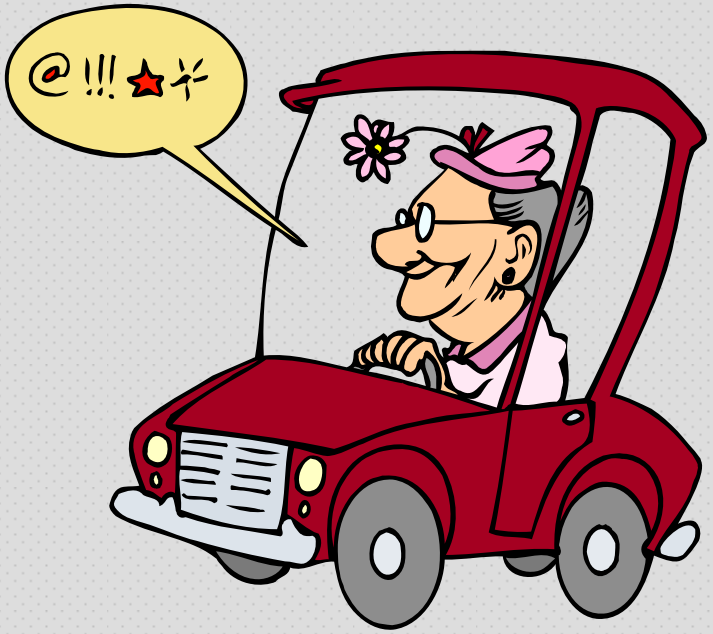
What is Positive Behavior Supports?

Can the environment affect how we behave?

Johns & Patrick

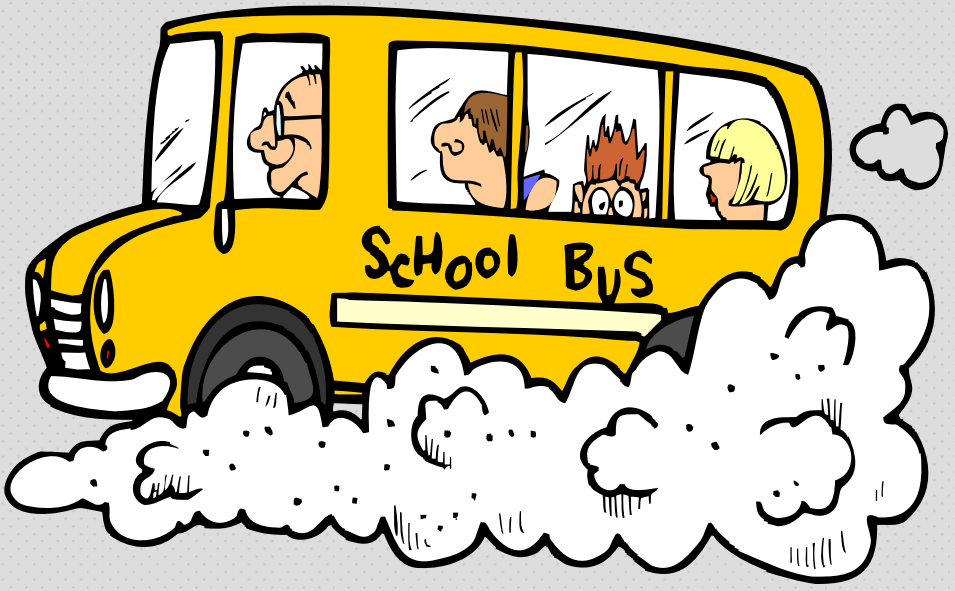
Presentation Expectations

- **Honor each other's time**
- **Actively listen:**
  turn off laptops, iPods, cell phones; avoid side conversations; put aside work
- **Interact professionally:**
  avoid sarcasm, eye-rolling, blaming students and families for systemic failures



What is PBS?

- A set of principles derived from decades of behavioral research
- A nationally recognized means to create a proactive discipline structure
- A set of organizing practices rather than a specific program



Traditional Behavior Theory

- Views student misbehavior as inherent to the child
- Seeks to diagnose the internal flaw
  (intellectual, neurological, psychological, emotional, moral)
- Is reactive – waits until the behavior is displayed
- Attempts to squash inappropriate behaviors
- Relies on specialists and alternative settings
- Often results in rigid, punitive environments
- Objective: Control

Adapted from The Well-Managed Classroom, Boys Town

PBS Theory

- Believes all behaviors occur within an environmental context
- Begins all investigations by examining the scope of the problem (school-wide, group, or individual)
- Is proactive – intentionally structures for success
- Systematically teaches and acknowledges appropriate behaviors
- Builds capacity for all staff to address both positive and negative student behavior
- Intentionally seeks to build positive, flexible environments based on review of data
- Objective: Self-management

Adapted from The Well-Managed Classroom, Boys Town

Multi-Tiered Supports

Tier One: School-Wide

- ❑ **Commitment to PBS**
- ❑ **Universal Expectations & Rules**
- ❑ **Office Referral Procedures**
- ❑ **School-Wide Acknowledgement System**
- ❑ **School-Wide Social Skills Instruction**
- ❑ **Active Supervision**
- ❑ **Enforcement of Expectations**
- ❑ **Data-Based Decision Making**
- ❑ **Safe & Welcoming Culture**

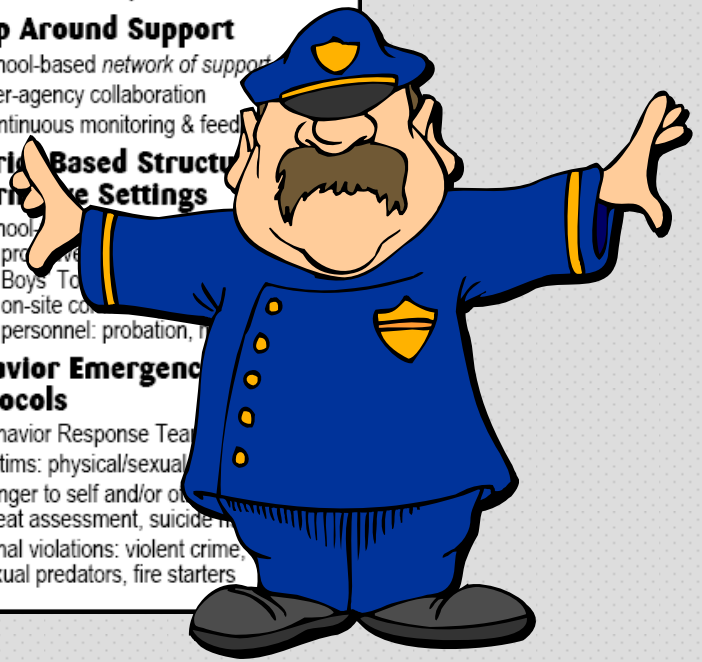
Tier Two: Targeted Group

- ❑ **Strategic Behavior Instruction**
  - School Success: *Attendance, Classroom Survival Skills, Interacting with Confidence, Organization*
  - Targeted Skill Development: *Aggression, Anti-Social, Conflict with Authority, Drug/Alcohol, Impulse Control, Problems with Peers, Withdrawal*
- ❑ **Function-Based Intervention**
  - Gain Attention: Check In/Out
  - Escape: Academic support
- ❑ **School-Based Network of Support**

  (Team, Counselor, Psychologist, Behavior Interventionist, Administration, Mentor, etc.)
  - Proactive collaboration: staff, teams
  - Intentional staff/student interactions
  - Increased monitoring & feedback
- ❑ **School-Based Structured Alternative Settings**
  - Boys' Town *Specialized Classroom Management (SCM)* system
    - behavior goals
    - *Proactive Teaching*
    - *Effective Praise*
    - *Corrective Teaching*
    - *Crisis Teaching*
    - progress monitoring

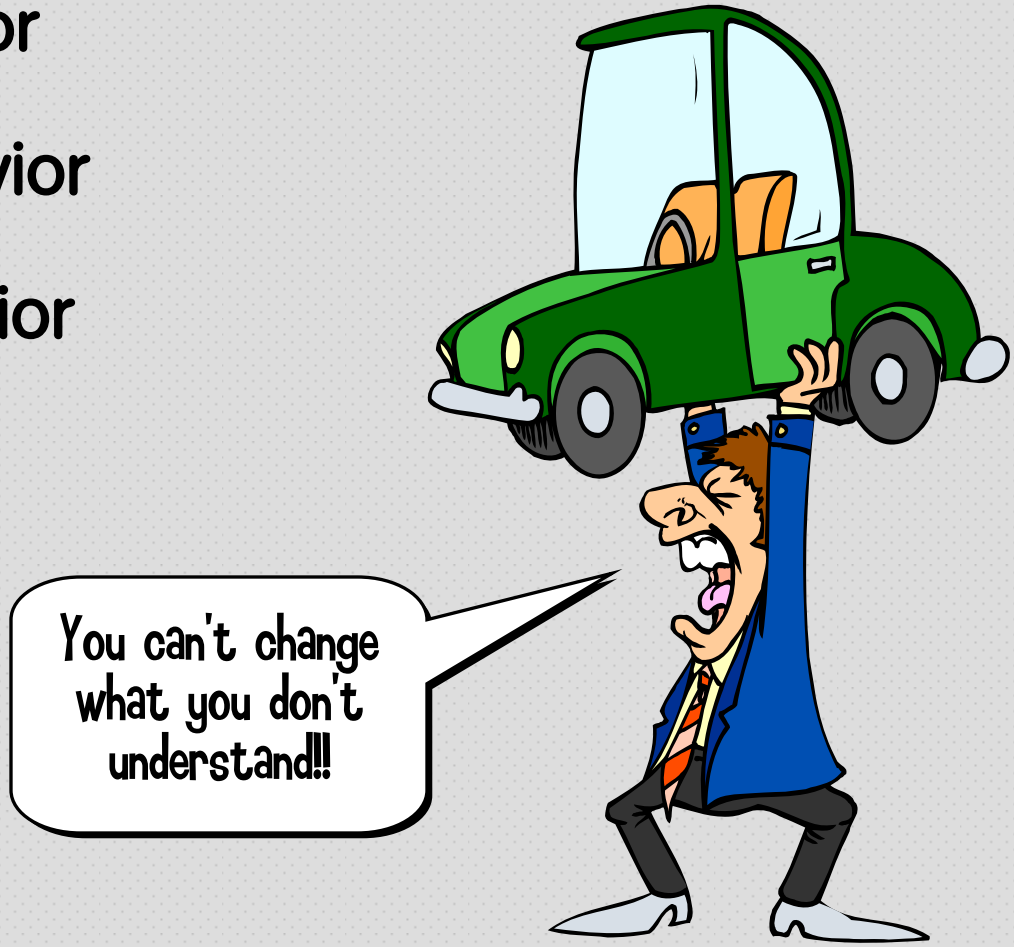
Tier Three: Individual

- ❑ **Functional Behavioral Assessment (FBA) → Behavior Support Plan (BSP)**
  - Environmental modifications
  - Functionally Equivalent Replacement Behaviors (FERBs)
  - Curriculum modifications
  - Reinforcement system
  - Reactive strategies
  - Behavior goals
  - Communication systems
- ❑ **Wrap Around Support**
  - School-based *network of support*
  - Inter-agency collaboration
  - Continuous monitoring & feed
- ❑ **Distri Based Structu Alter e Settings**
  - School
    - pro
    - Boys' To
    - on-site co personnel: probation,
- ❑ **Behavior Emergenc Protocols**
  - Behavior Response Tea
  - Victims: physical/sexual
  - Danger to self and/or o threat assessment, suicide
  - Penal violations: violent crime, sexual predators, fire starters



Changing Behavior is Complex

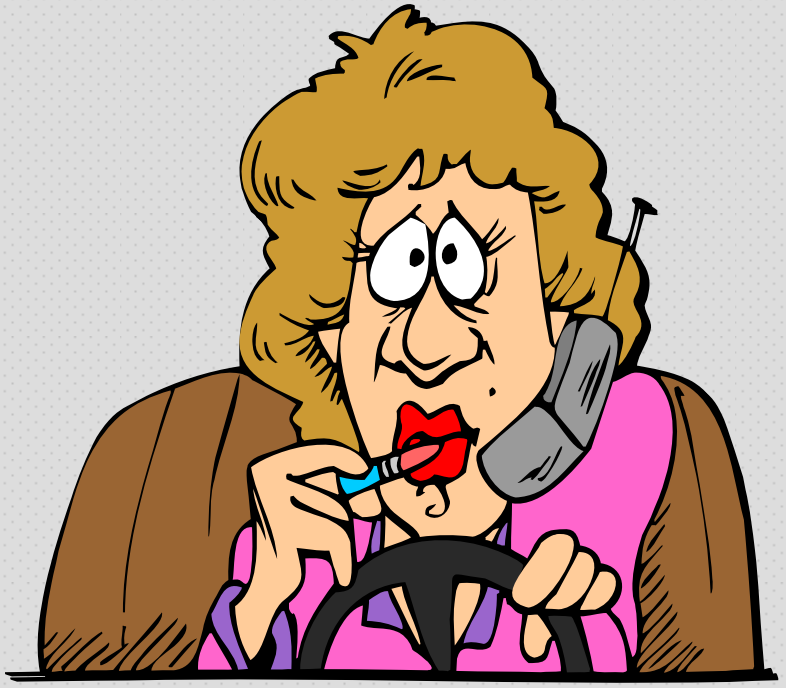
- Staff Behavior
- Student Behavior
- Parent Behavior



Behavior 101

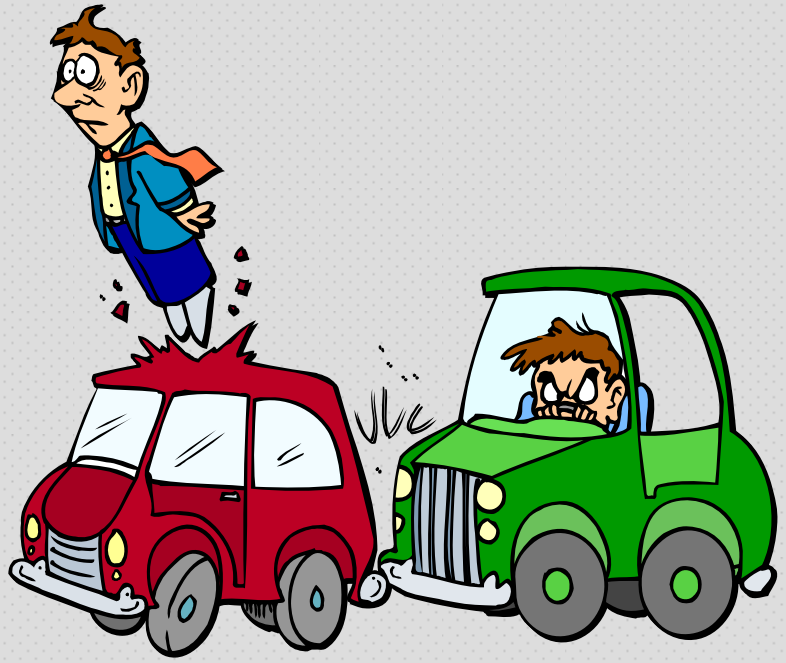
Behavior is:

- learned
- functional
- contextual
- human



Behavior is Learned

We teach and reinforce behavior everyday – even "bad" behaviors



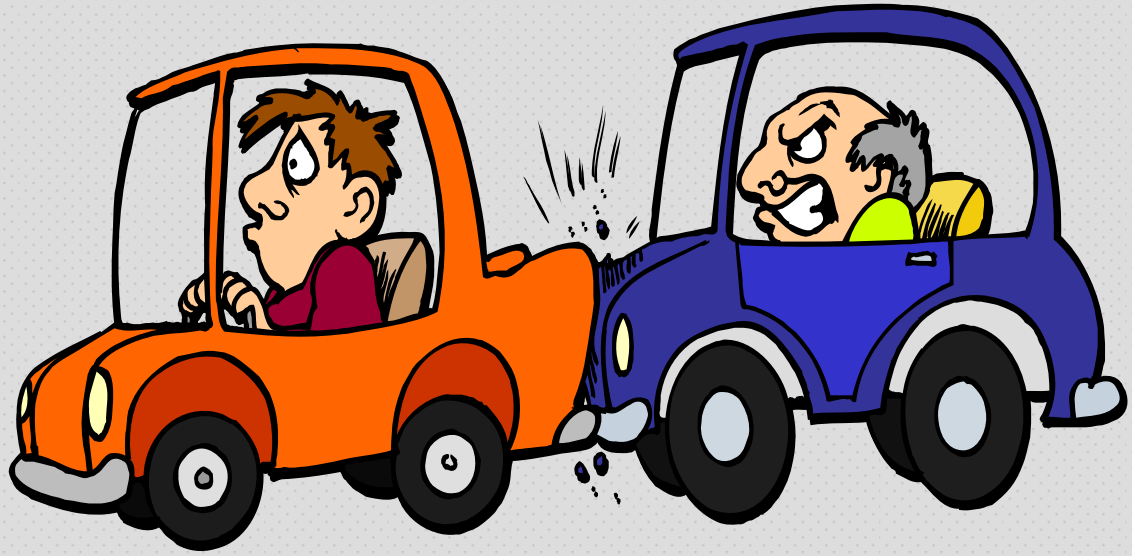
Behavior is Learned: School Examples

- Students on the Panther Team have learned that bell-to-bell instruction is an enforced expectation in only four of their six classes.
- A group of 7th grade girls has learned that staff do not check C-wing restrooms after lunch making it a great place to hang out during 6th period.
- Joe has learned that in order to be immediately excused from the classroom all he needs to do is call the teacher a "b-----."

Behavior Is Functional

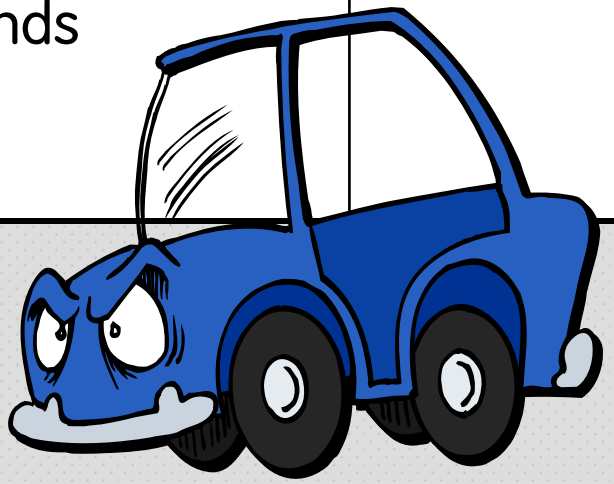
We use behavior to achieve our desires

- Get/Gain
- Avoid/Protest



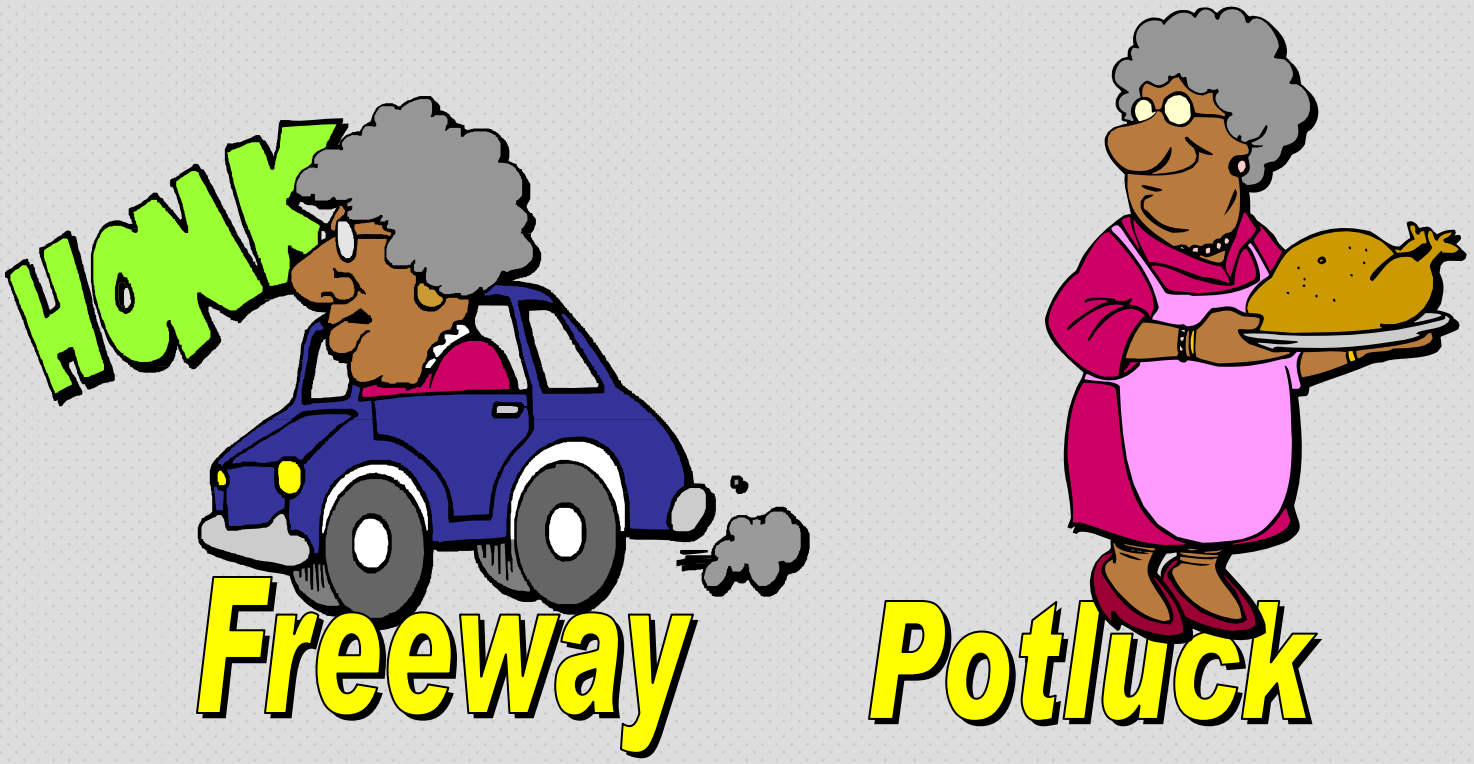
Behavior is Functional: School Examples

Behavior	GAIN	AVOID
As a result of misbehaving in the morning, students are sent to Detention during afternoon recess.	• Air-conditioned room to hang out	• Being bullied during free time • The heat
Because they refuse to dress for PE, a group of students are told to "sit on the wall" during the period.	• Free time with friends	• Exercising



Behavior Is Contextual

We behave differently in various settings



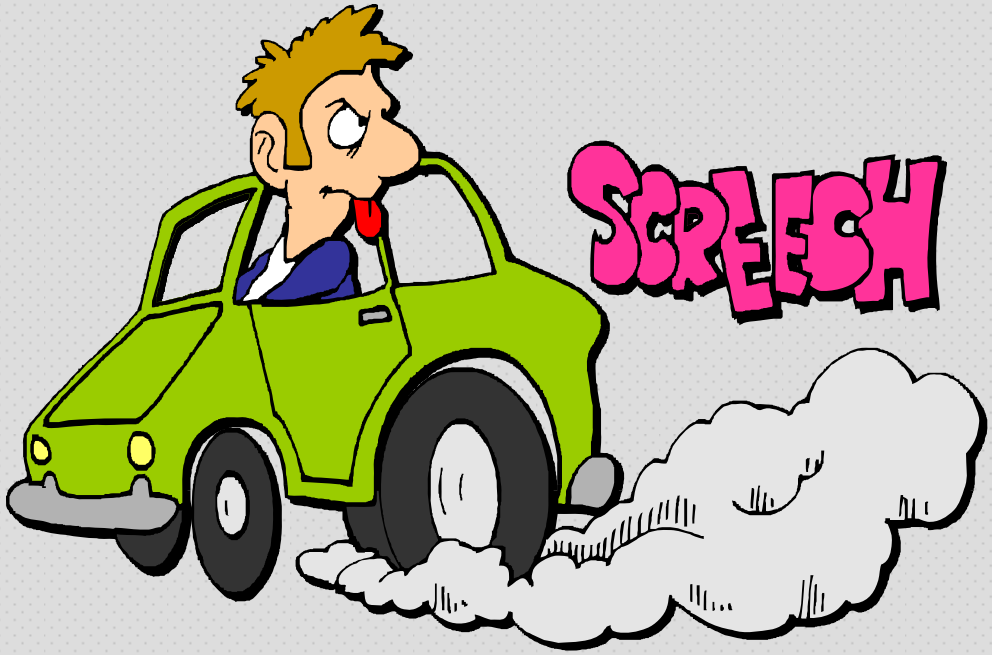
Behavior is Contextual: School Example

English

Math

Behavior is Human

Children, like adults, sometimes choose to demonstrate inappropriate behaviors

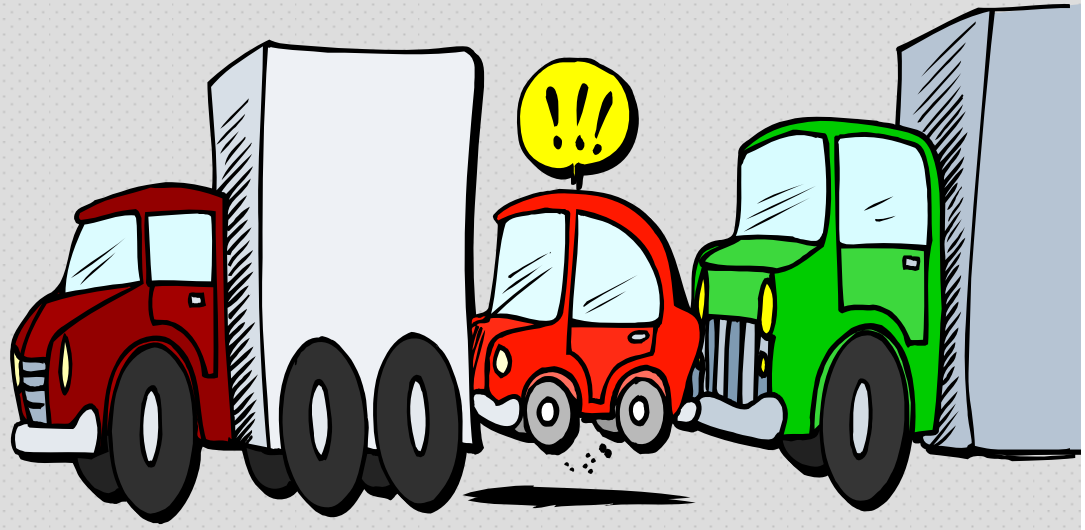


Behavior is Human: School Example

Despite having called the meeting to order, a number of people ignore the principal's request to quiet down. Instead they continue to talk loudly with friends while complaining about having to be at school.

What kind of meeting is this?

a) Student assembly
b) Staff meeting
c) PTA
d) All of the above



PBS Commitments

- *Build a Safe & Welcoming Community*
- *Structure for Success*
- *Actively Manage the School*
- *Understand Behavioral Dynamics*
- *Be Proactive Rather than Reactive*
- *Stop Doing What Doesn't Work*

PBS Processes

- Define universal expectations
- Provide explicit behavior instruction
- Consistently **acknowledge** and **correct** behavior
- Thoughtfully apply and evaluate consequences

PBS Processes (continued)

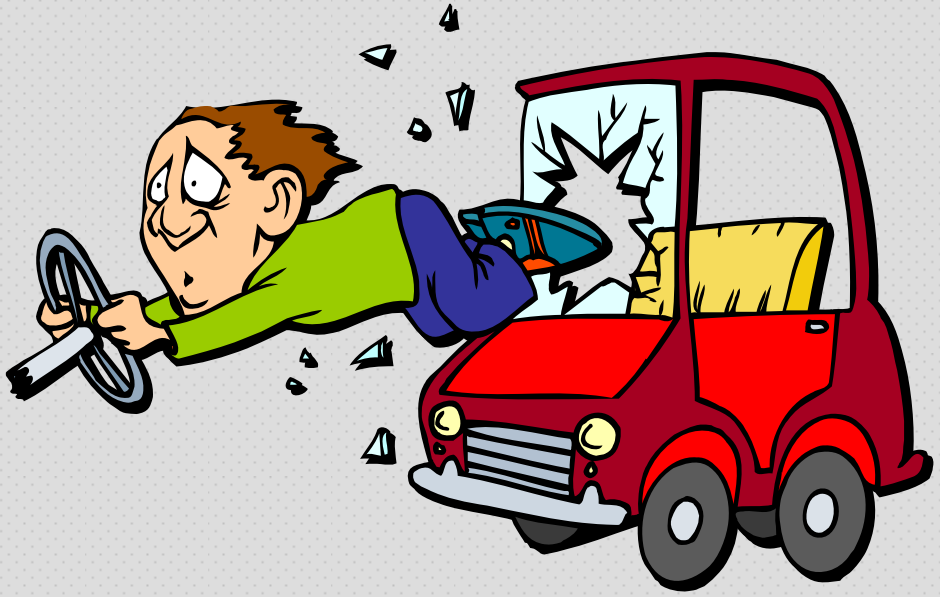
- Create multi-tiered behavioral supports (school-wide, group, individual)
- Proactively manage all locations on campus
- Establish an environment which is responsive to data

First Steps

- Establish administrative commitment
- Form a representative PBS Team
- Gain school-wide commitment (>80%)
- Adopt universal expectations

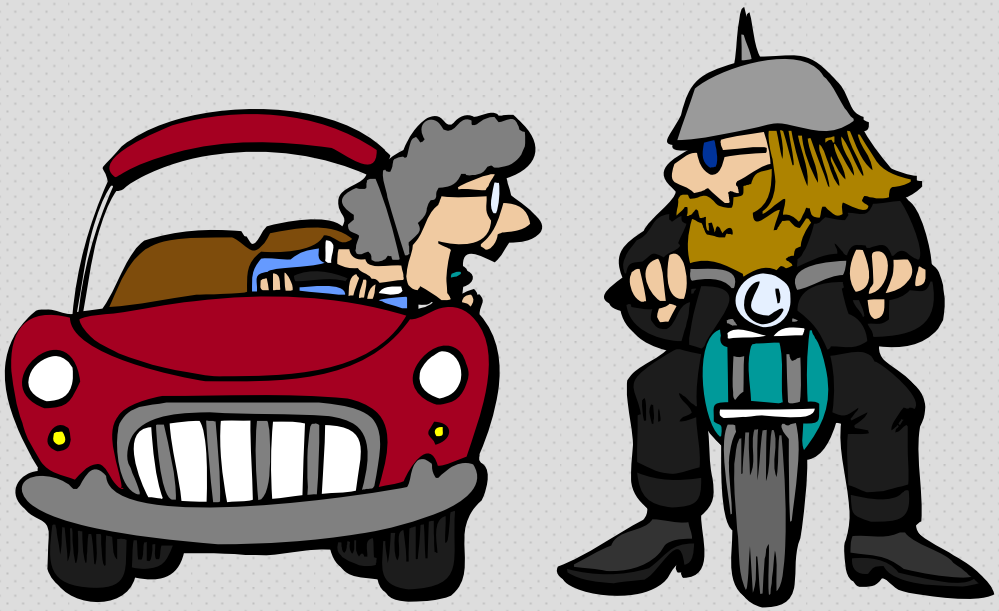
First Steps (continued)

- Adopt a referral database and referral forms
- Develop a school-wide social skills instruction schedule
- Create a school-wide reinforcement system
- Progress monitor everything



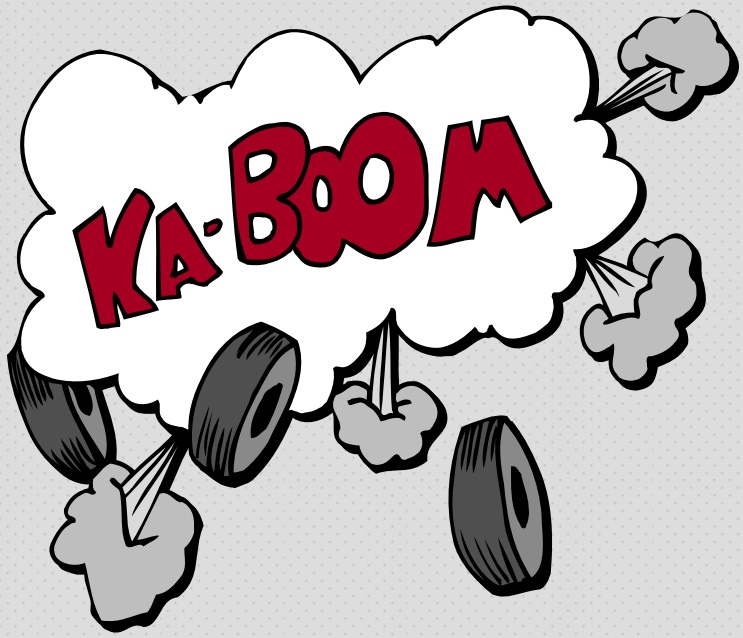
Benefits of PBS

- Improve the school climate
- Reduce referral/suspension rates
- Increase attendance rates
- Increase achievement



How Can I Learn More?

- National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS): www.pbis.org
- Florida Positive Behavior Support Project: http://flpbs.fmhi.usf.edu/
- San Bernardino City USD PBS Initiative: www.modelprogram.com



PBS District Coaches

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