

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

Nicholas Miller, LPC, NCC, NCSC

K-5 School Counselor

East Fannin Elementary

nmiller.fannin.k12.ga.us

<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.

Tab 1

Website Resources	Driving Question
<p data-bbox="81 405 683 558"><u>GaDOE PBIS in the Classroom Modules</u></p> <p data-bbox="81 668 909 1258">These modules are designed to be used with the support of the school PBIS leadership team to integrate PBIS practices in the classroom. The modules will cover material in the order in which they appear on the Benchmarks of Quality.</p>	<p data-bbox="967 405 1576 558">TFI: 1.7 Professional Development</p> <p data-bbox="967 668 1624 1158">A written process is used for orienting all faculty/staff on 4 core Tier I SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.</p>

Tab 2

Website Resources	Driving Question
<p><u>PBIS Lesson Plans</u> EFES PBIS School Wide Calendar EFES PBIS Character Traits Expectation Posters PBIS Lesson Plans & PowerPoints</p>	<p>Are these resources sufficient to meet the teaching of general expectations for all areas of the school?</p>

Tab 3

Website Resources	Driving Question
<p data-bbox="83 405 788 558"><u>PBIS- Positive Behavior Intervention & Support</u></p> <p data-bbox="83 582 819 729">EFES- New Staff Training PPT</p> <p data-bbox="83 761 886 996">New Student PBIS Training Tier I Implementation Guide</p> <p data-bbox="83 1029 707 1086">EFES PBIS Handbook</p> <p data-bbox="83 1118 857 1175">EFES Behavior Flow Chart</p> <p data-bbox="83 1206 880 1263">EFES Discipline Flow Chart</p>	<p data-bbox="967 405 1624 1175">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?</p>

Tab 4

Website Resources	Driving Question
<p data-bbox="117 572 749 722"><u>PBIS Tier I Classroom Effectiveness</u></p> <p data-bbox="117 751 855 1343">Effective Tier I Practices- PowerPoint Activities for 8 Effective Tier I Classroom Practices GDOE Classroom Training Presentation</p>	<p data-bbox="919 572 1669 1250">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?</p>

Tab 5

Website Resources	Driving Question
<p data-bbox="112 568 707 725"><u>PBIS Tier I Behavior Accommodations</u></p> <p data-bbox="112 836 807 1162">Preventative and positive approaches to discipline are the most effective.</p>	<p data-bbox="915 565 1630 862">Using accommodations/ interventions for behavior is the same concepts as using accommodations/ interventions for achievement.</p> <p data-bbox="915 943 1657 1119">This differentiation is a necessary part of the data collection requirements of IDEA and MTSS.</p> <p data-bbox="915 1200 1479 1305">Office referrals are not an intervention.</p>

Tab 6

Website Resources	Driving Question
<p><u>Tier II- Effective Interventions</u> 6 Effective Tier II Interventions Tier II Intervention Matching Form Descriptions and Resources for Effective Tier II Interventions</p>	<p>Based on our Tier I efforts are all options for Tier II implementation ready to be considered?</p>

Tab 8

Website Resources	Driving Question
<p data-bbox="112 565 614 625"><u>Tier II Resources</u></p> <ul data-bbox="112 654 658 808" style="list-style-type: none"><li data-bbox="112 654 658 808">• Descriptions & Examples	<p data-bbox="915 565 1676 893">Based on our Tier I efforts are all options for Tier II implementation ready to be considered?</p>

Tab 5

Website Resources	Driving Question
<p data-bbox="117 582 772 654"><u>Universal Screener</u></p> <p data-bbox="117 682 807 1068">EFES Universal Behavior Screening: MTSS, PBIS, and School Counseling</p>	<p data-bbox="919 582 1624 1368">Are we prepared to collect behaviorally based data to contribute to the progress monitoring processes for those students in need of support?</p>

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 one 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.

Presentation Part II

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.

Question 2

2. What are our schoolwide expectations?

Reward System

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?

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?

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?

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?

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](#)

Question 7

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?

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?

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

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?

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

Hint: See- [EFES PBID Universal Screeners](#)

Bonus Question

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

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.