



Activity

Mentimeter



Positive Behavioral Interventions and Supports (PBIS)

What It *Is*
and
What It *Is Not*



February 2020

Today's Presenters

- Emily Jordan
- Margie Spino
- Deborah Turner

Today's Discussion

Core Components of PBIS

Common Myths of PBIS

Federal and State Guidance and Requirements

PBIS Helps ALL Students Succeed!

video



Help ALL students succeed!
Implement PBIS!

Core Components of PBIS

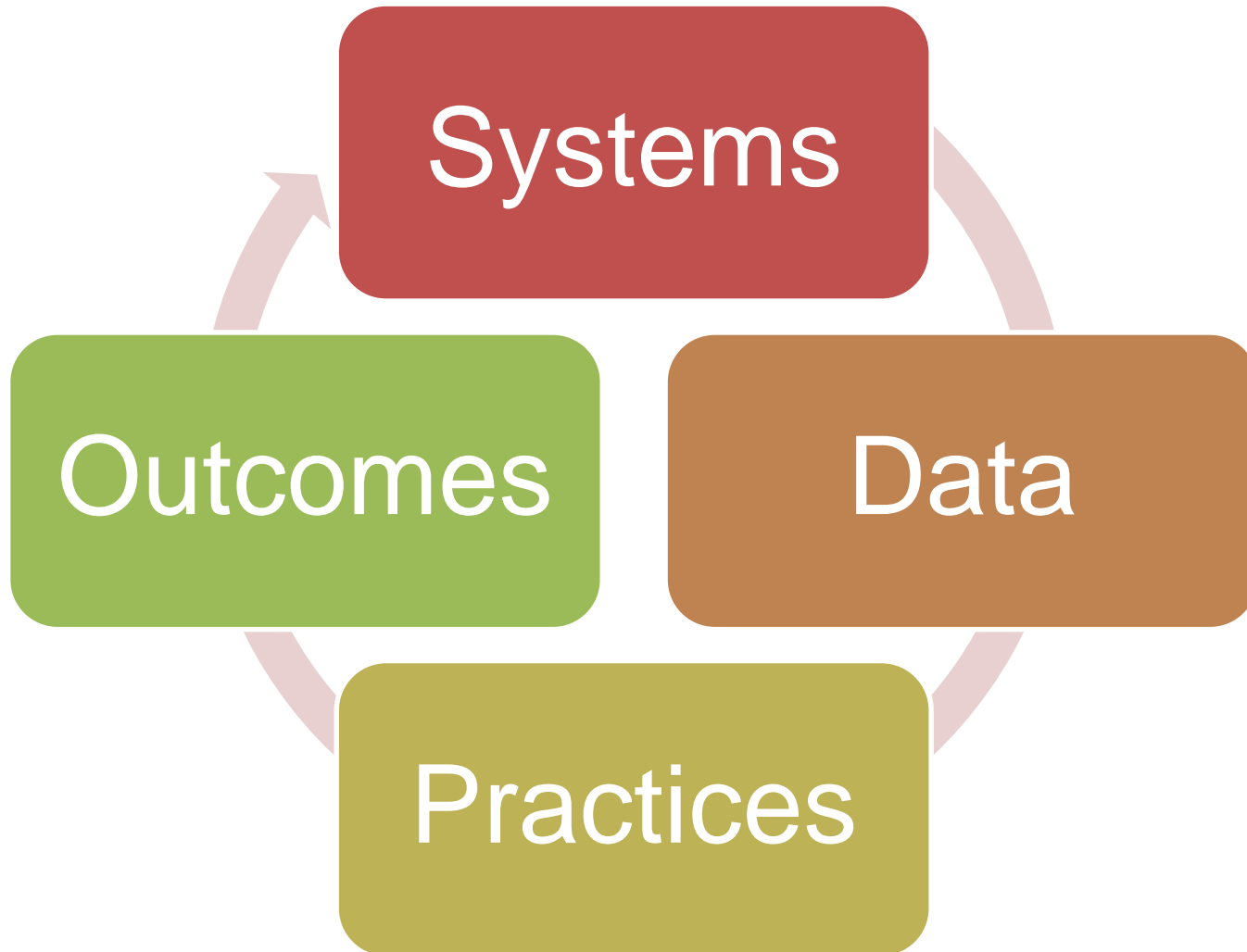


Positive Behavioral Interventions and Supports (PBIS)

An implementation **framework** for maximizing the selection and use of **evidence-based prevention** and **intervention practices** along a **multi-tiered continuum** that supports the academic, social emotional and behavioral competence of all students.

PBIS.org, National Technical Assistance Center on PBIS, June, 2018

PBIS is a Process



Data and PBIS

video

[Ohio Department of Education](#)

[OCALI Video, PBIS Chapter 05:](#)

[Making Data-Informed Decisions](#)

<https://vimeo.com/359874688>

Activity



What's an
example of an

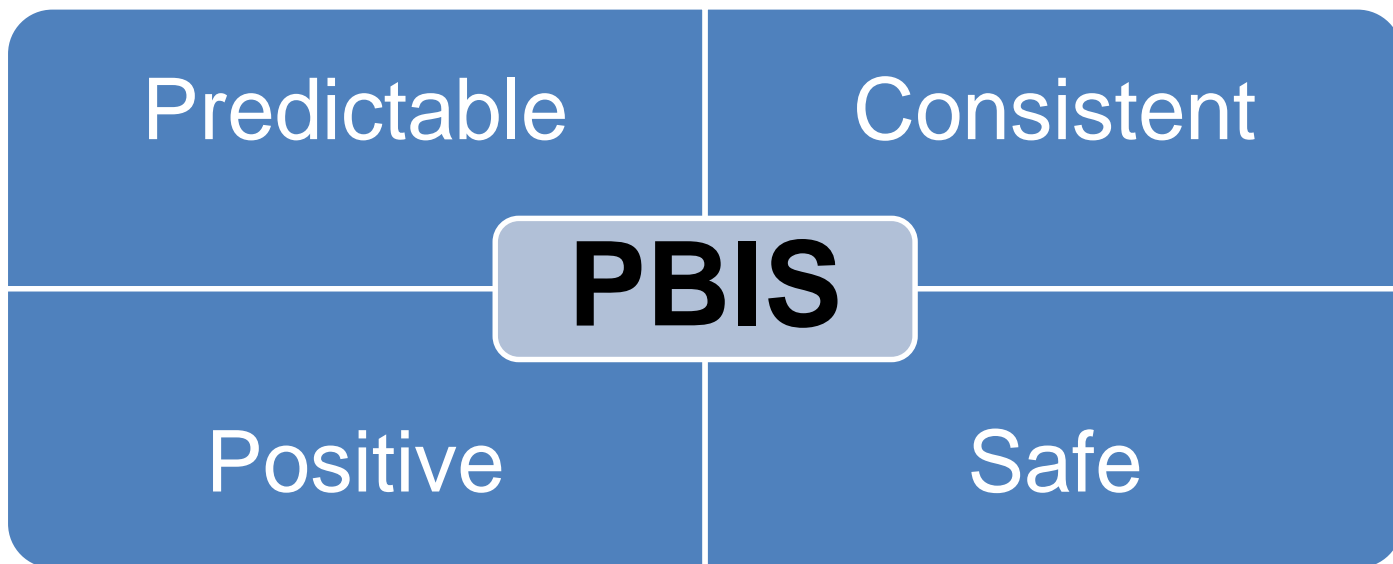


evidence-
based



practice?

Fundamental Purpose of PBIS: Make Schools Safe and Effective Learning Environments



PBIS is a Paradigm Shift



Reacting to
Problem Behavior

Teaching and
Recognizing
Positive Behaviors

Is this how you would teach it?

Academic Skill: **Addition**

- $2+2$ is not 1
- $2+2$ is not 2
- $2+2$ is not 3
- $2+2$ is not 5
- $2+2$ is not 6
- $2+2$ is not 7
- Etc. . .

Behavior: **Peer Relations**

- No elbowing others
- No kicking
- No hitting
- No pinching
- No biting
- No scratching
- Etc. . .

Teaching Appropriate Behavior

“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... ..teach?*
...punish?”

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

(Herner, NASDSE, 1998)

PBIS is about Adult Behavior

Adults create the environments that help students succeed.



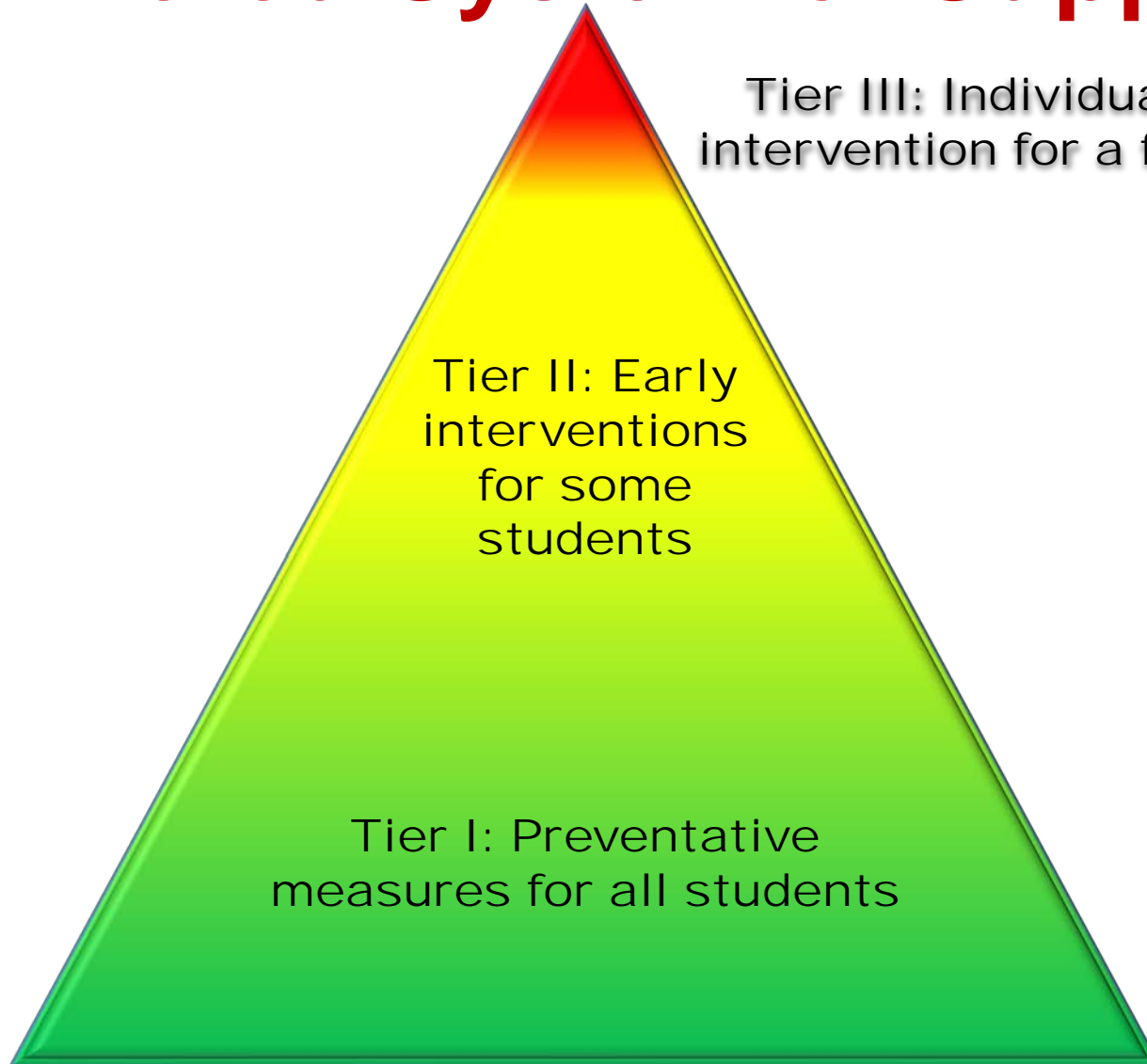
PBIS is for All



Preschool-
3rd

12+
grade

Multi-tiered System of Supports



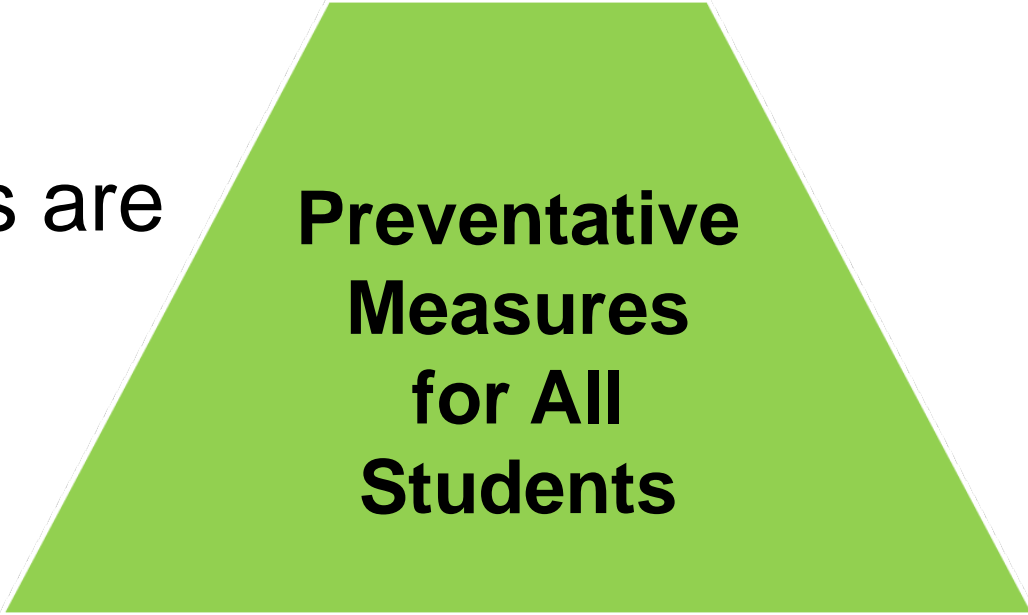
Tier III: Individual
intervention for a few

Tier II: Early
interventions
for some
students

Tier I: Preventative
measures for all students

Tier I Supports

- Three to five schoolwide expectations
- Expectations taught and practiced across all settings
- Expected behaviors are reinforced



**Preventative
Measures
for All
Students**

Schoolwide Expectations



Schoolwide Expectations

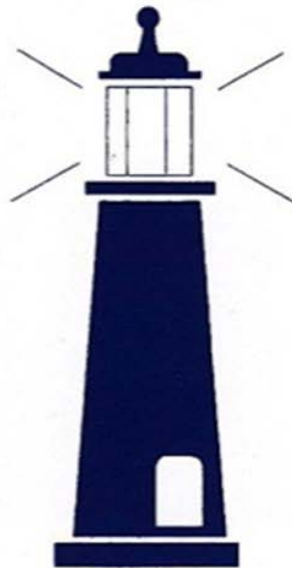


Ludington Area Schools

809 E. Tinkham Ave.

Ludington, Michigan 49431

Pere Marquette Elementary School



Live Responsibly

a

Keep Positive

e

Respect self and others

Safety at all Times

Teach Behavior Expectations Across All Settings





◦ **Trustworthy** - Stay in designated area
Respectful - Keep hands & feet to yourself
Responsible - Use equipment properly
Fair - Use good sportmanship
Caring - Include others
Good Citizens - Line up quietly and quickly ◦

Trustworthy-Use equipment properly
Respectful - Use quiet voices
Responsible - Wash hands
Fair - Take your turn
Caring - Respect Privacy
Good Citizens - Clean up after yourself

Recognize and Reinforce Expected Behavior

- Higher rate of positive to negative feedback
- Timely, specific feedback increases learning
- Link feedback to behaviors and expectations
- Verbal praise/feedback
- “Caught being good” tickets
- Privileges or tangible reinforcers

Secondary Supports (Tier II)

- Check In-Check Out
- Mentoring
- Skill Development Groups



**Early
Intervention
for Some
Students**

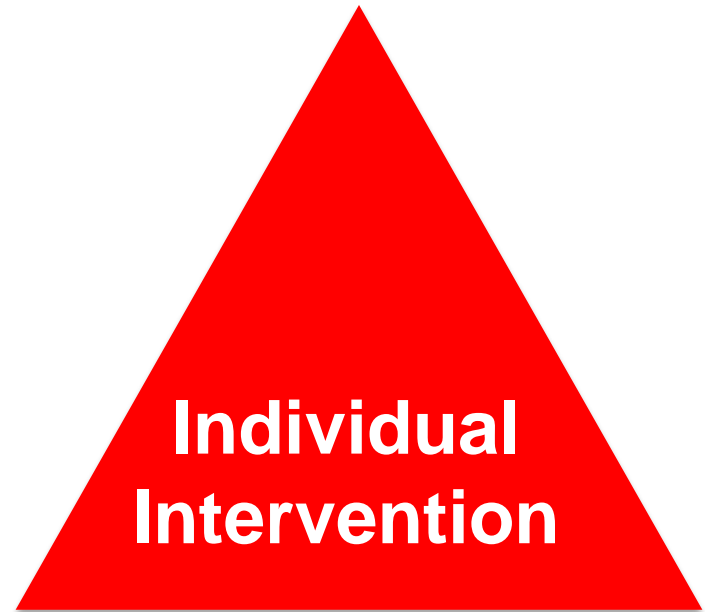
Check-in Check-out (CICO) video



Edutopia- Check-In/Check-Out: Providing a Daily Support System for Students

Tertiary Supports (Tier III)

- Individualized Plan
- Support Team
- Linked with Community Agencies



Activity

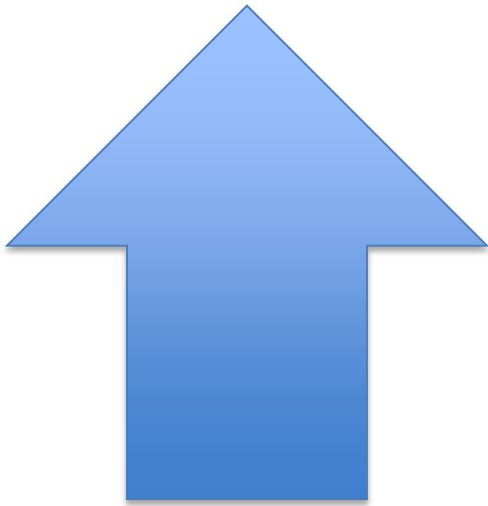
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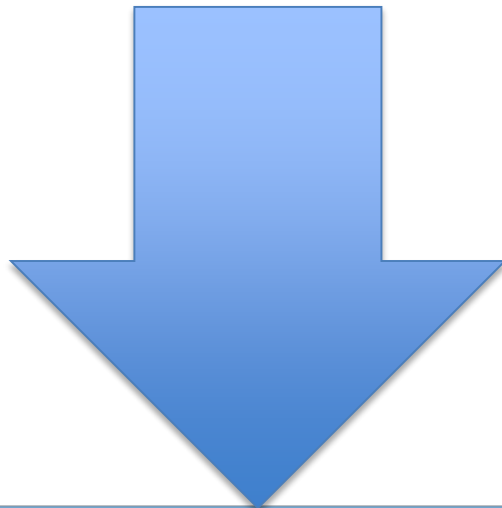
**Take a Moment
to Pause
and Reflect**

Outcomes Associated with PBIS

Outcomes Associated with PBIS



- Prosocial behavior
- Perception of safety
- Attendance
- Achievement
- Teacher self-efficacy
- Staff affiliations



- Discipline referrals
- Problem behaviors
- Suspensions
- Bullying
- Administrator time spent on discipline

Impact of 3,057 Office Referrals in a Middle School in Ohio...

Adapted from Barrett et.al.

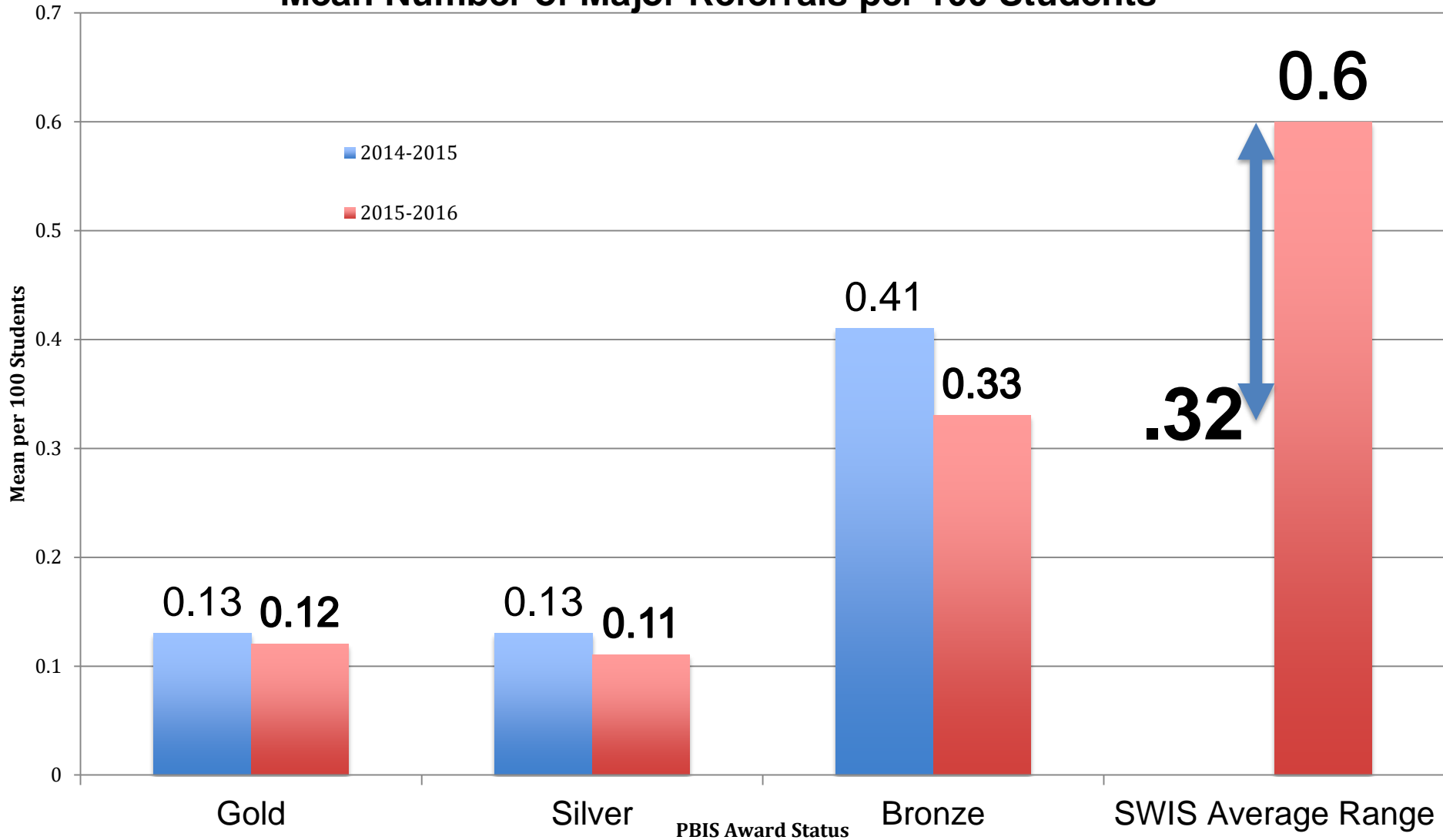
Lost Administrator Time (Based on 15 minutes per referral)	Lost Instructional Time (Based on 45 minutes out of class per referral)
45,855 minutes	137,565 minutes
764 hours	2,292 hours
95 work days	382 school days

***** \$35,000 or more spent per year for an instructional leader to process office referrals.**

Based on an average salary of \$70,000

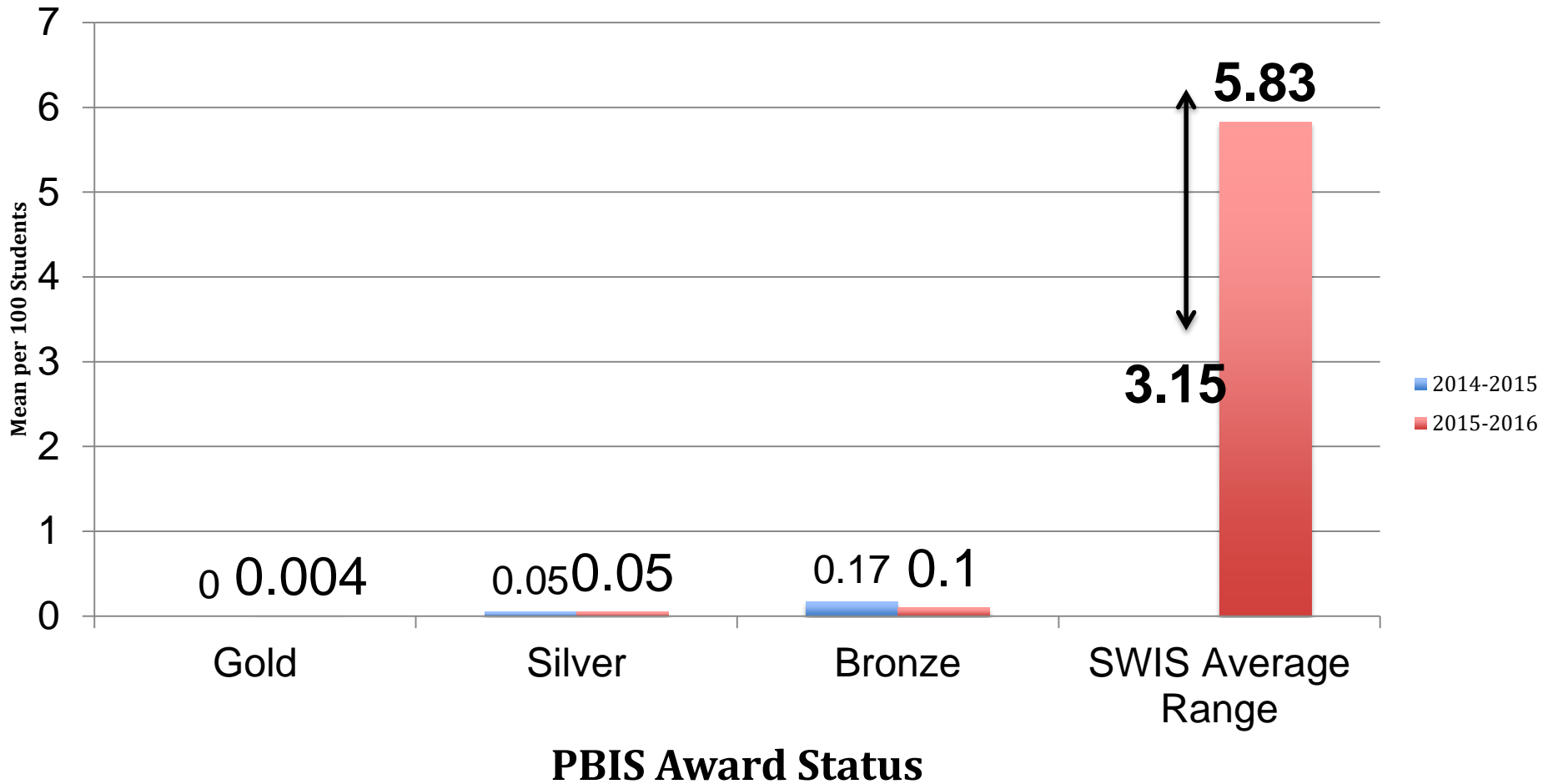
Ohio PBIS Award Schools

Mean Number of Major Referrals per 100 Students



Ohio PBIS Award Schools

Mean Number of Out-of-School
Suspensions per 100 Students



Common Myths and Misconceptions

PBIS is NOT

Packaged
Curriculum



Posters and
Stickers

Limited to specific
groups of students

Against
Consequences

Moving Forward with PBIS

PBIS Rules and Guidance

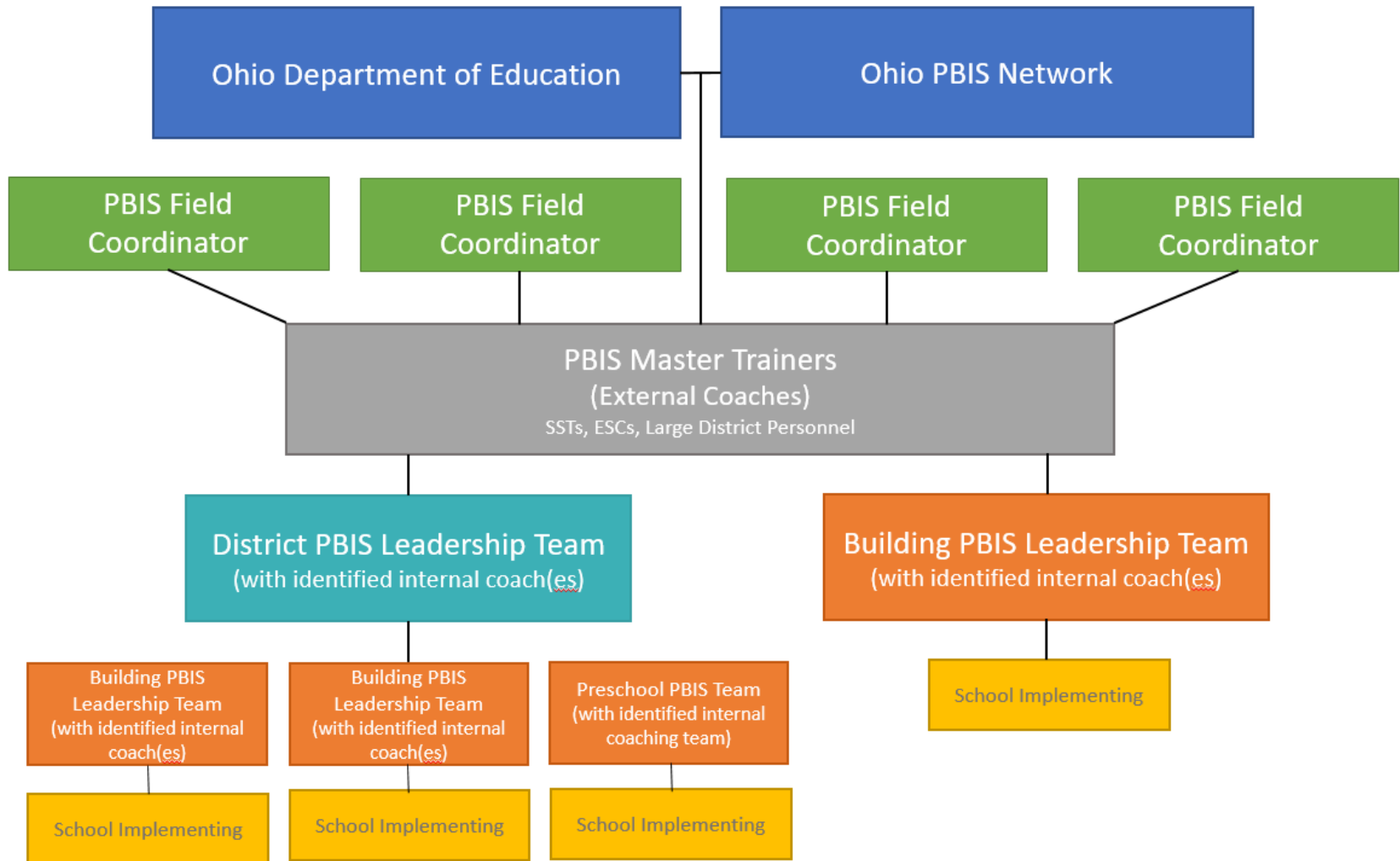
Federal		
Every Student Succeeds Act (ESSA)	Policy Statement on Expulsion and Suspension in EC Settings	OSEP Dear Colleague Letter (OSEP)
STATE OF OHIO		
Administrative Code (Rule) and Restraint and Seclusion Rules (Policy)	State Board Resolution: Student Suspension	House Bill 410 House Bill 318 (SAFE Act)

Where is Ohio with PBIS?

PBIS Training and Coaching:

- State Support Teams (SSTs) - 16 regional sites
- Expanded to include Educational Service Centers (ESCs)
- PBIS Network
- Annual PBIS Showcase

Moving PBIS Forward in Ohio



Moving PBIS Forward in Ohio



Ohio PBIS Network

- Marketing
- Sustainability
- Training and Behavioral Expertise
- Family and Community Engagement
- Early Childhood
- Equity and Cultural Considerations

QUICK LINKS

- » [About Ohio PBIS](#)
- » [PBIS for Administrators](#)
- » [PBIS for Families](#)
- » [PBIS for Educators](#)
- » [PBIS Recognition, Visitation and Showcase](#)
- » [Project AWARE Ohio](#)
- » [Trauma-Informed Schools](#)
- » [Motivation and Engagement PBIS](#)
- » [Policy: Positive Behavior Interventions and Support and Restraint and Seclusion](#)
- » [Tier II/Tier III and Behavioral Health](#)

LATEST NEWS

Guidance for Ohio Schools Receiving Puerto Rican Students Displaced by Storms

[View All News](#)

Ohio Positive Behavioral Interventions & Supports

What is Positive Behavioral Interventions and Supports (PBIS)?

PBIS is a framework that guides school teams in the selection, integration and implementation of evidence-based practices for improving academic, social and behavior outcomes for all students. The PBIS process emphasizes four integrated elements: **data** for decision making, evidence based **interventions and practices** that support varying student needs (multi-tiered), **systems** that efficiently and effectively support implementation of these practices, and continual progress monitoring to ensure **outcomes** are met.

PBIS is not a curriculum or a one-day training. PBIS is a systems change process that requires on-going commitment in order to create effective systems for teaching and addressing behavior and social-emotional skills.



PBIS for Administrators



PBIS for Families



PBIS for Educators



About PBIS



Tier II/III and Behavioral Health



PBIS Recognition, Visitation and Showcase



Motivation and Engagement PBIS

PBIS Apps

pbisapps.org/Applications/Pages/SWIS-Suite.aspx



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[Getting Started With...](#)

[PBIS Assessment](#)

[PBIS Evaluation](#)

PBIS.org

Two New Self-Assessments for District and State Leadership Teams

[Learn More](#)

FEATURED RESOURCES



WHAT IS PBIS?

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools where all students succeed.

TIER 1

Tier 1 practices and systems establish a foundation of regular, proactive supports while preventing unwanted behaviors. Schools provide these universal supports to all students, school-wide.

[Learn More](#)

TIER 2

Tier 2 practices and systems support students who are at risk for developing more serious problem behaviors before those behaviors start. These supports help students develop the skills they need to benefit from core programs at the school.

[Learn More](#)

TIER 3

At Tier 3, students receive more intensive, individualized support to improve their behaviors and academic outcomes. At this level, schools rely on formal assessments to determine a student's need.

[Learn More](#)

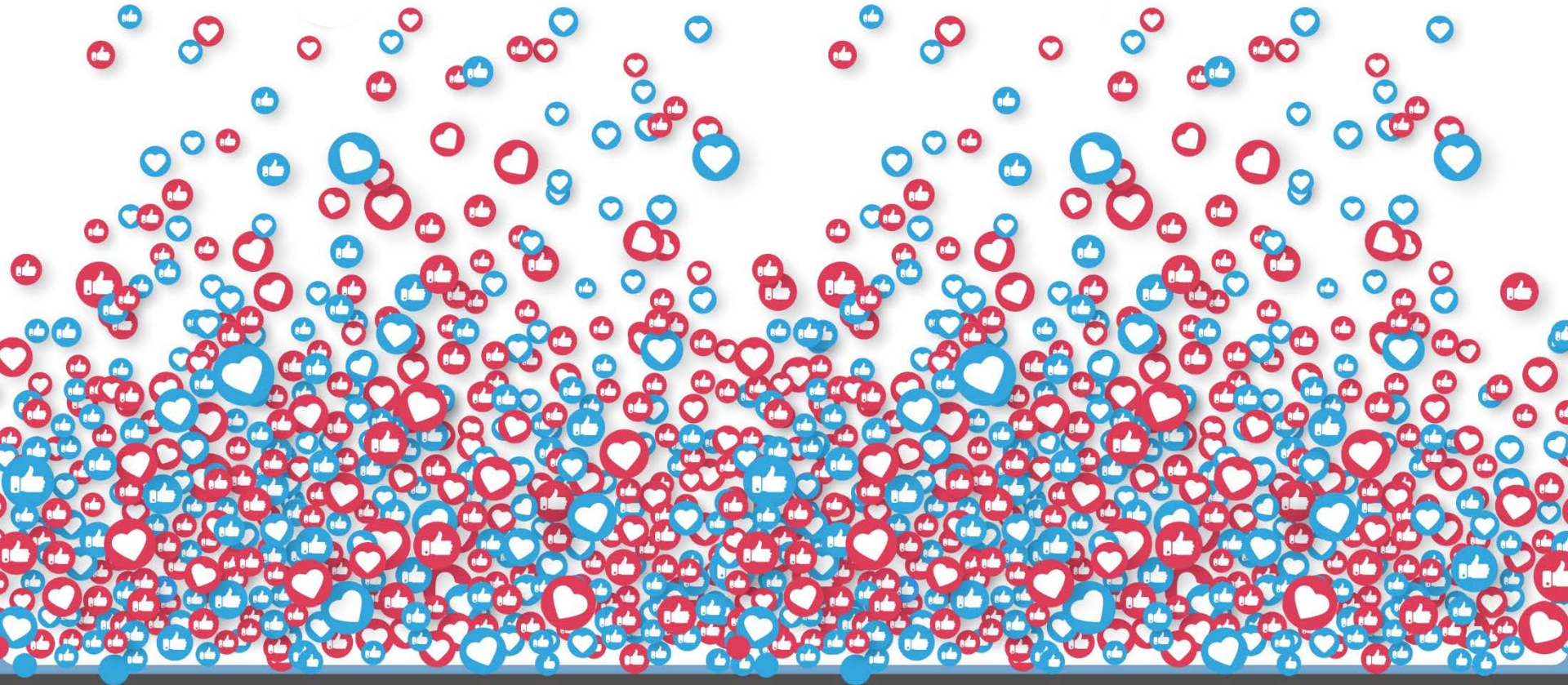
WHO ARE WE?

Funded by the U.S. Department of Education's Office of Special Education Programs (OSEP) and the Office of Elementary and Secondary Education (OESE), the Technical Assistance Center on PBIS supports schools, districts, and states to build systems capacity for implementing a multi-tiered approach to social, emotional and behavior support. The broad purpose of PBIS is to improve the effectiveness, efficiency and equity of schools and other agencies. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups.





@OHEducation



**Share your learning
community with us!**

#MyOhioClassroom



Celebrate educators!

#OhioLovesTeachers

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