# Positive Behavioral Interventions and Support

(PBIS)

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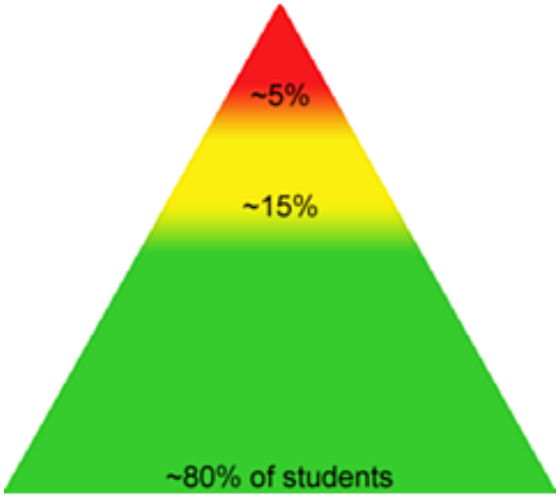
CEP883 – July 18, 2011

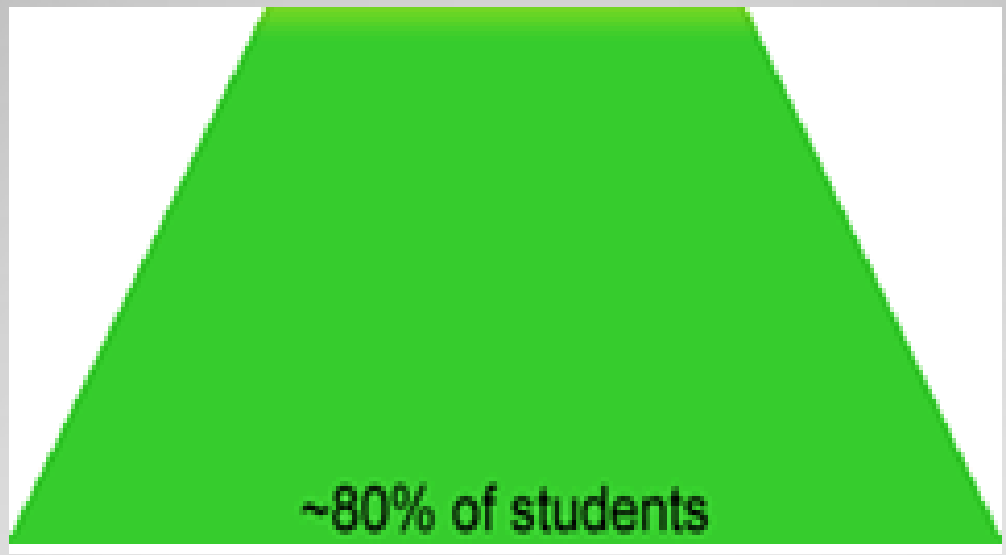


# Data-driven Interventions

- Using data to determine what is working and what needs to change in terms of student supports.
- Collecting data throughout the interventions to ensure their success or modify them as needed.
- FABs and BIPs
- Formative assessments in classes
- Figuring out why certain students struggle with academics and/or behavior.
  - Poverty
  - Culture/background
  - Lack of skills
  - Mobility

- CAT teams (collaborative achievement teams)
- Administrative/Counseling Team
- Special Education and ESL Team

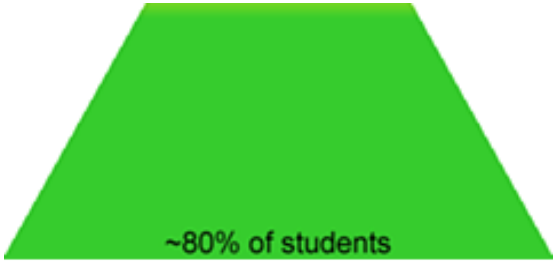
# Data Collection Teams and Process




# Positive Behavior

"Green Light" Students – 80% of students buy in and behave appropriately

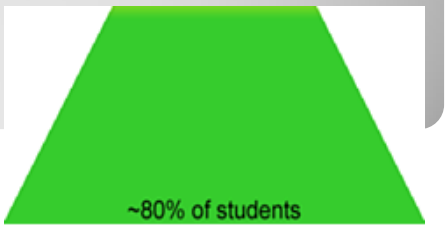
# Green Light Interventions



# School Culture - PRIDE

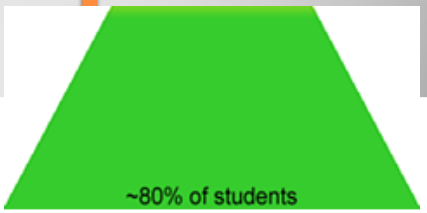
- Develop PRIDE
  - Personal Responsibility
  - Respect
  - Integrity
  - Daily Effort
  - Embracing Community

The PRIDE acronym drives behavior throughout the school. All expectations for all classes are the same.



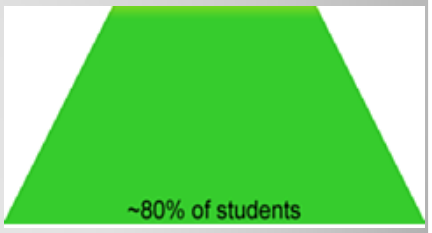
# Teaching PRIDE through explicit instruction

- Mini-lessons in classes each day at the beginning of the period to describe what each aspect of PRIDE "looks like" around school in various places. (eg. Integrity in the cafeteria, gym, classroom, etc.)
- Role playing
- Teachers help to develop lessons so there is whole school buy in



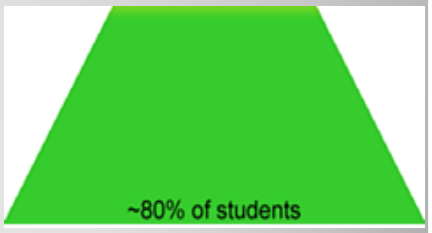
# Reinforce Positive Behavior

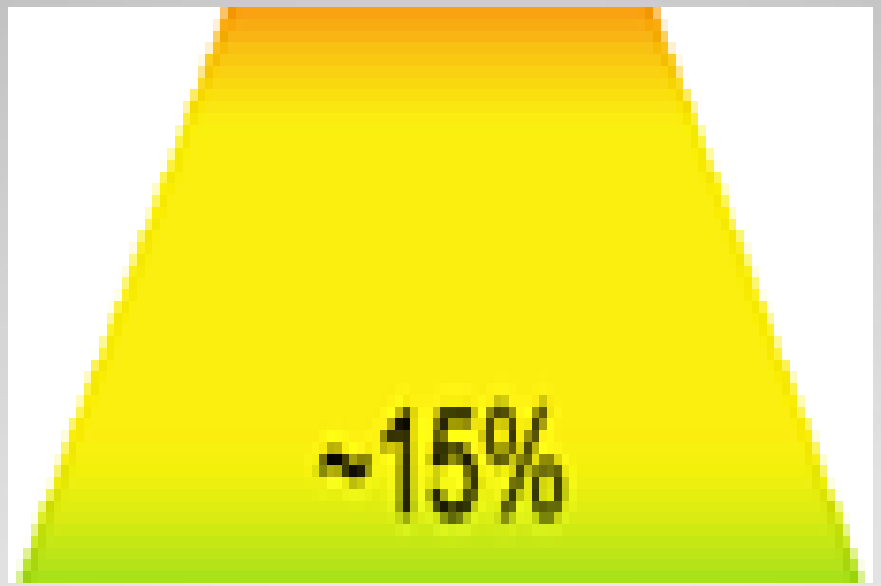
- PRIDE tickets
  - Given by teachers to reward positive behaviors
  - Whole school drawing at the end of each week for prizes



# Green Light Interventions

- Proficiency-based (standards-based) assessment
  - Takes behavior *out* of academic grades
  - Teachers focus on specific course learning targets
  - Separate behavior targets which allow for student reflection, teacher input, and parent involvement






# Interventions & Supports

"Yellow Light" students – 15% of students are in need of either academic or behavior intervention or support

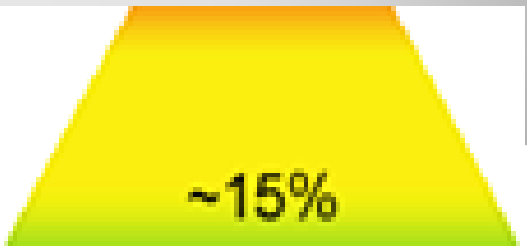
# Yellow Light Interventions

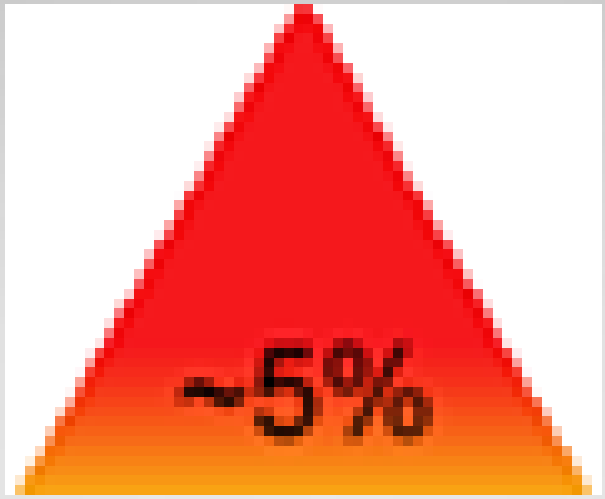
- Honors Seminar – Freshman and Sophomores meet 10 times throughout the semester to develop skills to achieve at higher levels (open to all students)
- Academic Coaching – Students are placed into a small study hall to provide them with academic support from a teacher (reserved for students who are not passing certain classes)
- Homework Help – During study hall, students can go work in a room with various content teachers and students to assist with homework questions (access for all students)

# Academic and Behavior Interventions

- Counselor Support Groups – Meet with small groups of students with similar problems to address concerns. (eg: Mean Girls Group)
- Ethnic Clubs – Allows some students who are disengaged from school to feel more connected because they are part of a club/team. (eg: Pacific Islander Club, Native American Club, Multicultural Soccer)

# Academic and Behavior Interventions Cont.

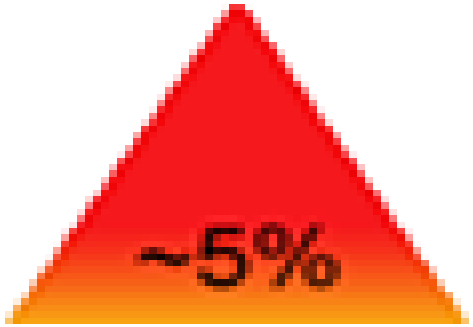





# Interventions and Supports

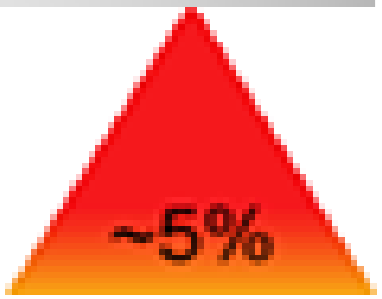
"Red Light" Students – 5% of students are in need of both academic and behavior interventions and supports.

# Red Light Interventions



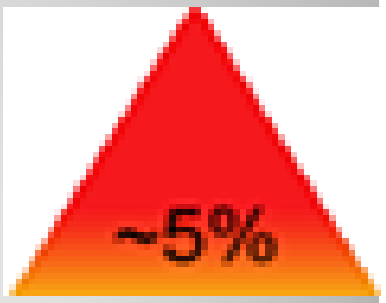
- Intervention content/core classes with a focus on skill building. In addition to "regular" classes (English, math, science, social studies)
- Senior Social Science Seminar – focus on creating connections/relationships to students/families and also goal setting and future/career planning (counselor involvement as well)

# Red Light Interventions



# Red Light Interventions Cont.

- Senior Social Science Seminar Video:
  - http://www.youtube.com/watch?v=zdos3zos7qw



# Benefits of PBIS

- There are clear and explicit expectations for all students.
- It creates a positive school culture.
- It is research based.
- There is a focus on prevention rather than reaction.
- Interventions are developed through data collection and analysis.
- It creates success and increases motivation for all students.
- Increases student achievement.

# Obstacles to Implementation of PBIS

- It is a big philosophical change for some teachers.
- If one teacher chooses not to implement PBIS, it can affect the entire program.
- Parents choose not to be involved in the process.
- Student mobility in and out of the district.
- Administrators sometimes struggle to really understand how to fully implement PBIS.

# References


- Jones, V., & Jones, L. (2010). *Comprehensive Classroom Management - Creating Communities of Support and Solving Problems* (Ninth ed.). Upper Saddle River, NJ: Merrill.
- Kirk, J. P., & Acord, D. (2010, June 30). Defining Practice, Informing Policy. *Oregon Proficiency Project Report.*
- *OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports*. (N.D.). Retrieved July 10, 2011, from http://www.pbis.org