

# Successes & Vision at PHS: Positive Behavior Intervention Systems (PBIS)

Presented by:

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A 3-tiered, data-driven framework approach to improving school safety & learning.



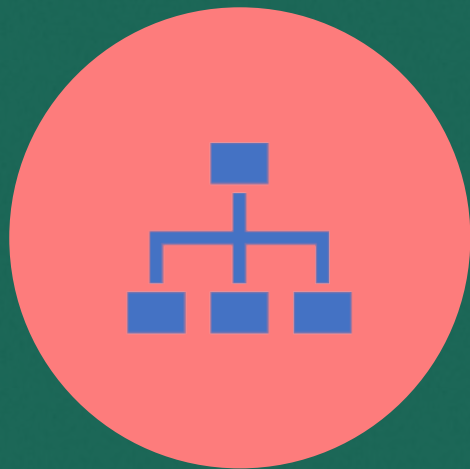
Supported by the Idaho Dept of Education and utilized nation-wide.



According to the National Institutes of Health and The Center on PBIS, implementing PBIS practices with fidelity leads to drastic behavior and academic improvements. We've seen this at PHS.

# Long-Term Commitment & Progress

This has been a District-Wide initiative for 7 years. At PHS, we're strengthening Tiers 1 & 2 and looking toward implementing Tier 3.



TIER 1: UNIVERSAL



TIER 2: TARGETED



TIER 3: INTENSIVE

# A Proactive Approach – Effective Discipline

We cannot control the student, but we can change the environment and our response as adults.



PREVENT



TEACH

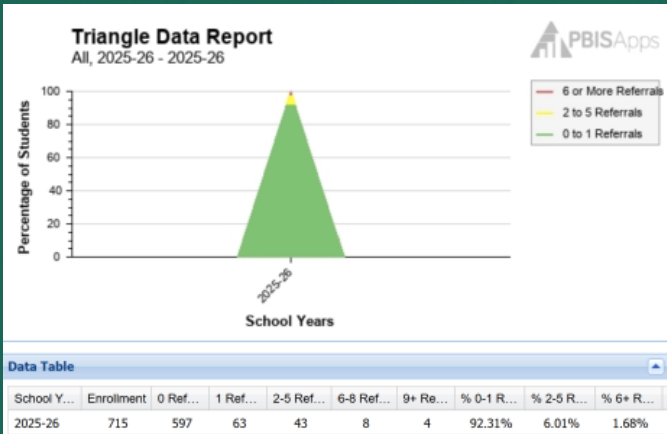


RESPOND

# Tier 1

Establish a culture of good behavior & learning

(7 years in the making)



22,000 pts awarded by 30 teachers & 271 SWIS referrals this school year

## Behavior Flowchart & Consequence Menu

Teacher Managed Behaviors			
<b>Level 1: Lesser – Redirection</b> Minor behaviors affect student with min. class interference Documentation <b>not</b> needed, use <b>Big 5</b> & 2x4 with fidelity		<b>Level 2: Minor – Correction</b> Behavior interferes with the learning of others Document in SWIS as <b>minor incident</b> , use <b>Big 5</b> & 2x4 w/ fidelity	
<b>Behavior Examples</b> <ul style="list-style-type: none"> <li>Food/drink in class</li> <li>Unprepared</li> <li>Missing/incomplete/late work</li> <li>Interrupting</li> <li>Yelling</li> <li>Lesser dress code issues</li> </ul>	<ul style="list-style-type: none"> <li>Sleeping in class</li> <li>Lying</li> <li>Cell phone use</li> <li>Off task</li> <li>Arguing</li> <li>Distracting others</li> <li>Talking out of turn</li> </ul>	<b>Behavior Examples</b> <ul style="list-style-type: none"> <li>Chronic Level 1 Behaviors</li> <li>Defiance/Non-compliance</li> <li>Disrespect (profanity, inappropriate comments)</li> <li>Discrimination</li> <li>Property Damage</li> <li>Cheating-minor</li> </ul>	<ul style="list-style-type: none"> <li>Inappropriate display of affection</li> <li>Harassment</li> <li>Disruptive (behavior that interrupts class)</li> <li>Inappropriate physical contact (tripping, shoving, pushing, making out)</li> <li>Dress Code (does not require clothing change)</li> </ul>
<b>Consequence Menu</b> <ul style="list-style-type: none"> <li>Proximity</li> <li>Eye contact</li> <li>Signal/non-verbal cue</li> <li>Praise on-task behavior</li> </ul>	<ul style="list-style-type: none"> <li>Re-Teach</li> <li>Expectation</li> <li>Redirect</li> <li>Seat change</li> </ul>	<b>Consequence Menu</b> <ul style="list-style-type: none"> <li>Seat change</li> <li>Loss of privileges</li> <li>Detention</li> <li>Involvement of PBIS team lead</li> </ul>	<ul style="list-style-type: none"> <li>Refocus</li> <li>Parent contact</li> <li>Meeting with teacher(s)</li> </ul>
Administrator Managed Behaviors			
<b>Level 3: Major – Office Referral</b> Behavior significantly affects learning environment Document in SWIS as <b>major incident</b> , use <b>Big 5</b> & 2x4		<b>Level 4: Illegal/Harmful – Resource Officer</b> Harmful/Illegal Document in SWIS as <b>major incident</b> , use <b>Big 5</b> & 2x4	
<b>Behavior Examples</b> <ul style="list-style-type: none"> <li>Chronic Level 2 Behaviors</li> <li>Serious Misbehavior (Major PDA, defiance, fighting, abusive/inappropriate language, bullying, harassment, discrimination, racial slurs, major dress code violation requiring clothing change)</li> </ul>	<ul style="list-style-type: none"> <li>Academic Misconduct (computer, test, plagiarism, cheating)</li> </ul>	<b>Behavior Examples</b> <ul style="list-style-type: none"> <li>Harmful Behavior (harassment, bullying, de-pants, sexting, threatening, fighting, weapons, hurting others)</li> <li>Drugs (including alcohol) possession, use, distribution, sale</li> </ul>	<ul style="list-style-type: none"> <li>Tobacco possession, use, distribution, sale</li> <li>Illegal Behaviors (vandalism, weapon possession/use, theft, arson, battery, burglary, disorderly, threatening, see full list on SWIS)</li> </ul>
<b>Consequence Menu</b> <ul style="list-style-type: none"> <li>Detention</li> <li>PRIDE room</li> <li>OSS</li> <li>ISS</li> </ul>	<ul style="list-style-type: none"> <li>Team, parent, admin meeting</li> <li>Behavior conference</li> <li>SRO</li> </ul>	<b>Consequence Menu</b> <ul style="list-style-type: none"> <li>PRIDE room</li> <li>OSS</li> <li>ISS</li> </ul>	<ul style="list-style-type: none"> <li>Arrest</li> <li>Expulsion</li> <li>See Board and</li> </ul>

Author: Nate Anderson, Lucabe, Marceline PBIS Team 2023

Values

- Prepared
- Respectful
- Integrity
- Determined
- Engaged

**PBIS Rewards Menu**

PRIDE Points on 5-Star App

Given generously by staff for PRIDE behaviors - Points may be redeemed for merchandise at the Student Store located near the old gym on Thursdays at lunch. Highest point earners will be selected to use the PRIDE parking spot every 2 weeks.

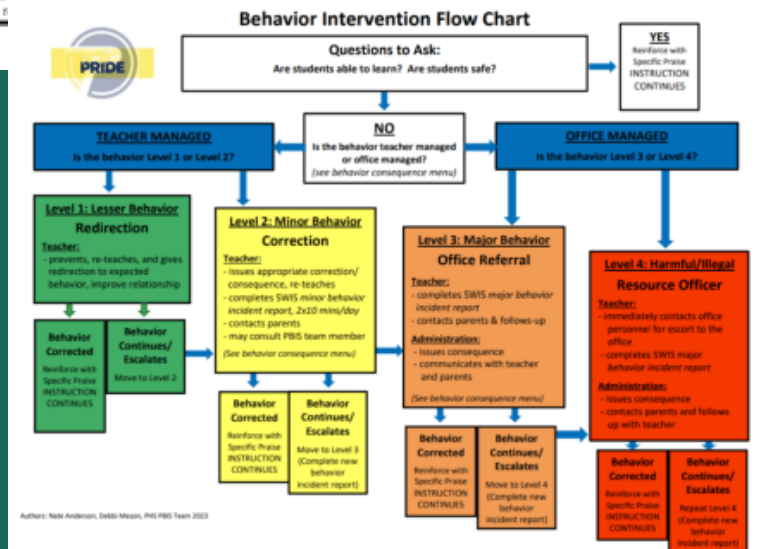
**PRIDE Gold Cards**

3 given to teachers/staff each month to be awarded to students exhibiting PRIDE behaviors and improvements. When awarded, students should deposit them in the container in the attendance office. One ticket will be drawn each month and the teacher and student selected will be awarded with a Polar Bear treat card.

**PRIDE Communications**

Staff encouraged to write a positive note to at least one student exemplifying a PRIDE value at each faculty or PD meeting and a positive email to at least one student & their parents/guardians at each PLC meeting. Instagram posts will be made identifying students/staff exemplifying PRIDE values.

Vision/Goals: Creating student-led videos for education, increasing positive reinforcement & infraction reporting, & adding teacher initiatives/incentives.



# Tier 2

A resource for teachers & students when a student needs extra support.

A work in progress! (2nd year)

The Process:

- Identify
- Match
- Assign & Implement
- Monitor Progress
- Make Data-based decisions

Vision/Goals: Improve implementation, tracking, & fidelity to better support students & staff. Establish an intervention specialist position.

"I wish we had started this earlier" - student

Intervention Summary					
Intervention Information	Check-In, Check-Out (Daily)	Self-Monitoring (Daily)	Check & Connect (Weekly)	Behavior Contracts	Social Skills/ Coping Skills Groups
<b>Coordinator</b>	Marianne Young	Koltn Burbank	Koltn Burbank	Jaclyn Heward	Sheena Jones
<b>Description</b>	<ul style="list-style-type: none"> <li>• Additional instruction, modeling, and practice with identified skills/ expectations and support with preparedness at the beginning of each day</li> <li>• Check-in and check-out daily</li> </ul>	<ul style="list-style-type: none"> <li>• Self-regulation and self-management instruction in how to think about, be aware of, and record the students' own behavior</li> <li>• Regular feedback and reinforcement</li> </ul>	<ul style="list-style-type: none"> <li>• Students matched with a mentor</li> <li>• Mentor monitors risk factors daily/weekly</li> <li>• Regular feedback, reinforcement, and problem-solving with a mentor</li> <li>• Intensive</li> </ul>	<ul style="list-style-type: none"> <li>• Includes a negotiated agreement between the student and teacher/ counselor</li> <li>• Describes a specific behavior to increase</li> <li>• Includes a goal statement</li> </ul>	<ul style="list-style-type: none"> <li>• Identify critical skills needed</li> <li>• Develop social skills lessons specific to skill areas identified and align with schoolwide values</li> <li>• Utilize a Behavior Skills Training (BST) model for</li> </ul>

Approx. # of students helped this school year

14

16

20

59



Thank you for your support!

