

# Positive Behavioral Interventions and Supports (PBIS) & Classroom Management

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# *What is PBIS?*

- \* PBIS stands for Positive Behavior Interventions and Supports, a rapidly growing, nationally recognized system. Currently, there are over 10,000 schools nationwide implementing PBIS programs.
- \* PBIS is a research-based, early intervention program which uses data to ensure that all students' behavioral needs are met.
- \* It is a school-wide (lower school) behavioral program which emphasizes a student's positive behavior.
- \* All students' behaviors are met with an appropriate and explicit consequence, whether positive or negative.

# CPMS Vocabulary

- \* BLAZERS (acronym)
  - \* **B**e safe all of the time.
  - \* **L**isten.
  - \* be **A**ttentive in class.
  - \* be **Z**ealous in my learning.
  - \* be **E**mpathetic towards others.
  - \* be **R**esponsible for your actions.
  - \* **S**how respect to myself and others.
- \* Quint= Each Semester (we have 5 semesters)
- \* Advisor= Staff Liaison between academics and home (parents)

# Capital Preparatory Lower School's Behavior Mission Statement

- \* **Capital Preparatory Magnet School's Lower School is a collaborative learning community that exhibits safety, respect and responsibility so that everyone will shine as **BLAZERS!****



# How Does It Work?

- \* All students & staff are informed of the PBIS program and its functions.
- \* Behavioral expectations for all school environments (i.e. classroom and non-classroom) are explicitly defined and taught and reminded to students throughout the school year.
- \* Students are given *BLAZERS* tickets throughout the year from any lower school staff member which allows them the opportunity of sitting at the VIP table with a buddy. 😊

# Why Use PBIS?

- \* The historically favored approach to school-wide discipline has been heavily reactive in nature.
- \* In the past, educators typically have waited for a student's behavior to become more severe and will react to this with punishment based consequences. This has led to higher teacher burnout rates, larger proportions of students referred to the office for discipline and higher rates of violence in our schools.

# Why Use PBIS? (cont.)

- \* Current research has shown that using punishment, especially when it is not consistent and coupled with varying consequences, is not effective in shaping students' appropriate behavior.
- \* Students need to be explicitly taught appropriate school behaviors and rewarded for following these behavioral expectations. PBIS is a systematic approach to addressing all students' behaviors in a proactive manner.

# What Can We Do?

- \* As teachers, facilitators and staff of lower school we can do A LOT!!
- \* PBIS is a **team-based process** for systematic problem-solving, planning and evaluation. Together we can discuss and evaluate the needs of our students through the process of PBIS, only if it implemented correctly.
- \* Research is currently growing which shows that, with appropriate implementation of PBIS, schools can increase the amount of appropriate student behavior.

# Implementation of PBIS

- \* **Ongoing/Daily Reinforcement:** Each staff member can give students BLAZERS tickets when he/she has observed the student to be demonstrating one of the school wide positive behavioral expectations.
  - \* Once a student earns a BLAZERS coupon, that student will drop his/her ticket into the designated bin for that grade level. Time to drop tickets into bins is that the discretion of the classroom teacher. Each student is responsible for managing his/her own ticket.

# Implementation of PBIS (cont.)

- \* **Weekly Reinforcement:** On a weekly basis, during the designated lunch time for each grade, one ticket will be drawn for each grade level.
  - \* Sit at the VIP table with a buddy
  - \* It allows them an opportunity of receiving a Most BLAZERS ticket award at the end of the month
  - \* Have their picture displayed in the cafeteria on the “*BLAZERS Star Wall*”

# Implementation of PBIS (cont.)

- \* **At the End of Each Quint:** Students that have not received any Office Discipline Referrals (ODRs) will be eligible to attend a special assembly or activity at the end of each quint. Students that do not earn this special assembly will participate in a supplemental social skills instruction with a designated staff member.
  - \* At the assembly the class with the most tickets is allowed to have the “PBIS~Most BLAZERS Tickets” trophy for bragging rights in their classroom!
  - \* The student(s) with the most BLAZERS tickets is awarded a certificate and recognition in front of lower school.

# Implementation of PBIS (cont.)

- \* PBIS is also used for Tier I, II and III in the Scientific Research Based Interventions system.

# What are Office Discipline Referrals (ODR's)

- \* If a student is involved in a **Minor Infraction** then she/he will receive a **Yellow Form & Consequence** from the lower school staff. This form will need to be reviewed and signed by their parent.
- \* If a student is involved in a **Major Infraction** then she/he will receive a **Red Form & Consequence** from an administrator. This form will need to be reviewed and signed by their parent.
- \* All forms need to be turned in to the student's Advisor

# Minor Infractions (Yellow Form)

- \* Calling/Talking Out
- \* Vandalism (minor)
- \* Throwing Objects
- \* Cheating
- \* Indirect Swearing
- \* Refusal to follow directions
- \* Running in the halls
- \* Not being where you should be
- \* Inappropriate gestures

# Minor Infractions (Yellow Form)

- \* Tip:
  - \* The consequences given for any “minor” incident that may occur in your classroom, can also be consequences for those who receive “yellow forms”.
- \* The purpose of the Yellow Form:
  - \* The information provided on the yellow forms are to track data in regards the student’s behaviors. This data is helpful for the Student Assistance Team when discussing the child’s behavior.

# Major Infractions (Red Form)

- \* Physical and/or Verbal Aggression
- \* Vandalism (major)
- \* Swearing directed at someone
- \* Stealing
- \* Weapon (threat/use)
- \* Bullying
- \* Inappropriate / Sexual innuendos
- \* Elopement
- \* Aggressive use of materials
- \* Chronic Minor Infractions

# Major Infractions (Red Form)

- \* Tip:
  - \* If the student's behavior is a safety concern for either themselves and/or others than they need to automatically meet with an administrator.
- \* The purpose of the Red Form:
  - \* The information provided on the red forms are to track data in regards the student's behaviors. This data is helpful for the Student Assistance Team when discussing the severity of the child's behavior.

# Yellow Forms vs. Red Forms

- \* 3 Yellow Forms = 1 Red Form
- \* 1 Red Form = Student is not allowed to participate in End of Quint Assembly.
- \* If there is a consistency in yellow and/or red forms, SAT team members (i.e. Lower School Administrators, Social Work, Special Education Teacher(s), Teachers) need to be notified ASAP to further evaluate.

# Helpful Tips:

- \* Use PBIS as a tool to assist with Classroom Management.
- \* In order for it to be successful, it should NOT be used as a bribe with students or as “I owe you”.
- \* Be Positive.
- \* Be Consistent.

# Setting the Tone on Day 1

- \* Create rules as a class
- \* Set high expectations for ALL students
- \* Be **consistent** – follow through
- \* Build a positive rapport
- \* Introduce hand signals – bathroom, water, tissue etc.
- \* Introduce transitions and practice

# Teacher Expectations for Classroom Management

- \* Identifying the 4 goals of misbehavior (STEP):

How do you feel?	What do you usually do?	How does your child usually respond?	Goal
<b>Bothered</b>	Remind, nag, scold	Stops temporarily. Later, misbehaves again	Attention
<b>Angry, threatened</b>	Punish, fight back, or give in	Continues to misbehave, defies you, or does what you've asked slowly or sloppily	Power
<b>Angry, extremely hurt</b>	Get back at child, punish	Misbehaves even more, keeps trying to get even	Revenge
<b>Hopeless, like giving up</b>	Give up, agree that child is helpless	Does not respond or improve	Display of Inadequacy

# Dealing with Misbehavior

- \* How do you feel?
- \* What do you do?
- \* How does the child respond to what you do?

Goal	Examples of misbehavior	What the teacher can do	Ways to encourage positive goals/beliefs
Attention	<p><b>Active:</b> Interrupting, clowning</p> <p><b>Passive:</b> Forgetting, not doing assignment, expecting to be waited on</p>	<p>Don't give attention on demand.</p> <p>Ignore when possible.</p> <p>Don't wait on child.</p> <p>Give attention for good behavior at other times.</p>	<p>Say thank you when the child helps.</p> <p>Notice when the child contributes.</p>
Power	<p><b>Active:</b> Throwing tantrums, making demands, arguing</p> <p><b>Passive:</b> Being stubborn, doing what teacher wants slowly or sloppily</p>	<p>Refuse to fight or give in.</p> <p>Withdraw from power contest.</p> <p>If possible, leave the area.</p> <p>Let consequence occur for child.</p>	<p>Give choices.</p> <p>Let child make decisions.</p> <p>Ask for help, cooperation at other times.</p>
Revenge	<p><b>Active:</b> Being rude, saying hurtful things, being violent.</p> <p><b>Passive:</b> Giving hurtful looks, hurtfully refusing to cooperate.</p>	<p>Refuse to feel hurt or angry.</p> <p>Don't hurt child back.</p> <p>At other time, work to build trust.</p> <p>Help child feel loved.</p>	<p>Be as fair as you can.</p> <p>Say thank you when child helps.</p> <p>Notice and appreciate when child contributes.</p>
Display of Inadequacy	<p><b>Passive only:</b> Quitting easily, not trying</p>	<p>Do not pity.</p> <p>Stop all criticizing.</p> <p>Notice all efforts, no matter how small.</p> <p>Don't give up on the child.</p>	<p>Focus on child's strengths, talents.</p> <p>Notice when child makes wise choices.</p> <p>Notice when child thinks of others.</p> <p>Give lots of encouragement.</p>

# Scenario: A child is making noises on the carpet/tapping pencil.

- \* How should you react?
- \* Ignore until the behavior escalates and starts interrupting peers' learning.
- \* Give 2 choices: You can sit quietly on the carpet or go back to your table seat.
- \* Give attention for good behavior. As soon as the child is sitting quietly say "I love the way Alex is sitting so quietly criss-cross."

# Teacher Expectations

- \* Give the child 2 choices: child takes ownership/responsibility for their behavior.
- \* Continually reinforce students to make appropriate choices.
- \* Inform students quickly of desired behavior (“remember, raise your hand to speak”) and move on. (remind, reinforce, redirect)
- \* Reinforce desired behavior at **HIGH** rates **continuously**.
- \* It is **essential** to teach, model, practice, and reinforce behaviors and structures.
- \* Anticipate student behavior before it occurs:
  - Set students up for success.
  - Pre-teach activity/behavior.

# Teacher Expectations

- \* Be coachable when others are suggesting ideas.
- \* Use a “teaching voice” not an angry voice.
- \* Be aware of your 93% body language – use close proximity with eyes and signals
- \* Avoid name calling
- \* Be aware of your own frustration level and know when to remove yourself from the situation. Try “I am feeling frustrated because...”
- \* Collaborate at team meetings about specific student concerns.
  - Bring data of strategies already implemented.
  - Be prepared to speak about observable behaviors and time frames when the behavior occurs.
  - Bring academic data.

# Safe Class Climate

- \* Students are using no higher than a level 3 voice (inside, conversational).
- \* Students are sitting in their seats or on the carpet. Students seek permission to get out of their seats.
- \* Students are actively engaged in the lesson (eyes on the teacher, asking questions, active participation, sharing what they are learning).
- \* Teacher is monitoring and circulating around the classroom.
- \* Students are to remain in assigned area during teacher directions and direct instruction.

# Student Expectations for Classroom Behaviors (teach, model, practice, reinforce)

## Transitions:

- \* Teacher gives a signal (clap, lights, counting).
- \* Students stop, look, listen (reinforce students who are following directions).
- \* Listen for teacher direction
- \* Follow teacher direction (reinforce students who are following directions).
- \* Student transition behaviors: walking, no talking, hands and feet to yourself.

## Rug Seats:

- \* Students sit in their assigned seat.
- \* Criss-cross, straight and tall, hands folded in lap, eyes facing the speaker, lips quiet.
- \* Reinforce students sitting appropriately.

# Student Expectations for Classroom Behaviors (teach, model, practice, reinforce)

## Table Behaviors:

- \* Students in their assigned seat.
- \* Sitting straight and tall, eyes facing the speaker, lips quiet.
- \* Students should not be using materials until teacher has instructed them to.
- \* Reinforce students sitting appropriately.

## Centers:

- \* Quiet, whisper voices.
- \* Share and use materials appropriately.
- \* Listen for teacher directions/signal for clean up.
- \* Clean up quickly and quietly and put materials in assigned spots.
- \* Teacher gives signal and students move to next center.

# Student Expectations

- \* Set goals for students/class.
- \* Encourage students to give coaching to friends.
- \* I-Messages: “I don’t like when you say I’m a cry baby because it makes me *feel* sad so please don’t say that anymore.”
- \* Character is key!