PBIS Leadership:
Teaching, Modeling, & Encouraging Effective Systems Practices

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CIBRS

At its heart, PBIS is about changing adult behavior in a way to maximize the probability of student success

It's about what we do!

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A Basic Logic

Adults Affect School Climate by Facilitating Student Success

David Berliner (1990) suggests that the relationship between engaged time and student achievement *"has the same scientific status as the concept of homeostasis in biology, reinforcement in psychology, or gravity in physics."* (p. 3)

– Berliner, D. C. (1990). What's all the fuss about instructional time. *The nature of time in schools: Theoretical concepts, practitioner perceptions. New York and London: Teachers College Press; Teachers College, Columbia University*

Robert Pianta describes why teachers must create engagement: *"The asymmetry in child-adult relationship systems places a disproportionate amount of responsibility on the adult for the quality of the relationship"* (p 73).

– Pianta, R.C. (1996). *High-risk children in schools: Constructing sustaining relationships.* New York, NY: Routledge.

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PBIS Leadership Role: Process

1. Present and discuss PBIS in a concrete and logical manner
2. Tie prediction and prevention together as a single process
3. Be an instructional leader – support teaching
4. Model and encourage positive feedback
5. Teach and model how to respond to misbehavior
6. Lead monitoring efforts as a part of instruction rather than an add-on
7. Share monitoring data with school and use for making instructional decisions

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PBIS Leadership Role #1

Present and discuss PBIS in a concrete and logical manner

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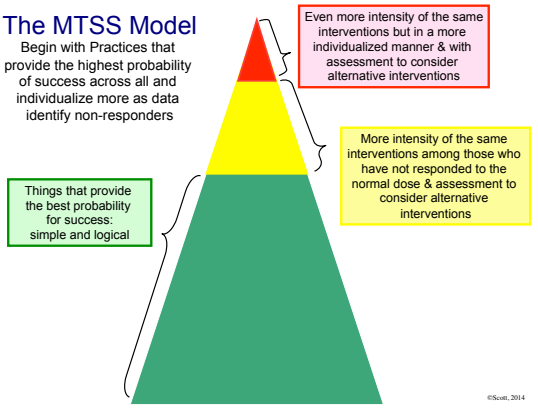
The MTSS Model

Begin with Practices that provide the highest probability of success across all and individualize more as data identify non-responders



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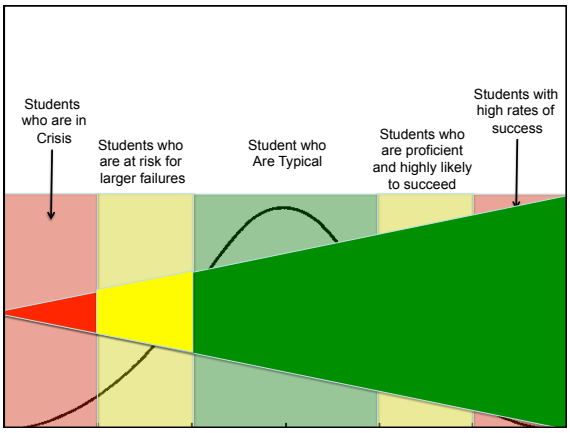

Underlying Principles of 3-Tiered Prevention Models

4 Components

1. What are the predictable failures?
2. What can we do to prevent failure?
3. How will we maintain consistency?
4. How will we know if it's working?

Same at Every Level!!

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Obtain 80% Staff Consensus

Being a PBIS School means that I agree to:

1. Provide input in determining what our school's problems are and what our goals should be
2. Make decisions about rules, expectations, and procedures in the commons areas of the school as a school community
3. Follow through with all school-wide decisions, regardless of my feelings for any particular decision
4. Commit to allowing performance toward our goals to determine future plans (data drives decisions)

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PBIS Leadership Role #2

Tie Prediction and Prevention Together

- Facilitate unique prediction of problem behaviors for the school
- Address each predictable problem with a simple strategy

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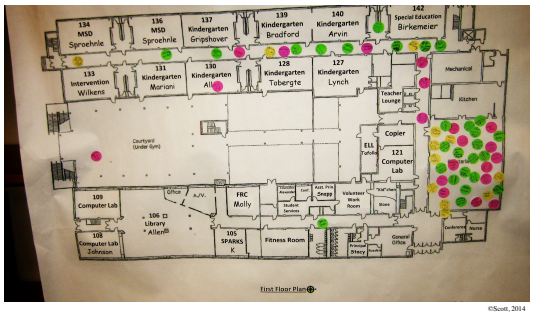
Elementary Map



HS Map

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Predictable Problems Summary

Lunchroom

When	Who	What	Why
At arrival/dismiss During lunch	All	Running, yelling, pushing, messes, poor manners, no clean-up, loud	-Slow transitions mean back-ups -Table to lunch rush -Inconsistent lunchroom aid tolerance -All are punished for the actions of few

Hallways and Walkways

When	Who	What	Why
Transitions – homeroom to portables	All	Run, trip, hit, wandering, slow, safety issue, don't know which kids should be there	Insufficient supervision, no uniform routine

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Prevention Strategies

- **Teaching Rules**
  - agreed upon by team - willing/able to enforce
  - posted, brief, positively stated
- **Developing and Refining Routines**
  - avoid problem contexts, times, groupings, etc.
  - consistent
- **Considering Physical Arrangements**
  - clear physical boundaries
  - supervision of all areas

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Prevention Strategies

Rules – What do we want the students to do to predict success?
- When, where, why
- Teach, encourage, remind, acknowledge

Routines and Arrangements – What will we do to increase likelihood of student success?
- Avoid problem contexts, times, groupings, etc.
- Consistent procedures and prompts
- Engage students
- Where should you and students be to predict success?
- Active supervision of all areas
- Consistent consequences

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Finalize Agreed Upon Solutions

- What do we want the students to do? **Rules**
- What will we do? **Routines and Arrangements**

Ridgeport High School

Hallways

Rules:
1. Walk
2. Appropriate Language
3. Hands and Feet to Self
4. Keep Moving

Routines/Arrangements:
1. Stand in doorway during passing
   a. As much as possible
2. Provide positive prompts before releasing students from class
   a. Reminders about appropriate behaviors in hallway
3. Keep doors to stairway open
4. Have sweeper run through stairways as well as hallway
5. Acknowledge students following rules
   a. Verbal praise and encouragement
6. Correct students who behavior in appropriately

**** Should never have more student than adult behaviors!**

PBIS Leadership Role #3

Be an instructional leader: Facilitate the development of teaching plans for behavior

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Effective Instruction

(The easiest thing we control that has good probability for success when applied proactively)

Explicit
- Show and tell students what it is that is expected
- Guide and monitor to facilitate success

Engaging
- Opportunities to respond
  - **Group (choral) or individual responses**
  - **Questions**
  - **Requests for student behavior**

Frequent Feedback
- Verbal and Gestural
  - **Positive and Negative**
  - **Correction**

Students with teachers using the least amount are more than **27% more likely to be off task** and more than **67% more likely to be disruptive**

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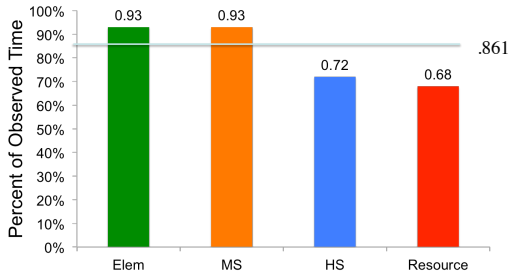
Time Spent Teaching



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Extrapolating Across the School Year
Teaching

Assuming 5 hour school day, 20 day school month, and 180 day school year

Not teaching = wasted instructional time	% of 15 min "Not Teaching"	*Instruction Time Not Used (no teaching or monitoring)*			
		Per Hour	Per Day	Per Month	Per Year
Elementary	10%	6 min	30 min	2 days	18 days
Middle School	10%	6 min	30min	2 days	18 days
High School	28%	16.8 min	1.40 hours	5.6 days	2.4 months

Definition of Not Teaching:
Teacher is not engaging students and is involved in independent task with no interactions with student.

Teaching Rules

Keys to Teachable Rules

1. Anchor all rules to 3-5 big ideas – School-Wide
2. All rules are taught as examples of the big ideas
3. Organize by location
   - Try for max 5 rules per location
4. Teach to students directly and explicitly
5. Revisit instruction throughout the year – acknowledge compliance

EXAMPLE

Respect Yourself
- -in the classroom (do your best)
- -on the playground (follow safety rules)

Respect Others
- -in the classroom (raise hand to speak)
- -in the stairway (single file line)

Respect Property
- -in the classroom (ask before borrowing)
- -in the lunchroom (pick up your mess)

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Engage Students

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Engagement

22 Elementary Schools
All Rural
All Title One Eligible

11 Highest State Achievement **11 Lowest State Achievement**

	τ_{00} Between-school variance	σ^2 Within-school variance	$\tau_{00}/(\tau_{00}+\sigma^2)$ ICC	Reliability estimate
Group OTR	0.033***	0.603	0.051	.557
Individual OTR	0.001	0.134	0.009	.182
Positive feedback	0.000	0.028	0.008	.16
Negative feedback	0.000**	0.004	0.033	.443

Note. ICC = Intraclass Correlation Coefficient.
*$p < .05$. **$p < .01$. ***$p < .001$.

- Group OTR predictive of academic achievement
- Negative Feedback predictive of school suspension
- Differences across schools are at the teacher level (Hirn, Hollo, & Scott, in review)

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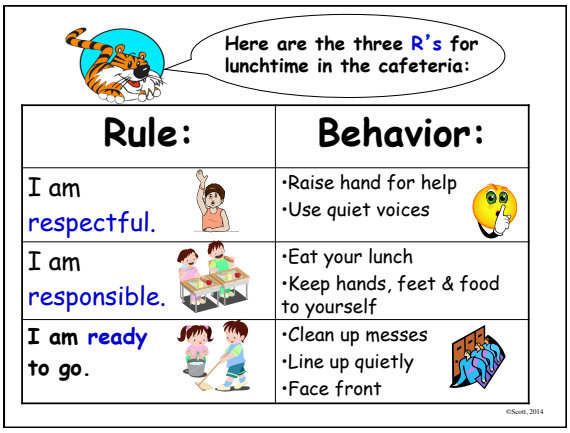

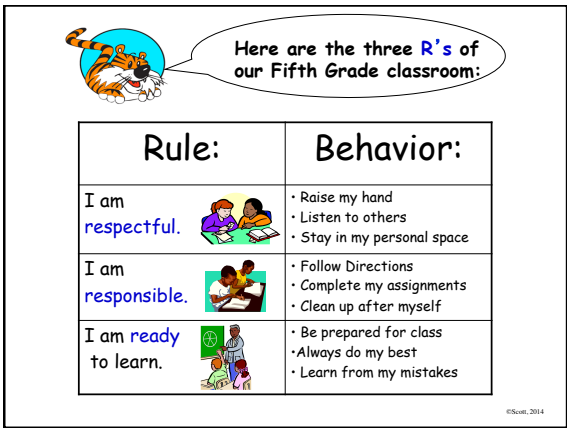

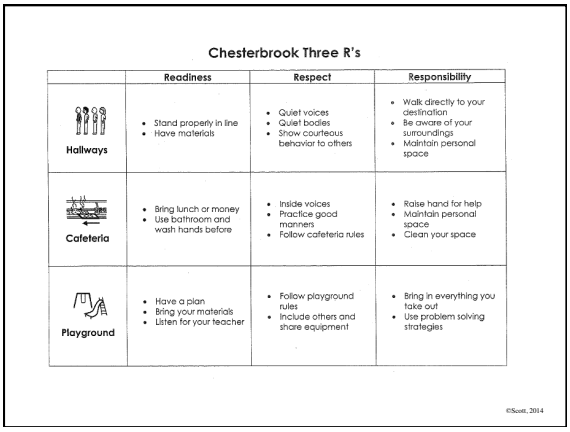

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PBIS Leadership Role #4

Model and encourage positive feedback as a part of the school's culture

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Acknowledgement!

Acknowledge Success

- Level 1: Verbal Praise
  - Age appropriate
    - "thanks" "I appreciate" "I'm impressed" etc.
  - Delivered with specificity "you did XX correctly"
  - Mix up use of superlatives
    - Exactly, super, awesome, perfect, thank you, etc

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Acknowledge Success

- Level 2: Access to Privilege
  - Things that are already exist and are used
  - Make contingent

Acknowledge Success

- Level 3: Public Acknowledgement
  - For those who like it
  - For those deserving more
  - Free

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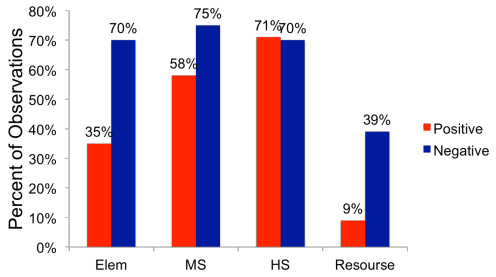
Acknowledge Success

- Level 4: Token Reinforcement
  - For specific behaviors, times, & contexts based on data
  - Token may be the reinforcement for young children
  - Trade for existing privileges
  - Drawings and Chances to Win
    - More tokens = better chance

Feedback - Zero Rates



Percent of observations in which there were zero feedback instances observed

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PBIS Leadership Role #5

Teach and model how to responding to misbehavior

- use correction
- consider function
- repeated failure signals need to change instruction

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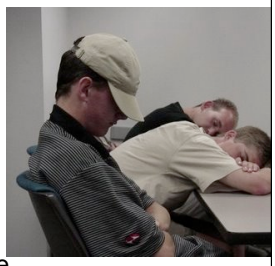
Teach Effective Consequences

- Does this look like a negative consequence for these students?
- Consequences don't need to be big to be effective
- Effective consequences for negative behavior make behavior decrease



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Correction

Feedback that behavior is inappropriate

- *"is that the right way?"*
- *"is there a better way?"*
- *"are you being respectful – why not?"*

Re-teach appropriate behavior

- *"what is a better way?"*
- *"what would it look like if it was done better?"*
- *"what is a more respectful behavior?"*

Re-teach appropriate behavior

- *"Show me that --- thanks – remember to do that."*

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High Probability Teacher Responses

- Provide extra praise to others
- Begin with a question or statement of why it is a problem – lead to demonstration of correct way
- Give very specific directions (redirection)
- Private talk after class
- Change seat (assigned seat)
- Make-up work for time off-task
- Engage in other ways (redirect)

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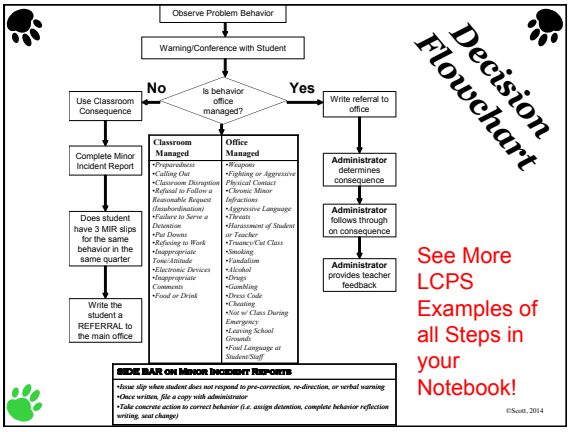

PBIS Leadership Role #6

Lead monitoring efforts as essential part of instruction – not as an add-on

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Evaluative Decision Making

Big Idea: We need data to know if implementation of our plans is worth continuing

- **We must agree as to the important behaviors**
  - Agree on definitions of behavior and other variables
- **It has to be simple enough to not burden us**
  - Can typically take no more than 1% of daily staff time
- **It has to be useful and reported**
  - must be made public and decisions shared with all stakeholders

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Portable Referral Form

X

Classroom Report

Office Referral

Woodlawn Elementary School
Report/Referral Form

Time_____Date_____Grade_____

Student(s) Involved_____

Reporting Staff Person_____

Incident

__homework (repeatedly) __offensive language/gesture
__tardy __intimidation
__defiance __physical aggression/fighting
__disruptive behavior __insubordination
__other __property damage

Location

__hallway __outside dismissal/arrival
__playground __restroom (caf., add., 6th,2nd)
__room #____ __cafeteria

Teacher Response

__redirection __loss of privilege
__physical proximity __parent contact
__warning date_____
__time-out in class __buddy room
__detention __parent conference
__community service date_____
__private conference
__other_____

Administrative Response

__private conference __alternative placement
__time-out __detention
__loss of privilege __parent conference
__suspension __community service

Comments

Administrative Signature_____

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Date, Student, & Reporting Staff

Date	Student Name	Reporting Staff Person	Problem Incident			
X	X	X	fighting	disruptive	theft	other
1/14	Blake, Robert	mr diner	1			
1/17	Harding, Tonya	bus driver betty				1
1/13	Harding, Tonya	bus driver bob		1		
1/16	Harding, Tonya	bus driver bob		1		
1/16	North, Oliver	mr. help			1	
1/17	Packwood, Bob	mr. Clinton		1		
1/17	Reubens, Paul	mr. bush				1
1/13	Rider, Wynona	mr diner			1	
1/13	Rodman, Dennis	coach whistle				1
1/15	Rogers, Fred	ms stress	1			
1/13	Stalin, Joe	ms stress	1			
1/15	Stewart, Martha	ms stress			1	
		Frequency of Incidents	**3.00**	**3.00**	**3.00**	**3.00**
		Proportion of Incidents	**0.25**	**0.25**	**0.25**	**0.25**

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Individual Student Data

Date	Student Name	Reporting Staff Person	Problem Incident			
X	X	X	fighting	disruptive	theft	other
1/13	Harding, Tonya	bus driver bob	1			
1/16	Harding, Tonya	bus driver bob		1		
1/17	Harding, Tonya	bus driver betty		1		

Time											
7:30-8:00	8:00-8:30	8:30-9:00	9:00-9:30	9:30-10:00	10:00-10:30	10:30-11:00	11:00-11:30	11:30-12:00	12:00-12:30	12:30-1:00	1:00-1:30	1:30-2:00
	1											1

Location				Responses						Comments
classroom	hallway	lunch	bus	reprimand	correction	time out	restitution	parent conf	suspension	X
			1					1		hit peer with pipe
			1			1				inappropriate language
			1				1			threw bubcap at peer

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PBIS Leadership Role #7

Share monitoring data with the entire school and use it to make decisions about future strategies

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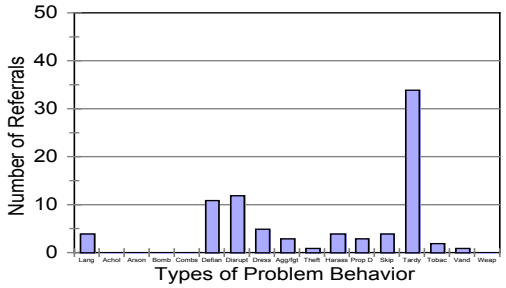
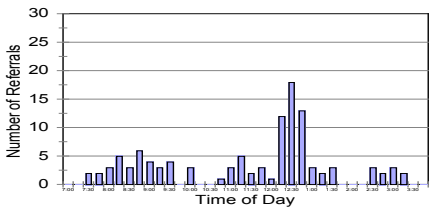
What?

Referrals per Prob Behavior



When?

Referrals by Time of Day



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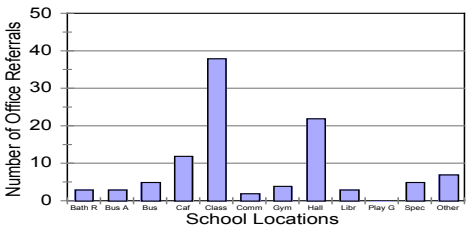
Where?

Referrals by Location



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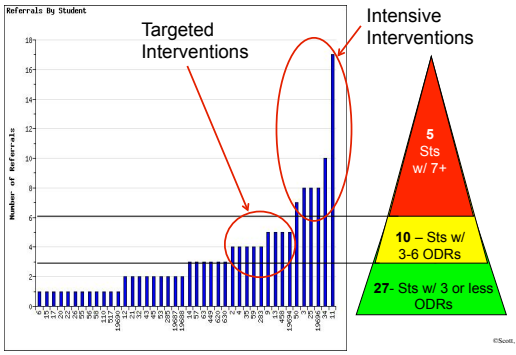
Do We have plans for Students



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Make Data Public

Elementary School posts the monthly data on the mailroom door so staff can look for patterns and changes.

-Notice that they post POSITIVES and ODR data.

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Effective Leadership

- Practice what you preach – be a model for the effective practices you wish to encourage
- Don't ask people to do more than you do – model effort and expect the same from others
- Treat people with respect – be a teacher & don't be afraid to admit mistakes
- Have a plan for continuous improvement – involve all in monitoring progress

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Big Ideas

- Student behavior won't change until adult behavior changes -- **Adults Matter!**
- ALL behavior change is an instructional process -- **Instruction Matters!**
- It's all about probability – what's the simplest way to make a difference in the success:failure ratio of a student? -- **Practices Matter!**

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