

ESS Behavior Supports

Special Education Advisory Panel Meeting

March 30, 2021

Celeste Nameth

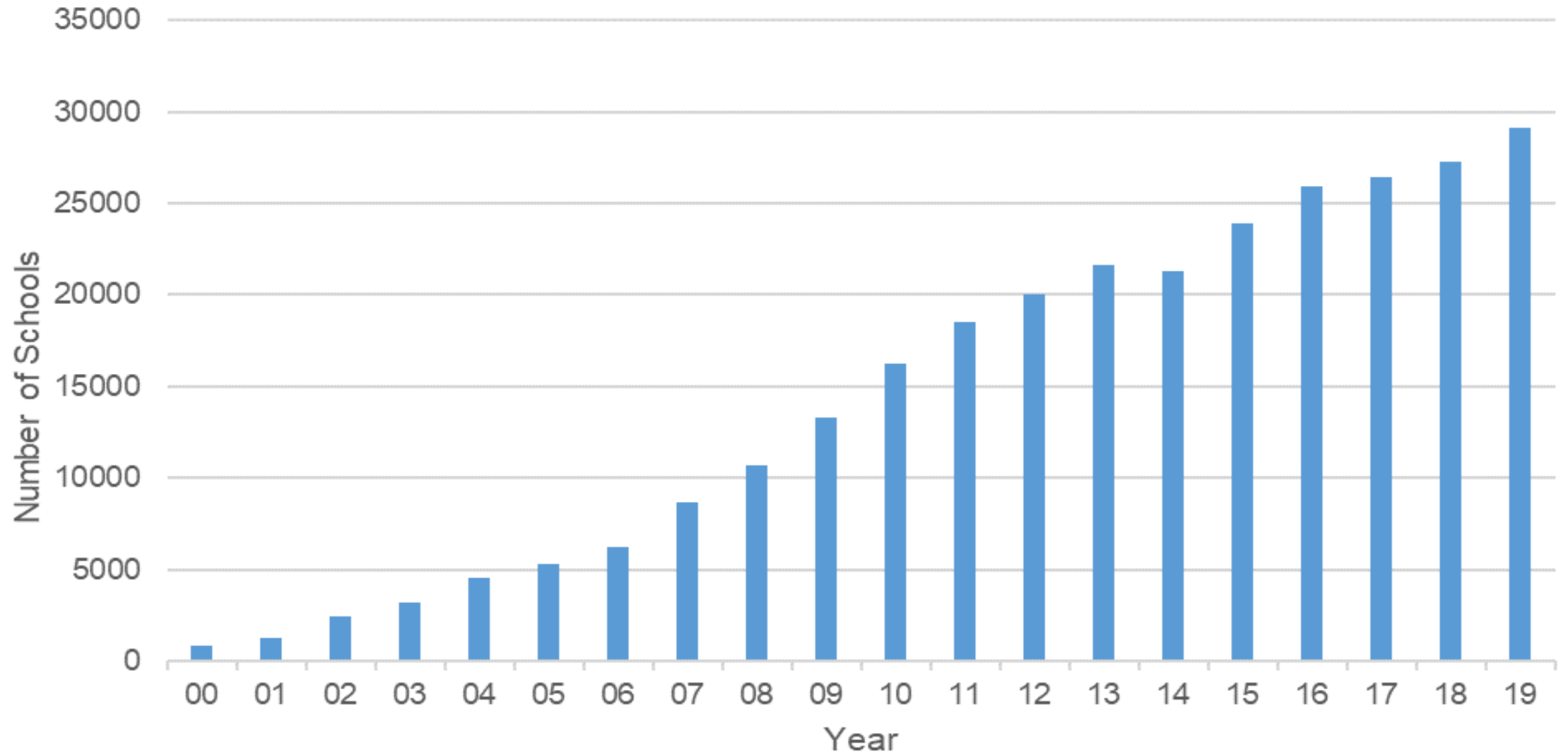


Professional Learning & Sustainability
Exceptional Student Services

PBIS Review for Fluency

MTBS = PBIS

U.S. Schools Using PBIS



Impact of PBIS in the U.S.

- **29,803 schools using PBIS**
 - **30% of all schools**
 - **16,286,480 students**

AZ PBIS Implementation

Year	ECH/ Pre	Elem	Middle/Jr. High	High	K-8	K-12	Other	Alt/ JJ	Total
2018		176	52	37	67	3	2		337
2019	2	155	54	41	114	4	1	3	374
2020	3	267	85	50	126	4	2	4	541

What is School-Wide PBIS?

Positive Behavior Supports is a

proactive, data-driven

systems approach

to improving social and academic competence for
all students

Key Findings of PBIS Research

1. Reduction in problem behavior
2. Increased academic performance
3. Increased attendance
4. Improved perception of safety
5. Reduction in bullying behaviors
6. Improved organizational efficiency
7. Reduction in staff turnover
8. Increased perception of teacher efficacy
9. Improved social-emotional competence

Multi-Tiered System of Supports

Academic Supports

Intensive, Individualized Interventions (TIER III)

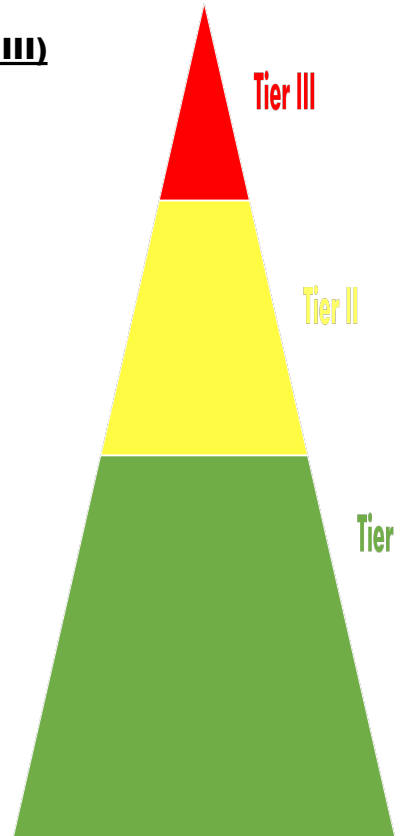
- Individual students
- Assessment based
- High integrity
- 1-5% of students

Targeted (Group) Interventions (TIER II)

- Some students
- High efficiency
- 5-15% of students

Universal Interventions (TIER 1)

- All students
- Preventative, proactive
- Provided to all, will meet the needs of 80%



Behavior Supports

Intensive, Individualized Interventions (TIER III)

- Individual students
- Assessment based
- High integrity
- 1-5% of students

Targeted (Group) Interventions (Tier 11)

- Some students
- High efficiency
- 5-15% will require

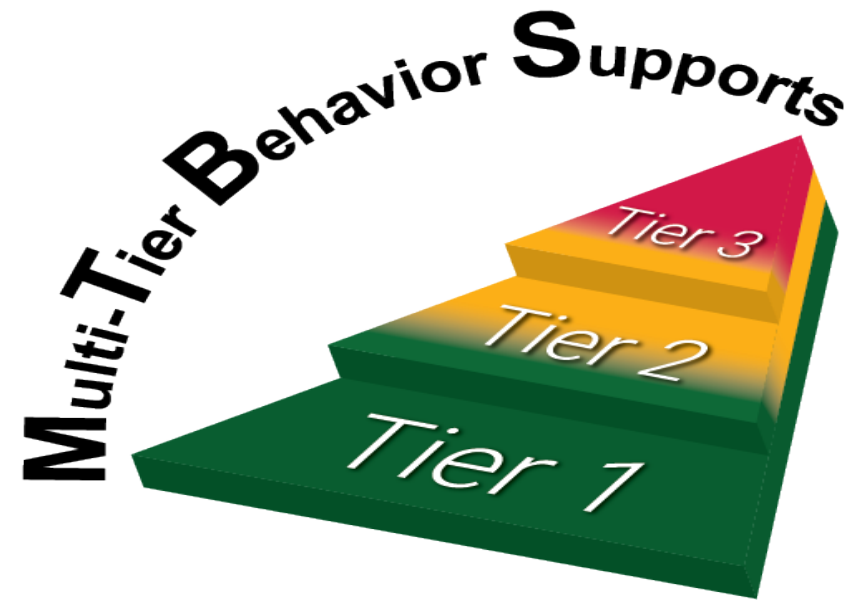
Universal Interventions (Tier 1)

- All students
- Preventive, proactive
- Provided to all, will meet the needs of 80%

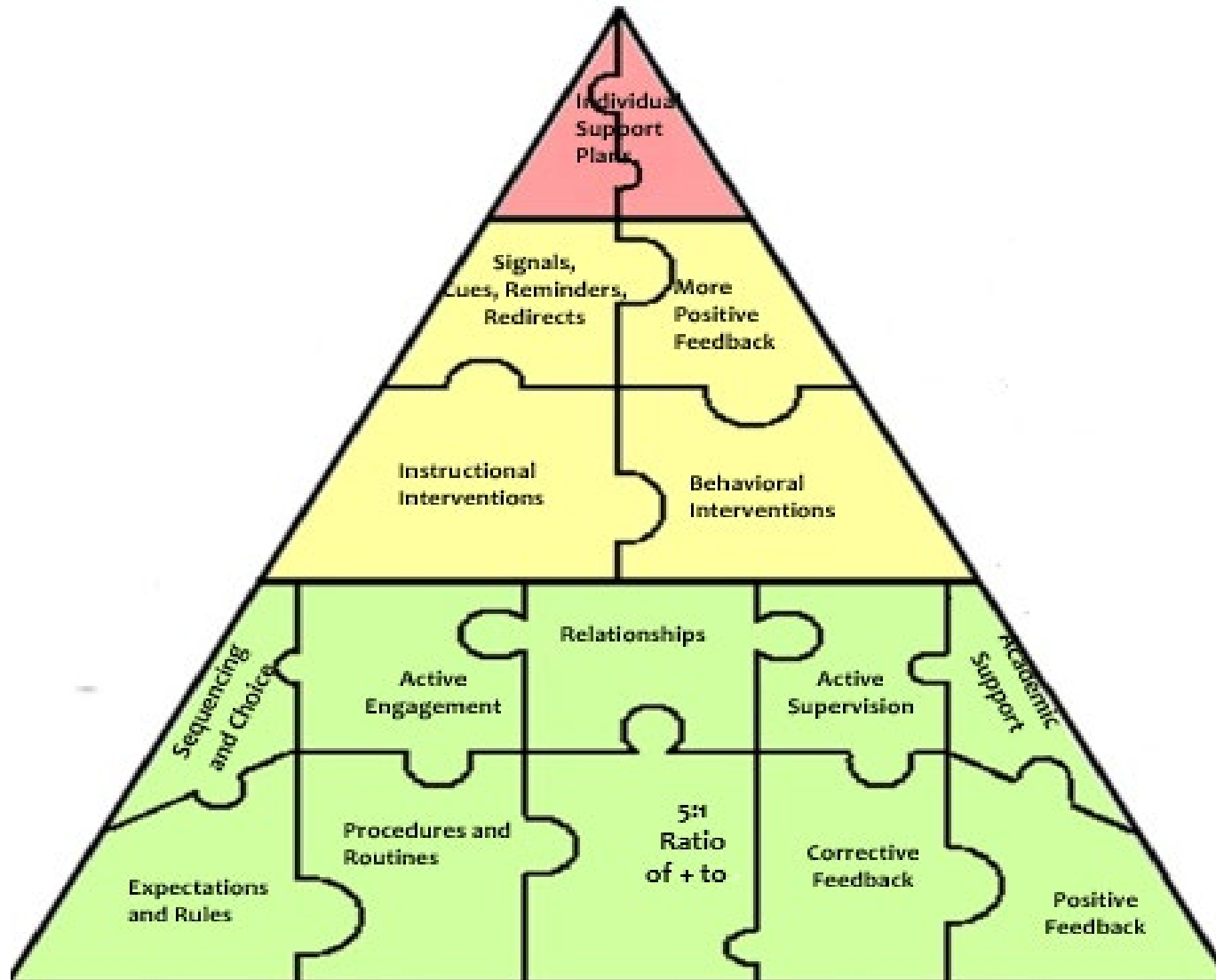
All Means All



TIES
Center



Interventions by Tier



Treat Behaviors like Academics

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

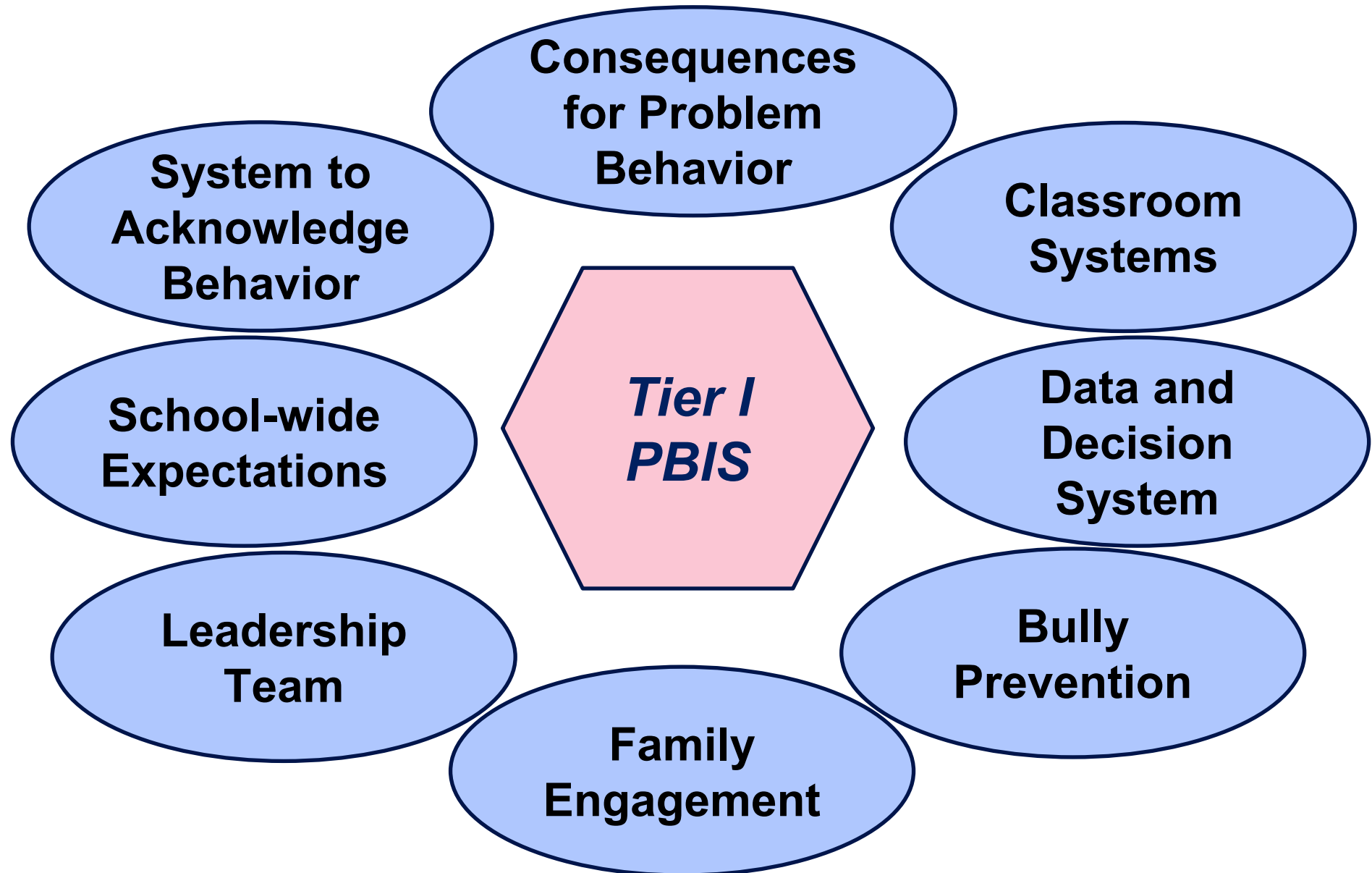
If a child doesn't know how to behave, we...

teach? punish?

Why can't we finish the last sentence as automatically as we do the others?

(Herner, 1998)

Tier I PBIS Core Features



**The quickest way to change
anyone's behavior...**

**is to point out exactly
what they are doing
correctly!**

The Hard Facts about Positive Feedback

Children comply the rules 80% of the time; however, they are complimented or rewarded for following the rules or behaviors only 2% of the time

Adaptations during Covid-19

Virtual Expectations

Safe	Patient	Achieve	Responsible	Kind
<p>Enter the Zoom room with your first and last name displayed</p> 	<p>Keep your listening eyes & ears on the speaker</p> 	<p>Complete all your work</p> 	<p>Be on time and bring needed materials</p> 	<p>Eat during break times</p> 
<p>Take care of your computer</p> <ul style="list-style-type: none"> Keep food and water away Carry it carefully Charge computer every night 	<p>Wait to be called on.</p> 	<p>Try your best</p> 	<p>Find a quiet place to work where there are no distractions</p> 	<p>Use kind words and faces</p> 
<p>Use "stop-leave-talk" when you hear disrespect</p> 	<p>Stay calm when there are technical difficulties</p> 	<p>Ask and answer questions aloud when asked or in chat box</p> 	<p>Keep your video on at all times</p> <p>Wear solid colored shirt or ASU shirt/polo</p> 	<p>Microphone off unless asked to turn it on</p> 

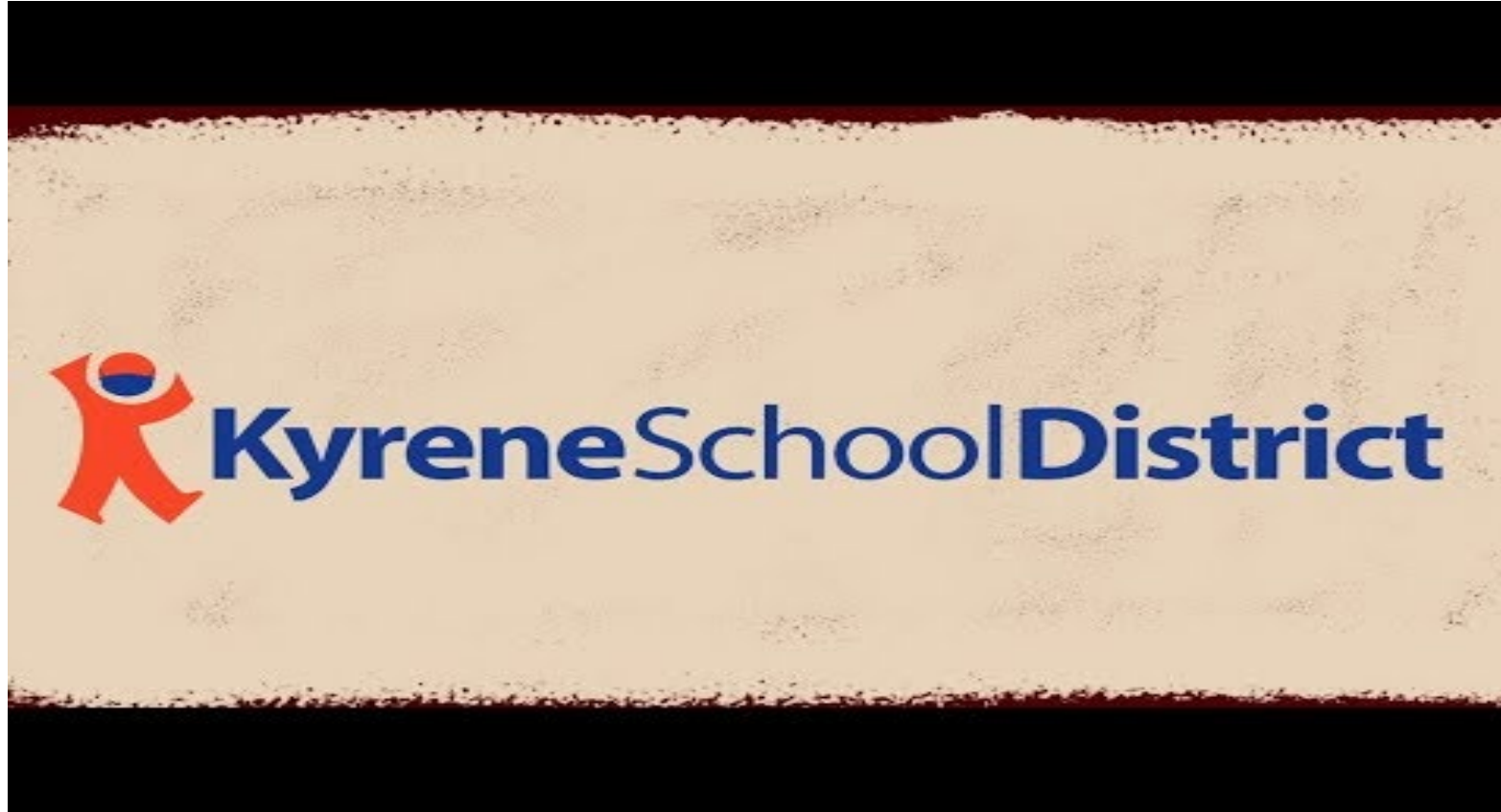
Hybrid Expectations



School Wide Rules	In Person Classroom Expectations			
	Entering Class	During Instruction	Recess	Lunch
S afe	<ul style="list-style-type: none"> Sanitize and walk directly to your assigned seat Use equipment as intended Use kind words and faces 	<ul style="list-style-type: none"> Keep your mask on Use kind words and faces 	<ul style="list-style-type: none"> Keep your mask on Use kind words and faces 	<ul style="list-style-type: none"> Sanitize and walk directly to your assigned seat Remove your mask when you are seated at your table to eat
O pen-minded	<ul style="list-style-type: none"> Be ready to learn 	<ul style="list-style-type: none"> Actively participate Be positive Listen to others Share your ideas 	<ul style="list-style-type: none"> Only play with school provided materials Try new things where you can play distanced 	<ul style="list-style-type: none"> Pack a healthy lunch
A lways Kind	<ul style="list-style-type: none"> Wave good morning from a distance to your classmates 	<ul style="list-style-type: none"> Raise your hand Encourage others to participate 	<ul style="list-style-type: none"> Give others space around you on the Jungle Gym Wave at your friends 	<ul style="list-style-type: none"> Keep inside voices if talking to those around you
R esponsible	<ul style="list-style-type: none"> Be on time & ready to learn Get your Chromebook ready Have materials ready 	<ul style="list-style-type: none"> Ask questions Encourage each other to stay on topic Be present 	<ul style="list-style-type: none"> Wash your hands after Drink water 	<ul style="list-style-type: none"> Clean up your area when you are done


Classroom Routines and Procedures			
Virtual Entry	During Virtual Time	Assignments	Virtual Exit
<ul style="list-style-type: none"> Audio off Choose a distraction free space All Materials Ready 	<ul style="list-style-type: none"> Audio off unless prompted or in small group Raise your hand or ask questions in chat Active listening - no multitasking 	<ul style="list-style-type: none"> Submit all assignments into Google Classroom Use your own knowledge and approved resources 	<ul style="list-style-type: none"> Leave the virtual space when prompted

How to Stay Safe



Socially Connected while Physically Distant















Practice Guide

 **Center on PBIS** Positive Behavioral Interventions & Supports November 2020

Socially Connected While Physically Distant

In the current context of physical distancing and personal protective equipment, it may seem harder to connect. Masks will hide smiles and other positive expressions, and our need to maintain space may inadvertently send messages of "stay away" instead of "welcome."

We need to be more intentional with establishing positive connections.
As we cannot rely on expressions or physical touch, we will need to consider how to use our words to more fully convey the meaning of our welcome, connections, and positive feedback.

Instead of a...	Consider...
 Visible Smile	 <ul style="list-style-type: none">"I'm smiling because ..."Smiling eyes or 😊 emoticon
 High Five	 <ul style="list-style-type: none">"Great effort on ...!"Air high five or 🙌 emoticon
 Fist Bump	 <ul style="list-style-type: none">"I see you. I'm here for you."Air fist bump or 🤝 emoticon
 Hug	 <ul style="list-style-type: none">"I'm so happy to see you."Air hug or 🤗 emoticon
 Pat on the Shoulder	 <ul style="list-style-type: none">"I'm proud of you for..."Thumbs up or 👍 emoticon
 Handshake	 <ul style="list-style-type: none">"Great to see you again."Wave or 🙋 emoticon
 Greet at the door	 <ul style="list-style-type: none">"Welcome! Glad you're here."Greet by podium or at log in

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Positive Behavioral Interventions & Supports (PBIS)
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(acknowledgment: www.pbis.org/about/funding)

Supporting Families with PBIS at Home

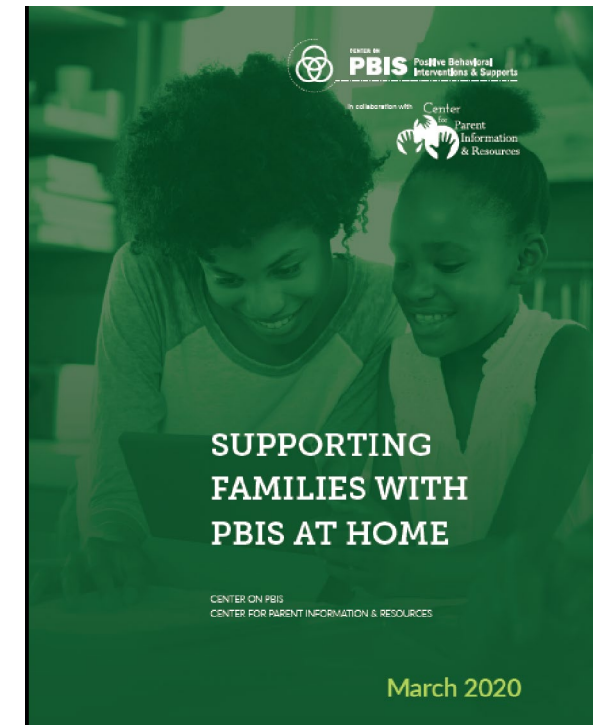
Set Expectations at Home

School Example

	Classroom	Cafeteria	Dismissal
Be Respectful	Raise your hand before speaking	Throw your food away when done eating	Listen to teacher instructions
Be Responsible	Turn in your homework when it is due	Bring your lunch money to lunch	Have your backpack ready
Be Safe	Walk when holding scissors	Keep feet on the floor	Walk in the hallways

Home Example

	Virtual Classroom	Mealtime	Bedtime
Be Respectful	Keep background noise to a minimum when engaged in lesson	Be kind to family members during conversation Put your dishes in the sink	Be polite when reminded about bedtime
Be Responsible	Do your best work Turn in your homework when it is due	Wash your hands before helping with meal preparation and/or eating	Go to bed on time
Be Safe	Keep open drink away from computer keyboard	Keep feet on the floor	Wash your hands before brushing your teeth



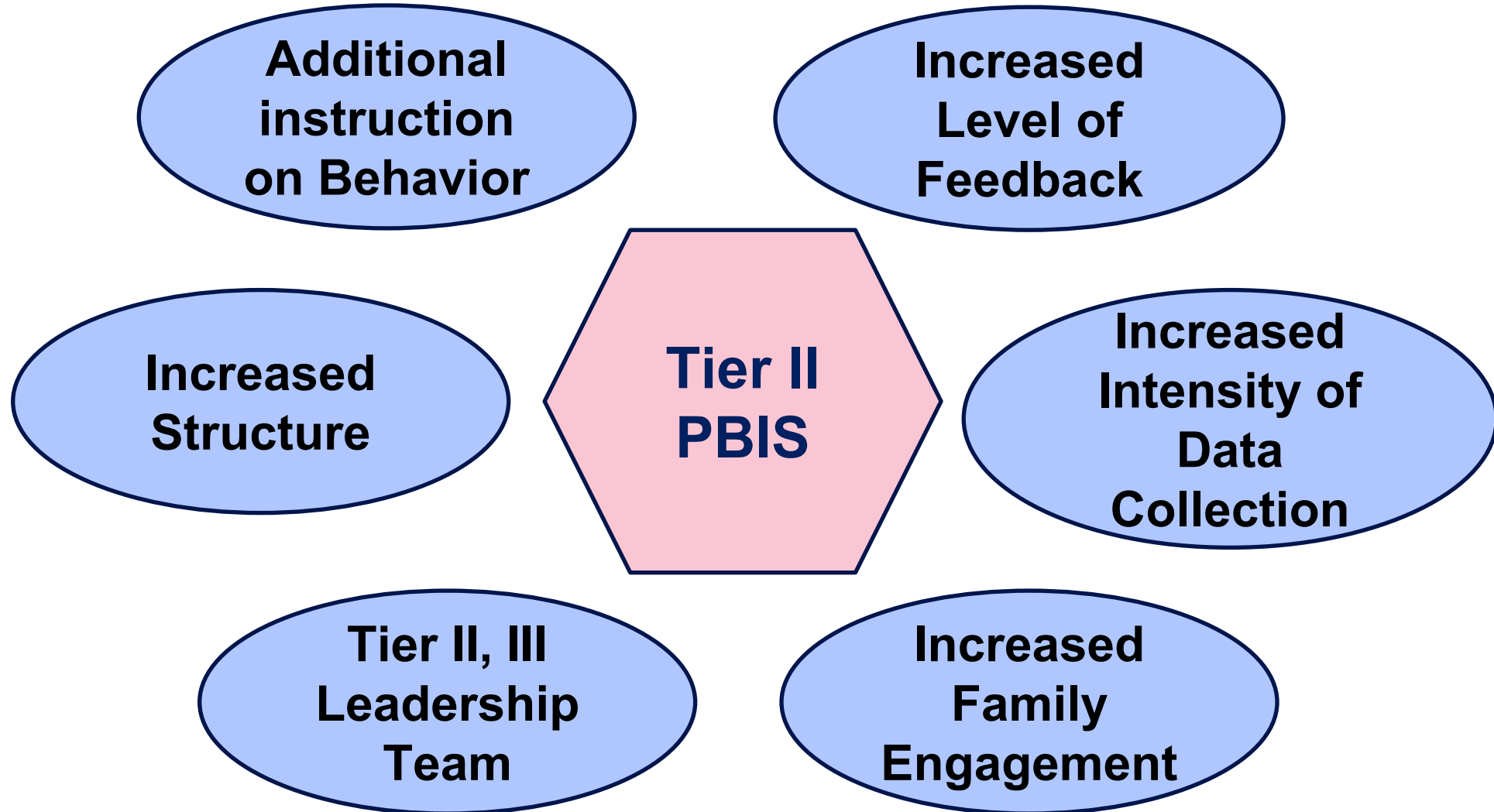
How Teachers in Non-PBIS Schools Can Increase Positive Acknowledgements

Good Behavior Game

- T-chart
- Teach behavioral expectations
- Students earn points for positive behavior
- Teacher gets points for negative behavior
- Total points at the end to determine if a “reward is earned”
- [Good Behavior Game Free Training for AZ Teachers](#)

Students	Teacher

Tier II PBIS Core Features



Major Features of Tier 2 Interventions


- Intervention is continuously available
- Rapid access to intervention (72 hours)
- Continuous monitoring for decision-making
- Very low effort by teachers
- Consistent with school-wide expectations
- Implemented by all staff/faculty in a school
- Flexible/adaptable intervention (to match w/ function of behavior)
- Adequate resources (coordination, administrative, team)
- Student chooses to participate

Common Tier 2 Interventions

- CICO (Check-in, Check out)
- HUG (Hello, Update, Goodbye)
- Social Skills Groups
- Homework Help
- Academic Skills Groups
- Mentors
- Lunch Bunch


CICO Daily Point Card

Name: _____


 = 2 points

Points received _____














































Date: _____

 = 1-point

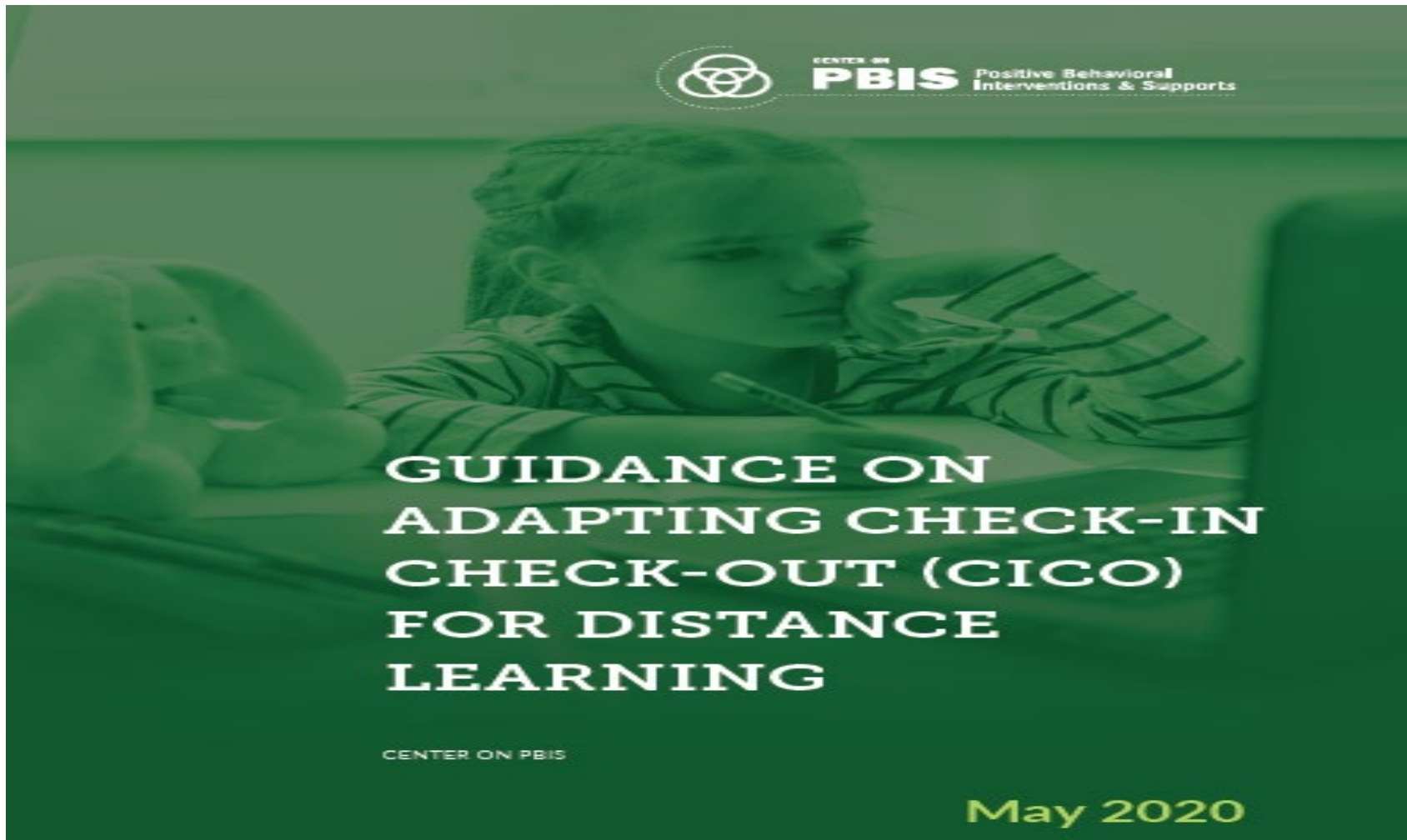
Points possible _____

 = 0 points

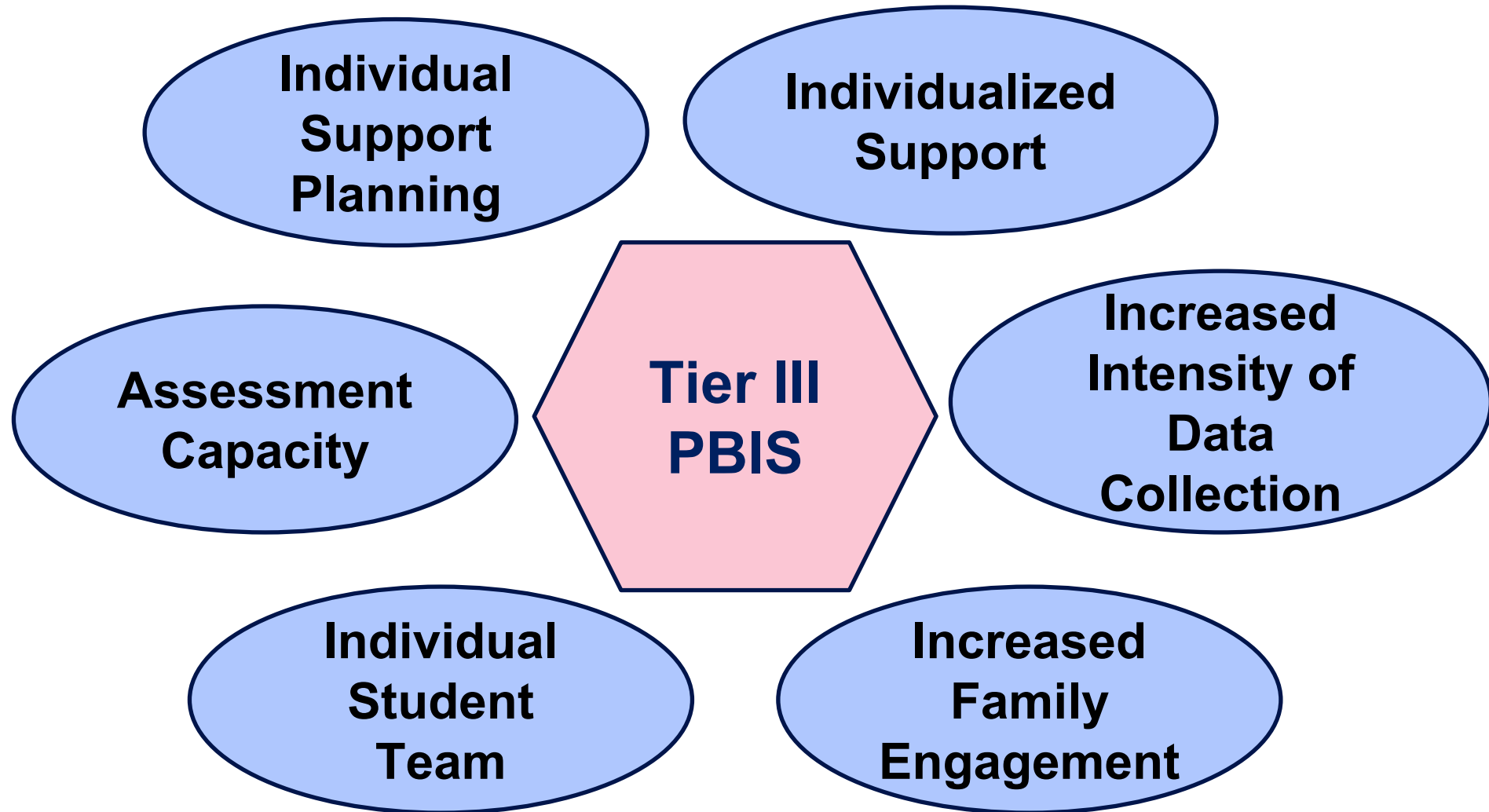
Daily goal reached? Yes No

GOALS	Morning	PE/Music	Reading	Math	Afternoon
Be Respectful	  	  	  	  	  
Be Responsible	  	  	  	  	  
Be Safe	  	  	  	  	  

Adapting CICO for Remote Learning



Tier III PBIS Core Features



Basic FBA Online Training

Basic FBA to BIP

[Home & e-Learning Modules](#) ▾

[Basic FBA to BIP Overview](#) ▾

[Planning for Effective Use](#) ▾

[Forms & Resources](#) ▾

[About Us](#)

Basic FBA to BIP

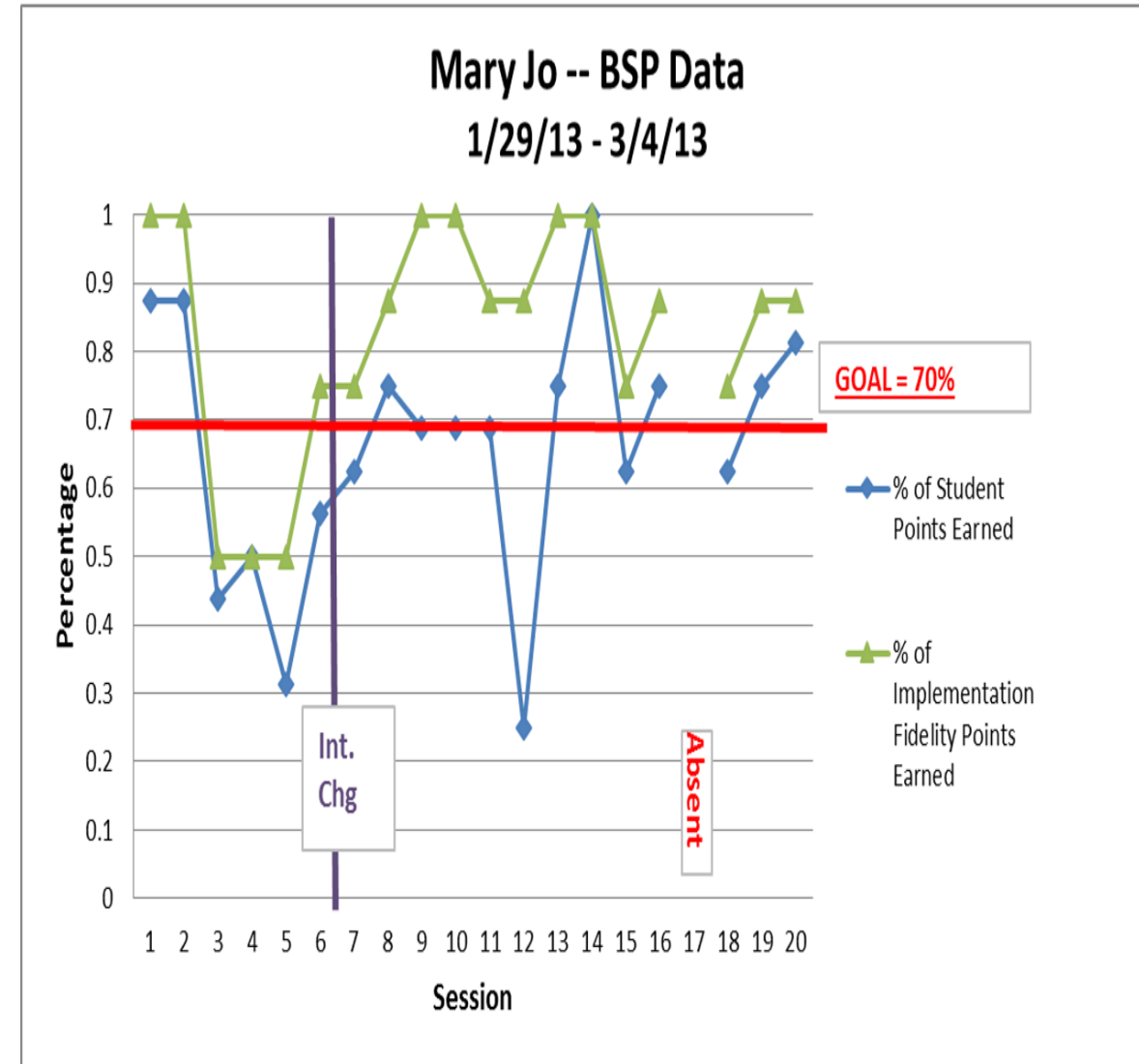
Welcome! Use the buttons below to take you to the training modules. The Behavior Specialist Training includes all 7 modules and is for those who will be the leading behavior support efforts in the school. The School-wide Training consists of two modules for all staff in the school. The top navigation bar will provide information on how to most effectively use these training resources and don't miss the blog below.

[BEHAVIOR SPECIALIST TRAINING](#)

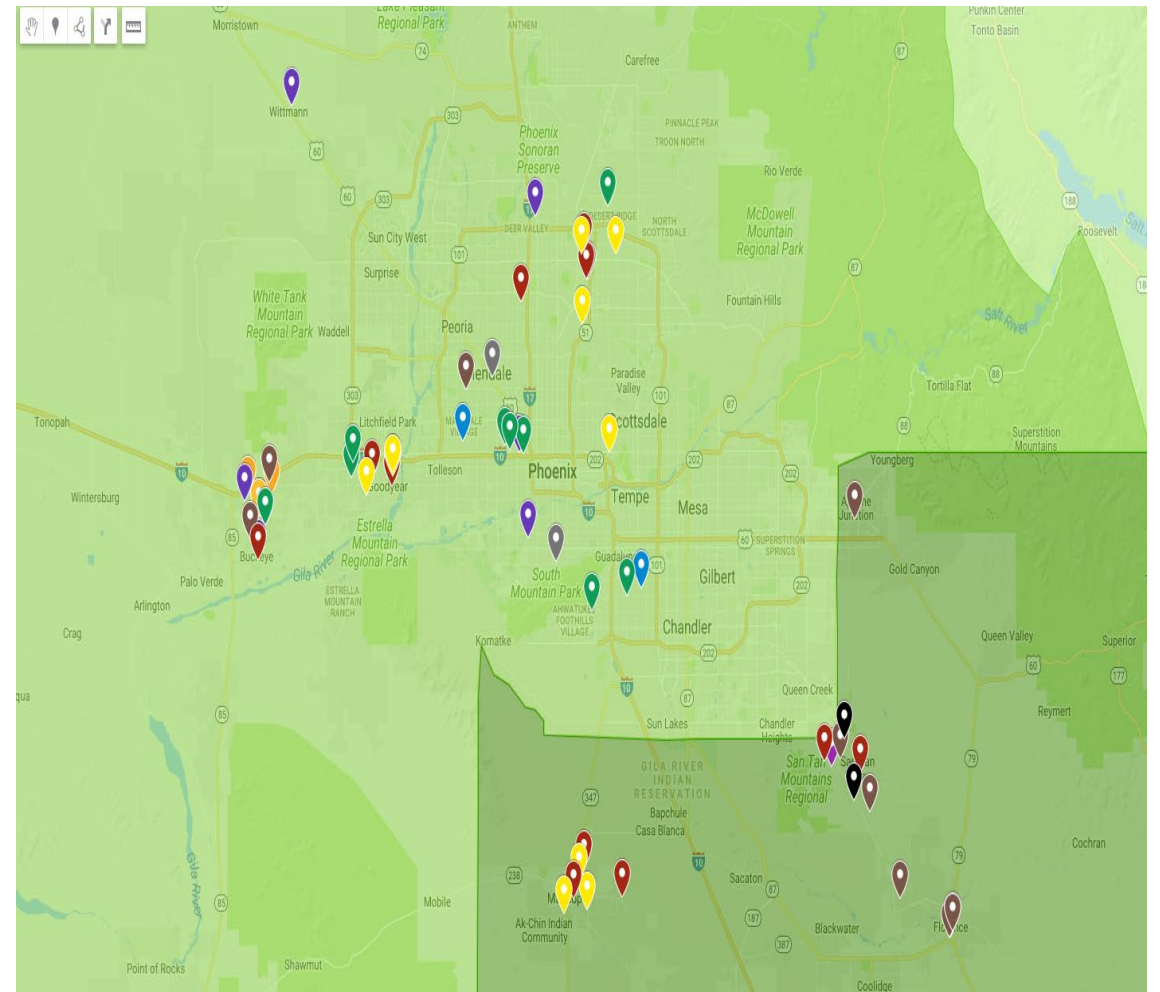
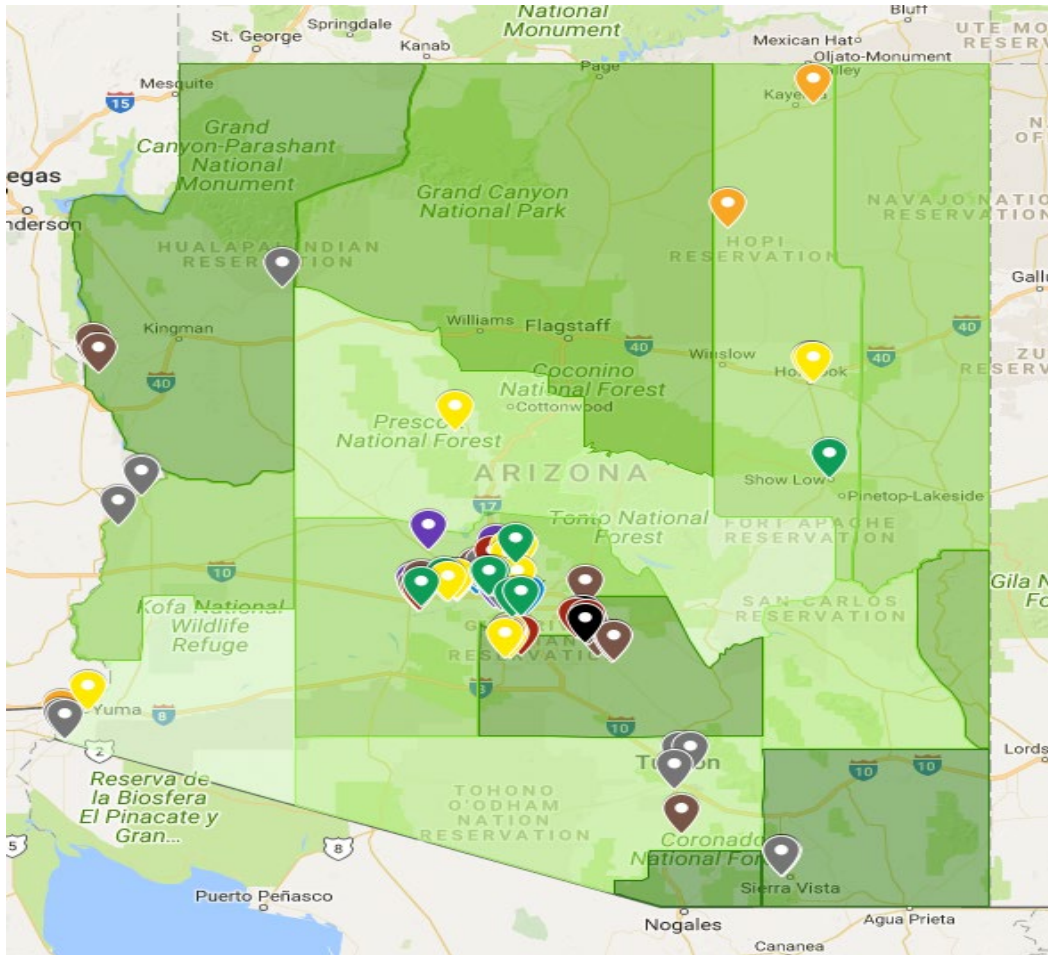
[SCHOOL-WIDE TRAINING](#)

Data Collection

We provide schools with a free excel Spreadsheet to graph the BSP data and free video that explains how to set-up and use the graph.

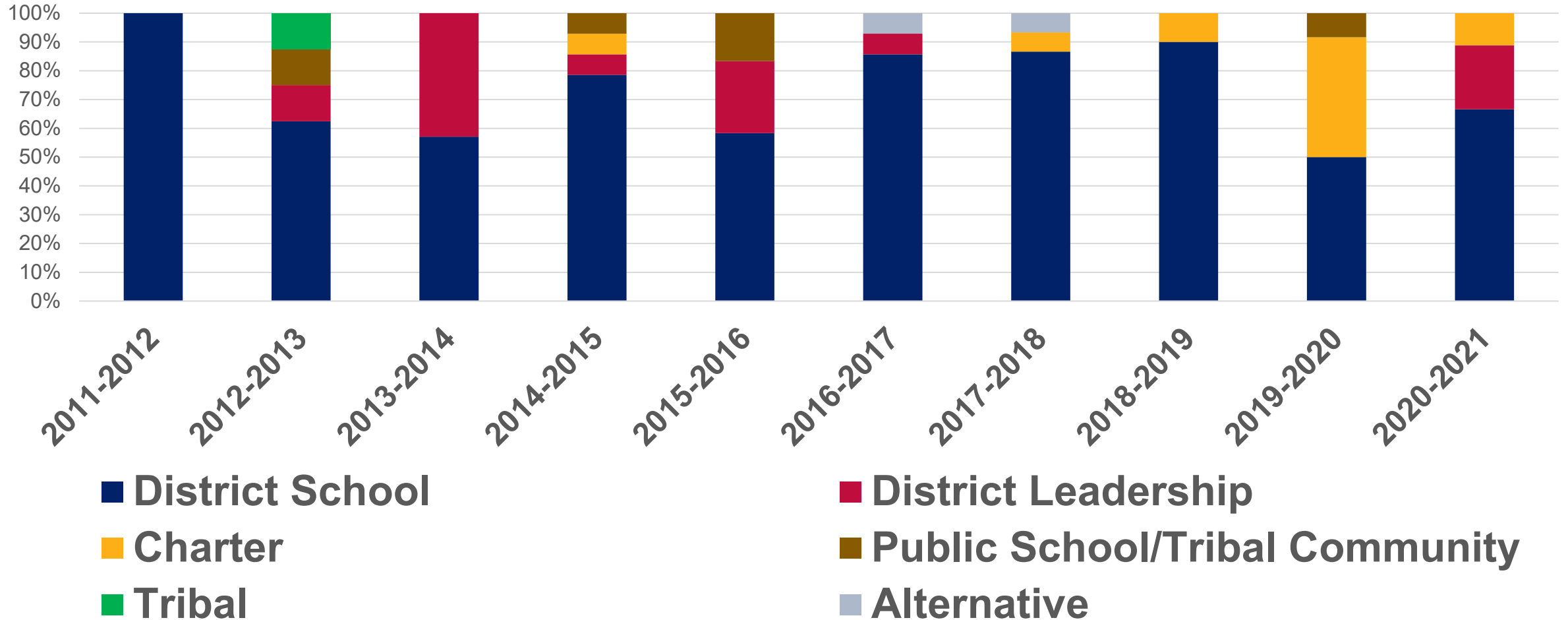


Geographic View of Location of Schools



Training by Team Type

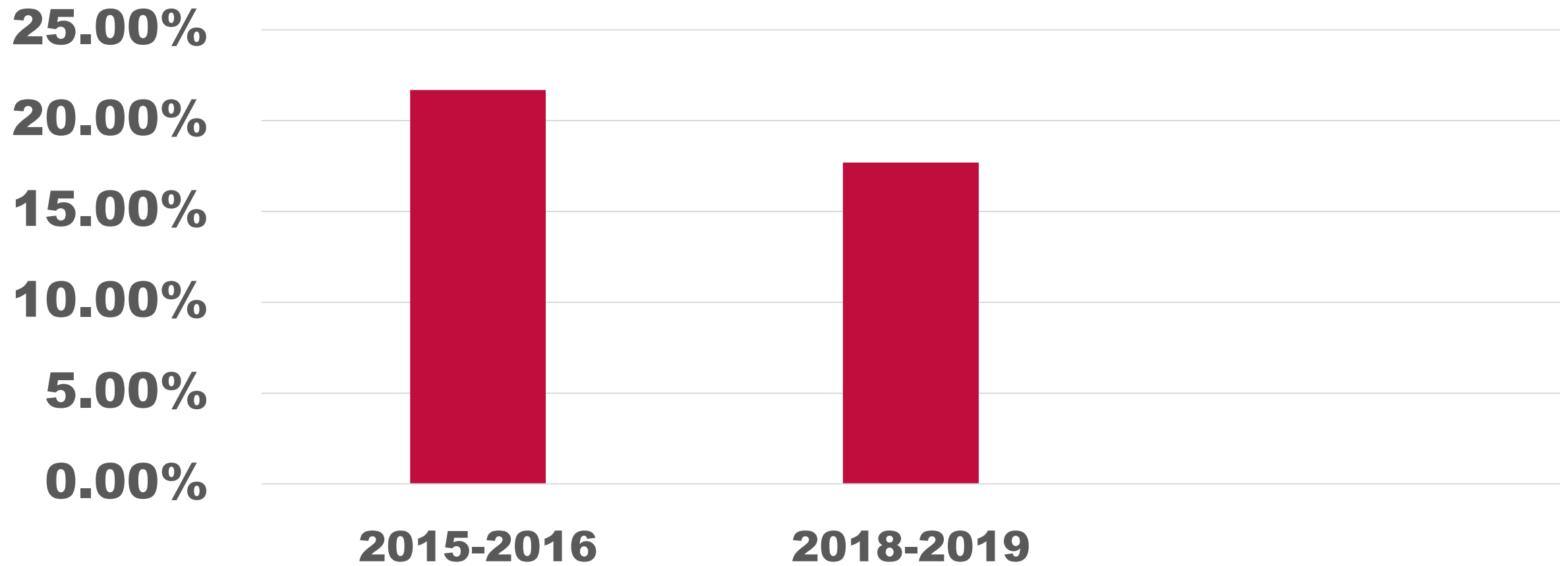
Type of School/Team



Total Teams Trained From 2011-2012 through Current School Year

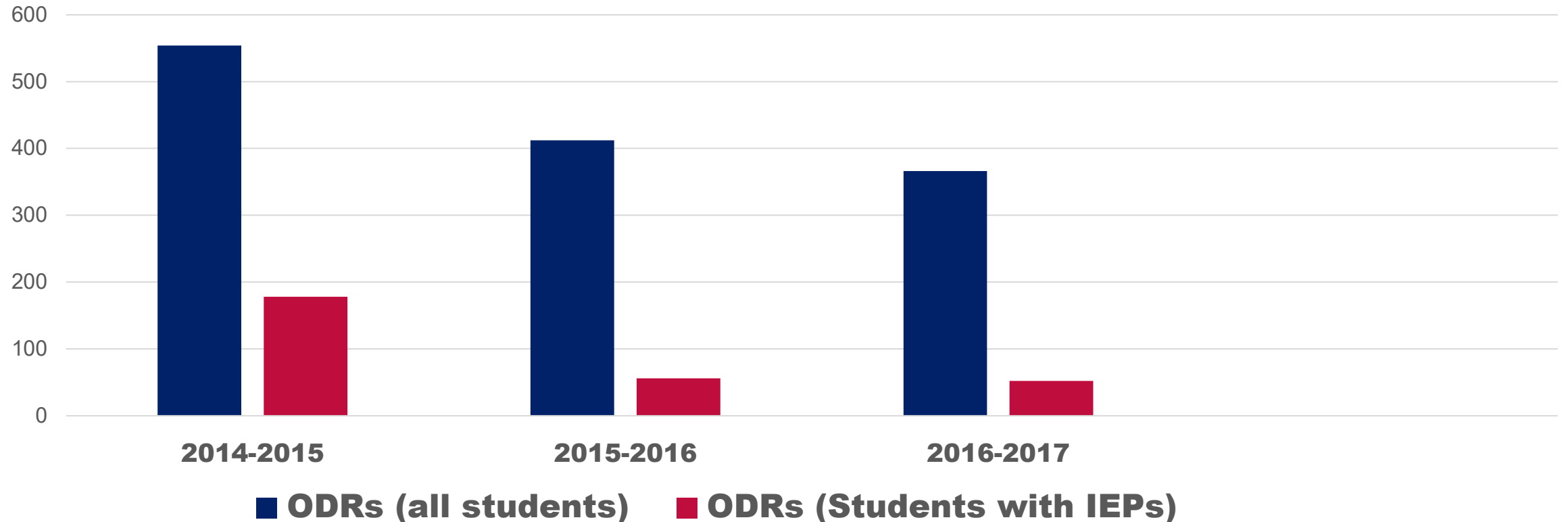
Type of Team/School	Total Trained
District School	77
District Leadership	11
Charter	9
Public School/Tribal Community	5
Tribal	1
Alternative	2
Total All Teams	105

District-Wide Out-of-School Suspension Data



Office Discipline Referral (ODR) Data as Training Progresses

ODR Data



Questions



Photo by Matt Walsh on [Unsplash](#)