IMPLEMENTATION
Framework

School-wide Positive Behavioral Interventions & Supports

Portland Public Schools

Implementation SCHOOL-WIDE PBIS Framework

School-Wide Positive Behavioral Interventions & Supports

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INTRODUCTION

The purpose of this document is to provide school climate teams in Portland Public Schools (PPS) with a practical resource framework for implementing School-Wide Positive Behavior Interventions and Supports (School-Wide PBIS) in their school. It is meant be a companion document to the PPS School-Wide PBIS Toolbox which contains resources for schools implementing School-Wide PBIS.

SCHOOL-WIDE POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS (PBIS)

Since its inception in the late 1990's at the University of Oregon, Positive Behavioral Interventions & Supports (PBIS) has developed into a framework that can be used by any school to help improve the social and learning behaviors of students and decrease disruptions that interfere with instruction.

School-Wide PBIS is now implemented in thousands of schools across the country and hundreds of schools in Oregon, including preschools, elementary, middle, and high schools. It is also being implemented in programs for students with severe emotional impairments and developmental disabilities, and juvenile facilities.

Schools are discovering that School-Wide PBIS:

- Increases academic achievement
- Decreases major discipline referrals
- Addresses the behavioral needs of all students with proven, easy to implement strategies for children of all races, cultures, socio-economic groups
- Allows the school to create the "right fit" for them, so that practices are appropriate to the context and sustainable over time

- Is doable and does not have to overwhelm staff given the limited time and resources that schools generally experience
- Is affordable
- Helps to create a positive school climate
- Results in increased time for instruction and fewer disciplinary incidents

"Positive Behavior Interventions and Supports implementation has positively impacted the culture of Robert Gray Middle School. Walking into our cafeteria during lunch feels dramatically different than it did just three years ago.

By collaboratively establishing common area expectations, explicitly teaching student expectations, and providing fun and meaningful intermittent reinforcement, we set our students and selves up for positive experiences."

Seth Jones
Assistant Principal Robert Gray Middle School

PARENTS AND POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS

Parents/Guardians are essential partners in maximizing a child's success in school. Effective implementation of School-Wide PBIS encourages parent/guardian involvement when implementing School-Wide PBIS.

Parents/guardians are most knowledgeable about the social, emotional, and behavioral development of their children and are essential contributors in developing positive school climate.

Families are crucial in bringing cultural values and beliefs into the PBIS process. PBIS practices must reflect these perspectives to support all students effectively. Parents/ Guardians spend time with their children at home and other community settings different from school and contribute relevant information. The combined information from school staff and parents can lead to a responsive, supportive school climate, and deeper understanding of behavior, which in turn increases the likelihood of developing effective supports for students.

Parent/Guardian Involvement in School-Wide PBIS strategies for encouraging parent/guardian support of PBIS may include:

- Parent/Guardian participation in drafting the school's behavior expectations, core values, and system of behavior support
- Training parent/guardian volunteers at the school in specific ways to address student behavior through the school-wide and classroom behavior expectations
- Periodic posting of the school behavior expectations in a school newsletter
- PBIS strategies for families described in a school newsletter
- PBIS strategies for families taught in a school-sponsored workshop
- Daily or weekly communication between home and school for individual students

CORE PRINCIPLES OF SCHOOL-WIDE PBIS

We can effectively teach appropriate behavior to all children. All School-Wide PBIS practices are founded on the assumption and belief that all children can exhibit appropriate behavior. As a result, it is our responsibility to identify the contextual settings events and environmental conditions that enable exhibition of appropriate behavior. We then must determine the means and systems to provide those resources which include the following School-Wide **PBIS critical features**.

- **Intervene early.** It is best practice to intervene before targeted behaviors occur. If we intervene before problematic behaviors escalate, the interventions are much more manageable. Highly effective universal interventions enjoy strong empirical support for their effectiveness with at-risk students

- **Use of a multi-Tier model of service delivery.** School-Wide PBIS uses an efficient, needs-driven resource deployment system to match behavioral resources with student need. To achieve high rates of student success for **all** students, PBIS uses tiered models of service delivery to address student needs

- **Use research-based, scientifically validated interventions to the extent available.** Federal law and district policy require the use of scientifically based curricula and interventions. The purpose of this requirement is to ensure that students are exposed to curriculum and teaching that have demonstrated effectiveness for the type of student and the setting. Research-based, scientifically validated interventions provide our best opportunity at implementing strategies that will be valuable for a large majority of students

- **PBIS practices and values need to reflect the perspectives of all the cultures represented in the school.** This is accomplished by including multiple perspectives in the process, including the membership of the PBIS team, and the presence of the family voice in PBIS development

- **Monitor student progress to inform interventions.** The only method to determine if a student is improving is to monitor the student's progress. The use of assessments that can be collected frequently and that are sensitive to small changes in student behavior is recommended. Determining the effectiveness (or lack of) an intervention early is important to maximize the impact of that intervention for the student

- **Use data to make decisions.** A data-based decision regarding student response to the interventions is central to School-Wide PBIS practices. Decisions in School-Wide PBIS practices are based on professional judgment informed

directly by student office discipline referral data and performance data. This principle requires that ongoing data collection systems are in place and that resulting data are used to make informed behavioral intervention planning decisions

- **Use assessment for four different purposes**. In School-Wide PBIS, four types of assessments are used:
  - o Universal student centered screening
  - o Evaluation of school-wide data including total office discipline referrals disaggregated by race, gender, poverty, etc.
  - o Diagnostic determination of data by time of day, problem behavior, and location
  - o Progress monitoring to determine if the behavioral interventions are producing the desired effects

KEY CONCEPTS

Response to Intervention (RTI)

"Essential Components of RTI – A Closer Look at Response to Intervention" (document from OSEP National Center on Response to Intervention, April 2010) defines RTI in the following way: "Response to Intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavioral problems. With RTI schools use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities and other disabilities."

Behavioral Response to Intervention (BRTI)

(BRTI) translates to School-Wide Positive Behavioral Interventions & Supports (School-Wide PBIS) which is a

proactive, team-based framework for creating and sustaining safe and effective schools. Emphasis is placed on prevention of problem behavior, development of pro-social skills, and the use of data-based problem solving for addressing existing behavior concerns. School-Wide PBIS increases the capacity of schools to educate all students utilizing research-based school-wide, classroom, and individualized interventions.

More simply stated…School-Wide Positive Behavior Intervention Support (School-Wide PBIS) is the collective wisdom of a school staff and community directed toward proactively managing the culture and behavior in a school to improve academic and behavior outcomes for all students. Key components of School-Wide PBIS are well defined expectations paired with thoughtful reinforcement.

PBIS Leadership

The task of school leadership is to apply and integrate evidence-based practices with the local culture of the building to create a positive learning climate which improves academic and behavior outcomes for all students.

Did you know?

In February 2010, Portland Public Schools Board of Education adopted and established its policy on Student Conduct and Discipline (4.30.010-P) which calls for the use of positive behavior supports that are grounded in evidence-based practices that ensure equitable outcomes in discipline and maximize time students spend in school.

Proposed PPS Core Curriculum
Continuum for Behavioral Response to Intervention

INTENSIVE (Few 3-5%)
Students with more than 5 behavioral referrals
- Behavior Support Plan (with FBA)
- Special Education Evaluation
- Mental Health Evaluation Referral
- Alcohol/Drug Evaluation Referral
- Progress Monitoring
- Wraparound Services
- Threat Assessment
- Delayed Expulsion School Counseling Center (DESCC grades 6-12)
- Major Suspension Program (MSP)

TARGETED (Some 10-15%)
Students with 3-5 behavioral referrals
- Check-in/Check-out (CICO)
- Attendance phone calls/letters
- Parent/Student/Teacher/Administrator Conferences
- Student Intervention Team (SIT)
- Targeted Social/Emotional Skills Instruction Groups (e.g. conflict management, anger management, organizational skills, etc.)
- Targeted Parent/Guardian Support Groups and Training (e.g. Insight, Guiding Good Choices, etc.)
- Meaningful Work/Job Assignment
- Progress Monitoring Tools (daily behavior report DBR)
- Mentoring
- Modify Procedures/Increase Supervision in Non-Classroom Settings (Structured recess and/or lunch)

UNIVERSAL (All (80%)
Students with 0-3 behavioral referrals
- School-Wide Expectations Defined and Taught
- Effective Instruction
- Evidence Based Classroom Management with Differentiated Instruction (e.g. CHAMPS)
- Expectations Reinforced (ratio 3:1)
- Effective Supervision
- Fluent Corrections for Early-Stage Misbehavior (see CHAMPs and Teacher Encyclopedia)
- Social/Emotional Skills Instruction (e.g. Second Step, Steps to Respect, etc.)
- Parent/Guardian Engagement
- Grade Level/Peer Teacher Teams
- Progress Monitoring Tools (data collection tools)
- Attendance Procedures
- Universal Assessment
- Before and After School Programs/Supports

BUILT ON A CULTURALLY AND LINGUISTICALLY RESPONSIVE FOUNDATION

First Steps
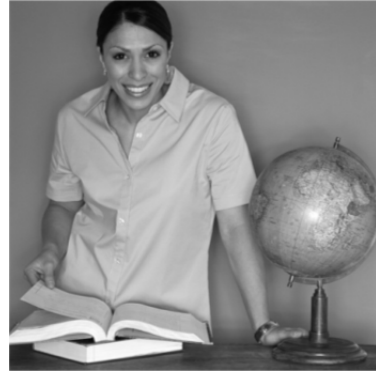
In general

School-Wide Positive Behavioral Interventions and Supports (School-Wide PBIS) is a prevention model. It is based on the premise that all students can benefit from well implemented, evidence-based practices for improving student behavior. "Positive" refers to the idea that research has shown that providing students with instruction about expected behavior, and then reinforcing that expected behavior is the most effective means to support pro-social behavior. Our interactions with students provide corrective feedback as well, in a target ratio of at least three positive feedback interactions to every one corrective interaction.

School-Wide PBIS must be culturally and linguistically responsive to students and families in order to eliminate disparities in disciplinary outcomes.

School-Wide PBIS provides a comprehensive framework that can be used by any school to design their own system of behavioral supports for all students. It also provides informed decision-making, based on data analysis that guides the process of assessing student needs and providing additional levels of behavioral support to students in need.

More particularly

A School-Wide PBIS school develops a few key systems practices that are crucial to effective implementation and to sustaining the system over time. These include, in part:

- Strong administrative participation
- The establishment and operation of a representative School-Wide PBIS Team
- A system for collecting and analyzing behavioral data to guide decision making, at the PBIS Team and whole-staff level
- Staff-wide understanding and commitment to PBIS ideas and practice
- Integration of student and family voices to insure that the practices and language of core beliefs, behavioral expectations, and behavior supports are culturally congruent with the school's community context.

When these practices are in place, it is possible to build the tiered behavioral supports (universal, targeted, and individualized) that characterize PBIS. PBIS is the District's adopted model for behavioral response to intervention (RTI). The Exploration Phase is focused on understanding and establishing the above practices as the foundation for the establishment of tiered behavioral support in your school.

Experience shows us that schools move at different rates as they establish positive practices around school climate. There is not a hard line dividing work between phases. Much of what is in the Exploration Phase has been included previously in the Tier 1 Phase, both here and in other districts.

It has been our experience, however, that these foundational practices (now identified in the Exploration Phase) are so critical to PBIS implementation and so easily underdeveloped that we want to encourage school teams to be thorough and purposeful in their implementation. Consider the Exploration Phase not as much a calendar framework as a necessary sequence of skill development that leads your school, at your pace, to the development of tiered supports.

Your PBIS Coach is available to support your work at each step.

How is the Exploration Phase of School-Wide PBIS implemented?

The following steps illustrate the general process of the Exploration Phase implementation:

Step 1	**Establish administrative commitment**	Strong and active administrative participation in all phases of PBIS implementation is essential
Step 2	**Form the school's PBIS Exploration Team**	The PBIS Exploration Team should represent the scope of staff roles and cultures in the school, and the voice of the parent/guardian community
Step 3	**Develop effective team and staff practices**	PBIS Exploration Team will employ agenda structures and consensus practices in the team's work, and will lead whole staff in employing same in Exploration activities
Step 4	**Develop understanding and knowledge base of PBIS practices**	PBIS Exploration Team will receive district training, and will provide training to school staff in PBIS approach and practices
Step 5	**Establish behavioral data collection system**	Office discipline referrals (ODR's) at all Stages provide the groundwork of data system. Data is collected, reviewed, and analyzed regularly
Step 6	**Establish staff commitment**	When the whole staff is familiar with PBIS approach and can view data to consider school needs, the PBIS Team will conduct decision process with staff to decide on commitment (or not) to 3 to 5 year PBIS process
Step 7	**Begin planning for Tier 1 supports**	Using data from several sources, the PBIS Team reviews existing resources and needs to plan the initiation of Tier 1 supports

Step 1

Establish administrative commitment

Strong administrative commitment is essential to successful implementation of School-Wide PBIS. More specifically, the administrator dedicated to School-Wide PBIS considers these things:

- Attends all PBIS Team meetings (possibly ranging from monthly to weekly)
- Attends the district training for PBIS Exploration Teams with the school team
- Identifies and protects the time when the PBIS Team can meet on a regular basis
- Sets aside time in the whole school's work and development time for whole-staff PBIS work when necessary (minimum during Exploration: 2 hours for overview and staff commitment process). Schools in Tier 1 implementation and beyond often dedicate all or part of one staff meeting per month to issues of PBIS and school climate. Some do relevant trainings during late openings

- Includes the community/family voice in school climate work
- Dedicates other resources to support Exploration – for example: a parent/guardian survey or focus group to invite the family voice into the consideration of school climate

Administrative presence is necessary to address the allocation of resources to this work. Just as importantly, administrative participation is an unspoken statement that elevates the priority of PBIS work in the realm of multiple demands for staff attention – i.e., "This matters…." Schools with inconsistent administrative support routinely struggle to achieve effective implementation.

Step 2

Form the school's PBIS Exploration Team

The PBIS Exploration Team will take the lead for the school in:

- Understanding the PBIS process
- Developing effective team and whole-staff decision processes around climate
- Establishing behavioral data collection and analysis systems
- Informing the staff of PBIS practices and potential
- Providing the whole staff with the school's behavioral data picture
- Leading the school staff and community in consideration of the school's climate (behavioral/social)

needs – and a decision on the commitment to PBIS implementation
- When the school is committed to PBIS implementation, using multiple data sources (including PBIS assessment tools) to develop an Action Plan to begin work on Tier 1 (universal) behavior supports
- Incorporating multiple perspectives in the development of school vision and values

PBIS Exploration Team membership should not be too large or too small (4 –

7), but should represent the school staff to the greatest extent possible:

- General Ed grade levels
- SPED and ESL
- Multi-cultural – multiple perspectives
- Classified staff
- Electives
- Counselor and/or SMS

One of the school's administrators has committed to being a full-time member of the team. It would be a good idea to include a behavior specialist if there is one in your building. In addition, your district PBIS Coach will want to participate as much as possible.

Involve parents and interested members of the community who can play an important role in helping school climate work be congruent with community values and beliefs.

The team will meet regularly to address the outcome goals listed above – ranging from monthly to weekly. Important practices during Exploration (and beyond) are the use of a structured agenda, structured decision processes, and action planning. Your coach can help you develop these tools. See Exploration Step 5 for further discussion.

Step 3

Develop effective team and staff practices

Our schools are engaged in an increasingly broad scope of work to improve the achievement of our students. Staff can be spread thin as they serve on school work committees in addition to their classroom duties. It is imperative that the PBIS Exploration Team develop effective and efficient practices to maximize what may be limited time together. The Team will want to lead whole-staff work with similar practices and effectiveness.

It is easy to get sidetracked when staff meets to discuss school concerns and experiences, especially on a topic as compelling as student behavior. As the PBIS Team moves forward to lead the development of tiered supports in the school, it will recognize that other structures will be established to address the details of serving individual students. The PBIS Team will keep its focus on the development of school-wide systems and skills.

There are several practices that are recognized to support effective team work:

- Establish *team roles*. We all recognize the functions that occur in group work – assigning people to be in charge of them will support effectiveness
    - o Facilitator or co-facilitators
    - o Recorder / note-taker
    - o Time keeper
    - o Data compiler / publisher
    - o Staff liaison / communications
    - o Liaisons to other school teams

- Use an *agenda template*. A consistent format will help cover all the topics the Team is addressing. Agendas typically include announcements, data review, review/updates on previous action items, planning for new action items, and so on. Your coach can supply examples
- Keep and maintain a *PBIS Notebook*. Despite our best intentions in a busy environment, it is normal to lose track of drafts, notes, etc. An organized notebook will help avoid loss of work. Moreover, as PBIS becomes a multi-

year investment, it is important to keep a written history of PBIS work – it will support sustainability
- Establish and revisit *group norms*
- Identify an explicit *decision-making process*, probably using a consensus

model with some pre-determined decision thresholds
- Employ *team self-assessment tools* to review and adjust process
- Celebrate your progress!

Step 4

Develop understanding of PBIS practices

The PBIS Exploration Team must develop its own understanding of School-Wide PBIS (as a form of behavioral response to intervention). In turn, the Team will be able to inform the whole staff when it is time to make deeper whole-school commitments.

While there are multiple ways to develop PBIS understanding, the principal experience will be to attend the district trainings in PBIS for Exploration Teams. Other experiences can be:
- Exploring online resources
- Viewing video presentations
- Attending other PBIS events (conferences)
- Reading
- Discussions or workshops with district PBIS Coach

There are at least two key levels or domains of PBIS understanding. The first is the *general nature* of PBIS practices:
- A positive, pro-active, prevention-first approach to behavior support
- Defining a continuum of behavior supports (RTI model)
- Use of scientifically validated practices to address behavior and school climate
- Whole-staff collaboration in addressing school climate
- Including the voice and cultural perspective of the community in addressing school climate and school values
- Data-based decision making, including the use of PBIS assessment tools

Then, there are the more **concrete details** of tiered supports that will be developed mostly after Exploration, for example:
- Tier 1 School-wide statements of Guidelines for Success or School-wide Expectations (Be Respectful, Be Engaged, etc.)
- Tier 1 Expectations for common areas and classrooms that are taught to all students and encouraged (appropriate cafeteria behavior, hall behavior, classroom, etc.)
- Tier 1 systems for acknowledging appropriate behavior (verbal praise, tickets, drawings, etc.)
- A plan for correcting rule violations developed by the whole staff
- Tier 2 targeted group supports for some students (Check-in, Check-out, Social Skills groups, etc.)
- Tier 3 individualized supports for a few students (Behavior Support Plan, etc.)

The Exploration Team will want to know these general and specific practices thoroughly, and be prepared to present them to the school staff, and ultimately continue to lead the school in longer-term development of PBIS practices.

Step 5

Establish behavioral data collection system

Office discipline referrals (ODRs) are a primary source of data used to guide the process of implementing School-Wide PBIS. Referral data are summarized and shared with staff on a regular basis. PPS Student Conduct and Discipline Implementation Framework (4.30.011) require schools to enter data on disciplinary referrals into the district Student Information System in a timely manner, disaggregate data by race, gender, and special populations, and to review the data monthly. This system is used to evaluate the effectiveness of the PBIS program and to identify small groups, individual students, problem locations, or other situations that may need additional focus and intervention.

Each school is expected to have a student management plan/discipline plan that addresses the following:
- A district office referral form is designed to gather the essential information needed to guide the PBIS process. The form contains the following information:
  o Staff making referral
  o Type of problem behavior
  o Location of incident
  o Time of incident
  o Others involved in incident
  o Race and gender of those involved
  o Teacher actions
  o Administrative actions
  o Optional category: possible motivation for the behavior
- All staff should receive training in the proper way to complete a discipline referral form and the associated procedures for submitting the forms
- The school should have a clear process for gathering the office referrals, entering the information into a database, summarizing and graphing the information, and periodically reporting on the data to the PBIS team and the entire school

- When the data are shared with staff, the following points should be addressed:
  o Recognition of progress and accomplishments
  o Interpretation of the data (make it meaningful for others)
  o Suggestions for next steps based on the data

Examples of data reports that could be tracked by the PBIS team:
- Total ODRs and suspensions by month
- Daily average ODRs month
- Problem behaviors year to date (YTD)
- Location of behavior incidents YTD
- Time of day YTD
- Number of referrals by student YTD
- Referral patterns by race, gender, and special populations
- Referrals by grade YTD
- Referrals by staff YTD
- Compare data year to year
- Positive behavior indicator (e.g. number of students earning rewards by month)

Step 6

Establish staff commitment

When the PBIS Exploration Team has largely established the elements of Steps 1-5, and decided that PBIS is a reasonable initiative for the school, it is time to bring this information to the whole staff.

The Team will want to:
- Present the outline of the PBIS approach – continuum of supports for behavior and school climate – and the outcomes that have been achieved in implementing schools
- Present a summary of school behavioral data that shows there are areas for improvement
- Describe the nature of the work involving the school and individual staff
- Lead a structured discussion on the feasibility and possible benefits of committing to PBIS implementation

- Make a staff-wide decision to commit or not commit to PBIS implementation. Various experienced practitioners suggest from 80 to 90% agreement as a guideline for proceeding

PBIS is not a top-down model. PBIS works when the whole staff (to the greatest extent possible) understands the approach and believes it is an effective approach to improving school climate. PBIS work will continue to involve the effort, wisdom, and input of the entire staff.

Step 7

Begin planning for Tier 1 supports

With the commitment of the school staff, the PBIS Exploration Team becomes the PBIS Team, or School Climate Team, or whatever fits your school culture. It is time to begin work on Tier 1 or Universal supports.

The PBIS Team already has a picture of what Tier 1 supports look like. It may be beneficial at this point to review or add to your understanding of Tier 1. This Implementation Framework document proceeds to that discussion in the next chapter. The district will be providing Tier 1 training yearly. Your PBIS Coach can serve as a guide to identify critical features. Other resources like http://pbis.org can provide much information and many tools.

In general, the Team will want to compile relevant data if there are sources that

haven't been explored yet. Perhaps this is time for a staff or parent/guardian survey. Staff can help identify priority areas. Family voices will be important in identifying priorities, and in contributing to discussions of increasing the cultural relevance of your climate work. Maybe you want to consider something brief and efficient.

Your PBIS Coach can help identify some assessment and planning tools that may be helpful at this point. You are now working Tier 1!

TIER 1 = Universal Interventions
All Students

School-Wide Positive Behavioral Interventions & Supports (PBIS) is a prevention model. It is based on the premise that **all students can benefit** from well implemented, evidence-based practices for improving student behavior. PBIS must be culturally and linguistically responsive to students and families in order to eliminate disparities in disciplinary outcomes. School-Wide PBIS provides a comprehensive framework that can be used by any school to design their own system of behavioral **supports for all students**. It also provides informed decision-making, based upon data analysis that guides the process of assessing student needs and providing additional levels of behavioral support to students in need.

 School-Wide PBIS provides a positive focus to encouraging desirable student behaviors resulting in positive climate which maximizes learning. A set of universal expectations for behavior, positively stated, are established **for all students in all locations of the school**. These expectations generally promote core values such as respect, responsibility, and safety, as defined by the broad school community.

Expectations and interventions should be culturally and linguistically responsive for all students. Interventions and strategies are implemented to teach and reinforce these expectations. These include:

- Periodic direct instruction in specific student behaviors that demonstrate a common set of guiding principles (e.g. respect, responsibility, and safety) in all locations in the school
- Encouragement and generous quantities of positive adult/teacher attention and other kinds of encouragement and reinforcement to students for demonstrating positive behaviors, especially specific behavior expectations identified by the school
- Predictable consequences for behavior infractions that are delivered consistently by all staff in a calm professional manner throughout the entire school. Consequences are not primarily punitive in nature; they are an opportunity for the student to learn from his or her mistakes and to accept responsibility for the choices that he or she made. The consequences are provided on a continuum matched to the intensity of the misbehavior

A School-Wide PBIS school incorporates a few simple systems practices that are crucial to sustaining the program over time. These include:

- The establishment of a representative, school-based School-Wide PBIS team with a strong administrative presence and support. The School-Wide PBIS team uses the "framework" of School-Wide PBIS to design that school's unique set of practices
- School-Wide PBIS activities are embedded into existing school activities such as school improvement student intervention teams, and equity work.
- The school establishes a system for using behavioral data (including office discipline referrals). These data are analyzed and used in a robust way to guide the design and implementation of additional behavior supports, especially at the targeted and intensive levels
- The school uses designated School-Wide PBIS assessment tools at prescribed intervals to assess fidelity of implementation of School-Wide PBIS

In the PBIS triangle, how do schools arrive at the percentage of students at each of the three Tiers?

There are direct and indirect measures for determining a student's need for intervention. By using office discipline referral (ODR) data, attendance data, universal student screening data, and other student data, students can be identified for the proper level of intervention and support.

Schools may vary in their cut-offs. Perhaps students in the first Tier have had 0-1 ODRs in a school year; students in the second Tier have had 2-5 referrals; students in the third Tier have had 6 or more referrals. ODRs may represent major discipline problems that present harm to self or others, property damage, illegal behavior, or chronic behavior that significantly disrupts ongoing instruction.

Why implement behavioral strategies for all students if only a few seem to have problems?

- PBIS is a skill-building approach that strengthens the repertoire of social skills for all students
- Educators who work in schools that implement School-Wide PBIS report a high level of job satisfaction, citing the positive effects of getting on the "same page" with their colleagues, improved school climate, and increased time for instruction
- Fewer students will require second and third tier supports when provided a strong level of universal best practices
- Students become effective models for each other; a culture of respect, order, and safety will become more pervasive

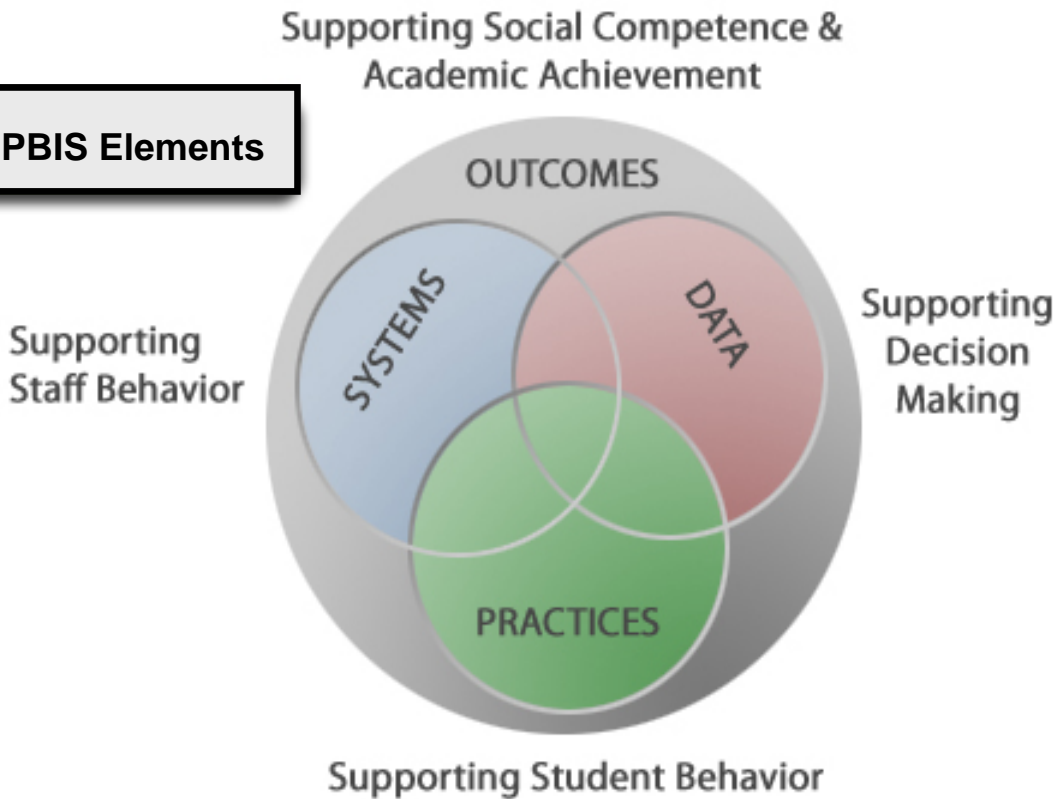### Why is it so important for the PBIS team to use behavior data at the universal level?

- Analysis of office referral data has been shown to be an effective way of

identifying "hot spots" within the school, small groups, or individual students for whom targeted interventions may be necessary.
- For example, "location" data may show that certain areas of the school, such as hallways, are places where an inordinate amount of disruptive behavior occurs. Using the PBIS premise of "work smarter, not harder," some simple changes to hallway procedures (e.g., teach traffic flow patterns, increase active supervision of staff) can result in a significant reduction in problems from that area.
- School-Wide behavioral data systems can be used to identify students early on who may be just beginning to experience behavioral difficulty. This can allow for additional behavior supports to be provided for students in a timely manner, instead of doing nothing and waiting for problems to get worse.
- This behavior data can also be used to evaluate School-Wide PBIS efforts to improve the overall school climate.
- These are just a few examples of how data can be used to guide the process of School-Wide PBIS.

TIER 1

4 PBIS Elements

Supporting Social Competence & Academic Achievement

OUTCOMES

SYSTEMS

DATA

PRACTICES

Supporting Staff Behavior

Supporting Decision Making

Supporting Student Behavior

Getting started with School-Wide PBIS at the universal level

School-Wide PBIS is a framework, not a cookbook. Having originated from the public health and behavioral science model it incorporates the major elements of good behavioral prevention and early intervention.

The framework consists of six critical features:

1. Identification of three to five universal guiding principles or expectations for the school that are positively stated

2. Directly teaching behavior expectations

3. High levels of positive reinforcement, including positive teacher attention to strengthen those behaviors

4. Enforcement of predictable consequences consistently and fairly

5. Prevention of problems by modifying situations that are known to produce high levels of problem behavior

6. Use of discipline data to plan, evaluate, and improve the PBIS implementation process

How is Tier 1 implemented?

The following steps illustrate the general process of Tier 1 implementation:

Step 1	**Establish commitment and get started**	Strong and active administrative support is essential to successful implementation of School-Wide PBIS. Analysis of current systems and initiatives will be helpful to determine how School-Wide PBIS will be most helpful. PPS is committed to district-wide implementation of School-Wide PBIS
Step 2	**Form the school's PBIS team**	Immediately after the initial staff training, the administrator forms the school's PBIS Team, as interest level is usually peaked at this time
Step 3	**Establish data collection system**	Office discipline referrals (ODRs) are a primary source of data used to guide the process of implementing School-Wide PBIS. Referral data are summarized, and key data reports are kept up to date and shared with staff on a regular basis
Step 4	**Establish and teach positive behavior expectations**	The process for establishing a universal set of positive behavior expectations begins with identifying three to five core behavioral values for the school and classroom
Step 5	**Design systems for positive acknowledgment and reinforcement**	As a universal strategy, systems should be established within the school to ensure that all students receive positive acknowledgment for demonstrating expected behavior
Step 6	**Design predictable consequence systems for behavior infractions**	"Getting on the same page" with other adults when it comes to enforcing rules, addressing behavior infractions, and administering consequences
Step 7	**Implement data-based decision making**	School-Wide behavioral data should be readily available to the PBIS team. Using a cycle of improvement, the data should be updated and reviewed at least once per month by the team
Step 8	**Implement evidenced-based classroom management**	School-Wide PBIS would not be complete without well-established evidenced-based classroom management practices

TIER 1

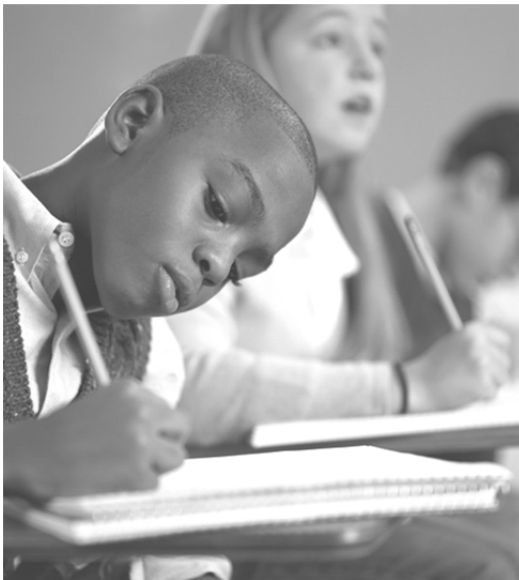|		
Step 9	**Social Emotional Learning**	Build social and emotional learning competencies by building time in the instructional day to directly teach all students self-management, self-awareness, social awareness, relationship skills and responsible decision making
Step 10	**Universal Screening**	Schools have a systematic process in place to help identify students whose school behaviors may create a barrier to learning

Step 1

Establish commitment and get started

Strong administrative support is essential to successful implementation of School-Wide PBIS.

Portland Public Schools has a district-level commitment to support to implementing PBIS. It is suggested that for a school implementing School-Wide PBIS, that they look at the research, gather information, talk to other schools that have implemented the model, or consult with a district or national expert on School-Wide PBIS.

What does a commitment to School-Wide PBIS look like?

- Improvement of student school behavior is one of the top three priorities
- The school commits to three to five years of program development to implement initial systems and interventions at all three Tiers
- Many schools begin the process with an introductory training for all school staff
- In-service training is provided for school staff
- Each school should have a behavior coach or PBIS consultant that can train and advise staff throughout the process. This person will be available to answer questions, direct staff to additional resources, and trouble shoot as necessary
- Administrators facilitate collaboration within the school and within the broader community
- Staff should have a clear understanding of the purposes of PBIS, what will be expected of them, and the steps involved in implementation. Some schools choose to conduct a staff vote on the adoption of PBIS. Typically, an 80 percent approval rating is obtained before proceeding with the program

Schools that have implemented PBIS cite the following reasons for adopting the program:
- To decrease levels of disruptiveness, rates of office referrals, and suspensions
- To improve school climate, cultural responsiveness, safety, and order
- To increase instructional time
- To increase administrative time for purposes other than to manage discipline problems
- To enhance the overall operation and performance of the school
- To more effectively partner with parents and the community
- To improve staff morale

TIER 1

Self-assessment

At the outset of the planning process, a survey of school staff should be completed to assess the perceived extent to which the basic elements of School-Wide PBIS are currently in place in the school. The results are typically summarized and presented to staff. These initial data are analyzed and utilized for planning purposes. The data baseline is used to evaluate the project's progress and identifies areas of need when establishing commitment to implement School-Wide PBIS.

Schools should conduct this survey annually to assess their implementation sustainability efforts. Your district PBIS coach will consult with you about which assessment tools are best for your school.

Step 2

Form the School's PBIS Team

PBIS Team Membership: PBIS Teams include individuals who are representative of the whole school building. The members of this team should have leadership capacity to develop and act upon action plans. It is important that the PBIS Team is embedded within the school improvement process.

The building PBIS team works collaboratively to ensure, alignment, communication, and collaboration across the school improvement and building intervention team. Since the PBIS Team monitors and supports the system development of each level (Universal, Targeted/Strategic, Intensive), it is important that members of the PBIS Team include representatives who provide leadership for school-wide, grade level, and building intervention teams. The actual membership of the team varies from building to building and often includes multiple grade-level general education teachers, special education representatives, school counselor and administrative representative and para-educator representative.

At the same time the membership of the PBIS team should represent the cultural diversity of the school community, as this is one way to include the cultural perspective of the community in PBIS values.

Develop a plan of work and a meeting schedule

To implement PBIS at the universal level requires planning and time to make decisions, develop materials, and train staff before "rolling out" the program with students. The PBIS team will need to identify the different components of the program (e.g., teaching expectations, reward systems, consequences, data analysis, etc.) and allow team members to work in smaller subgroups to develop materials.

The entire PBIS team should convene at least monthly to coordinate efforts. The team should also review data and update the entire school staff on progress and get feedback. It is crucial to take the time to develop the program in this way, as it greatly increases the likelihood of getting staff buy in to the program from the beginning of the process. Plan to hold monthly PBIS team meetings to sustain the program.

Products created by School-Wide PBIS school climate team

- Staff notebook
- Parent/student brochure
- Expectations posters
- Behavior expectation lesson plans
- Student recognition system
- Tokens or coupons for acknowledgment of student behavior
- A variety of acknowledgement and recognition reward items/activities
- Data collection system

What can an administrator do to support School-Wide PBIS?

The primary role of the administrator is to support the PBIS team, not to do the work of the team. The administrator should:

- Ensure that the team is composed of a group representative of staff
- Make sure that new members are added to the team over time so as to prevent burn out and keep ideas fresh
- Ensure that PBIS remains a priority for the school and that sufficient time and resources are allotted to make it successful
- Be a spokesperson for the program—use the language of PBIS, be enthusiastic, give it time at staff meetings, talk it up, let it be known to others that your school is a PBIS school
- Ensure new school climate team members receive PBIS orientation
- Integrate School-Wide PBIS into current building initiatives
- Provide PBIS work time in staff meetings

Plan an all-staff orientation and roll-out event with students

The school's PBIS team should provide a full explanation of the entire PBIS program at an all-staff orientation to ensure that everyone is clear on how the program should be implemented with students.

Ideally, it is best to kick-off implementation of School-Wide PBIS at the beginning of the school year, but many schools have done it successfully at later points in the year. For example, if the planning and program development take place between August and December, the kick-off with students could occur after a break or at the beginning of the second semester.

MARKHAM SCHOOL

Playground Expectations

Be Safe
- Use equipment for intended purposes
- Stay in boundaries
- Keep hands and feet to self
- Run Safely (chasing games are unsafe)
- Report any strangers, animals, or dangerous items immediately to an adult.

Be Responsible
- Line up quickly at first signal
- Return play equipment
- Listen to staff and follow directions

Be Respectful
- Use kind words and actions
- Take turns and share equipment

TIER 1

Step 3

Establish data collection system

Office discipline referrals (ODRs) are a primary source of data used to guide the process of implementing School-Wide PBIS. See PPS School-Wide PBIS toolbox for stages of misbehavior and referral process. Referral data are summarized and shared with staff on a regular basis. PPS Student Conduct and Discipline Implementation Framework (4.30.011) require schools to enter data on disciplinary referrals into the district Student Information System a timely manner, disaggregate data, and to review the data monthly. This system is used to evaluate the effectiveness of the PBIS program and to identify small groups, individual students, problem locations, or other situations that may need additional focus and intervention.

Each school is expected to have a student management plan/ discipline plan that addresses the following:

- A district office referral form is designed to gather the essential information needed to guide the PBIS process
- All staff should receive training in the proper way to complete a discipline referral form and the associated procedures for submitting the forms
- The school should have a clear process for gathering the office referrals, entering the information into a database, summarizing and graphing the information, and periodically reporting on the data to the PBIS team and the entire school
- When the data are shared with staff, the following points should be addressed:
  - o Recognition of progress and accomplishments
  - o Interpretation of the data (make it meaningful for others)
  - o Suggestions for next steps based on the data
- Schools typically spend time reaching agreement on definitions and responsibilities around ODRs

Examples of data reports that could be tracked by the PBIS team

- Total ODRs and suspensions by month
- Daily average ODRs by month
- Problem behaviors year to date (YTD)
- Location of behavior incidents YTD
- Time of day YTD
- Number of referrals by student YTD
- Referrals by grade YTD
- Compare data year to year
- Positive behavior indicator (for example, number of students earning rewards by month)

Step 4

**Establish and teach positive behavior expectations**

The process for establishing a universal set of positive behavior expectations begins with identifying three to five core behavioral values for the school. Often, schools identify concepts such as respect, responsibility, safety, productivity, and effort as their core values. These values can vary and should reflect the perspectives of the whole school community. In order to establish cultural relevance in behavior expectations, voices of families, students, and staff representing the diversity of the school community should be part of this process. An expectations matrix is then developed. This is done by identifying school common areas and determining what each of the core values looks like in that setting. The specific expectations are then described in a concise and positive manner.

By developing a matrix of universal positive behavior expectations, the school is establishing a common language for staff and students. Certainly the expectations in an elementary school will differ from those in a high school. But in any setting this is an excellent opportunity to affirmatively establish norms and expectations for the entire school community. The matrix is also used in the development of plans for teaching behavior expectations. The matrix provides clarification on the concepts of each behavior expectation.
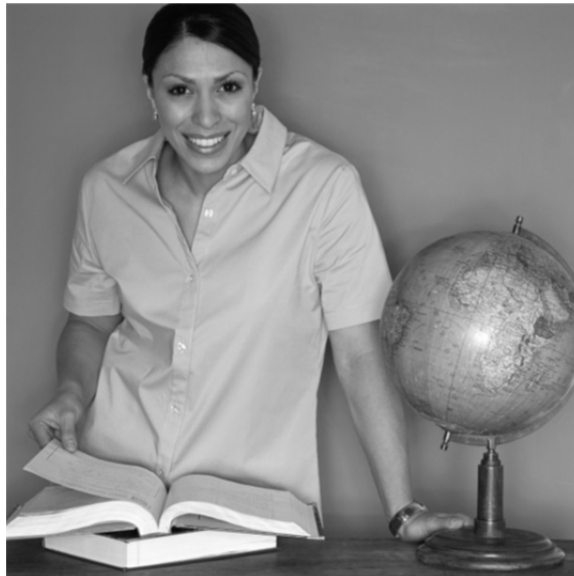
A school should be immediately identifiable as a PBIS school to a visitor. Posters and other visual displays that communicate the expectations and that acknowledge students positively should be prominently displayed. Within the first few minutes of entering the school, an individual should know the behavior expectations of that school. This is accomplished through visual display of the expectations.

Typically, posters with the expectations described on the matrix are developed for all classroom and non-classroom settings.

Develop visuals for classroom and common area settings expectations

Visuals are an important component of School-Wide PBIS visuals help answer the question, "What do expected behaviors look like in different locations in the school?"

These posters serve as:
- Teaching tools
- Reminders or pre-corrections for everyone throughout the day
- A communication to parents, visitors, and the community

Many schools enhance the effectiveness of this visual communication by including student participation and creativity.

Plan to teach the expectations

As a universal intervention, all students receive direct instruction in the behavior expectations.

- Teach behaviors as you would teach academics or any other skill
- Provide frequent opportunities to practice
- Refresh lessons throughout the school year
- Keep lessons brief (5-15 minutes typically)
- Take students to various common areas in the school for instruction. Plan for this to occur over the first week or so of implementation
- All adults in the school model behavior expectations at all times
- Plan to teach and re-teach expectations at key times in the year

MARKHAM ELEMENTRY SCHOOL

Rules and Behavioral Expectations

AREA	BE SAFE	BE RESPONSIBILE	BE RESPECTFUL
Cafeteria	• Handle and eat your own food • Stay seated until asked to recycle or line up • Keep your hands and feet to self • Move carefully • Always walk	• Raise your hand for help • Clean up your area • Take only what you can eat	• Use inside voice • Follow adult directions • Use kind words and actions
Assemblies	• Keep hands and feet to self • Stay with your group • Enter and exit quietly with teacher	• Sit on your bottom • Follow directions • Keep quiet	• Listen quietly • Show appreciation appropriately • Keep eyes on performers
Hallways (Includes ramps and breezeway)	• Walk in a straight line facing forward • Keep your hands and feet to self • Pay attention	• Always carry a hall pass • Walk directly to where you are going	• Walk silently 8:45-3:00 • Honor hallway teaching
Bathrooms	• Wash hands with soap and water before leaving • Keep feet on floor • Walk • Flush	• Use toilets and sinks for intended purposes • Report problems to adults • Return to class quickly	• Give people privacy • Use quiet voices • Keep walls and doors free of marks
Playground/ Recess	• Use equipment for intended purposes • Stay in boundaries • Keep hands and feet to self • Run safely (chasing games are unsafe) • Report any strangers, animals, or dangerous items immediately to an adult	• Line up quickly at first signal • Return play equipment • Listen to staff and follow directions	• Use kind words and actions • Take turns and share equipment
Classrooms	• Keep hands and feet to self • Always walk • Move carefully • Use materials for intended purpose	• Work together to keep the room clean • Stay on task • Try to solve your own problems and ask for help if needed • Clean up after yourself • Use inside voice	• Listen • Follow directions • Use kind words and actions • Leave toys at home
Buses	• Hands & feet to self (no fighting, wrestling, play fighting) • No weapons (including toys) or hazardous materials • Stay seated • Keep hands, head inside bus at all times • Cross in front of bus or as driver directs you • No eating, drinking	• Use emergency door only in emergency • Be at your bus stop at least 5 minutes before bus arrives • Bus rules apply to bus stops • Students need written permission for an alternate stop	• Listen to driver and follow directions • Use quiet voices (no loud, vulgar language) • Ask permission to open and close windows • Keep bus clean & undamaged • Be courteous to driver, peers and passersby

School-Wide Expectations at Lane Middle School

	Be Respectful *Recognize the worth and importance of self and others*	Be Responsible *Be dependable, trustworthy, and take ownership of your actions*	Be Safe *Do things that are physically and emotionally safe for self and others*
Learning Areas *(Any area where you are engaged with learning…)*	• Listen with voice off and eyes on speaker • Take turns speaking on topic • Respect books, desks, computers, and school property	• Be on time and prepared with supplies and completed assignments • Allow students to learn, teachers to teach	• Use materials appropriately • Don't throw objects
Common Areas *(Any area that you share with others – cafeteria, gym, bathroom, hall…)*	• Use materials as intended • Don't yell or scream	• Clean up after yourself • Carry bathroom/hall pass • Return equipment to its proper place after use • Keep food in cafeteria except for snack and breakfast	• Walk on the right in halls and staircases

Outside Areas
(Any area outside school building – playground, parking lots, busses…)
	• Show sportsmanship:
	  o Play fair by following rules
	  o Invite others to participate
	  o Take turns
	• Show care for others involved in other activities
		• Return equipment
		• Throw garbage in garbage cans
		• When the bell rings, transition to where you are supposed to be
			• Stay in designated area

ALL AREAS	**Be Respectful** • T.H.I.N.K. before you act • Use appropriate language with peers and adults – no spearing • Respect school property – no graffiti **Be Responsible** • Keep electronics, hats, and sports equipment in lockers • Follow dress code and rules – no drinks except cafeteria drinks • Respond to directions the first time **Be Safe** • Keep hands, feet, and objects to self • Don't be a bully, report a bully		

TIER 1

Step 5

Design systems for positive acknowledgment and encouragement

As a universal strategy, systems should be established within the school to ensure that **all** students receive positive acknowledgment for demonstrating the high priority behaviors established in the expectations matrix.

Think of acknowledgement systems on a continuum, beginning with positive teacher attention, moving to visual or written acknowledgments, then to more concrete systems such as activity rewards, and lottery or token systems.

Positive teacher attention

Perhaps the most efficient and powerful way to encourage and reinforce positive student behavior is to provide positive adult attention. This attention can be contingent on observing a student behaving positively and meeting school behavioral expectations – i.e., explicit positive feedback. Attention can also be non-contingent, where staff is greeting a student or having general social exchange or conversation – i.e., affirming the student's value as a person and membership in the school community. Both forms of positive attention encourage positive student behavior. Research has shown that when positive attention is provided in a ratio of at least 3 positives for each corrective interaction (3:1), the outcomes can be especially powerful.

Moreover, positive interactions set a positive, welcoming tone for the classroom and the school at large, creating an improved climate. Positive language and actions are contagious. Positive interactions help build positive relationships. This approach can be effective in helping students from multiple culture feel connected to the school.

Recognition Systems

Another way of recognizing students is to provide positive acknowledgment cards or certificates for students who are doing the right thing or who have met some predetermined criteria for positive behavior.

Lottery drawings and redeemable coupons

There are many ways of designing school-wide lottery or redeemable systems. Student stores where students can "spend" their tokens are an example of a redeemable system. School-wide or in-class lottery drawings are often scheduled weekly or monthly. Simplicity and ease of implementation are often the keys to sustaining these systems.

See www.pbis.org for additional examples of school-wide acknowledgement/ recognition systems.

Positive acknowledgement & encouragement activities

Another simple system for ensuring that all students have access to positive reinforcement involves scheduling monthly or bi-monthly PBIS celebrations encouragement or events for students who have met behavioral criteria for the month. This typically involves not receiving a referral or some other consequence for the previous month. It is best to schedule these events in advance (create a calendar for the year), vary the activities, and publish when and what will occur. The keys to effectiveness and sustainability are keeping it simple and working out the details in advance.

Step 6

Designing predictable consequence systems for behavior infractions

A teacher in a middle school spoke at a staff meeting during a presentation on PBIS. He said that he consistently told young men to take off their hats in his classroom and anywhere else in the school. After a while though, he said that he realized other teachers allowed students to wear hats in their classrooms. He had just assumed that his colleagues shared the same expectation as his, but he came to realize that they did not. The teacher reflected on what message this sent to the students that the teachers in the school differed so much in their standards for behavior.

"Getting on the same page" with other adults when it comes to enforcing rules, addressing behavior infractions, and administering appropriate consequences begins by establishing categories of major and minor infractions. Major infractions are usually code of conduct violations and immediate office discipline referrals. These infractions should be clearly identified and written down.

Many school administrators are concerned that students are sent to the office for minor offenses that should be dealt with by the teacher in the classroom. If a student is not prepared for class, should they be sent to the office? Should they be sent to the office for refusal to work, for using profanity not directed at a person, for being tardy, for being out of uniform? How many times should a student be able to commit the same "minor" infraction before being sent to the office? Should the office reasonably expect that the teacher making the referral for a minor behavior has implemented a succession of interventions prior to the referral, in an attempt to help the student correct the behavior? How will the administrator actually know if this has occurred?

Discussions of student behaviors and consequences should include consideration of cultural differences in communication problem-solving and conflict styles.

Big ideas for creating a school-wide consequence continuum

These are some of the issues schools may face when they attempt to create an effective, universal approach to implementing consequences for behavior infractions for all students.

- The goal is to create a consistent approach to "get on the same page" with colleagues
- Create predictability for students, staff, and parents
- Directly instruct students in consequence systems
- Be neutral, firm, and consistent—reduce attention (and drama) for negative behavior
- Teach students what to do, and illustrate what not to do

Sample school-wide consequence sequences

Many PBIS schools choose to implement a uniform consequence sequence in all classes (perhaps varying somewhat by grade level) including reteaching and intervention. This has the advantage of

creating consistency for students from teacher to teacher and year to year. The important thing is that students learn to expect a consistent and predictable response from all teachers for behavior infractions.

The PBIS Team leads the staff in developing the school discipline policy. It is an essential quality of PBIS.

The following is a typical consequence sequence:

- Warning
- Brief conference
- Time-out with think sheet
- Parent/Guardian contact
- Detention
- Office discipline referral

Step 7

Data-based decision making

School-wide behavioral data is reviewed by the PBIS team and shared in staff meetings monthly.

Consider the following when reviewing the data:

- How are we doing overall? What's going well? Compare averages to your school's own history, or other schools in your district
- Identify most frequent problems, locations, times, students, grade levels, etc. What are the patterns? Develop 1-3 summary statements leading to areas of action planning
- Work smarter, not harder. If many problems are found in non-classroom settings, consider

changes to school procedures and supervision practices. If a few classrooms have an especially high number of referrals, consider developing a school plan to support classroom management

- Later in PBIS development, a Student Intervention Team (SIT) uses data to identify Tier 2 interventions for small groups of students
- The PBIS team employs PBIS assessment data to help in developing its own process

Step 8

Evidence-based Classroom Management

Each classroom in a school building replicates the school-wide behavior expectations and establishes rules and procedures specific to that setting (e.g., art class, band class, P.E. class, first grade). Classroom rules are quickly spotted on a poster or bulletin board by a student entering the room.

Behavioral expectations and routine classroom procedures are directly taught to the student, positively reinforced, and always modeled by the teacher.

These expectations may be displayed one at a time according to the activity. Strategies for discipline in the classroom are consistent with the strategies used across all settings in the school. This degree of consistency of classroom PBIS extends the benefits of School-Wide PBIS to instructional time even though there are many variations of instructional style, curriculum, and teaching materials. Using classroom PBIS will increase time available for teaching.

Qualities of teachers related to classroom management

The quality of interaction and respect between adults and students determines the outcomes of classroom management. It begins with the adult.

There are many lists of qualities that exemplify exceptional teachers. These teachers place students first; believe in quality instruction; and have a positive belief in each student's potential. They value the individual and cultural differences their students bring to their classroom and capitalize on the strengths of these differences. Confidence and presence let students know that the teacher is their capable leader. A key quality in these teachers is the belief that kids do well if they can,

and if they can't it's their job to help them.

Great teachers invite great behavior.

Establish efficient classroom routines

A classroom that implements positive behavior support has well-organized routines and procedures including the following:
- An efficient daily schedule
- Effective beginning and ending routines
- Management of student assignments
- Procedures for students returning from absences
- Clear expectations for classroom activities and transitional periods

Teach students how to be successful

Effective teachers explicitly teach students how to behave responsibly in every classroom situation. This requires well designed lessons that may include:
- Visual displays
- Teacher and/or student modeling
- Role plays
- Opportunities for practice
- Re-teaching

Have positive interactions with students

Positive interactions help motivate students to demonstrate their best behavior. This can be done through:

TIER 1

- Building positive relationships with students by giving non-contingent attention
- Providing accurate and specific positive feedback
- Providing individual and whole class intermittent celebrations
- Striving to provide three or more positive interactions for each negative or corrective interaction

Provide recognition

Individual and whole class incentives can increase students' motivation to behave responsibly and strive toward goals. Positive reinforcers can be non-rewards systems designed to enhance intrinsic motivation, or reward-based systems that use extrinsic motivators. Examples include:

- Goal setting
- Whole class or individual points
- Economic simulation
- Lottery tickets
- Reward certificates
- Class celebrations

Set clear behavioral standards

Setting clear standards for behavior allows teachers to treat student misbehavior as an instructional opportunity that enables students to learn from their mistakes. Having a proactive approach requires a Classroom Management and Discipline Plan that includes:

- Clear expectations for all classroom activities and transitional periods
- Preplanned correction procedures and consequences

Intervention procedures for students with chronic misbehaviors

Provide best practice, high-engagement instruction

Students who are interested in, motivated by, and engaged in instructional activities don't spend much time misbehaving. Quality instruction includes:

- The work is at the students' level
- The work stimulates curiosity
- The content connects to elements in the students' lives
- Students have a future vision that values school success
- The teacher is enthusiastic about the content and learning
- There is more doing than talking
- Lesson pacing matches the students' developmental level
- The teacher provides support for emerging skills
- The teacher models and expects rigorous effort

Student engagement will predict student behavior. Additional planning is needed to differentiate learning for students who are behind or ahead of the lesson content. All students benefit from lesson formats that invite curiosity. If students are supported in developing a future vision, they are more likely to value education.

Lesson accessibility increases when teachers share learning targets (objectives). Appropriate lesson pacing and participation strategies can increase lesson involvement and will result in better behavior. Students will be more engaged when they have some choice in how the work is done, and when the teacher models enthusiasm for learning. Research shows that engagement and achievement are higher when the teacher has a positive relationship with the students.

Provide a culturally responsive classroom environment

It is both a District and an ethical priority to address disproportionality in academics, student discipline outcomes, and Special Education identification. To improve these outcomes, our classrooms

must become places of tangible and equitable success for students of all cultures. Portland Public Schools has established its Equity Initiative, and has shown important progress. Equity questions are being woven into practice across all educational disciplines.

Research has identified several domains of practice that are important in responsive cultural practice in the classroom. Consult with your school-based Equity team, the Central Equity Team, or your PBIS Coach for support in developing these themes into practice in the classroom. These topics are now being addressed in Evidence-based Classroom Management trainings:

- Recognize the importance of race and culture

- Learn about the students in your room, their families, their beliefs and practices
- Recognize and honor diversity in the room
- Develop positive and authentic relationships with students
- Establish a caring community in your classroom
- In the context of relationship and caring, maintain high expectations for all students
- Provide curriculum and instruction that include and honor the cultures in your room
- Connect all students to learning
- Be a reflective practitioner – be willing to view your own cultural identity and classroom practice, and share with colleagues

Step 9

Social Emotional Curriculum

Oregon Health Education Standards require that students are taught skills to promote mental, social, and emotional health. Specific Social Emotional Learning (SEL) health content standards can be viewed on the ODE website, http://www.ode.state.or.us/search/page/?id=1745

Why is SEL essential to the school and life success of all *children and youth?*

The ability to recognize and manage emotions, establish and maintain positive relationships and social problem solving, impact a child's ability to benefit from academic learning opportunities. Multiple studies have documented the positive effects of SEL programming on children of diverse backgrounds The research clearly demonstrates that SEL programming significantly improves children's academic performance on standardized tests, improves school attendance, and results in less disruptive classroom behavior. Children who participate in ongoing SEL instruction

report liking school more and are less likely than children in control groups to be suspended or otherwise disciplined. These outcomes have been achieved through SEL's impact on important mental health variables that improve children's social relationships, increase student connectedness to school, motivation to learn, and reduce high risk behaviors.

What instructional methods are commonly used in SEL?

Teachers typically provide SEL instruction in the classroom using an evidence-based curriculum, following the complete scope and sequence of skill development presented in the lessons.

Effective instructional methods for teaching SEL skills are active, participatory and engaging. Teachers promote SEL by:

- Communicating regularly with students' families about SEL classroom activities to encourage reinforcement of SEL lessons at home
- Modeling and providing opportunities for students to practice and apply SEL skills in and outside of the classroom
- Using participatory instructional methods that draw on students' experience and engage them in learning
- Using SEL skills in teaching academic subjects to enhance students' understanding. For example, in language arts or social studies lessons, students can be encouraged to discuss how characters or historical figures did or did not express understanding of others' feelings or use effective problem-solving skills

What are the key steps in implementing School-wide SEL?

Implementing School-wide SEL involves 10 key steps that take school teams from planning to implementation. The 10 implementation steps are:

1. Principal commits to School-wide SEL
2. Form grade level or school planning team(s)
3. Develop and articulate shared vision
4. Conduct needs and resources assessment
5. Develop action plan
6. Select evidence-based program (see http://casel.org)
7. Conduct initial staff training
8. Launch SEL instruction in classrooms
9. Expand instruction to include parent/guardian information sharing opportunities
10. Continue cycle of implementing and improving

Step 10

Universal Behavioral Screener

Many teachers are familiar with the RTI process used to improve achievement in reading and math. An important component of providing effective and appropriate reading and math instruction involves the use of a universal screener (assessment of all students) to identify skill strengths and deficits through the use of research-validated criteria or norms. Students who are not on track to meet identified academic goals receive intensive instruction to improve their rate and level of learning.

Similarly, in behavioral RTI, universal screeners are used to help identify students at risk of demonstrating behavioral difficulties that create a barrier to learning. A proactive universal screening involves a multiple-gating process that includes teacher nomination, ratings and checklists, direct observations, review of archival school records and normative comparisons of the school population.

Important Considerations

School staff should think about School-Wide PBIS as the school's core curriculum for behavior. Before a school implements a universal behavior screener, *it is important that the critical features of School-Wide PBIS universal level of support are in place*. Using a research validated tool, the School-Wide PBIS Team must evaluate the extent to which the following critical features of School-Wide PBIS exist:

- Statement of purpose (mission)
- List of positively stated behavioral expectations
- Procedures for directly teaching these expectations to all students
- Continuum of strategies for encouraging these expectations
- Continuum of strategies for discouraging rule violations
- Procedures for monitoring and record keeping for data-based decision – making
- Degree to which students report feeling safe and respected at school
- Tier 2 supports
- Tier 3 supports

Once the school has committed to and is implementing School-Wide PBIS, identification of students who do not respond to the core behavior curriculum can be determined using a universal screener.

TIER 2 = Targeted Interventions

Some Students

When the universal support of Tier 1 is fundamentally in place for **all** students, it forms the base for implementing Tier 2 strategies. Tier 2 of the PBIS triangle model provides additional interventions to support that smaller percentage of students who do not sufficiently respond to Tier 1 strategies. The focus of Tier 2 is to provide supplemental support through a student screening process for students who are at-risk academically or behaviorally and universal interventions prove insufficient.

Tier 2 interventions are not individual behavior support plans but, rather, are group interventions that are already in place in the school. Research demonstrates that many students respond well to Tier 2 targeted group interventions that are matched well to the student's needs and are accessed by the student early and rapidly. These students respond positively to Tier 2 group interventions and often do not end up needing Tier 3 individual support plans. It requires many school resources to develop and implement effective behavior support plans required of a Tier 3 level of support, whether it is a simple or a more elaborate function based plan. If we build systems to successfully support the majority of high-needs students by efficiently and quickly providing access to Tier 2 group interventions, then we will ultimately be able to support more students effectively.

Tier 2 practices involve analyzing office referral data to identify:
- Small groups of students who are demonstrating similar behavior problems and provide them with more intensive instruction in social skills or replacement behaviors
- Students who could benefit from daily monitoring, increased feedback, an adult mentor, a simple behavior plan in school, or a behavior plan coordinated between home and school
- Students who need more academic or organizational support
- Students who could benefit from alternatives to suspension for major violations

A Student Intervention Team (SIT) is necessary to successfully implement Tier 2. The team is responsible for:
- Reviewing data and selecting students who might benefit from Tier 2 interventions.
- Hypothesizing a possible cause for the problem and determining which intervention a student receives
- Monitoring the progress of students receiving interventions.

Examples of interventions and supports may include as resources allow:
- Attendance outreach
- Parent/student/teacher/administrator conferences
- Social/emotional skills and replacement behavior instruction groups
- Parent/Guardian support groups and training
- Simple intervention plan
- Meaningful work or job opportunity
- Mentoring
- Modify procedures/increase supervision in non-classroom settings (Structured Recess or Lunch)
- Check in–Check out
- Simple behavior plan—considering the function of the behavior
- Increased academic support paired with skills for school success

Critical Features of Tier 2 Interventions

Students at Tier 2 may be at risk for developing chronic problem behavior but do not need the high intensity interventions typical of individualized behavior plans at Tier 3. A targeted group intervention with ten or more students participating is typical of Tier 2.

Tier 2 interventions are implemented through a flexible and systematic process.

The following are essential features of a Tier 2 system:
- Student Intervention Team (SIT) for intervention planning

- Adequate resources through administrative support
- Continuous availability to the students
- Rapid access to the intervention (within 72 hours)
- Low effort by teachers with maximum benefits to student
- Consistent with universal school-wide expectations
- Implemented uniformly by all staff/ faculty in a school
- Flexible intervention based on student need and assessment of behavior
- Functional thinking about student's behavior of concern
- Increases student connection to the school community
- May be paired with community-based resources (e.g. Campfire, Sun Schools, Tutoring)
- Continuous monitoring of student behavior data for decision making
- Intervention packages based on student need that "fits" the culture of the school and the student so that students can be connected to these packaged interventions

Selecting Tier 2 interventions and supports for individual students

- Targeted interventions include increased structure, prompts, and feedback for students with instruction on skills needed to be successful
- The selection of a specific Tier 2 intervention for an individual student should be made using a team-based
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decision-making process that includes a function-based understanding of behavior
- Some schools use a quick sort tool that matches a student's need to a supportive intervention
- Highly individualized plans are part of Tier 3 supports

How is Tier 2 implemented?

The following steps illustrate the general process of Tier 2 implementation:

Step 1	Review and enhance Tier one supports based on data	School-wide behavioral data should be readily available to the PBIS team. The data should be reviewed to judge the effectiveness of Tier 1 supports
Step 2	Create Student Intervention Team (SIT)	Student Intervention Team gathers information, develops intervention plans, and identifies responsible parties and develops timelines
Step 3	Identify Tier 2 Interventions	Develop a list of research-based Tier 2 interventions and determine which interventions can be implemented with fidelity
Step 4	Match students to Tier 2 interventions and monitor progress	Use function-based thinking to match students to the best suited intervention. Measure student progress by collecting Tier 2 student data
Step 5	Intervention evaluation	Examine data to determine the effectiveness of each Tier 2 intervention

TIER 2

Step 1

Review and enhance Tier 1 supports school-wide based on data

The most crucial step in Tier 2 implementation includes a robust evaluation of Tier 1 supports. Data including direct observations of common areas, Office Discipline Referrals, attendance, special education referral rates, disciplinary referral patterns and PBIS Survey Assessments. Adjustments to the Tier I supports are made as necessary.

Additionally, school wide processes are analyzed for implementation fidelity:
- Are school-wide behavior expectations being taught/re-taught?
- Is the social/emotional curriculum being delivered?
- Does the school-wide recognition system need enhancements?

- Is the predictable correction consequence system applied consistently?
- Has the staff addressed school-wide classroom management practices?

Other Tier I components are evaluated as deemed necessary by the school PBIS team.

Step 2

Create a process for identifying students in need of Tier 2 supports –Student Intervention Team (SIT)

A Student Intervention Team is a designated group of teachers, administrators, and support staff members who meet to provide Tier 2 and Tier 3 intervention to students who are experiencing academic or behavioral difficulties in school.

At Tier 2, the SIT is responsible for:
- Identifying students who might benefit from Tier 2 targeted group intervention
- Determining which intervention a student receives
- Monitoring progress of students receiving interventions
- Documenting interventions tried and their efficacy
- Communicating success to the student, family, staff
- Determining when more intensive supports are necessary

Identifying students who need Tier 2 interventions and supports
- Office Discipline Referrals (ODR) may trigger a Tier 2 intervention. Some schools trigger a referral for a

Tier 2 intervention when students have reached three to five ODRs
- Additionally, students may be nominated by staff or family members for participation in Tier 2 supports
- Office Discipline Referrals may not be helpful in identifying all students that need additional support. Therefore, universal screening could be useful in identifying students with internalizing behaviors. Additionally, teachers, support staff, and family may recommend a student for Tier 2 intervention based upon observation and knowledge of the student of concern

TIER 2

Step 3

Create or modify interventions that address the various needs of the students and determine other resources that may be needed

Student Intervention Teams (SIT) systematically consider the current small-group interventions available at their school. Based on the current needs of the school (determined by data), the SIT keeps the interventions that work and are needed, and eliminates interventions no longer needed or that do not have efficacy. Sometimes, the best approach is to collapse similar or redundant interventions into a single intervention.

When establishing Tier 2 group interventions in a school, in addition to making sure a particular intervention is evidence- based, schools must ensure that they have the capacity and resources to implement the intervention effectively and to sustain implementation over time. Key issues to consider include the level of expertise required to implement the intervention, the number of staff hours (coordinators, teachers, etc.) required to implement the intervention and the cost of any materials that must be purchased.

PBIS Coaches provide assistance to school teams in developing interventions.

Examples of Tier 2 Interventions

Check in/Check out (CICO)

Check in/Check out is an individualized monitoring system that provides frequent positive adult contacts, reminders to the student of the expectations, and feedback on performance. Some students benefit greatly from this type of support.

The basic daily cycle of CICO:
- Morning check in with positive adult
- Give form to each teacher or supervisor prior to each period
- End of day check out
- Points tallied
- Provide reinforcement
- Copy of daily progress form taken home and signed (optional)
- Return signed copy next morning (optional)

(See Tier 3 Step 4 for links to materials about reinforcement.)

Targeted instruction in social skills and replacement behaviors

If the data indicates that certain types of behavior problems are especially frequent, targeted instruction with a small group of students on specific replacement behaviors may be appropriate. The specific replacement behaviors identified are frequently from the behavior expectations matrix, skill deficits may also be identified by observation or assessment tools. Targeted social skills instruction typically involves identifying a small group of students who need extra practice in the skill. It may involve providing the instruction in the particular location where it is usually a problem. School support staff (counselors, school psychologists, staff responsible for office discipline, etc.) may work with classroom teachers to provide this additional level of instruction

School-Based Mentors

Mentoring is a structured and trusting relationship that brings a student together with a caring school-based adult who offers guidance, support, and encouragement aimed at developing the competence and character of the student.

Check and Connect

Students are matched with school-based staff volunteer for regular and predictable check-ins on general progress and behaviors of concern. Check and Connect provides opportunities for relationship, problem solving and support.

Meaningful Work

Students assigned to engaging service jobs around the school. Jobs provide adult contact, skills instruction, skills practice, and opportunities for success and recognition.

Breaks are Better

Work-avoidant students are taught to use a structured break protocol to provide measured escape from work. The students' academic behavior is tracked, and they can earn incentives for increasing engagement.

Increased academic support

Most students with significant behavioral difficulties also have academic problems. Response to Intervention includes support to students in both areas. When developing a Behavior Support Plan it is essential to consider related academic factors and provide appropriate academic support as part of a Tier 2 intervention. Interventions could include modified instruction, increased practice on basic skills, and assistance with organization, peer support, tutoring, or homework assistance. This often involves students with similar needs and addressing this need through intervention.

T I E R 2

Sample Quick Sort Matrix

List the targeted interventions that are available in your school. Identify the possible functions that each intervention delivers by putting a check mark in the cell of the matrix.

TIER 2

		Targeted Interventions					
Intervention Function		Check In/Check Out (CICO)	Social Emotional Skills Groups*	School-based Mentor	Behavior Support Plan (considering function of behavior)	Meaningful Work Opportunity	Structured Recess/Lunch
	Increases opportunities for positive adult attention	✓	✓	✓	✓	✓	✓
	Increases opportunities for positive peer attention		✓			✓	
	Provides access to choice of alternative activities				✓	✓	✓
	Addresses specific social skills instruction on how to relate with others in the school setting	✓	✓		✓	✓	✓
	Promotes a positive and encouraging relationship with an adult	✓		✓		✓	✓
	Increases number of pre-correction prompts and structure for "what to do" throughout the day	✓		✓	✓		✓
	Increases opportunities for stronger incentives/ positive reinforcement	✓			✓	✓	✓
	Creates a home and school communication system	✓			✓		
	Increases consistency in behavior expectations between home and school				✓		✓

Step 4

Matching Students to Tier 2 Interventions and progress monitoring

Once the interventions are identified, the team focuses on applying the decision rules and matching students to small group interventions. A crucial feature of this step involves the creation and maintenance of individual student data to enhance implementation fidelity, monitor progress, and to determine when more or less intensive interventions are warranted.

Step 5

Evaluate success and modify Tier 2 Interventions

At several points during the year, the Tier 2 SIT examines data during the year to determine the effectiveness of each intervention. When necessary, interventions are modified, re-created, revised, or abandoned. Student needs vary from year to year and month to month.

Monitoring Effectiveness of Interventions and Supports

Effective interventions produce measurable changes in behavior plus improvements in a student's quality of life (e.g., more time spent in the classroom, participation in school activities, and improved social relationships).

Tier 2 interventions should be continuously monitored using data. Data sources may include Office Discipline Referrals, frequency of behavior incidents, or data specific to a certain intervention (e.g., points earned on Check in/Check out). Student attendance and teacher/staff reports provide additional data on Tier 2 successes. Periodic reviews (monthly to bi-monthly) should be conducted to evaluate progress and make necessary adjustments to the student's program. A student who meets his or her goals will transition back to the universal interventions of Tier 1. If a student does not meet his or her goals with Tier 2 interventions, the SIT considers Tier 3 interventions.

TIER 2

TIER 3 = Intensive Individualized Interventions

Few Students

When Tier 1 and Tier 2 of School-Wide PBIS are fundamentally in place, the foundation for implementing Tier 3 supports is established. Tier 3 focuses on the individual needs of students who exhibit ongoing patterns of problem behavior which are unresponsive to Tier 1 and 2 strategies and typically require intensive intervention. Students receiving Tier 3 supports may at the same time need structures provided by Tier 1 and Tier 2 written into their Behavior Support Plans (BSP's). The school's Student Intervention Team (SIT) reviews student data and identifies students needing Tier 3 interventions and supports.

The most effective tool identified by research for developing BSP's is Functional Behavior Assessment (FBA). FBA has been regarded as a Special Education tool, but can be and is employed in service to students in General Education, and can be utilized by general education practitioners.

A student may need support from sources outside the school. These can be identified by the SIT and a plan for accessing the support can be addressed in the BSP. In some cases, the SIT may consider referring the student to the Building Screening Committee (BSC) to explore the need for Special Education services.

Tier 3 interventions are developed following a comprehensive and collaborative assessment of the student's behavior. Interventions and supports are then developed based on this information and are tailored to the student's specific needs and circumstances. The goal of Tier 3 interventions is not only to diminish the problem

behavior but to also increase the student's skills: social, academic, cognitive, problem-solving, and adaptive.

Presently, PPS is identifying 3 levels function-based support planning:
- Basic function-based support planning that might be used informally or in developing Tier 2 as well as Tier 3 plans
- Comprehensive FBA which calls for more exhaustive search for information and the use of data to determine function
- Comprehensive FBA with Functional Analysis for the most complex student needs, and requiring the consultation of a trained behavior specialist

Students and Strategies in Tier 3 intervention

Tier 3 intervention should be considered when problem behavior is:
- Unresponsive to Tier 2 interventions and supports
- Chronic/frequent
- Dangerous
- Highly disruptive
- Severely impeding learning – for the student in question or others
- Resulting in social or educational exclusion

Examples of strategies include:
- Functional Behavior Assessment and individual Behavior Support Plans
- Parent/Guardian collaboration
- Providing encouragement
- Changing reinforcement patterns
- Intensive skills instruction
- Collaboration with student's physician mental health provider, or other outside services

How is Tier 3 implemented?

The following steps illustrate the general process of Tier 3 implementation:

Step 1	Review and enhance Tier 1 and Tier 2 supports based on data	School-wide behavioral data should be readily available to the School-Wide PBIS climate team. The data should be reviewed to judge the effectiveness of Tier 1 and Tier 2 supports
Step 2	Create process for identifying students in need of Tier 3 supports	Define and develop decision rules for identifying students in need of Tier 3 supports using Intensive-Positive Behavior Interventions and Supports (Intensive PBIS) team
Step 3	Identify team roles responsible for developing and monitoring an individualized behavior support plan	Determine clear roles and responsibilities for staff involved in all stages of implementing individualized behavior support plans
Step 4	Implement Functional Behavior Assessment and Behavior Support Plan protocol	Assess school staff's ability to complete function-based worksheet. See Student Services Website form page for assessment tool. Identify and acquire the resources needed to effectively implement each intervention for the anticipated duration of the student's need
Step 5	Create or modify interventions that address the various needs of students and determine other resources that may be needed	Building based intervention teams systematically consider the current small-group interventions being applied in their school. Based on the current needs of the school (determined by data), the school team keep the interventions that work and are needed and eliminate interventions no longer needed or that do not have efficacy. Sometimes, the best approach is to collapse similar or redundant interventions into a single intervention
Step 6	Progress monitoring	Measure student progress by collecting student data and implementation data. Monitor and adjust as indicated

TIER 3

Step 1

Review and enhance Tier 1 and Tier 2

A critical step in Tier 3 Intervention includes a robust evaluation of Tiers 1 and 2 supports. This should involve an assessment of universal Tier 1 supports that includes the evaluation of multiple sources of data and observations of common areas.

Similarly, the PBIS Team should review Tier 2 supports. Data should be already available on students that have been matched with targeted interventions as part of Tier 2 procedures.

The Team should be able to determine the fidelity of those interventions from artifacts, self-reports from implementers, and observation. Interventions that are implemented but ineffective may need to be adjusted. If interventions are not being implemented, the team should investigate. Ineffective interventions may have been poorly matched to student needs. **A student may not need Tier 3 support if Tier 2 support is more effectively planned and implemented.**

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Step 2

Create process for identifying students in need of Tier 3 supports

The Student Intervention Team (SIT) has already established its membership from across the school, and established its process for:
- Identifying students in need of additional support by using school data
- Selecting and implementing Tier 2 interventions
- Collecting data to monitor student progress and implementation fidelity

The SIT can decide to provide more intensive support when they see that one or more Tier 2 interventions have been implemented with a student, and that there is not a significant change in that student's behavior. The SIT will use progress data from interventions as well as data from other school-wide sources such as ODR's, attendance, and academic progress.

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Step 3

Identify team roles responsible for developing and monitoring an individualized Behavior Support Plan (BSP)

The Student Intervention Team (SIT) is first responsible for identifying students in need of Tier 3 supports, and does this using decision rules and data.

The team that conducts the FBA and develops the BSP can be a different group of people from the SIT, though it may be the same. Membership of the FBA/BSP Team may vary depending on the behavior of concern, the needs of the student, and the people/agencies supporting the student. At least one person on the team should be an "expert" at completing an FBA and designing a function-based BSP. The group may assign other process roles, such as meeting facilitator, while it conducts the FBA/BSP.

An important role to establish at this point is that of **Plan Manager**. The Plan Manager can be anyone but should be in the building at least 4 days per week, preferably 5. The Plan Manager is the "case manager" of this situation and the events that are part of supporting this student with this BSP. It is essential for the success of a BSP that one person assumes responsibility for coordinating all phases of development and implementation for. There may be a different Plan Manager for each individual FBA/BSP.

The Plan Manager:
- Understands the FBA/BSP process
- Participates in the development of the BSP
- Sets aside time to coordinate and support:

- o Gathering people and information for a series of meetings
- o Assembly of support materials
- o Presence of coaching for student and implementers
- o Delivery of skills instruction for the student
- o Collection and evaluation of both student and implementation data
- o Communication of intervention strategies to all who work with the student
- o Communication of progress to SIT and FBA teams

A successful Plan Manager will be supportive of colleagues who may be trying something new, supportive of a solution-focused process, willing to initiate conversation about the progress of the BSP, supportive of at least a 6-8 week course of action.

Step 4

Implement Functional Behavior Assessment and Behavior Support Plan protocol

Tier 3 interventions involve the process of functional behavior assessment (FBA). FBA is a method for identifying the variables that reliably predict and maintain problem behavior. Variables that predict or trigger behavior are called *antecedents*. Variables that maintain behavior are considered reinforcement *or functions*; they keep it going or *make the behavior useful to the student*.

FBA involves a team examination of how the student interacts with the environment. It attempts to determine specifically where, when, and why problems arise. It includes an assessment of the student's strengths and interests, as well as relevant school, family, and health history. It also involves an assessment of how skill deficits may contribute to the problem behavior.

When considering the student's interaction with the environment, it is important to consider how the student's race, culture, gender, and special needs are factors in that interaction. Is the student welcomed, valued, and supported in his/her context?

Information gathered through the FBA process is summarized and a hypothesis statement is developed regarding the factors that might be influencing the behavior of concern – thus, *"telling the story"* of this behavior.

After the FBA describes the relationship of the behavior and related variables, a Behavior Support Plan (BSP) is developed. Interventions prescribed in the BSP should directly address the factors identified in the FBA. For instance, where *antecedents* are identified in the FBA, it is possible to develop interventions that modify or eliminate those antecedents.

A BSP typically has multiple components, incorporating individualized strategies in the areas of:
- Prevention of problem behaviors *through changes in the environment and adult responses*.
- Instruction in alternate behaviors
- Instruction in related skills

- Academic support where needed
- Systems of encouragement or reinforcement.
- Planned consequences designed to decrease reinforcement for problem behavior.
- Plans to respond constructively to the behavior of concern when it appears
- Home/school collaboration.

FBA is best considered an ongoing process of problem solving conducted by the intervention team. FBA information should be continually gathered, and data should be summarized and reviewed by the team at regularly scheduled intervals. The Plan Manager will coordinate these functions.

Step 5

Implement interventions that address the various needs of students and determine other resources that may be needed

Different elements of the Behavior Support Plan will be enacted by different staff. Changes to environments may mean changes to spaces, materials provided to the student, or adult behaviors.

Teaching replacement behaviors or additional skills may be done by classroom teachers or a variety of specialists such as:
- Counselor
- Speech-Language Pathologist
- Student Management Specialist
- School Psychologist
- Building-based Behavior or PBIS Coach
- School-based Mentor

Encouragement or reinforcement systems, coaching, prompting, structured consequences, skills teaching, and monitoring will be applied in all settings. **Everyone shares in making the plan work.**

Because of the scope of skills that may be necessary to address the needs of

the student and the amount of time that may be required to support change, it is important that the planning process attempts to realistically predict what is needed. It is also important that the school's administration recognizes and supports the need to devote resources to this effort. Without the thoughtful application of resources, it is unrealistic to expect significant change in the most challenging students.

It may be necessary to seek some skills and resources outside the building. In Portland Public Schools some examples might be:
- PBIS Coaches
- DESCC
- Drug and Alcohol Evaluation
- Insight Class
- Intervention Resource Team

TIER 3

Step 6

Monitor progress

As the Behavior Support Plan gets underway, the Plan Manager oversees and supports all the initial efforts in service to the student – skills instruction, use of data sheets, coaching both student and classroom teachers, and so on. The Plan Manager can expect that there will be questions and adjustments to be made while monitoring the first few days of implementation.

The Behavior Support Plan must contain the specifications for what data will be collected, monitoring both the extinction of the behavior of concern and the increase of the replacement behaviors, The BSP should specify which behaviors will be measured, and *how* they will be measured (frequency count, time sampling, once per day, once per hour, etc.). A minimum of 4-6 weeks of data is required to evaluate progress. The Plan Manager should present data to the SIT for weekly review and possible adjustments in interventions.

The BSP should also specify how fidelity of implementation will be measured. The plan may employ implementer self-report, observation, or collection of artifacts. The Plan Manager may wish to coordinate support for implementers if it becomes apparent that fidelity is low.

BSPs should include a schedule for review meetings by the FBA Team. If a student has reached the level of requiring a Tier 3 intervention plan, then the team should assume that ongoing planning meetings will be necessary until
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substantial and durable behavior change has been achieved by the student. The plan is a working document that undergoes regular updates and changes based on progress data.

Data will be reported to the SIT as well. The SIT is charged with overseeing the progress of all students in need of Tier 2 or Tier 3 support, and will be the decision-making body when it recognizes that the student needs more or less support.

In addition to whole-team meetings, the Plan Manager should be checking in with those who are implementing various phases of the plan, on a weekly or sometimes daily basis, if needed. The Plan Manager will coordinate all these monitoring processes.

TIER 3

Challenges

The challenge of sustaining a School-Wide PBIS program

The sustainability of any school program can be a challenge. Obstacles include declining budgets, reduction of available resources, competing demands on available time, and staff turnover. Effective implementation of School-Wide PBIS requires an ongoing effort beyond establishing Tiers 1, 2, and 3. It is important to plan for sustainability from the outset of the school-wide project as well as throughout implementation. It may be helpful to think of four phases of program implementation:

- Creating readiness
- Initial implementation
- Become embedded in the school's practices
- Continuous regeneration

A full implementation of the behavior support programs described in this guide would typically require a commitment of at least two to three years.

Keys to sustaining School-Wide PBIS

To sustain a systemic approach like School-Wide PBIS, it must become woven into the fabric of existing school systems.

Sustainability develops if School-Wide PBIS activities are viewed as a part of the School-Wide PBIS process which benefits all involved. This means that PBIS addresses the individual student who requires intensive individualized support as well as the majority of students who engage in little or no problem behavior who may benefit from a prevention focus.

School-Wide PBIS should not be viewed as an "add on" activity. Behavior support is connected to the broader concern of improving academic success. There is more time to teach when the frequency and intensity of discipline problems are reduced. Making school climate a priority supports academic success and supports the sustainability of PBIS.

Staff need resources to provide positive behavior support, including the materials, tools, and time to accomplish this. This is achieved by administrative support and decisions. An important action is to remove various demands that compete for staff attention that may not be directly related to the mission of the school.

SUSTAINABILITY

Sharing PBIS data with staff on a regular basis, usually monthly, is a key to sustainability. During staff meetings it helps to acknowledge staff regarding what they are doing right and what is working well. Point out areas in need of improvement and generate possible suggestions for improvement. Make an action plan with staff. Use data to share information with the wider school community.

Recent research (McIntosh, Horner, Sugai, Vincent, Turri, Bambara and others) has begun to explore the factors that support the sustainability of PBIS. McIntosh et al. (2009, 2013) have suggested five domains of practice that are important in sustainability – *maximizing contextual fit, promoting PBIS as a school priority, increasing effectiveness, increasing efficiency, and continuous regeneration.* In addition to the practices discussed above, the domains also include these practices:

- Building the capacity of PBIS team members and the entire staff through ongoing professional development around the topics of understanding PBIS, behavior, team processes, use of data
- Increasing integration of PBIS practices into the other important initiatives the school is working on, such as equity, sheltered instruction, or best practice instruction
- Development of leadership roles among the staff at all levels
- Deliberate attention to continuous regeneration across areas of PBIS practice:
  - o Changing practices, structures, shared beliefs as the context of the school changes
  - o Use of data to inform ongoing adaptation
  - o Increasing connection to a broader community of practice (accessing technical assistance, collaborating with other schools, attending conferences, networking, etc.).

A sustainability checklist is being developed called the SUBSIST (School-Wide Universal Behavior Support Sustainability Index: School Teams; McIntosh, Doolittle, Vincent, Horner, & Ervin, 2009). Version 1 is available at www.pbis.org, and consists of self-assessment questions across domains of sustainability practices. The SUBSIST is presently being tested in further research.

Barriers to Sustainability

Some reasons why PBIS implementation gets bogged down:
- Lack of continuous administrative support and involvement
- Lack of ownership by staff
- Lack of understanding, commitment, and "buy-in" from staff
- Lack of understanding that academic success is driven by school culture
- Ineffective team processes
- Taking on too much too fast (generally with positive intentions)
- Inconsistency of implementation by staff
- Looking for the negative vs. looking for positives in student behavior
- Focusing only on the high risk students
- Not tracking, reporting out, and responding to school behavior data
- Lack of effectiveness of PBIS program

How do we keep track of where we have been and where we are going?

A school may lose momentum in implementing PBIS due to disorganization. Important documents and information can get lost over time. This is particularly problematic across

school years. To address this issue, building leadership teams should keep a specific place for meeting agendas, meeting minutes and action plans. A three-ring binder containing this information works well as a central repository of documents.

School teams also want to create a manual of the PBIS process and procedures so that this information becomes a record of institutionalized memory.

Manuals or handbooks contain such items as:
- Behavior expectations matrix
- Behavior lesson plans
- Reward procedures
- Corrective consequence procedures
- Technical assistance contact information
- Process for data collection

The role of a PBIS coach

Coaches provide a valuable role in helping school teams to develop behavior support capacity. The coach facilitates the development of the PBIS process by working with the school team. The coach provides training and prompts staff to follow through on the development of PBIS systems and to sustain implementation plans. The coach also helps the school team to problem solve issues as needed. A coach can provide training in behavior topics for the whole staff.

Increasingly, district support staff with skills in the area of behavior intervention (e.g., school social workers, psychologists, teacher consultants, behavior specialists) are acquiring the skills necessary to support schools and districts in the implementation of School-Wide PBIS.

Additional Resources

The Web site **www.pbis.org** is an excellent resource. Attending national or state conferences can offer many examples of emerging and sustained PBIS across a variety of settings and build your network of people working with PBIS. Joining the Association of Positive Behavior Support provides members with an easy to read journal, a Web site for technical assistance, and an annual conference. See the resources section of this guide for additional suggestions.

Orienting new students and staff

Over time, new students, families, and staff get involved with the School-Wide PBIS program. Schools need a process to orient new staff into the language, expectations, and procedures involved in the PBIS program. New staff should receive an orientation to the school's PBIS systems. Refreshers for continuing staff should occur annually. School-Wide PBIS should continue to be viewed as a priority for the school building as well as the school district. If this is the case, then professional learning activities can address increasing staff's capacity to sustain PBIS in collaboration with the district's professional development efforts.

An orientation process is also important for new students and their families. Some schools do this through student handbooks, orientation videos, or picture "scrap books." When new students join the school, they are taught the behavior expectations. The staff create materials expressly to teach students and families the expectations and share the school's approach to acknowledging behavior and increasing social competence.

SUSTAINABILITY

Resources

Alberto, P. & Troutman, A. (2008). *Applied behavior analysis for teachers* 8th Edition. Prentice Hall Inc: Upper Saddle River, NJ.
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www.sopriswest.com

Web Sites

www.pbis.org
National technical assistance Web site on positive behavior intervention and supports includes an online library of reference, videos, and tools.

www.apbs.org
Association for Positive Behavior Support-membership includes *The Journal of Positive Behavior Interventions.*

www.pbismaryland.org
Positive behavioral intervention and support page for the state of Maryland. The Web site has examples of school-wide implementation and tools to use.

http://challengingbehavior.fmhi.usf.edu/pbs.html
Center for Evidence-Based Practice: An emphasis on the challenging behavior of young children including training, research, and case studies.

www.beachcenter.org
The Beach Center provides newsletter, publications, and training resources for PBIS in the home and school.

http://flpbs.fmhi.usf.edu
The Florida Positive Behavior Support Project has resources for school-wide, classroom three Tier, and family implementation of PBIS. Hosts a PowerPoint-based training of school-wide and individual PBIS.

www.successfulschools.org
Effective Educational Practices Web site provides an acknowledgement menu and other information for behavior support.

www.whatworks.ed.gov
The What Works Clearinghouse describes Character Education and Success for All as approaches that improve student behavior.

http://serc.gws.uky.edu/pbis/home.html
The University of Kentucky has four Web-based modules for self-paced learning titled "Understanding Problem Behavior."

http://pbs.fsu.edu/pbs.html
Five free training modules for download addressing implementation of PBIS for young children.

www.vanderbilt.edu/csefel/modules.html
Four free training modules to promote social-emotional competence of young children.

http://onlineacademy.org
Seven training modules designed to enhance learning and deepen understanding of PBIS.

www.interventioncentral.org
Free tools, ideas, and resources for school personnel and parents created by a school psychologist and administrator, Jim Wright.

www.resa.net/curriculum/positivebehavior
Wayne RESA school-wide positive behavior support includes documents, materials, tools, and samples.

www.cenmi.org/miblsi
Michigan's Integrated Behavior and Learning Support Initiative.

www.michigan.gov/mde
Find important policies such as the State Board of Education Standards for the Emergency Use of Seclusion and Restraint, the State Board of Education Positive Behavior Support Policy, and the Model Anti-Bullying Policy. Click on: **"State Board of Education" then "Policies."**

- *Seclusion and Restraint*—December 2006
- *Positive Behavior Support*—September 12, 2006
- *Model Anti-Bullying*—September 12, 2006

http://casel.org
Collaborative for Academics social, and Emotional Learning. Download 2013 Guide to Social-Emotional Learning Programs.

www.pbisapps.org
New home of SWIS (School-Wide Information System) and PBIS assessments.

Portland Public Schools Board of Education
Student Conduct & Discipline Policy

  PPS	**ADMINISTRATIVE DIRECTIVE** **Student Conduct and Discipline Implementation Framework**	**4.30.011-AD**

I. Overview

   A.   This directive provides the general framework for implementing the Board's policy on Student Conduct and Discipline (4.30.010-P). This framework is consistent with District policy, applicable state and federal laws, and collective bargaining agreements. Other related policies and administrative directives provide guidance for specific student conduct and disciplinary practices.

II. School-Based Student Conduct and Discipline Plan

   A.   All schools shall design, adopt, implement, and regularly review a school-based Student Conduct and Discipline Plan. The goal of these plans is to maximize consistency fairness and equity in school-site practice by aligning them with Board policies, district administrative directives, applicable state and federal laws and regulations, other District standards, and collective bargaining agreements, while allowing schools to be responsive to their school community.

   B.   Student Conduct and Discipline Plans shall be developed and monitored by a site-based team that includes an administrator, general and special education teachers/staff, classified staff, and where appropriate, parents/guardians, students, and community members. This team will report to the school's site-council. To maximize consistency in student conduct and disciplinary practices, collaboration among school personnel and the community is essential.

   C.   Student Conduct and Discipline Plans shall include:

      1.   Alignment with District standards regarding appropriate interventions and actions related to student conduct and achievement.

      2.   Teaching school rules and social-emotional skills.

      3.   Reinforcing appropriate student behavior.

4. An expectation that each teacher will have a classroom management plan that aligns with the school-based Student Conduct and Discipline Plan.

5. Specific goals and strategies to:

   a) Establish specific school-based goals and timelines to reduce overrepresentation of minority youth in disciplinary outcomes.

   b) Increase the effectiveness of prevention and early intervention so that disproportionate suspension and expulsion rates across racial and ethnic groups, by gender, among those with disabilities, and other protected classes as defined in 1.80.020-P are eliminated.

   c) Reduce the amount of learning time students lose due to suspension or expulsion.

   d) Increase the equity and opportunity for learning available to suspended or expelled students, including but not limited to alternatives to suspension.

   e) Provide consistency, fairness, and equitable interventions and consequences across all schools in the district.

III. Responsibilities

A. Successful implementation of the school conduct and discipline policy is everyone's responsibility. When student behavior disrupts the learning or working environment, school staff, families, and students will share concerns and work collaboratively to develop and implement plans for more intensive instruction and support while also providing support for those impacted by the student's behavior.

B. It is a top District priority that the student conduct and discipline system ensures equitable outcomes in applying discipline. To achieve this, central office staff shall:

   1. Model positive behavior and cultural responsiveness.

   2. Communicate and enforce consistent expectations for all schools.

   3. Implement district-wide alternatives to exclusionary practices.

   4. Ensure ongoing training, coaching, and professional development for all employees including age and developmentally and culturally appropriate approaches.

   5. Coordinate training for parents/guardians and students.

   6. Play an active role in assisting schools to develop Student Conduct and Discipline Plans, including providing adequate supporting resources for administrators and other staff.

   7. Distribute the *Guide to Policies, Rules, and Procedures on Student Responsibilities, Rights, and Discipline* and the

Handbook on Student Responsibilities, Rights and Discipline to all schools and make it available online at www.pps.k12.or.us.

8. Support and maintain a process for collecting and reporting timely data from all schools regarding disciplinary referrals.

C. All PPS schools shall create an environment for student success and use effective discipline practices and cultural competency in managing student conduct. Schools shall continually teach, model, recognize and reward positive student behavior. They will reduce unnecessary discipline by applying a multi-tiered approach, using disciplinary data and principles of behavior analysis to develop school-wide, small group, and individualized interventions and supports to improve school climate. To achieve this, District school staff and others have the following responsibilities:

1. School administrators shall:

   a) Model positive behavior and cultural responsiveness.

   b) Ensure the development and implementation of the Student Conduct and Discipline Plan, including forming the site-based team.

   c) Ensure that school and classroom rules and expectations, including classroom management plans, are taught, enforced, advocated, posted, and communicated to the entire school community and that school practices are consistent with Board policy and other District standards.

2. Teachers shall:

   a) Model positive behavior and cultural responsiveness.

   b) Support a positive classroom and school.

   c) Develop and implement a classroom management plan that utilizes effective classroom management strategies to create an environment conducive to learning and preventing misconduct.

   d) Teach and review school and classroom rules and expectations.

   e) Enforce the school's Student Conduct and Discipline Plan in all settings.

3. School support personnel:

   a) Model positive behavior and cultural responsiveness.

   b) Enforce school and classroom rules and expectations.

   c) Support the implementation of the Student Conduct and Discipline Plan.

   d) Assist students in accessing appropriate resources.

4. Students shall:

   a) Model positive behavior and cultural responsiveness.

   b) Learn and follow all school and classroom rules and demonstrate appropriate social skills when interacting with both adults and peers.

   c) Work to improve behavior when behavioral expectations are not met.

5. Parents/guardians shall:

   a) Model positive behavior and cultural responsiveness.

   b) Take an active role in supporting the school's efforts to maintain a welcoming school climate.

   c) Be familiar with and support implementation of the Student Conduct and Discipline Plan.

   d) Review school and classroom rules and expectations with their children, reinforce positive behavior, and acknowledge their children for demonstrating appropriate conduct.

   e) If misconduct escalates, work with the school as a partner to address the students' needs.

6. Community members shall model positive behavior and cultural responsiveness and act in accordance with the Student Conduct and Discipline Plan while on District property and at District or school-sponsored activities or events. Community partnerships are encouraged and welcomed in the development of reinforcements for appropriate student behavior and recognition of safe school environments.

IV. Monitoring and Accountability

A. The Superintendent shall ensure that effective data collection, monitoring, and evaluation systems are in place and supported by appropriate central office staff. These systems shall include using systematic data analysis to:

1. Support data-based planning and decisions.

2. Ensure that equitable school-based practices are implemented in a fair, non-discriminatory, and culturally responsive manner.

3. Allocate professional development and support.

4. Assess the effectiveness of policy implementation and communication mechanisms and strategies.

5. Determine the need for any adjustments or changes in school practices to ensure that they are strengthened and aligned with Board policy.

B. Each school is expected to enter data on disciplinary referrals in a timely manner.

C. Discipline referral data shall be disaggregated by race and ethnicity, gender, those with disabilities, and other protected classes as defined in 1.80-020-P.

D. Discipline referral data shall be reviewed at least monthly by schools and their site-based teams and reported twice a year to their site councils. Data shall also be reviewed at least quarterly by district staff responsible for supervising schools, and at least two times a year by the Superintendent.

E. Discipline referral data will be analyzed to monitor and assess how well the equity goals of each Student Conduct and Discipline Plan are being met. Based on this analysis each school will make appropriate and timely changes in how student conduct and discipline are being addressed in each school.

F. The Superintendent shall report at least annually to the Board regarding progress and ongoing efforts to reduce disparities and to improve equitable outcome goals in applying student discipline.

G. Discipline referral data shall be presented in a manner that is transparent and accessible to administrators, teachers, and the general public.

H. The District shall record and report any disciplinary data required by the Oregon Department of Education.

Policy Implemented: 4.30.010-P

History: Replaces former 4.30.011-AD Standards of Conduct – Implementation

PPS General Disciplinary Options (excerpt from 4.30.020-AD)

District staff shall consider all available alternatives focusing first on family and school-based resources.

District staff is expected to use a continuum of positive behavioral interventions, strategies, and supports to encourage and reinforce appropriate behaviors conducive to a learning environment.

District staff is expected to intervene early and start the discipline process at the lowest possible level reasonably calculated to change the student's behavior and minimize loss of instructional time.

District staff is expected to involve parents/guardians early and throughout the office discipline process.

The firm, fair, and consistent application of discipline requires that district staff ensure that they are implementing disciplinary action in a calm, consistent, respectful, and objective manner. To achieve this, the following mitigating and aggravating factors shall be considered when determining
disciplinary action:

1. The nature of the misconduct.
2. A student's age, health, and disability or special education status.
3. Cultural or linguistic factors that may have played a role in the misconduct.
4. Appropriateness of student's academic placement.
5. Student's prior conduct and record of behavior.
6. Support systems available to the student.
7. Student's willingness to repair the harm.
8. Impact of the incident on overall school community.
9. Availability of prevention and intervention programs that are designed to address student misconduct.
10. Whether the student voluntarily disclosed the misconduct.

To promote the consistent application of discipline, the District has developed a system of disciplinary action levels, ranging from least (e.g. conferences) to most serious (e.g. federally mandated expulsions). These actions are defined and specified for various kinds of misconduct. Within each level, options for disciplinary action are defined. These levels and disciplinary actions are outlined in the *Guide to Policies, Rules, and Procedures on Student Responsibilities, Rights, and Discipline.* A partial list of options along this continuum includes:

1. Conferences: Meetings between school administrators, teachers, and/or staff and students, their parent/guardian, and appropriate community service providers to discuss unacceptable student conduct and review ways of improving student behavior.
2. Restitution: Requiring students or their families to make reparations that meet financial (i.e. returning something to its owner, paying for damages), emotional (i.e. apology letter) and social (i.e. community service) needs of those impacted.
3. Community service: Assigning students a specified number of hours of volunteer work or service at school or in the community.
4. Intervention services: Requiring students to attend a targeted school and/or community programs with a specific focus (i.e. Insight, theft talk, firesetters).
5. Class exclusion: Denying students the right to attend particular classes for a period of up to two days.
6. Detention: Requiring students to remain in school for up to one-half hour after the dismissal of school in the afternoon or at another time (i.e. lunch, before school).
7. Saturday School: Assigning students as a part of, or in lieu of, detention or for such purposes as tutoring or additional assistance as deemed appropriate by the principal or designee.
8. Athletics restrictions: Suspending athletes temporarily or permanently from practices or contests due to special requirements of athletic practice and competition as determined by the coach or, upon referral, by the principal or designee**.**
9. Suspension and Expulsion: Denying students the right to attend class or to come onto District property for a designated period of time as provided in 4.30.021-AD.