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

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!

A Basic Logic
Adults Affect School Climate by Facilitating Student Success

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

Present and discuss PBIS in a concrete and logical manner

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

Even more intensity of the same interventions but in a more individualized manner with assessment to consider alternative interventions

More intensity of the same interventions among those who have not responded to the normal dose & assessment to consider alternative interventions

Things that provide the best probability for success: simple and logical

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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)

Tie Prediction and Prevention Together
- Facilitate unique prediction of problem behaviors for the school
- Address each predictable problem with a simple strategy

Students who are in Crisis
Students who are at risk for larger failures
Students who are typical
Students who are proficient and highly likely to succeed
Students with high rates of success

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!!

Elementary Map

HS Map

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Predictable Problems Summary

<table>
<thead>
<tr>
<th>Lunchroom</th>
<th>When</th>
<th>Who</th>
<th>What</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>All</td>
<td>Running, yelling, pushing, shoving, poor manners, no clean-up, loud</td>
<td>Input supervision and back-ups</td>
<td>All students are punished for the actions of few</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hallways and Walkways</th>
<th>When</th>
<th>Who</th>
<th>What</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>All</td>
<td>Wandering, slow, safety issue, don’t know which kids should be there</td>
<td>Inconsistent supervision, no uniform routine</td>
<td>All are punished for the actions of few</td>
</tr>
</tbody>
</table>

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

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

Finalize Agreed Upon Solutions

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

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**
  - 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

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

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

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Extrapolating Across the School Year

Time Spent Teaching

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

Teaching Rules

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)

Engage Students

Engagement

22 Elementary Schools
All Rural
All Title One Eligible
11 Highest State Achievement
11 Lowest State Achievement

<table>
<thead>
<tr>
<th>Reliability</th>
<th>Between-school variance</th>
<th>Within-school variance</th>
<th>ICC</th>
<th>Reliability estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group OTR</td>
<td>0.039***</td>
<td>0.001</td>
<td>0.08</td>
<td>.551***</td>
</tr>
<tr>
<td>Individual OTR</td>
<td>0.001</td>
<td>0.154</td>
<td>0.009</td>
<td>.082</td>
</tr>
<tr>
<td>Positive feedback</td>
<td>0.000</td>
<td>0.028</td>
<td>0.008</td>
<td>.016</td>
</tr>
<tr>
<td>Negative feedback</td>
<td>0.000***</td>
<td>0.004</td>
<td>0.013</td>
<td>.043</td>
</tr>
</tbody>
</table>

Note: ICC = Intraclass Correlation Coefficient. 

- Group OTR predictive of academic achievement
- Negative Feedback predictive of school suspension
- Differences across schools are at the teacher level (Hern, Hollo, & Scott, in review)
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Rule: Behavior:
I am respectful.
- Raise hand for help
- Use quiet voices

I am responsible.
- Eat your lunch
- Keep hands, feet & food to yourself

I am ready to go.
- Clean up messes
- Line up quietly
- Face front

Here are the three R's for lunchtime in the cafeteria:

Rule: Behavior:
I am respectful.
- Raise my hand
- Listen to others

I am responsible.
- Follow Directions
- Complete my assignments
- Clean up after myself

I am ready to learn.
- Be prepared for class
- Always do my best
- Learn from my mistakes

Here are the three R's of our Fifth Grade classroom:

Chesterbrook Three R's

<table>
<thead>
<tr>
<th>Goodness</th>
<th>Respect</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hallways</td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Cafeteria</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Playground</td>
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</tbody>
</table>

Practice Daily (spaced trials)

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PBIS Leadership Role #4

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

Acknowledgement!

NOTICE
THANK YOU
FOR NOTICING THIS
NEW NOTICE
YOUR NOTICING IT
HAS BEEN NOTED
AND WILL BE REPORTED TO THE AUTHORITIES

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

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

### 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)

### 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.”

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

Evaluate 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

Portable Referral Form

Date, Student, & Reporting Staff

Individual Student Data
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PBIS Leadership Role #7

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

What?
Referrals per Prob Behavior

When?
Referrals by Time of Day

Where?
Referrals by Location

Do We have plans for Students

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

### 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!**