

Evolving our School Culture...

Positive Behavioral Intervention Support

Welcome to Paradise...



Imagine walking into Lakeshore Middle School and seeing values posted on the walls. Next, notice 7th and 8th graders living out these values through appropriate behaviors. See and hear fellow staff members affirming students for what they are doing right. Observe students walking through the doors excited to be at school. Feel proud to be a part of a community that works toward the common goal of supporting social competence and academic achievement. This paradise does not have to be a dream but a reality with the implementation of SW-PBIS!

I. So what is PBIS and how does it contrast to traditional management?

Here at LMS, if a student cannot read, we teach them to read. If they cannot do math, we have interventions for math. For any sort of academic struggle, we have supports set in place.

For a child that misbehaves...we consequence?

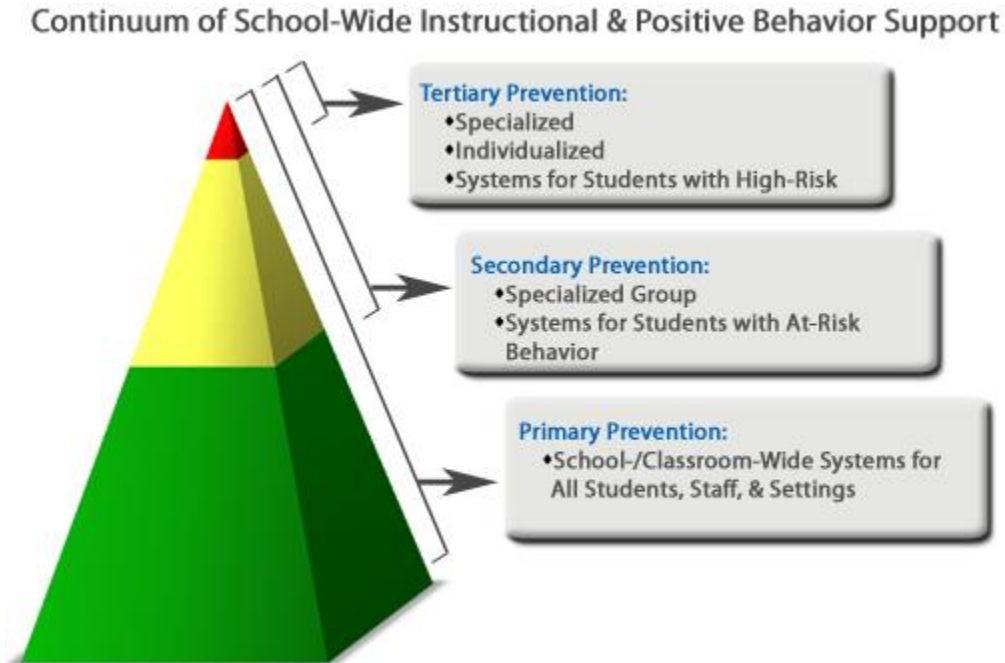
PBIS is a framework for organizing best practices that focuses on labeling appropriate behavior and teaching appropriate behavior to students rather than assuming and expecting they know how.

We can do this by using the TIPP method (and I am not referring to the TIP-a-Few Tavern down the street...☺)

- **T**each the behavior
- **I**mprint the behavior by modeling it for the students
- **P**racticing the behavior
- **P**raising the behavior when you see it

PBIS is a continuum which can be identified as a multi-tiered triangle (response to intervention type approach if you will). If a student is not responsive to the first level of supports then you try the next level of intervention (see chart below courtesy of PBIS.org, 2013).

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II. Why implement PBIS here at Lakeshore Middle School?

Are you thinking... 'Because we want to be in Paradise, that's why!' Consider this; if we always do what we have always done...we'll always get what we always got.

PBIS is a new way of thinking about behavior that broadens intervention from just one approach (punishment) to encompass multiple approaches such as changing environments, teaching skills, and affirming positive behavior. The PBIS framework practice is evidence based and has the biggest effects and sustainable practice in regards to managing student behavior using the tiered approach. Our school motto is "catch the kindness" and to really live this motto we must seek out what will maximize positive behaviors that address this value.

Perhaps the biggest reason we should look to PBIS is because we should be proactive instead of reactive when it comes to our students' success in creating a positive school environment.

In addition, this model does not only support student behavior and adult reactions in the classroom, but in the hallways, bathrooms, school outings, and busses, it truly is an all-encompassing framework.

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III. Key Ideas:

PBIS is not sitting through one in-service, implement and then you're done, it is a structure for implementing a new school with fewer behaviors, and higher morale. It starts with staff buy-in and then an action plan for how to implement is begun. This should be created by a school team existing of a supportive administrator (which we have!!), a student representative, parent representative, both teaching and non-teaching staff, and a community member to help drive the effort.

The school starts by choosing three to four, highly valued social skills (ex. Respect, responsibility, safety, etc...) to have in place and lesson plans are developed by the team for teaching those in different areas of the school property.

Parents are also told what the four words are and what they mean then we teach it, model it, provide opportunities for students to practice it and then we praise NOT punish to ensure fidelity. Students will understand and be able to tell what these words mean, expectations and examples vs. non-examples. This initiative will capture about 80-90% of the student population under positive school climate.

Teaching these lessons will take time but it will later be time spent with students on task and in your classroom rather than being disciplined.

If a few students are not responding to these lessons, they then receive tier 2 interventions which means there is more monitoring, attention, feedback, and more concentrate social skills instruction-at a small group level.

Data suggests that 5-7% will be non-responsive to Tier 1 and 2. These students will require more individualized assistance in which a team discusses ways to maximize the student strengths and minimize restraints, and if needed conduct a Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP).

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IV. Examples of specific strategies for implementing at the school-wide, classroom, and individual level:

- School-wide: The four chosen words are branded and clearly visible throughout the school. The beginning of the school year is started with an all school assembly in which the four words are described and the ticket system is reviewed. Staff wears school shirts on Friday's which has the four words on them. The behavior matrix (what each word looks like in each area of the building) is posted at designated areas throughout the school. Building and district staff affirms students often in all areas for acting appropriately. This praise is specific to students mentioning what it is they are doing right and what word that exhibits (after all we have several students that need to hear things more than once to learn it). Tangible rewards can be paired with the verbal praise such as a ticket which students can use to enter in weekly drawings at lunch to win middle-school sought after prizes--yes, you've guessed it--Food! Hat Day! Just to name a few....Celebrations occur often for positive student behavior.
- Classroom: Classroom teachers (during homeroom time), take students to different areas around the school property and teach the lessons on what each of the four words looks like in that area. Students are used as actors/actresses to act out skits of examples and non-examples. Teachers will re-visit behaviors often and promote student dialogue of affirming others for acting respectful, responsible, etc. and how it is they are carrying out those values through their actions. Teachers can praise their classes often and any way they choose.
- Individual: If individual students are acting and carrying out a positive school climate, praise often! After all, it is these well behaving students who typically hear it the least in a non-PBIS school. If individual students are struggling then with a small group, return to the areas of the building in which behaviors are still occurring and re-visit the lessons and talk with students, offer a check-in and check-out system with them to give daily or even hourly feedback on how they are doing, understand their strengths and praise them whenever possible. If you have tried the secondary interventions and still to no avail, contact other adults in your building to help get on board. This may lead to regular progress monitoring and screening or even an FBA and BIP, any way to provide more attention and feedback.

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V. What data will we collect to know whether PBIS is working?

We currently have last year's office referrals and discipline reports. We will use this as our baseline. The first year of implementation we will observe office referrals quarterly and observe where the most behaviors are occurring (hallway, bathroom, cafeteria, busses, etc.). We will then re-teach those areas to students with videos as well as homeroom classes again going to that area to review the behavior matrix and accompanying lessons.

We will also review students that are repeat offenders and see to it that they are moved to tier two and three when necessary so that they are getting the individualized attention that they need.

Monitoring student attendance will also be addressed to see if we there is an increase in student attendance (is our school culture really becoming a more positive environment that students want to be in?). We will also be keeping track of how many tickets are entered into weekly drawings to ensure that the number stays similar or goes up (we do not want our praises to decrease, energy goes where attention flows!)

Join us in these efforts as we embark on a journey to Paradise!

Can't you see it now? Lakeshore Middle School...Be Respectful, Responsible, Kind, and Caring, because that is how we roll at the school by the shore!

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References

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