Organizing and Communicating Schoolwide PBIS Resources: One School Coach's Perspective

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Organizing and Communicating Schoolwide PBIS Resources: One School Coach's Perspective

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https://www.efeschoolcounselor.com/
Purpose:

This presentation is designed to provide access to school level PBIS resources in a more formalized way than a “google drive”. The links below provide access to PBIS resources at the Tier I and Tier II level. These resources have been posted on a website for easier access. The resources included are listed below and include web links for quick access. It would be greatly beneficial to review these resources and consider the driving questions for each. Additionally, included is a “scavenger hunt” professional development type resource that is used to promote familiarity with resources among faculty and staff.
Learning Objectives

• To share EFES efforts to implement, maintain, organize and improve our school based PBIS program.
• To highlight EFES successful PBIS coaching efforts while recognizing, acknowledging, and minimizing limitations and roadblocks to capacity and efficacy.
• To focus on EFES efforts to provide professional development and contribute to individual(s) understanding of personal responsibility for implementation with fidelity within each tier within PBIS.
• To promote EFES sense of shared leadership capacity and responsibility among faculty and staff for implementing PBIS strategies.
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<tr>
<th>Website Resources</th>
<th>Driving Question</th>
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<tr>
<td><strong>PBIS- Positive Behavior Intervention &amp; Support</strong></td>
<td>Are these resources sufficient to meet the requirement of insuring familiarity with the PBIS Tier I process, purpose and goals at EFES for faculty, students and parents?</td>
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<td>EFES- New Staff Training PPT</td>
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<td><strong>PBIS Lesson Plans</strong></td>
<td>Are these resources sufficient to meet the teaching of general expectations for all areas of the school?</td>
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<td>EFES PBIS School</td>
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<td><strong>PBIS Tier I Classroom Effectiveness</strong> Effective Tier I Practices- PowerPoint</td>
<td>At EFES, are the efforts at the Tier I level truly being implemented in the way reflected within this PowerPoint and overall the scores on the SAS, TFI and the TFI walkthrough?</td>
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<td>Activities for 8 Effective Tier I Classroom Practices</td>
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<td>GDOE Classroom Training Presentation</td>
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<td><strong>Tier II- Effective Interventions</strong> 6 Effective Tier II Interventions</td>
<td>Based on our Tier I efforts are all options for Tier II implementation ready to be considered?</td>
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<td>Tier II Intervention Matching Form Descriptions and Resources for Effective Tier II Interventions</td>
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### Website Resources vs. Driving Question

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<td><strong>Universal Screener</strong></td>
<td>Are we prepared to collect behaviorally based data to contribute to the progress monitoring processes for those students in need of support?</td>
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<td>EFES Universal</td>
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<td>Behavior Screening:</td>
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<td>MTSS, PBIS, and School Counseling</td>
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What All this Means

• Each tier in the PBIS framework is comprised of core practices and systems that individualize the responsibility for the use of specific interventions and strategies at each tier level. At EFES, Tier I efforts have been implemented successfully for several years. It is important that all efforts at the Tier I level are reviewed and implemented with fidelity. This contributes to the consistency and efficacy across grade levels and within all locations of our school. PBIS is designed to support consistent teaching of expectations, constant assessment of outcomes and intentional re-teaching of expectations if needed. These efforts clearly contribute to the success of our students and our school. Every ounce of effort is reflected in our discipline referral patterns, our PBIS assessment scores, and our school climate ratings.
Communication is the Key

• Organizing and Communicating Schoolwide PBIS Resources is very important to the success of any PBIS program. There are so many different moving parts to implementing PBIS with true beneficence. The strength limitations of any one PBIS team is based solely on the weakest team member or resource. It is not inaccurate to say that it would be unfair to expect any on team member to be a PBIS expert independently of the other team members and their contributions. Therefore, it is important to promote the best opportunity for continuous learning and information sharing to insure PBIS program success thus contributing to the school, home and community connection. Teaching, Prompting, Redirecting and Re-teaching students is a shared responsibility for those contributing to the development of the next generation of citizens whether an individual or many individuals, or whether in the school house, home or community.
Activity for Professional Development

The PBIS Scavenger Hunt that follows is utilized to provide a hands on experience for faculty and staff to familiarize themselves with the school level PBIS materials. This process also promotes personal responsibility for implementation of PBIS strategies at the appropriate Tier levels.
PBIS Scavenger Hunt

This resource is used to promote knowledge about where and how to access appropriate PBIS resources and to induce personal responsibility in faculty & staff into learning and utilizing PBIS resources effectively.
The Purpose of PBIS

The basic idea of PBIS is to teach appropriate behaviors, model those behaviors, and then acknowledge those behaviors. PBIS is a philosophy that supports proactive discipline in the form of behavior interventions and the teaching of pro-social behavior. Interventions can be put into place for individuals or groups of students. The implementation of PBIS relies heavily on examining data and implementing interventions that are aligned with the needs of the students being addressed.
Question 1

1. What is the purpose of PBIS and what does PBIS stand for?
Schoolwide Expectations

As a part of PBIS and creating a learning environment for students, schools develop school-wide expectations for students and teachers to follow. The implementation should include:

1. Define behavioral expectations
2. Teach behavioral expectations
3. Monitor and acknowledge appropriate behavior
4. Provide corrective consequences for behavioral errors.
5. Information-based problem solving
6. Establish a continuum of supports to meet the needs of all students

Often this process includes: Teaching, Prompting, Redirecting, and Re-teaching for students to clearly know what is expected.
2. What are our schoolwide expectations?
East Fannin Elementary School has a special method of acknowledging positive student behavior. The ratio of encouragement to redirection is supposed to be 4/1. The hope is that a reward system is used to reinforce appropriate behaviors and that consequences are diminished over time.

Using DOJO or Wildcat Cash as a resource is beneficial; however, taking a DOJO as a consequence, or a negative DOJO is not congruent with the goals of PBIS. The consequence should be aligned with the concept of redirecting and re-teaching.

For evidence: Negative Attention from Teachers Encourages Problems, Study Says
Question 3

3. What is our “reward system” for acknowledging positive student behavior? How do you use it?

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Classroom Managed Behaviors

Not all behaviors require immediate Administrative attention. These behaviors are considered “classroom or teacher managed” behaviors. Behaviors such as disruptiveness, disrespect, and getting out of their seat are behaviors that need to be addressed in the classroom.
Question 4

4. What are THREE disciplinary options for addressing “classroom or teacher managed” behaviors?

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Hint: See the EFES Behavior Flow Chart:
-OR-
the EFES PBIS Correction Process:
PBIS Team

The East Fannin Elementary Positive Behavioral Support (PBIS) plan is coordinated by a team of teachers and the school administration. The team of teachers consists of grade level representatives from each grade, a special education teacher, the school counselor and an administrator. The purpose of the PBIS plan is to develop a school-wide code of conduct and reward the students that are doing what they are supposed to do.
Question 5

5. For new team members and students that are not familiar with the East Fannin Elementary PBIS procedure(s) where can they receive training related to this?

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See PBIS- Positive Behavior Intervention & Support
Teaching versus Punishment

Teaching and learning are the predominant themes for understanding and working with behaviors through PBIS.

• When kids can’t read....we teach.
• When kids can’t swim....we teach.
• When kids can’t multiply....we teach.

When kids can’t behave:
....do we teach?
or
....do we punish?
Question 6

6. In what way(s) is teaching behavior different from teaching academics?

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________________________________________________________________________
Office Managed Behaviors

Certain behaviors require immediate administrative attention. These behaviors are called “Office Managed” behaviors. Examples are: a physical altercation, bullying, a student carrying drugs/alcohol/weapon(s), or when all other attempts have failed.

See the: [EFES Discipline Flow Chart](#)
7. When a behavior is at an administrative level, a referral must also be ready. THIS IS A LEGAL DOCUMENT. All details of the situation must be included for the individual student. What should NOT be included when writing a referral?

__________________________________________
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8 Essential Components

Effective PBIS Tier 1 training has identified 8 Essential Components that together form a highly effective approach to managing school-wide behaviors. Each component is vital. They operate together to ensure the positive and proactive approach to intervention that is likely to lead to behavioral and academic success.
Question 8

8. What are the 8 Essential Components?

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Hint: See the following pages or PPTs: 8 Effective Tier I Classroom Practices
-OR- 8 Effective Tier I Classroom Practices: Activity Sheets for Sections 1-8
PBIS Activities

The PBIS Calendar has been created for all upcoming grade level and schoolwide incentives, committee meeting days, and school events.
Question 8

8. WHERE can the PBIS calendar, lesson plans and all other PBIS documents be found? (Beyond ‘Google drive’). Which month(s) does the calendar indicate we should conduct the school wide Self

_________________________________________

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See: EFES PBIS Lesson Plans
Tier II

When schools have a solid foundation of Tier 1 SW-PBIS systems, data, and practices for all students, planning may begin for Tier 2 systems, data, and practices. Tier 2 provides targeted small group interventions for up to 15% of students who are at-risk for negative social, emotional, and/or behavioral health outcomes.
Question 9

Evidence-based Tier II Interventions include:

• School-home note system
• Behavior contracting
• Self monitoring protocols
• Check In/ Check Out
• Class Pass Intervention
• Positive Peer Reporting

Where can a resource be found to use to identify which Tier II intervention(s) would be most appropriate for use with a student? ________________________________

Hint: See- Effective Tier II Interventions
Universal Behavior Screening

Within a tiered framework of support one important goal is to identify appropriate supports for students before academic and/or behavioral challenges become severe. Universal screening provides an opportunity for all children to be considered for risk factors against identified criteria. *Universal Screening for Behavior is a research-based practice that can help schools proactively identify students who may need additional supports*. 
Question 10

10. What are the Tier II and III Universal Behavior Screeners that can be used with students?

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Note: Universal Behavior Screeners at the Tier III (SST) and IV (SPED) level require parent permission.

Hint: See- EFES PBID Universal Screeners
BQ. What is the most effective resource that is used infrequently by educators to shape student behavior positive or negative?

Here is the answer: Parental Contact or Parent Communication

Often a simple phone call home can often influence behavior.
- Have student call themselves- to report both positive and negative situations.
- Form an alliance by building trust by reporting positive things as well.
- If a parent only hears from a teacher over negative situations that relationship is doomed from the beginning.
- If a positive relationship is established, negative conversations will be better received and will result in better outcomes.

See: The Anatomy of a Positive Phone Call Home
The Power of a Positive Phone Call Home

• In this age of caller ID, seeing the number for a child’s school pop up on a phone can cause either panic or dread. Typically, the only reason a school calls a parent is to tell them bad news. But what would happen if schools were in the habit of making a positive phone call home?
Tell Me Something Good

Imagine how it would feel if all anyone ever did was focus on negative behaviors and attempt to correct them.

Children who struggle with negative behaviors internalize the negative feedback they receive. If poor behavior is the only thing that receives attention, then that negative behavior is likely to continue. The resulting poor self-esteem and lack of motivation become a vicious loop that continues to feed poor behavior.

Teachers can begin to turn that tide by sharing positive feedback with parents.