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

“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?*”

Tom Herner (NASDE President) Counterpoint 1998, p. 2
DEFINITION OF PBIS

Just What is PBIS?

• Positive Behavior Intervention Supports
• Teaching of positive behavioral expectations
• Used school wide
• Emphasizes prevention
• Behavioral recognition system for doing the right thing
Process...not a curriculum

- Individualized to the unique features of the school
- Emphasis on continuous, data-based improvement
- Focus on efficiency, effectiveness, & relevance
- Framework to identify needs, determine strategies, and evaluate practices for success
Paradigm Shift

• Thinking Differently about What is the Problem

- From the problem is within the child
- To the problem is due to a breakdown in the teaching and learning interaction (or we just didn’t bother to teach it)
PBIS Emphasizes *Prevention at Each Level*

- **Universal Level**
  - **GOAL:** To reduce new cases of problem behavior

- **Targeted Level**
  - **GOAL:** To reduce current cases of problem behavior

- **Intensive/Wraparound Level**
  - **GOAL:** To reduce complications, intensity, severity of current cases
Designing School-Wide Systems for Student Success

**Academic Systems**

- **Intensive, Individual Interventions**
  - Individual Students
  - Assessment-based
  - High Intensity

- **Targeted Group Interventions**
  - Some students (at-risk)
  - High efficiency
  - Rapid response

- **Universal Interventions**
  - All students
  - Preventive, proactive

**Behavioral Systems**

- **Intensive, Individual Interventions**
  - Individual Students
  - Assessment-based
  - Intense, durable procedures

- **Targeted Interventions**
  - Some students (at-risk)
  - High efficiency
  - Rapid response
  - Individual or Group

- **Universal Interventions**
  - All settings, all students
  - Preventive, proactive
Define

*3-5 Simple School-wide Expectations

Teach

*Cool Tool Direct Instruction

Remind

*Clear In-the-Moment Reminders

Celebrate

*Daily recognition – Gotcha’s
*Weekly/quarterly grade-level/whole school celebrations

Reteach

*Classroom procedure for minor problem behaviors
*Office Discipline Referral for major problem behaviors
Define:

3-5 School Wide Expectations
Behavioral Matrix

• A visual representation of what the behavioral expectations look like, sound like, and feel like in all non-classroom areas.
• Matrix includes the 3 positively stated expectations.
• Cushing’s are: (see hand out p. 4)
  • Be safe
  • Be kind
  • Do your job
Definition of majors-minors t-chart

• A *clear distinction* must exist between problem behaviors that are staff-managed *(minor)* versus problem behaviors that are office-managed or crisis *(major)*

(see hand out p. 5)
What is an Office Discipline Referral (ODR)?

• What it IS: (see hand out p. 6)
  – Student - Staff Member - Administrator interaction
  – Piece of information used to make decisions
  – Data point
  – Parent Communication
**What are Cool Tools?**

Cool tools are *behavioral lesson plans* that structure how staff *teach* the expected *behaviors* from the school-wide behavioral matrix.

Cool Tools are:

- Research-based procedures for teaching the behaviors;
- Examples and non-examples taken from classroom and non-classroom settings and situations;
- Modeling and role-playing to teach new skills and provide students with practice opportunities;
- Feedback and acknowledgment to ensure students display the expected/taught behaviors;
- Taught weekly following kickoff and monthly following proof of fluency.
Acknowledgements=

Individual
Classroom
School wide

“I was caught being a Cushing Star!”