBIS

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Successful Tier One Implementation

PBIS Initiatives

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School-wide Data-Driven Problem-Solving

- Prioritize School-Wide Goal:
  - Reduce interruptions to instructional time
- Utilize data analysis to learn more about concerns and set precision problem statements
- Design & implement interventions using PBIS Evidence-Based Practices (EBPs)
- Strengthen TIER 1/Universals to support advanced tiers
- Monitor to assess impact & effectiveness
Meadowbrook HS

What factors are creating INTERRUPTIONS or DISTRACTIONS to INSTRUCTIONAL TIME?

School-wide Areas of Concern
Analyze Office Discipline Referrals -> School-wide Areas of Concern
Data revealed excessive Tardies & Hall Pass violations
Data revealed excessive Tardies & Hall Pass Violations

PBIS Team analyzed Office Discipline Referrals (ODRs) to learn more about these areas of concern
Tardies:
Need for a more practical tardy procedure

Hall Passes:
Need to improve our hallway pass procedure & supervision practices
Dress Code

Violations create distractions. We focused on: Hats, Hoods, Headwear, and Bandanas.
To Change STUDENT Behavior . . .
FIRST, we must CHANGE OUR BEHAVIOR...
Strengthen the Foundation with Tier 1 Universals:

Communicate & Re-Teach School-wide EXPECTATIONS & new PROCEDURES for DRESS CODE
Dress Code
Re-Teaching & New Procedures
CHANGE OUR BEHAVIOR

With STAFF INPUT:

1. Renew STAFF commitment to School-wide EXPECTATIONS for on-time arrival & hall travel & dress code

2. Establish new PROCEDURES
Strengthen the Foundation with Tier 1 Universals:

Communicate & Re-Teach School-wide EXPECTATIONS & new PROCEDURES for on-time arrival & hall travel
New PROCEDURES
New PROCEDURES

TARDY SWEEPS
Stragglers BEWARE!
CONSISTENCY MATTERS

Staff Practices must be applied With Consistency
It is also important to recognize TEACHERS and STAFF as they put new practices and procedures into action! Staff shout-out emails, special acknowledgements, etc...
# MBK Tardy Statistics

<table>
<thead>
<tr>
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<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
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<td>Sep</td>
<td>172</td>
<td>169</td>
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<td>Oct</td>
<td>323</td>
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<td>Nov</td>
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<td>Dec</td>
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<table>
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<tr>
<th></th>
<th>2011 YTD – 4357</th>
<th>2012 YTD – 3313</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>24% Reduction from this point last year</td>
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### September-March YTD Numbers

<table>
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<tr>
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<th>2011-2012</th>
<th>2012-2013 Reduction</th>
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<tr>
<td>9th Unex. Tardies</td>
<td>2461</td>
<td>1749</td>
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<tr>
<td>10th Unex. Tardies</td>
<td>2389</td>
<td>1530</td>
</tr>
<tr>
<td>11th Unex. Tardies</td>
<td>1708</td>
<td>1147</td>
</tr>
<tr>
<td>12th Unex. Tardies</td>
<td>3083</td>
<td>1642</td>
</tr>
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</table>

- September through March totals
  - 2011-2012: 9641
  - 2012-2013: 6068
  - YTD Reduction: 37.1%
  - 13% Improvement from December numbers

|
On-Time Graduation (OTG)

• **Data indicated**
  • On-Time Graduation
  • = High priority concern

• **Evidence-based Intervention:**
  • Graduation Mentor program
    • modeled on
    • Tier 2 CICO
Meadowbrook HS - OTG Mentors

- Consulted with PBIS Team
- Determined criteria and number of students
- Created Data Dashboard with help from counselors
- Using data criteria, we selected 20 students for pilot Graduation Mentor support
- Interviewed students - must be willing!
- Created video with student scripts
- Encouraged staff to choose graduate to mentor
Graduation
Mentors

MONITOR
Attendance
Tardies
Office Discipline Referrals
Minor Discipline Referrals
Teacher Concerns
Class participation
Work effort
Completion of assignments
Respectful behavior
Grades
PBIS Outcomes

• Improved staff morale
• Staff empowerment
• Opened lines of communication
• Identified other areas of need
• Created impetus for student intervention team
• Led to the creation of a female section of the Success Program
• Healthy, constructive and rewarding process for staff
PBIS Outcomes

- School transitioned from accredited with warning to fully accredited
- Double digit reductions in suspensions as well as ODRs written
- Double digit reductions in physical altercations
- Double digit reduction trend over 4 year period
- OTGR above 85%
Comprehensive Approach

• With the staff on board other approaches could be implemented for a more comprehensive approach

• Staff willing to embrace new tools in the tool box

• **RP** – Restorative Practices
  – Affective questioning, restoration days, circles

• **TIC** – Trauma Informed Care
  – Approaches to how teachers interact with students and a TIC approach to interventions
Remember

“You need to make the positives so loud it becomes impossible to hear the negatives.”

- George Couros
Positive Behavior Strategies to Support PBIS in Conjunction with RtI Practices

Brooke Rudis, Ed.D.
Supervisor of Discipline, Chesapeake Public Schools
VDOE Defines PBIS

• PBIS is a nationally-recognized approach to support positive academic and behavioral outcomes for all students. In Virginia schools, PBIS is the behavioral component of the Virginia Tiered Systems of Supports (VTSS).

• PBIS helps teachers and administrators learn about and implement new techniques that reduce disruptive student behavior, which typically leads to office referrals, in school suspensions, and out-of-school suspensions that decrease instructional time for students. Based on extensive research, PBIS utilizes a positive approach to discipline. PBIS ultimately impacts the very culture of the school to shift attention to positive behavior and successful learning systems for children, teachers and administrators.
PBIS: Focus on Implementing Positive, Proactive Behavior Support Practices

• Critical features of this element are:
  – Adoption of behavior prevention models with instructional focus
  – Definition and regular teaching of positive behaviors for students and staff
  – Focus on creating support structures for effective implementation
Response to Intervention & PBIS

• Response to Intervention (RtI) is defined as "the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions" (Batsche et al., 2005).

• PBIS is similar to the core principles of RTI
• Both have a preventative approach
• Using data for decision making
• A need for “Hybrid” approach
Why a Hybrid Approach?

• The most common behavior infractions are the “D” codes:
  – D1C – Disrespect
  – D2C – Defiance
  – D3C – Disruptive
  – D5C – Classroom Disruption
  – D8C – Minor Insubordination

• Behaviors that are likely to respond to PBIS & Tier 1 interventions

“I wish we hadn’t learned probability ‘cause I don’t think our odds are good”
“D” Behaviors Defined

• Chesapeake Alternative School Definitions:
  – Disrespect – the lack of regard for or appreciation of the basic worth or value of something
  – Defiance – deliberate, bold, and/or willful resistance to authority
  – Disruption – to interrupt the normal continuance or unity of a situation or environment
  – Insubordination – struggling against or resisting authority in an antagonistic or hostile manner
Hybrid Approach to “D” Behaviors

• Proactive and Preventative
  – Analyze the “D” data
  – Define the “D” behavior
  – What motivates the behavior?

• Instructional
  – Lesson plans that address teacher and student behavior
  – Strategies can be implemented by teachers
  – Strategies to teach students
Behavior Motivation

• **Extrinsic Motivation**
  – Doing something to gain a reward or avoid an adverse consequence
    • Studying to get a good grade
    • Competing in a contest to win a prize
    • Cleaning your room to avoid being grounded
    • Getting awards for participating in events
  – Extrinsic motivation alone will not drive performance – students will eventually satiate

• **Intrinsic Motivation**
  – Doing something because it makes you feel good, you receive nothing tangible for the actions – rewards are not attached
    • Studying because you like to know the material
    • Completing a puzzle for your own satisfaction
    • Cleaning your room because you enjoy having a clean space
    • Playing a sport because you love the game

• **Extrinsic & Intrinsic motivation are both important ways of increasing desired behavior**
Extrinsic Influence on Intrinsic

• Researchers have arrived at three primary conclusions with regards to extrinsic rewards and their influence on intrinsic motivation:
  – Unexpected external rewards typically do not decrease intrinsic motivation.
  – Praise can help increase internal motivation.
  – Intrinsic motivation will decrease, however, when external rewards are given for completing a particular task or only doing minimal work

Retrieved from: https://www.verywell.com
Motivators and Lesson Planning

• Motivators become a conscious action within lessons
• Requires purposeful thought as to what motivators to implement
• Motivating becomes an observable action that can be measured
• Teaching awareness of motivation
• What are motivators that can easily be identified and implemented?
Strategies for Teachers

- Applied Behavior Analysis (ABA)
  - Teaching behaviors through consequences
- Wait time
  - Allow time for students to process requests
- Pre-view Rules
- Proximity Control
- Group Contingency
- Active Ignoring
  - Refrain from responding
- Shaping
  - Successive approximation
- Removing negatives from language
- Praise
  - Intentional recognition of good behaviors
  - Positive Greetings at the Door (PGD) & Behavior Specific Praise (BSP)
Train to Effectively Use Praise

Positive Greetings at the Door (PGD)
- Positive verbal interactions with students as they enter the classroom to establish a positive climate and allow an opportunity to provide behavior specific praise
- Effective way to greet students in a positive, intentional, and strategic way

Behavior Specific Praise (BSP)
- Nonintrusive way to reinforce the specific, desired behaviors of your students
- Increase students’ time on-task and decrease their disruptive behavior
- A description of a desired Behavior (social or academic), Specific to the student, and a positive praise statement
Effective Use Praise Steps

STEP 1: PGD with proximity to the door
- The goal is to be at or around the door (slightly outside or inside the class)
- This will allow you to monitor students’ behavior as they come into your class and carry out the next step in the PGD/BSP procedure
- Your focus is on greeting students coming into your classroom
  - Hello, Good morning/afternoon, How are you?, Good to see you, Welcome back, etc.

STEP 2: Provide BSP for students
- Be alert and be prepared. (observe daily or create a list from the previous day)
- Identify the positive behaviors that you want to see in your classroom
  - Listening while others are speaking, giving your best effort
- Write down a list of specific behaviors that will help students continue to progress academically and behaviorally in your classroom
  - Pay attention to speaker, raise your hand & ask questions when confused
- Use this list to begin noticing and acknowledging student behavior
### BSP in Words

<table>
<thead>
<tr>
<th>Examples of BSP</th>
<th>Non-examples of BSP</th>
</tr>
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<tbody>
<tr>
<td>Paul, I appreciate the extra time that you put in to your assignment!</td>
<td>Way to go!</td>
</tr>
<tr>
<td>Carly, you are working on your assignment so quietly!</td>
<td>Good Job!</td>
</tr>
<tr>
<td>Jaime, I like that you are sharing your materials with Mary.</td>
<td>Well done!</td>
</tr>
<tr>
<td>Thank you for raising your hand to ask a question Jenny!</td>
<td>Thank you!</td>
</tr>
<tr>
<td>Laura, excellent use of our new vocabulary word!</td>
<td>Awesome work!</td>
</tr>
</tbody>
</table>
Reframed Response Activity

“I’m behaving well. Are you sure you wouldn’t like to positively reinforce it?”
Lesson Plans with Cognitive Strategy Instruction

• Explicit instruction on behavior strategies:
  – Modeling expectations
  – Verbal rehearsal
  – Scaffolded instruction
  – Guided and distributed practice
  – Self-monitoring

• Students learn, apply, and internalize a cognitive routine to implement

• Creates awareness of the behavior and ability to implement the strategy
Behavior Strategies

• Premack Principle
  – Complete less desirable task to earn a reinforcer
  – Student generated behavioral goals
  – **MARKER:** Make a list of goals, Arrange a plan, Run your plan, Keep records of progress, Evaluate progress, Reward yourself

• Stop and Think Techniques
  – **FAST:** Freeze & think, Alternatives, Solution, Try it!
  – **SLAM:** Stop what you are doing, Look the person in the eye, Ask a clarifying question, Make an appropriate response

• Problem-Solving Model
  • **DAP-IT:** Define the problem, Analyze the problem, Plan a solution, Implement plan, Thoughtful evaluation

• Role Play
• Self-correction
• Time Management
• Situational Activities
• Positive Self-talk
“...Round and 'round the mulberry bush, he just kept chasing me. I warned him what would happen if he didn't stop. Finally, I just got fed up with it and, **POP!** I let him have it!”