

School-wide
POSITIVE
Behavior
SUPPORT



Implementation Guide

2008



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The following individuals participated in the development of this implementation guide:

Kelly Dunlap

Michigan’s Statewide Autism Resources & Training (START)
Grand Valley State University

Dr. Steve Goodman

Michigan’s Integrated Behavior and Learning Support Initiative (MiBLSi)
Ottawa Area Intermediate School District (ISD)

Chris McEvoy

Wayne Regional Education Service Agency (RESA)

Dr. Frances Paris

Oakland Schools

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INTRODUCTION

Keppen Elementary Lincoln Park

“Positive Behavior Support (PBS) has made a difference in our building. During the 2006-2007 school year, Keppen Elementary began developing a PBS plan that would work for our student population. The plan was administrator supported and staff developed. In the spring of 2007, it was implemented. Since then, there has been a noticeable difference in student behavior. There is a real sense that staff members are discovering new ways to handle problems in their classrooms, the number of referrals is down, and students are communicating to each other in improved ways. Overall, the building is more positive and student discipline incidents have dropped. The year-to-date total amount of office discipline referrals in comparison to this point last year is down 21 percent.

“Keppen is only in the beginning stages of PBS, but we are convinced that it is working. We are currently developing advanced strategies for year two (tier II). It has made me a better administrator, our teachers have a positive plan that they can use, and our parents are pleased with the positive culture change at Keppen. I would recommend that ANY school staff should learn more about PBS and what it can do for them.”

Terry Dangerfield
Principal
Keppen Elementary School
Lincoln Park Public Schools

Patrick Henry Middle School Woodhaven-Brownstown

“The impact of implementing PBS on behaviors and the general tone at our middle school has been significant. Our school principal and I went from dealing with an average of 10.3 behavioral infractions resulting in a suspension per day during the 2005-2006 school year down to an average of 3.8 per day this year. This significant decrease in behavioral infractions has allowed us the opportunity to visit every classroom this year. In addition to functioning as instructional leaders, we are also given the opportunity to interact and connect with students in a manner that was not possible two years ago.

I would not want to go back to a building that does not have the components of Positive Behavior Support as a foundation for teaching, encouraging, and rewarding expected behaviors. What a difference the PBS program has made at Patrick Henry Middle School!”

Tim Podlewski
Assistant Principal
Patrick Henry Middle School
Woodhaven-Brownstown
Public Schools

Definition: School-wide Positive Behavior Support (PBS) is a proactive, team-based framework for creating and sustaining safe and effective schools. Emphasis is placed on prevention of problem behavior, development of pro-social skills, and the use of data-based problem solving for addressing existing behavior concerns. School-wide PBS increases the capacity of schools to educate all students utilizing research-based school-wide, classroom, and individualized interventions.

School-wide Positive Behavior Support (PBS)

Since its inception more than 13 years ago at the University of Oregon, Positive Behavior Supports (PBS) has developed into a framework that can be used by any school to help improve the social and learning behaviors of students and decrease disruptions that interfere with instruction.

PBS is now implemented in thousands of schools across the country and hundreds of schools in Michigan, including preschools, elementary, middle, and high schools. It is also being implemented in programs for students with severe emotional impairments and developmental disabilities, and juvenile facilities.

Schools are discovering that PBS:

- Addresses the behavioral needs of all students with proven, easy to implement strategies.
- Allows the school to create the “right fit” for them, so that practices are appropriate to the context and sustainable over time.
- Is doable and does not have to overwhelm staff given the limited time and resources that schools generally experience.
- Is affordable.
- Helps to create a positive school climate.
- Results in increased time for instruction and fewer disciplinary incidents.

In September 2006, the Michigan State Board of Education established that “it is the policy of the State Board of Education that each school district in Michigan implement a system of school-wide positive behavior support strategies.”

The purpose of this document is to provide school teams in Michigan with a practical resource guide for implementing PBS in their school. It is meant to help schools get started in the process.

It is also recognized that schools can benefit from the guidance and support of a person knowledgeable and experienced in implementing PBS, and that all schools throughout Michigan may not have access to such a person. In that case, it is recommended that districts identify a person to take on a leadership role as a behavior specialist or district PBS coach. This internal specialist can develop skills through online learning, professional organizations, journals, conferences, books, and communications with others throughout the state that are already implementing PBS.

W N O R E T

Universal Interventions— All Students

School-wide Positive Behavior Support (PBS) is a prevention model. It is based on the premise that all students can benefit from well implemented, evidence-based practices for improving student behavior. School-wide PBS provides a comprehensive framework that can be used by any school to design their own system of behavioral supports for all students. It also provides informed decision-making, based upon data analysis that guides the process of assessing student needs and providing additional levels of behavioral support to students in need.

School-wide PBS provides a positive focus to encouraging desirable student behaviors. A set of universal expectations for behavior, positively stated, are established for all students in all locations of the school. These expectations generally promote core values such as respect, responsibility, and safety. Interventions and strategies are implemented to teach and reinforce these expectations. These include:

- Periodic direct instruction in specific student behaviors that demonstrate respect, responsibility, and safety in various locations in the school.
- Generous quantities of positive adult/teacher attention and other kinds of reinforcement to students for demonstrating positive behaviors, especially specific behavior expectations identified by the school.
- Predictable consequences for behavior infractions that are delivered consistently by all staff in a professional manner throughout the entire school. Consequences are not primarily punitive in nature; they are an opportunity for the student to learn from his or her mistakes and to accept responsibility for the choices that he or she made. The consequences are provided on a continuum matched to the intensity of the misbehavior.

A PBS school incorporates a few simple systems practices that are crucial to sustaining the program over time. These include:

- The establishment of a representative, school-based PBS team with a strong administrative presence and support. The PBS team uses the “framework” of school-wide PBS to design that school’s unique set of practices.
- PBS activities are embedded into existing school activities such as school improvement and student assistance teams.
- The school establishes a system for using behavioral data (e.g., office discipline referrals or some other method of incident reporting). These data are analyzed and used in a robust way to guide the design and implementation of additional behavior supports, especially at the targeted and intensive levels.

Parent Involvement in School-wide PBS

Strategies for encouraging parent support of PBS include:

- Parent orientation on the school's behavior expectations and system of behavior support through open house, Parent Teacher Association, and other parent meetings in the community.
- Orient parent volunteers at the school in specific ways to address student behavior through the school-wide and classroom behavior expectations (e.g., "Which expectation are you having a problem with today?" or "What could you do differently to follow the expectation that you are to BE RESPECTFUL?").
- Ongoing posting of the school behavior expectations in a school newsletter.
- PBS strategies for families described in a school newsletter.
- PBS strategies for families taught in a school-sponsored workshop.
- Daily or weekly communication between home and school for individual students.

In the PBS triangle, how do schools arrive at the percentage of students at each of the three tiers?

(See figure on page 4.)

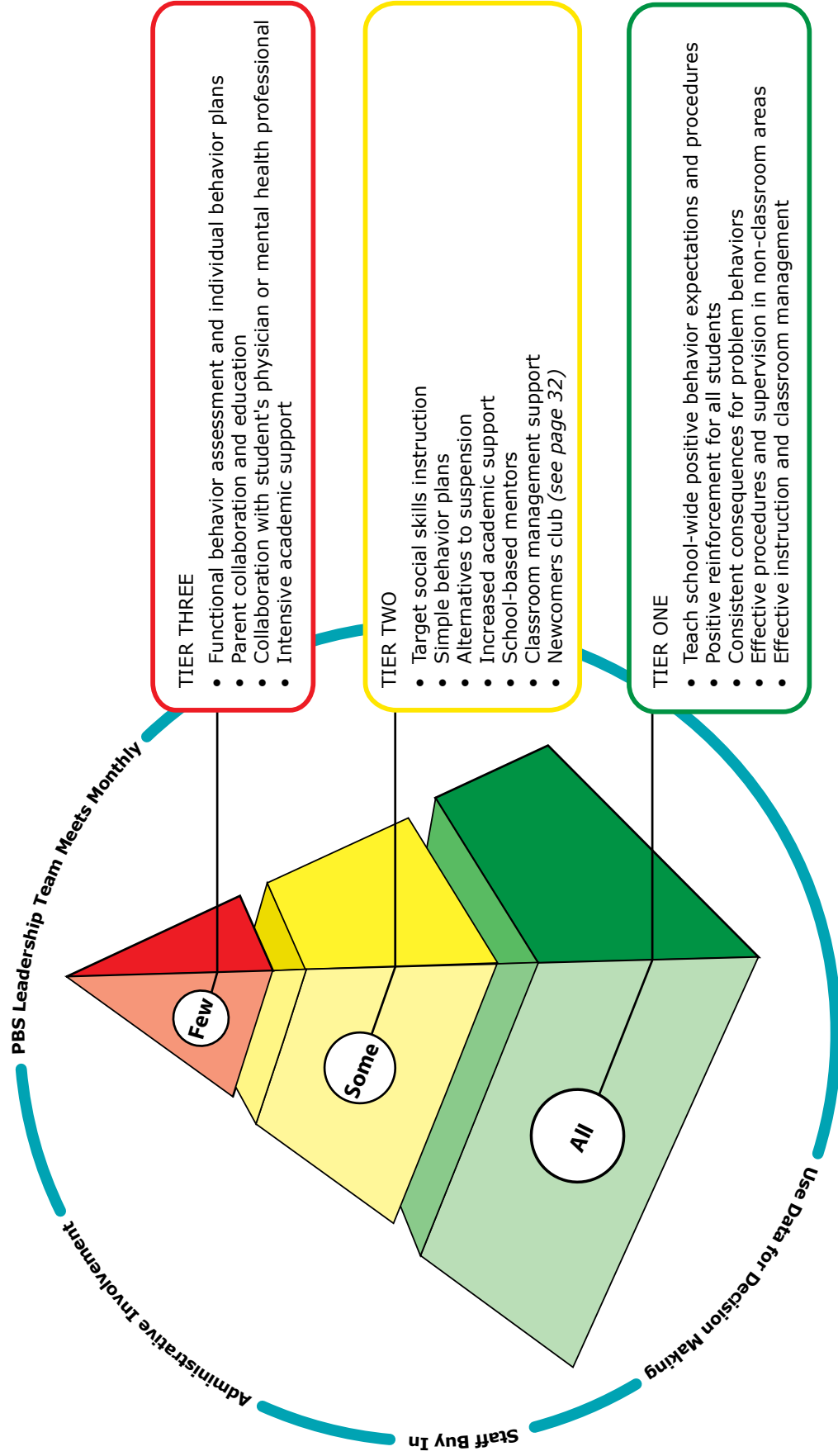
Typically, through the use of office discipline referral (ODR) data. Students in the first tier have had 0-1 ODRs in a school year; students in the second tier have had 2-5 referrals; students in the third tier have had 6 or more referrals. ODRs represent major discipline problems that present harm to self or others, property damage, illegal behavior, or behavior that significantly disrupts ongoing instruction.

The proportion of students at each of the three levels in any particular school can vary depending on the demographics of the school and grade levels.

Why implement behavioral strategies for all students if only a few seem to have problems?

For a few reasons: First, even if students don't have major discipline problems, they can benefit from instruction in positive behavior expectations and positive acknowledgments. PBS is a skill-building approach that will strengthen the repertoire of social skills for any student. Secondly, educators who work in schools that implement PBS report a high level of satisfaction with it, citing the positive effects of getting on the "same page" with their colleagues, improved school climate, and increased time for instruction. Thirdly, fewer students will rise to the second and third tiers when universal best practices are implemented, and the specialized strategies implemented for those students will likely be more effective when implemented within the context of school-wide PBS. Fourthly, students become effective models for each other; a culture of respect, order, and safety will become more pervasive.

School-wide Positive Behavior Support: Three-Tiered Model



Why is it so important for the PBS team to use behavior data at the universal level?

Analysis of office referral data globally has been shown to be an effective way of identifying “hot spots” within the school, small groups, or individual students for whom targeted interventions may be necessary.

For example, “location” data may show that certain areas of the school, such as hallways, are places where an inordinate amount of disruptive behavior occurs. Using the PBS premise of “work smarter, not harder,” some simple changes to hallway procedures (e.g., teach traffic flow patterns, increase active supervision of staff) can result in a significant reduction in problems from that area.

School-wide behavioral data systems can be used to identify students early on who may be just beginning to experience behavioral difficulty. This can allow for additional behavior supports to be provided for students in a timely manner, instead of doing nothing and waiting for problems to get worse.

This behavior data can also be used to evaluate school-wide PBS efforts to improve the overall school climate.

These are just a few examples of how data can be used to guide the process of school-wide PBS.

Getting started with school-wide PBS at the universal level

School-wide PBS is a framework, not a cookbook. Having originated from the science of applied behavior analysis, it incorporates the major elements of any good behavioral program, only they are applied at the macro level of the entire school. The framework consists of six essential elements:

1. Identification of three to five universal behavior expectations for the school that are positively stated.
2. Direct instruction in high priority positive behavior expectations.
3. High levels of positive reinforcement, including positive teacher attention to strengthen those behaviors.
4. Enforcement of predictable consequences consistently and fairly.
5. Prevention of problems by modifying situations that are known to produce high levels of problem behavior.
6. Use of discipline data to plan, evaluate, and improve the PBS implementation process.



How is Tier 1 implemented?

The following steps illustrate the general process of Tier 1 implementation:

Step 1 Establish commitment and get started

Strong and active administrative support is essential to successful implementation of school-wide PBS. Ideally, there should be a district-level commitment of support to implementing PBS.

Step 2 Form the school's PBS team

Immediately after the initial staff training is a good time to call for volunteers for the school's PBS team as interest level is usually peaked at this time.

Step 3 Establish data collection system

Office discipline referrals (ODRs) are a primary source of data used to guide the process of implementing school-wide PBS. Referral data are summarized, and key data reports are kept up to date and shared with staff on a regular basis.

Step 4 Establish and teach positive behavior expectations

The process for establishing a universal set of positive behavior expectations begins with identifying three to five core behavioral values for the school. Generally, schools identify concepts such as respect, responsibility, safety, productivity, and effort as their core values.

Step 5 Design systems for positive acknowledgment and reinforcement

As a universal strategy, systems should be established within the school to ensure that all students receive positive acknowledgment for demonstrating the high priority behaviors established in the expectations matrix (*see page 13*).

Step 6 Designing predictable consequence systems for behavior infractions

"Getting on the same page" with other adults when it comes to enforcing rules, addressing behavior infractions, and administering appropriate consequences begins by establishing categories of major and minor infractions.

Step 7 Data-based decision making

School-wide behavioral data should be readily available to the PBS team. The data should be updated and reviewed at least once per month by the team.

Step One

Establish commitment and get started

Strong administrative support is essential to successful implementation of school-wide PBS. Ideally, there should be a district-level commitment of support to implementing PBS. It is suggested that for a school or district that is considering whether to adopt school-wide PBS, that they look at the research, gather information, talk to other schools that have implemented the model, or consult with a regional or national expert on PBS.

Schools that have implemented PBS cite the following reasons for adopting the program:

- To decrease levels of disruptiveness, rates of office referrals, and suspensions.
- To improve school climate, safety, and order.
- To increase instructional time.
- To increase administrative time for purposes other than to manage discipline problems.
- To enhance the overall operation and performance of the school.
- To more effectively partner with parents and the community.

What does a commitment to school-wide PBS look like?

- Improvement of student behavior is one of the top three priorities.
- The school commits to two to three years of program development to fully implement systems and interventions at all three tiers.
- Many schools begin the process with an introductory training for all school staff.

- In-service training is provided for school staff.
- Trainings for all staff should be broken down into manageable portions so as not to overwhelm or provide more information than is necessary at the time.
- Each school should have a behavior coach or PBS consultant that can train and advise staff throughout the process. This person will be available to answer questions, direct staff to additional resources, and trouble shoot as necessary.
- Collaboration is essential to effective implementation of PBS.
- Staff should have a clear understanding of the purposes of the program, what will be expected of them, and the steps involved in implementation.
- Some schools choose to conduct a staff vote on the adoption of PBS. Typically, an 80 percent approval rating is obtained before proceeding with the program.

Self-assessment survey

At the outset of the planning process, a survey of school staff should be completed to assess the perceived extent to which the basic elements of school-wide PBS are currently in place in the school. The results are typically summarized and presented to staff. These initial data are analyzed and utilized for planning purposes. The data baseline is used to evaluate the project's progress. The data also identifies areas of need when establishing commitment to implement school-wide PBS.

Schools should conduct this survey annually to assess their implementation efforts.

Examples of self-assessment surveys (as described on page 7)

- Effective Behavior Support (EBS) Self-Assessment Survey version 2.0 (2003). www.pbis.org/tools.htm
- Wayne RESA Positive Behavior Support (PBS) Self-Assessment Survey (2008). www.resa.net/curriculum/positivebehavior
- Sprague, J. & Golly, A. (2005). *Best behavior: Building positive behavior support in schools*. Longmont, CO: Sopris West Educational Services, 37-40. www.sopriswest.com

Step Two

Form the school's PBS team

Immediately after the initial staff training, while interest is peaked, is a good time to call for volunteers for the school's PBS team. The size of the team can vary. Some schools operate with their entire staff as their PBS team; others choose to have a smaller group.

The PBS team should be representative of the school and include the following:

- Grade level representatives.
- Special education staff.
- Specials teachers (e.g., art, physical education, etc.).
- Administrators.
- Parent representatives.
- Staff with expertise in PBS and classroom management.
- Staff with skills in data analysis and other technologies.
- Staff with enthusiasm for PBS.

Develop a plan of work and a meeting schedule

To implement PBS at the universal level requires planning and time to make decisions, develop materials, and train staff before "rolling out" the program

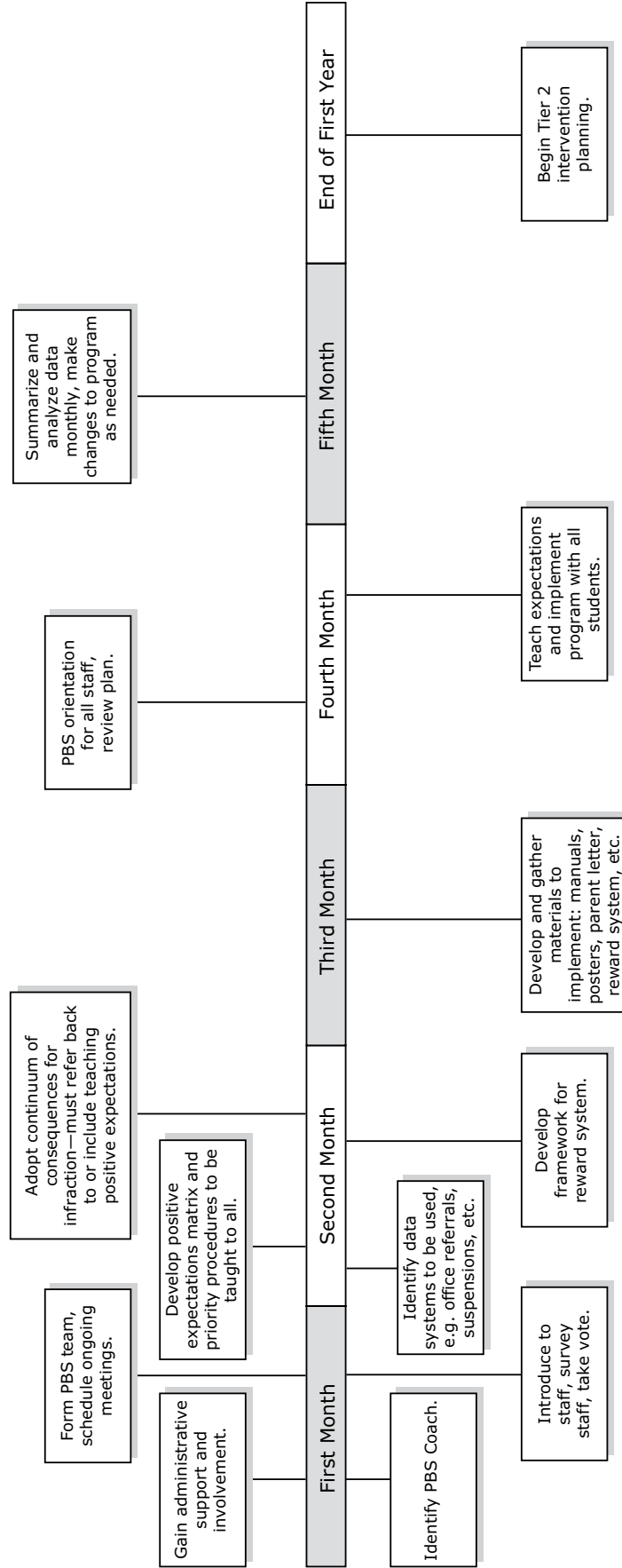
with students. The PBS team will need to identify the different components of the program (e.g., teaching expectations, reward systems, consequences, data analysis, etc.) and allow team members to work in smaller subgroups to develop materials.

The entire PBS team should convene periodically to coordinate efforts. The team should also update the entire school staff on progress and get feedback. It is crucial to take the time to develop the program in this way, as it greatly increases the likelihood of getting staff buy in to the program from the beginning of the process. Plan to hold monthly PBS team meetings to sustain the program.

Products typically associated with Tier 1 implementation:

- Staff notebook.
- Parent/student brochure.
- Expectations/rules posters.
- Tokens or coupons for acknowledgment of student behavior.
- Variety of reward items and activities.
- Data collection system.

Typical Implementation Timeline



What an administrator can do to support school-wide PBS

The primary role of the administrator is to support the PBS team, not to do the work of the team. The administrator should:

- Ensure that the team is composed of a representative group of staff.
- Make sure that new members are added to the team over time so as to prevent burn out and keep ideas fresh.
- Ensure that PBS remains a priority for the school and that sufficient time and resources are allotted to make it successful.
- Be a spokesperson for the program—use the language of PBS, be enthusiastic, give it time at staff meetings, talk it up, let it be known to others that your school is a PBS school.

Plan an all-staff orientation and roll-out event with students

The school's PBS team should provide a full explanation of the entire PBS program at an all-staff orientation to ensure that everyone is clear on how the program should be implemented with students.

Ideally, it is best to kick-off implementation of school-wide PBS at the beginning of

the school year, but many schools have done it successfully at later points in the year. For example, if the planning and program development take place between August and December, the kick-off with students could occur after a break or at the beginning of the second semester.



Step Three

Establish data collection system

Office discipline referrals (ODRs) are a primary source of data used to guide the process of implementing school-wide PBS. Referral data are summarized and shared with staff on a regular basis. Typically, discipline data are entered into a database at least weekly and this information is summarized and shared with staff monthly. This system is used to evaluate the effectiveness of the PBS program and to identify small groups, individual students, problem locations, or other situations that may need additional focus and intervention.

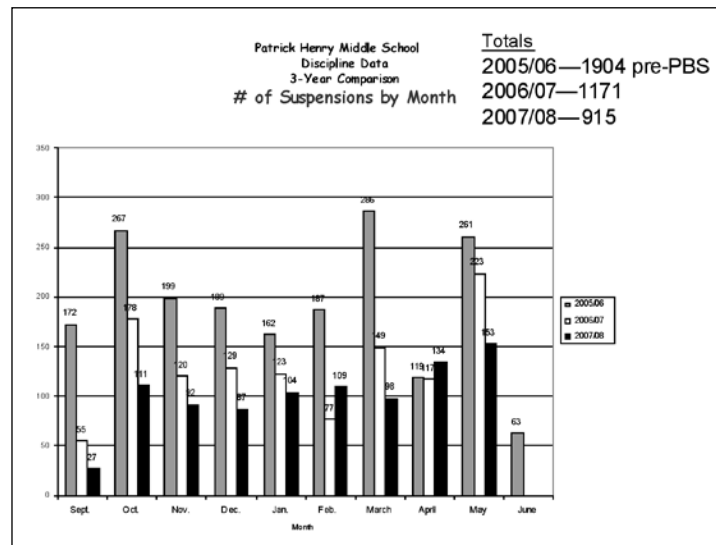
The data system should meet the following criteria:

- An office referral or behavior incident form is designed to gather the essential information needed to guide the PBS process. The form contains the following information:
 - Staff making referral.
 - Type of problem behavior.

- Location of incident.
- Time of incident.
- Others involved in incident.
- Teacher actions.
- Administrative actions.
- Optional category: possible motivation for the behavior.

- All staff should receive training in the proper way to complete a discipline referral form and the associated procedures for submitting the forms.
- The school should have a clear process for gathering the office referrals, entering the information into a database, summarizing and graphing the information, and periodically reporting on the data to the PBS team and the entire school.
- When the data are shared with staff, the following points should be addressed:
 1. Recognition of progress and accomplishments.
 2. Interpretation of the data (make it meaningful for others).
 3. Suggestions for next steps based on the data.

Example of Office Discipline Referrals (ODRs)



The following are examples of data reports that could be tracked by the PBS team:

- Total ODRs and suspensions by month.
- Daily average ODRs by month.
- Problem behaviors year to date (YTD).
- Location of behavior incidents YTD.
- Time of day YTD.
- Number of referrals by student YTD.
- Referrals by grade YTD.
- Referrals by staff YTD.
- Compare data year to year.
- Positive behavior indicator (for example, number of students earning rewards by month).

School-Wide Information System (SWIS™)

The School-Wide Information System (SWIS™) is a Web-based information system designed to help school personnel to use office referral data to design school-wide and individual student interventions. The three primary elements of SWIS are:

- An efficient system for gathering information.
- A Web-based computer application for data entry and report generation.
- A practical process for using information for decision making.

These three elements give school personnel the capability to evaluate individual student behavior, the behavior of groups of students, behaviors occurring in specific settings, and behaviors occurring during specific time periods of the school day. SWIS reports indicate times and/or locations prone to elicit problem behaviors and allow teachers and administrators to shape school-wide environments to maximize students' academic and social achievements.

While SWIS is a well designed and efficient data system for use with school-wide PBS, many schools use their own school-wide data systems or spreadsheets. For more information, visit www.swis.org.

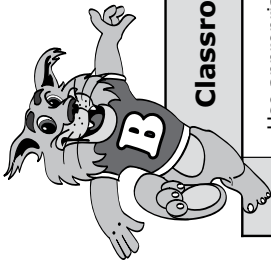
Step Four

Establish and teach positive behavior expectations

The process for establishing a universal set of positive behavior expectations begins with identifying a few (three to five) core behavioral values for the school. Generally, schools identify concepts such as respect, responsibility, safety, productivity, and effort as their core values.

An expectations matrix is then developed. This is done by identifying various school locations and then determining what each of the core values looks like in that setting. The specific expectations are then described in a concise and positive manner. For example, to be responsible in the office is to "tell the truth." To be respectful in the classroom is to "speak when it is your turn." An example of being safe at dismissal is to "go directly home."

By developing a matrix of universal positive behavior expectations, the school is establishing a common language for staff and students. Everyone agrees to "get on the same page." How this is done can vary depending on the level and culture of the school. Certainly the expectations in an elementary school will differ from those in a high school. But in any setting this is an excellent opportunity to affirmatively establish norms and expectations for the entire school community. The matrix is also used in the development of plans for teaching behavior expectations. The matrix provides clarification on the concepts of each behavior expectation.



Bennie Elementary School Expectations Matrix

	Classrooms	Bathrooms	Office	Cafeteria	Arrival/ Departure	Hallways	Recess/ Playground
Be Respectful	<ul style="list-style-type: none"> Use appropriate and positive language. Listen when others are speaking, and speak when it is your turn. Respect others, all staff, and property. 	<ul style="list-style-type: none"> Respect the privacy of others. Get in and out as quickly as possible. Keep bathrooms clean. 	<ul style="list-style-type: none"> Report to the desk and address the staff politely. Wait quietly. Use please, thank you, excuse me. 	<ul style="list-style-type: none"> Use appropriate and positive language. Use good manners. Follow all staff directions the first time given. 	<ul style="list-style-type: none"> Use appropriate and positive language. Remove hats and hoods upon arrival. Follow all staff directions the first time given. 	<ul style="list-style-type: none"> Walk quietly. Respect all hallway displays. 	<ul style="list-style-type: none"> Follow all staff directions the first time given. Use appropriate and positive language. Use a quiet indoor voice.
Be Responsible	<ul style="list-style-type: none"> Follow all staff directions the first time given. Take care of your personal belongings, and clean up after yourself. Give your best effort. Be prepared. 	<ul style="list-style-type: none"> Report graffiti, damage, or disturbances to a staff member. Flush the toilet. Clean up after yourself. 	<ul style="list-style-type: none"> Tell the truth. 	<ul style="list-style-type: none"> Keep all food in the cafeteria. Clean up after yourself. 	<ul style="list-style-type: none"> Wait at your assigned entrance. Follow established procedures (including bus riders). 	<ul style="list-style-type: none"> Report problems to a staff member. 	<ul style="list-style-type: none"> Report disturbances, accidents, and injuries to staff members. Follow established procedures. Put all materials away.
Be Safe	<ul style="list-style-type: none"> Keep hands, feet, and objects to yourself. 	<ul style="list-style-type: none"> Wash hands with soap. 	<ul style="list-style-type: none"> Wait patiently while sitting or standing in one place. 	<ul style="list-style-type: none"> Get permission to leave your table. Keep hands, feet, and objects to yourself. Walk at a safe pace. 	<ul style="list-style-type: none"> Cross at corners. Stay on the sidewalk. Keep hands, feet, and objects to yourself. Go directly home (departure). 	<ul style="list-style-type: none"> Walk at a safe pace in a line. Keep hands, feet, and objects to yourself. 	<ul style="list-style-type: none"> Keep hands, feet, and objects to yourself. Use games, equipment, and materials properly. Enter and exit in orderly lines.

Develop visuals

School-wide PBS is a visual approach. It asks the question, "What do respectful and responsible behaviors look like in different locations in the school?" It also asks the question, "What does a PBS school look like?"

A school should be immediately identifiable as a PBS school to a visitor. Posters and other visual displays that communicate the expectations and that acknowledge students positively should be prominently displayed. Within the first few minutes of entering the school, an individual should know the behavior expectations of that school. This is accomplished through visual display of the expectations.

Typically, posters with the expectations described on the matrix (see page 13) are developed for all classroom and non-classroom settings. These posters serve as:

- Teaching tools.
- Reminders or pre-corrections for everyone throughout the day.
- A communication to parents, visitors, and the community.

Non-Classroom Setting Expectations

ASSEMBLY EXPECTATIONS

Be Respectful:

Follow all adult directions

Use positive/appropriate language
Pay attention
Demonstrate appropriate and timely applause

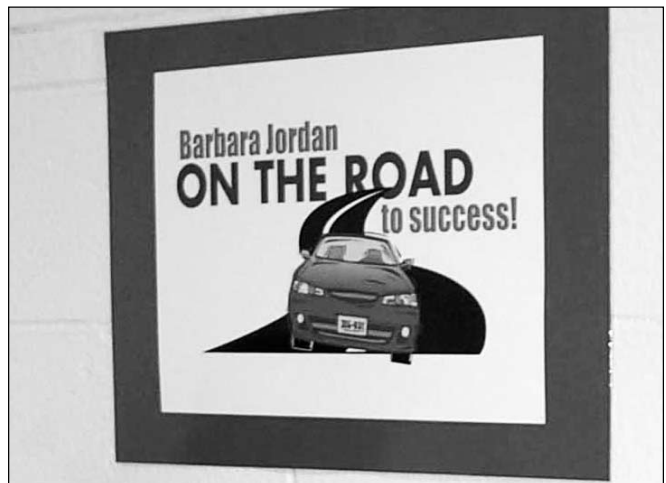
Be Responsible:

Have ID with you at all times
Enter/exit in orderly lines
Report problems to an adult

Be Safe:

Walk to and from seat
Wait for permission to leave
Keep hands and feet to yourself

Examples of Student-Made Posters





Teaching Expectations to 4th Grade Students

Plan to teach the expectations

As a universal intervention, all students should receive direct instruction in the behavior expectations. Here are some general guidelines for teaching positive behaviors.

- Teach behaviors as you would teach academics or any other skill. It may be helpful to think of a coaching or performance arts analogy. By way of introduction, emphasize key language terms. Give a brief rationale for why this is important. Use demonstration, modeling, role playing, and explication as appropriate. Give examples of what it is and what it is not. What does the behavior look like and sound like. Take time to teach the behavior at a meaningful level. Get students actively involved in the lesson. Have students demonstrate the behaviors and give them opportunities to practice.
- As the program is getting underway (and subsequently at the beginning of every school year) provide frequent trials or lessons. Then, over the course of the school year, schedule refresher lessons about once per week. Additionally, provide lessons when a new student arrives in class or when large numbers of students are having difficulty with the expectation.
- Keep lessons brief (5-15 minutes typically). Providing frequent, brief lessons is more effective than providing a few long lessons.
- Take students to various locations in the school for instruction. The PBS team may want to plan for this to occur over the first week or so of implementation. Ideally, the staff responsible for supervising students in a specific setting should be involved in teaching the expected behavior.
- All adults in the school should be aware of the behavior expectations and take every opportunity to model those behaviors at all times.
- Adults can use simple corrective responses with students (positive practice) when errors are observed; e.g., disrespectful language or tone—“Let’s try saying that the right way, thanks.”

Step Five

Design systems for positive acknowledgment and reinforcement

As a universal strategy, systems should be established within the school to ensure that all students receive positive acknowledgment for demonstrating the high priority behaviors established in the expectations matrix.

Think of reward systems on a continuum, beginning with positive teacher attention, moving to visual or written acknowledgments, then to more concrete systems such as activity rewards, and finally lottery or token systems.

Positive teacher attention

Perhaps the most powerful and simplest system of positive reinforcement involves getting all staff, including teachers, office, lunchroom, custodial, and transportation to agree to implement a simple ratio of giving students positive attention at least 4 times for every 1 correction for problem behavior. Simple positive acknowledgments must be quick and easy to deliver to students, they need to be natural and in context, not forced or contrived. The following are some

examples:

- Simple verbal acknowledgments and encouragement (e.g., "Thanks," "I saw that," "You did it!").
- Thumbs up.
- Pat on back, high five.
- Use student's name.
- Eye contact.
- Smile.
- Individualized greetings.

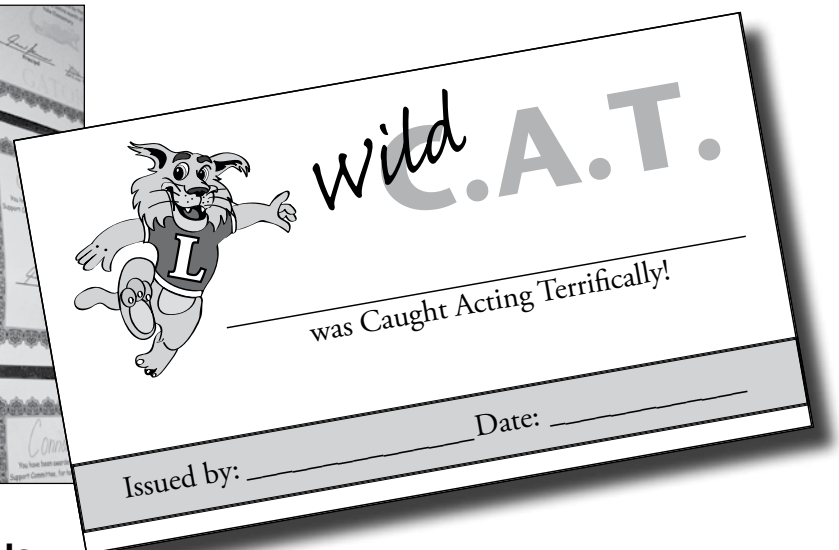
The idea is that by using the 4 to 1 ratio, especially in recognition of students demonstrating the specific positive behavior expectations identified in the matrix, we increase the likelihood that those behaviors will be strengthened in all students. Use of the 4 to 1 ratio sets a positive tone for the classroom and the school at large, creating an improved climate. Positive language and actions are contagious.

Positive acknowledgment visuals

Another way of recognizing students is to provide positive acknowledgment cards or certificates for students who are caught doing the right thing or who have met some predetermined criteria for positive behavior.



Examples of Positive Acknowledgment Visuals



Lottery drawings and redeemable coupons

There are many ways of designing school-wide lottery or redeemable systems. Simplicity and ease of implementation are often the keys to sustaining these systems.

Example: All staff agree to distribute 10-15 positive behavior coupons per week to students (their own and others, in classroom and non-classroom settings) who are observed demonstrating matrix behaviors. The coupons are deposited in a bin for a weekly drawing in which several “winners” are pulled. Small prizes are awarded to the winners. This can be done by grade level or whole school.

Some schools provide coupons to students who then redeem them at a school store on some scheduled basis. Schools have found that parents enjoy volunteering to help operate the PBS store.

See www.pbis.org for additional examples of school-wide reward systems.

Activity Rewards

Another simple system for ensuring that all students have access to positive reinforcement involves scheduling monthly to bi-monthly PBS reward parties or events for students who have met behavioral criteria for the month. This typically involves not receiving a referral or some other consequence for the previous month. The reward activity can take place during a free period or after school. Students are helpful at generating ideas for simple activities they find rewarding, such as games, sports, music, and socializing. It is best to schedule these events in advance (create a calendar for the year), vary the activities, and let staff and students know when and what will occur.

All schools implementing PBS work to implement the 4 to 1 ratio. Many schools find that it is most effective to implement one or two of the other systems, such as a lottery system and monthly activity rewards. The keys to effectiveness and sustainability are keeping it simple and working out the details in advance.

Examples of School-wide Reward Systems



Step Six

Designing predictable consequence systems for behavior infractions

A teacher in a middle school spoke at a staff meeting during a presentation on PBS. He said that he consistently told young men to take off their hats in his classroom and anywhere else in the school. After a while, though, he said that he realized other teachers allowed students to wear hats in their classrooms. He had just assumed that his colleagues shared the same expectation as his, but he came to realize that they did not. The teacher reflected on what message this sent to the students that the teachers in the school differed so much in their standards for behavior.

“Getting on the same page” with other adults when it comes to enforcing rules, addressing behavior infractions, and administering appropriate consequences begins by establishing categories of major and minor infractions. Major infractions are usually code of conduct violations and immediate office discipline referrals. These infractions should be clearly identified and written down.

Many school administrators complain that students are sent to the office for minor offenses that should be dealt with by the teacher in the classroom. If a student is not prepared for class, should they be sent to the office? Should they be sent to the office for refusal to work, for using profanity not directed at a person, for being tardy, for being out of uniform? How many times should a student be able to commit the same “minor” infraction before being sent to the office? Should the office reasonably expect that the teacher making

the referral for a minor behavior has implemented a succession of interventions prior to the referral, in an attempt to help the student correct the behavior? How will the administrator actually know if this has occurred?

These are some of the issues schools may face when they attempt to create an effective, universal approach to implementing consequences for behavior infractions for all students.

Big ideas for creating a school-wide consequence continuum

- The goal is to create a consistent approach to “get on the same page” with colleagues.
- Create predictability for students, staff, and parents.
- Directly instruct students in consequence systems.
- Be neutral, firm, and consistent—reduce attention (and drama) for negative behavior.
- Teach students what to do, and illustrate what not to do.

How to Set a Positive Tone and Increase Direction-Following

- Use direct requests—not questions.
- Acknowledge publicly, correct privately.
- Establish eye contact.
- Give time to respond.
- Use start requests more than stop requests.
- Don’t nag—follow through.
- Don’t yell. Don’t argue.
- Acknowledge compliance.

Sample Classroom/Teacher Interventions

CONSEQUENCE	DESCRIPTION
Conference With Student	Private time with a student to discuss behavior interventions/ solutions. This can include direct instruction in expected or desirable behaviors.
Conference With Parent(s)	Teacher communicates with student’s parent(s) by phone, email, written notes, or person to person about the problem.
In-Class Time Out	Predetermined consequence for breaking a classroom rule. Short duration (five minutes or less, usually separated from group, but remains in class) and brief withdrawal of attention and other reinforcers (a time for student to reflect on his or her action). Use a timer or some other way of showing end of time-out period. Student simply rejoins group after time out is over. Student must comply with rules of time out. Time out procedure must be taught to students before implementing.
Think Sheet	A PBS form used to help a student identify negative behavior including space to write a solution for the behavior.
Privilege Loss	Incentives given for positive behavior are lost. <i>Example:</i> Five minutes off recess.
Out-of-Class Time Out	Student is assigned to another supervised environment for a period of time out (e.g., another classroom). Slightly longer duration than in-class time out (30 minutes or less). Student must comply with rules of exclusion time out. Reduction in reinforcement (it should be boring). May include completion of a think sheet. Time-out procedure must be taught to students before implementing.
Apology Restitution	Student makes amends for negative actions. Takes responsibility to correct the problem created by the behavior through verbal or written declaration of remorse.
Corrective Assignment Restitution	Completion of a task that compensates for the negative action. Also triggers a desire not to revisit the negative behavior. <i>Examples:</i> clean-up, do something for another person.
Home/ School Plan	Parent(s) and teacher agree on a consistent approach. The plan should be consistent with PBS practices—emphasizing teaching and rewarding of appropriate behaviors and using consistent consequences for problem behaviors. The home/school plan should be explained to the student by the parent(s) and teacher, as appropriate.
Written Contract	Student, teacher, and parent(s) may formulate a document expressing the student’s intention to remediate or stop further occurrences of a problem behavior. Written contract should be positive in tone. It should include incentives but may also include consequences for misbehavior.

Sample school-wide consequence sequences

Many PBS schools choose to implement a uniform consequence sequence in all classes (perhaps varying somewhat by grade level). This has the advantage of creating consistency for students from teacher to teacher and year to year. At the elementary school level these systems often have a visual display that allows students to monitor their behavior and know exactly where they stand. At the middle and high school levels, the tracking systems are more discreet. The important thing is that students learn to expect a consistent and predictable response from all teachers for behavior infractions.

The following is a typical consequence sequence at the elementary school level:

- Warning.
- Privilege loss (e.g., 5-10 minutes off recess).
- Time out (frequently with “think sheet”).
- Parent contact.
- Office discipline referral.

Secondary example:

- Warning.
- Brief private conference.
- Out-of-Class time out.
- Office discipline referral.

Step Seven

Data-based decision making

School-wide behavioral data should be readily available to the PBS team. The data should be updated and reviewed at least once per month by the team. Consider the following when reviewing the data:

- How are we doing overall? Compare averages to SWIS standards, your school’s own history, or other schools in your district.
- Identify most frequent problems, locations, times, students, grades, etc. What are the patterns? Develop a few summary statements leading to areas of focus.
- Work smarter, not harder. If many problems are found in non-classroom settings, consider changes to school procedures and supervision practices. If a few classrooms have an especially high number of referrals, consider providing classroom management support to those teachers.
- Consideration of data for identifying Tier 2 interventions for small groups of students.
- Set goals for improvement and a date to review progress.

To what extent is Tier 1 school-wide PBS established in your school?

STATUS OF TIER 1 SCHOOL-WIDE PBS IMPLEMENTATION			
Components	In Place	Partially In Place	Not Yet In Place
Positive behavior expectations are defined and taught to students in each setting within the school and shared with families.			
Practice sessions are scheduled throughout the year to support learning and the maintenance of behavior expectations.			
A system of positive reinforcement is implemented with all students for demonstrating the positive behavior expectations.			
A continuum of consequences is implemented consistently by all staff for minor behavior infractions.			
The PBS team meets at least monthly to review data, provide feedback to staff, and make necessary system adjustments.			

If any of the above items are not in place, make an action plan to ensure the foundation of the school-wide PBS process is established.

If the five components are in place, your school-wide PBS team can start planning for implementing Tier 2.

TWO
TIER

Targeted Interventions

- Modify procedures/increase supervision in non-classroom settings.
- Increase classroom management support.
- Check in–Check out.
- Targeted instruction in social skills and replacement behaviors.
- School-based mentors.
- Simple behavior plan—function based.
- Contracts.
- Simple home/school behavior plans—function based.
- Newcomers Club.
- Increased academic support.
- Alternatives to suspension.

What is Tier 2 of school-wide PBS?

When the universal support of Tier 1 is fundamentally in place for all students, it forms the base for implementing Tier 2 strategies. Tier 2 of the PBS triangle model provides additional interventions to support that smaller percentage of students who do not sufficiently respond to Tier 1 strategies. Tier 2 practices involve analyzing office referral data to identify:

- Locations in the school or times of the day that are especially problematic, and then problem-solve simple solutions for those situations.
- Teachers or classrooms that may be in need of additional classroom management support.
- Small groups of students who are demonstrating similar behavior problems and provide them with more intensive instruction in social skills or replacement behaviors.
- Students who could benefit from daily monitoring, increased feedback, an adult mentor, a simple behavior plan in school, or a behavior plan coordinated between home and school.
- Students who need more academic or organizational support.
- Students who could benefit from alternatives to suspension for major violations.

Students at Tier 2 may be at risk for developing chronic problem behavior but do not need the high intensity interventions typical of individualized behavior plans at Tier 3. A targeted group intervention with ten or more students participating is typical of Tier 2.

Critical features of Tier 2 interventions

Tier 2 interventions are implemented through a flexible and systematic process. The following are essential features of a Tier 2 system:

1. Continuous availability to the students.
2. Rapid access to the intervention (within 72 hours).
3. Low effort by teachers with maximum benefits to student.
4. Consistent with universal school-wide expectations.
5. Implemented uniformly by all staff/faculty in a school.
6. Flexible intervention based on student need and assessment of behavior.
7. Functional assessment of student's behavior of concern.
8. Adequate resources through administrative support and team meetings with time to implement and to follow up with review and revision.
9. Student voluntarily participates.
10. Continuous monitoring of student behavior for decision making.
11. Intervention packages based on student need that "fits" the culture of the school so that students can be connected to these packaged interventions.

How are students selected for Tier 2 intervention?

- Office referrals may trigger a Tier 2 intervention. Some schools trigger a referral for a Tier 2 intervention when students have reached three to five office referrals.
- Additionally, students may be nominated by staff or family members for participation in Tier 2 supports.
- Office discipline referrals may not be helpful in identifying all students that need additional support. Therefore, teachers and support staff may recommend a student for Tier 2 intervention based upon observation and knowledge of the student of concern.

How is a particular Tier 2 intervention selected for an individual student?

- Targeted interventions include increased structure, prompts, and feedback for students with instruction on skills needed to be successful.
- The selection of a specific Tier 2 intervention for an individual student should be based upon a functional behavior assessment (FBA) and should be done in collaboration with other team members.
- Some schools use a quick sort tool that matches a student's issue or need to a supportive intervention.

See page 35 for information on a functional behavior assessment.

Sample Quick Sort Matrix: List the targeted interventions that are available in your school. Identify the possible functions that each intervention delivers by putting a check mark in the cell of the matrix.

Targeted Interventions									
Intervention Function	Check In/ Check Out (CICO)	Social Skills Club	School-based Mentor	Home/School Behavior Plan	Lunch Buddies	Contracts			
Increases opportunities for positive adult attention.	✓	✓	✓	✓	✓				
Increases opportunities for positive peer attention.		✓			✓				
Provides access to choice of alternatives/activities.				✓		✓			
Addresses specific social skills instruction on how to relate with others in the school setting.	✓	✓		✓	✓				
Promotes a positive and encouraging relationship with an adult.	✓		✓						
Increases number of pre-correction prompts and structure for "what to do" throughout the day.	✓		✓	✓					
Increases opportunities for stronger incentives/positive reinforcement.	✓			✓		✓			
Creates a home-and-school communication system.	✓			✓		✓			
Increases consistency in behavior expectations between home and school.				✓		✓			

How is Tier 2 implemented?

The following steps illustrate the general process of Tier 2 implementation:

Step 1 Create process for identifying students in need of Tier 2 supports.

Step 2 Create several interventions that address various needs of students.

Step 3 Allocate resources to implement the interventions.

Step 4 Sort students into the Tier 2 interventions.

Step 5 Collect data on progress of students receiving interventions.

Step 6 Evaluate success and modify program.



photo: © Kate de Fuccio, 2007

Examples of Tier 2 Interventions

Modify procedures/increase supervision in non-classroom settings

Data analysis may show high rates of problem behaviors in certain non-classroom settings, such as in the cafeteria, at recess, or in hallways. Using the PBS dictate, “work smarter, not harder,” the PBS team may evaluate the current procedures for all students that are in place in those environments, then identify some simple solutions to change the conditions in the environment that lead to frequent problems.

Some examples of this include:

- Alter schedules. *Examples:* Schedule lunch after recess to reduce problems at recess and with transitioning back to the classroom. Reduce wait times during transitions, and spend extra time teaching transition procedures.
- Rearrange traffic patterns. *Examples:* Provide visuals, and teach students to walk on the right side of the hall. Take steps to change high numbers of students converging in the same space at the same time.
- Provide active supervision. Effective supervision in non-classroom areas involves movement, scanning, positive contacts, positive reinforcement, and immediate consequences for behavior. Find resources for active supervision techniques in: Sprague, J. & Golly, A. (2005). *Best Behavior: Building Positive Behavior Support in Schools*. Longmont, CO: Sopris West Educational Services.

Increase classroom management support

Data may indicate that certain classrooms or teachers have especially high rates of behavioral problems or office discipline referrals. This may suggest the need for providing additional classroom management support in that environment. Check to see that the following essential classroom management strategies are in place.

- Classroom-wide positive expectations are taught and encouraged.
- Classroom routines and cues are taught.
- A ratio of 4 positive to 1 corrective adult-student interaction is practiced consistently.
- Active supervision occurs in the classroom and during transitions.
- Redirections for minor, infrequent behavior errors are used consistently.
- Frequent pre-corrections for chronic errors are used.
- There is effective academic instruction and curriculum.
- There is a continuum of appropriate consequences enforced consistently and fairly.

Classroom management support can be provided by a PBS coach, support staff, administrators, or other teachers. Consider using the following process:

- Hold a meeting between the teacher and PBS coach to discuss the objective, concerns, and the process that will be used.
- Have the PBS coach observe in the classroom.
- Hold a follow-up meeting to provide constructive feedback and suggestions.

- Develop a plan for improvement (e.g., identify what changes will be made, what resources are necessary to make changes, and the timeline for changes).
- Provide support to the teacher as necessary.
- Hold a follow-up meeting to review results and provide feedback.

Check in–Check out (CICO)

Check in–Check out is an individualized monitoring system that provides frequent positive adult contacts, reminders to the student of the expectations, and feedback on performance. Some students benefit greatly from this type of support.

The basic daily cycle of CICO:

1. Morning check in (get daily progress report).
2. Give form to each teacher or supervisor prior to each period.
3. End of day check out.
4. Points tallied.
5. Reward.
6. Copy of daily progress form taken home and signed.
7. Return signed copy next morning.

Example:

8:35 a.m.–8:50 a.m. Morning Check-in

- Holly gets off the bus, has breakfast, goes to class and then to CICO in Mrs. Barker's office.
- If anyone else is with Mrs. Barker, Holly knows to take a seat in a chair just outside the office to wait her individual turn.
- Holly enters and receives a copy of her check sheet for the day.
- Each of Holly's goals is reviewed every morning with a reminder that

the target is 80 percent or better. She is given encouragement and reminded to do her best.

- Some questions vary with individual students. For example:
 - Did you have breakfast?
 - Did you get enough sleep?
 - Did you take your medicine?
 - Are you ready for the day, or do you still need a little time?
- Reminders are provided for problem situations that may be encountered with staff or other students in the upcoming school day.
- The student starts the day with a positive attitude.

3:30 p.m.–3:45 p.m. Afternoon Check-out

- Holly leaves class and reports to Mrs. Barker's office. She waits her turn.
- At her turn, Holly's daily points are totaled, and a percentage is calculated.
- Mrs. Barker and Holly discuss her progress and acknowledge successes.
- If the score is 80 percent or better, Holly chooses a sticker or a pencil.
- If Holly has 80 percent or better daily for a week, she chooses from her reward list.
- Mrs. Barker sends Holly on her way with encouragement and a positive attitude.

For more information on Check in–Check out:

Crone, D.A., Horner, R., & Hawkins, L.S. (2007). *Responding to problem behavior in schools: the Behavior Education Program*. New York, NY: The Guilford Press.

Targeted instruction in social skills and replacement behaviors

If the data indicates that certain types of behavior problems are especially frequent, targeted instruction with a small group of students on specific replacement behaviors may be appropriate. The specific replacement behaviors identified are frequently from the behavior expectations matrix, such as *hands to self*, *respect cultural differences*, and *use appropriate language*. Targeted social skills instruction typically involves identifying a small group of students who need extra practice in the skill. It may involve providing the instruction in the particular location where it is usually a problem. School support staff may work with classroom teachers to provide this additional level of instruction.

Social skills are taught like academic lessons. The components of a social skills lesson include:

- Define the behavior expectation.
- Provide a rationale.
- Teach the critical discrimination:
 - Demonstrate appropriate behavior.
 - Demonstrate unacceptable behavior.
 - Practice telling the difference with multiple examples.
- If there is a “signal,” teach the signal (when the appropriate behavior should occur).
- Have everyone practice the appropriate behavior.
- Acknowledge students for demonstrating appropriate behavior.

School-based Mentors

Mentoring is a structured and trusting relationship that brings a student together with a caring adult who offers guidance, support, and encouragement aimed at developing the competence and character of the student.

What is a mentor?

A mentor is a trusted and dependable person who listens, supports, and guides a student on a consistent basis over a specified period of time. To the young person, mentoring means having a trusted person who cares about them and listens to them; a role model they can look up to and someone who will help them achieve their dreams. The mentor is the one who initiates the flow of the relationship and invites the student to share and explore through open communication. A mentor helps the student find out where they want to go and helps them find positive and effective ways to get there in a non-judgmental and empathetic manner. The mentor is not intended to become the student’s best friend.

What characteristics does a good mentor have?

- Listens actively, showing a genuine interest.
- Encourages and demonstrates confidence in the student.
- Exhibits patience and kindness.
- Accepts a different point of view.
- Shares interests, knowledge, and experience including successes and failures.
- Admits not knowing everything.
- Creates a positive relationship.
- Expresses humor.

What types of mentoring work?

- One on one with an adult (the most common, traditional type of mentoring).
- Peer mentoring (such as high school students mentoring elementary or middle school students).
- A school-based mentor should plan to meet with the student at least once per week for about 15 minutes.

For resources on mentoring, visit:
www.michigan.gov/mentormichigan

Simple behavior plan—function based

A behavior support plan (BSP) may be developed for a student after conducting a simple functional behavior assessment (FBA). Behavior support plans may involve a single intervention or change to a student’s program. For example, if the FBA found a very specific trigger to a student’s problem behavior, then the intervention may simply change that situation. This could involve giving the student more assistance with certain tasks, breaking tasks or assignments down into more manageable chunks, increasing the frequency of breaks or rewards, providing increased supervision in a specific setting, pairing the student with a buddy, allowing more time to complete certain activities, or providing a more immediate consequence for a problem behavior.

The development of a BSP usually involves some collaboration among team members but not intensive data collection and planning typical of a Tier 3 intervention.

Contracts

A behavior contract is a simple arrangement that ties student behavior to a long-term reward or incentive. The contract will:

- Name the behavior to be performed.
- Specify the extent that the behavior is to be performed daily.
- Identify when the reward is to be given to the student.
- Indicate the number of days that the student will need to meet the daily behavior standard.

The contract is written and signed by the teacher and student with the possible additional signatures of a school administrator or parent. The written contract is a motivational tool in which the school staff person has agreed to provide a reward when the student completes the described behavior. Typically contracts are written in a positive tone to increase expected behavior.

SAMPLE CONTRACT

The following is an agreement between _____ and _____.

The student will _____ and the teacher will _____.

The following conditions apply:

1. _____
2. _____
3. _____

This contract is void if the student fails to achieve the goal.

The contract will be reviewed on _____.

Student Signature/date: _____

Teacher Signature/date: _____

How does a contract get written?

- Arrange an appointment to meet with the student.
- Discuss the behavior of concern and how you are willing to work out a deal to help the student improve the behavior.
- Explain contracting and give some real world examples of contracts (movie star contracts, sports contracts, car leasing contracts).
- Discuss and agree on the behavior to be improved.
- Discuss and agree on activities, privileges, or rewards for the behavior improvement.
- Discuss and agree on how much of the behavior or how long the behavior is to be performed before the student earns the reward (e.g., three talk outs per day for the first week, two talk outs per day the second week, one or zero talk outs per day for the third week).
- Agree on a system to monitor the behavior daily.
- Agree on how, when, and where the earned reward is to be presented.
- Agree on a date to review and possibly renegotiate the contract.
- Write up the agreements and sign the document. Consider if others need to sign the contract [administration or parent(s) or a witness].
- Shake hands and make statements that encourage success.

Simple home/school behavior plans

Some behavior problems that students experience in school are exacerbated by inconsistent expectations and consequences between home and school.

A major premise of school-wide PBS is that students do better when they experience consistent expectations from adults. For some students a simple home/school behavior plan can provide the added structure necessary to create a common expectation around certain behaviors. The student observes teachers and parents “getting on the same page.”

Home/school behavior plans:

- Should be approached in a positive, proactive, and collaborative manner between school staff and parents. There should not be an attitude of blame or condescension from the school towards the parents. The attitude should be one of partnership and doing the best thing for the child by working cooperatively together as adults.
- Should focus on creating consistent positive expectations [e.g., what language is acceptable from the student and what is not (be specific)]. Develop common adult language when praising or correcting the child and expect certain tasks to be completed on a scheduled basis—such as homework at a set time.
- A simple home/school behavior plan may include an agreement to do certain things in terms of providing assistance or supervision (e.g., extra tutoring at school, enforced bedtime at home).
- Should be presented to the student at a meeting with both school staff and parent(s) present so as to reinforce to the student the consistent expectations between home and school.
- Be written and reviewed in a meeting on a periodic basis.

Home/School Behavior Plan

The school and parent(s) agree to support each other, work together, and create consistent expectations for _____ (student's name).

The reason we are developing this plan is because _____ has been having a problem with _____ (behavior in school).

Positive behaviors to be increased:

Behaviors to be decreased:

The school agrees to:

Parent(s) agree to:

When will this plan be explained to the student?

Next meeting date to review progress:

School Staff Signatures: _____

Parent(s)/Guardian(s) Signatures: _____

Newcomers club

This is simply a process that ensures that any new student to the school receives an orientation to the school's entire PBS program in a timely manner. Some schools have students buddy up with newcomers to help in the process. This can be extremely important for schools with highly transient populations. Those for whom English is a second language (students and parents) may need language accommodations during the orientation process.

Increased academic support

Most students with significant behavioral difficulties also have academic problems. Response to Intervention (RtI) and PBS processes should work in concert for students. When conducting an FBA for behavioral difficulty, it is essential to consider related academic factors and provide appropriate academic support as part of a Tier 2 intervention. Interventions could include modified instruction, increased practice on basic skills, assistance with organization, peer support, tutoring, or homework assistance. This often involves grouping students with similar needs and addressing this need through intervention.

Alternatives to suspension

Through an FBA, it may become clear that out-of-school suspension is an ineffective consequence for a student's problem behavior. Many students who experience multiple suspensions come to find being out of school a rewarding condition.

The following are some alternatives to out-of-school suspension.

- Create restitution options such as work around the school or community service.
- Social restitution involves making amends with a person who has been offended or harmed. This may involve a written apology.
- Think sheets are a written format for the student to reflect on problem behavior and identify a plan to correct it in the future. Think sheets can be adapted from the early elementary to the secondary levels. Think sheets can also be sent home if a student is suspended, completed jointly by the student and his parents, and returned to school when the student returns.
- Some schools create an out of classroom time-out option for behaviors that are disruptive to teaching but don't necessarily warrant out-of-school suspension. These options go by such names as the break room, recovery room, safe room, responsibility room, or the principal's office. The criteria and procedures for using such a room should be well defined but could vary depending on the needs of the student. Options for what a student may do there include simply calming down, doing some work, taking a time out from any social interaction, or problem solving a situation.
- A "buddy room" where students with low intensity problem behavior go to another classroom (away from their classroom peers) to complete their schoolwork.

The Guide for Implementing the Balanced and Restorative Justice Model is available for download at <http://oojdp.ncjrs.org/pubs/implementing/safety.html>.

How do we know when a Tier 2 intervention is effective?

Effective interventions produce measurable changes in behavior plus improvements in a student's quality of life (e.g., more time spent in the classroom, participation in school activities, and improved social relationships).

Tier 2 interventions should be continuously monitored using data. Data sources may include office discipline referrals, frequency of behavior incidents, or data specific to a certain intervention (e.g., points earned on Check in-Check out). Student attendance and teacher/staff reports provide additional data on Tier 2 successes. Periodic reviews (monthly to bi-monthly) should be conducted to evaluate progress and make necessary adjustments to the

student's program. A student who meets his or her goals will transition back to the universal interventions of Tier 1. If a student does not meet his or her goals for increasing social skill competence with Tier 2 interventions, the student is referred for Tier 3 interventions.

Resources

Sprick, R., Howard, L., Wise, B.J., & Marcum, K. (1998). *Administrator's desk reference of behavior management*. Eugene, OR: Pacific Northwest Publishing. www.safeandcivilschools.com/books.php

Fairbanks, S., Simonsen, B., & Sugai, G. (2008). Classwide secondary and tertiary tier practices and systems. *Teaching Exceptional Children*, 40(6), 44-52.



TIER THREE

Intensive Individualized Interventions

- Functional behavior assessment and individual behavior support plans.
- Parent collaboration and education.
- Intensive social skills and replacement behavior instruction.
- Collaboration with student's physician or mental health therapist.

What is Tier 3 of school-wide PBS?

When Tier 1 and Tier 2 of school-wide PBS are fundamentally in place, the foundation for implementing Tier 3 supports is established. Tier 3 of the triangle model focuses on the individual needs of students who exhibit ongoing patterns of problem behavior and typically require intensive intervention. Tier 3 supports are layered on top of Tier 1 and Tier 2 supports. Students receiving Tier 3 supports also need the foundation and structure provided by Tier 1 and Tier 2 supports.

Tier 3 interventions are developed following a comprehensive and collaborative assessment of the problem behavior by people who know the student best. Interventions and supports are then developed based on this information and are tailored to the student's specific needs and circumstances. The goal of Tier 3 interventions is not only to diminish the problem behavior but to also increase the student's adaptive skills and opportunities for an enhanced quality of life.

How are students selected for a Tier 3 intervention?

Tier 3 intervention should be considered when problem behavior is:

- Chronic/frequent.
- Dangerous.
- Highly disruptive.
- Impeding learning.
- Resulting in social or educational exclusion.

How is Tier 3 implemented?

The following steps illustrate the general process of Tier 3 implementation:

Step 1 Create a process for identifying students in need of Tier 3 supports.

Step 2 Create a team to develop an individualized behavior support plan.

- a. Conduct a functional behavior assessment.
- b. Link functional assessment results to the development of a behavior intervention plan.

Step 3 Allocate resources to implement the behavior plan.

Step 4 Collect data on student interventions.

Step 5 Evaluate success and modify the program.

Additional criteria for Tier 3 intervention includes:

- Student receives more than six office discipline referrals.
- Tier 2 interventions have been implemented reliably and been found to be ineffective.

What is a functional behavior assessment (FBA)?

Tier 3 interventions involve the process of functional behavior assessment (FBA). FBA is a method for identifying the variables that reliably predict and maintain problem behavior. Variables that predict, or trigger, behavior are called antecedents. Variables that maintain behavior are considered reinforcers; they keep it going.

FBA involves an examination of how the student interacts with the environment and attempts to determine specifically where, when, and why problems arise. It includes an assessment of the student's

strengths and interests. It also involves an assessment of how skill deficits may contribute to the problem behavior.

Information gathered through the FBA process is summarized and hypothesis statements are developed regarding the factors that might be influencing the behavior of concern.

A behavioral support plan (BSP) is then designed based upon the information gathered in the functional assessment. Interventions should directly match the results of the FBA.

FBA is best considered an ongoing process of problem solving conducted by the intervention team. FBA information should be continually gathered, and data should be summarized and reviewed by the team. Data should be used to evaluate the effectiveness of interventions, and the intervention plan should be modified as necessary.

What is a Tier 3 positive behavior support plan?

A Tier 3 PBS plan typically has multiple components, incorporating individualized strategies in the areas of:

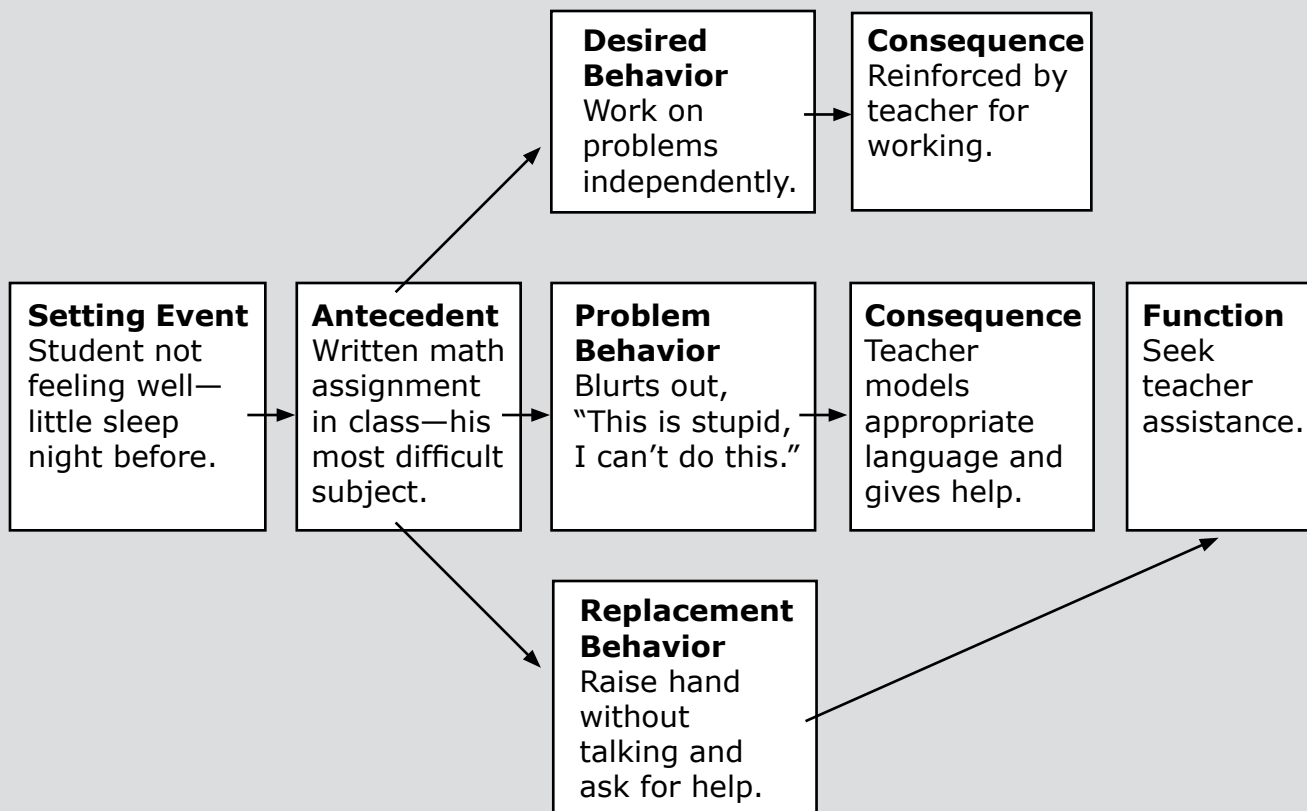
- Prevention of problem behaviors.
- Instruction in replacement behaviors.
- Systems of individualized positive reinforcement.
- Planned consequences designed to decrease reinforcement for problem behavior.
- Emergency interventions, if appropriate.
- Home/school collaboration.

Who conducts the FBA and develops the BSP?

Conducting a functional behavior assessment requires a collaborative team effort. The team should include:

- Student’s teacher(s).
- Student’s parent(s).
- Student, if appropriate.
- Support staff.
- Administrators.
- Persons who know the student well.
- Community mental health, outside therapists, or medical personnel.
- Staff who have expertise in positive behavior support.

A competing pathways diagram can help identify functional replacement behaviors.



Parents and positive behavior support

Parents are knowledgeable about the social, emotional, and behavioral development of their children and are essential contributors in the process of functional assessment and the development of behavior support plans. Parents spend time with their children at home and other community settings different from school and contribute relevant information about their child's behavior in those settings. Parents possess information about their child's preferences, history of intervention programs, strengths, communication skills, and medical concerns which may be critical for the functional assessment process. The combined information from school staff and parents can lead to a comprehensive understanding of the problem behavior, which in turn increases the likelihood of developing an effective behavior support plan.

A number of strategies for encouraging parent involvement in the functional assessment and behavior plan development include:

- Recognize, respect, and accommodate a family's varying availability to be active partners in the process.
- Create a context for family participation by addressing family priorities and goals for the student.
- Develop and maintain a team partnership where the family knows that responsive support is available on an ongoing basis.
- Create with, parents, a home expectations matrix.



photo: © Kate de Fuccio 2007

Resource

Muscott, H.S., Szczesiul, S., Berk, B., Staub, K., Hoover, J., & Perry-Chisholm, P. (2008). Creating Home-School Partnerships by Engaging Families in School-wide Positive Behavior Support. *Teaching Exceptional Children*, 40, 6-14.

What are the steps for implementing FBA?

Tier 3 supports are implemented through a systematic process of functional behavioral assessment and behavior intervention planning. The following steps illustrate the general process for FBA implementation:

Step 1: Identify goals of intervention:

- What is the student doing that is problematic, described in observable and measurable terms?
- Describe to what extent (e.g., frequency, duration, and intensity) the behavior is occurring.
- What broad goals does the team hope to achieve through intervention?

Step 2: Gather relevant information (data):

- Review existing records.
- Interview support providers, student, and/or parent(s).
- Directly observe behavior (antecedents, contexts, consequences).

Step 3: Develop summary statements/hypothesis of the relationship between the behavior and the environment:

- When, where, and with whom is the behavior most likely and least likely to occur?
- What are other conditions that appear to be related to the behavior?
- What happens after the behavior?

Step 4: Develop a behavioral support plan and consider:

- Adjustments to the environment that reduce the likelihood of the problem.
- Teaching replacement skills and building general competencies.
- Consequences to promote positive behaviors and deter problems.
- Crisis response plan (if needed).

Step 5: Implement and monitor outcomes:

- Training and resources needed.
- Responsibility for monitoring implementation.
- Evaluate outcomes based on data review.
- Regularly schedule follow-up meetings.

Evaluating the effectiveness of a Tier 3 plan

Tier 3 PBS plans should include a process for regularly scheduled review meetings. PBS is a proactive approach. If a student has reached the level of requiring a Tier 3 intervention plan, then the team should assume that ongoing planning meetings will be necessary until substantial and durable behavior change has been achieved by the student.

Behavior review meetings should include the following:

- Invitations to all team members.
- An organized, efficient agenda of discussion points.
- A written or graphic summary of the student's behavioral data presented to all team members in a clear and easy to understand manner.
- A summary of pertinent staff and parent observations focusing primarily on recent patterns of behavior or incidents.
- A review of the extent to which the behavioral strategies that were designed for the student have actually been implemented in a reliable manner.
- A discussion regarding any changes (additions or adjustments) that may be needed to the plan.
- Written documentation of the meeting (i.e., minutes shared with all participants).
- Scheduling of the next review meeting.

Crisis intervention

Tier 3 supports take time to be effective. It is likely that behaviors of concern will continue to occur and may even become more severe initially. When severe episodes of a problem behavior occur, it is important to provide a rapid response to ensure the safety of the student and others as well as produce a rapid de-escalation of the behavior. The goals of crisis management procedures are not to punish but to ensure the safety of the student and all others and to de-escalate the situation as rapidly as possible.

Resources

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Wayne RESA (2008). *Guidelines for behavior intervention*. Wayne, MI: Wayne RESA.
www.resa.net/curriculum/positivebehavior

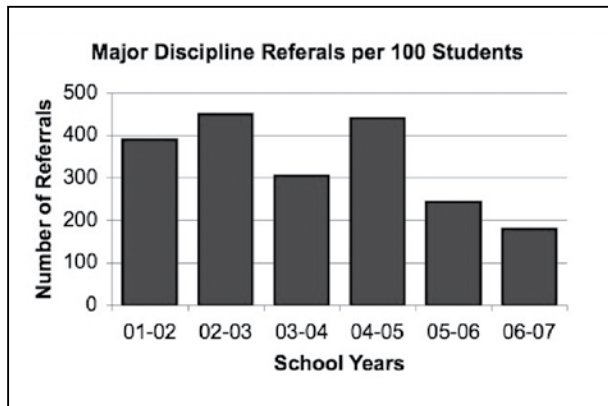
The challenge of sustaining a school-wide PBS program

The sustainability of any school program can be a challenge. Obstacles include declining budgets, reduction of available resources, and competing demands on available time. Effective implementation of school-wide PBS requires an ongoing effort beyond putting in place Tiers 1, 2, and 3. It is important to plan for sustainability from the outset of the school-wide project as well as throughout implementation. It may be helpful to think of four phases of program implementation:

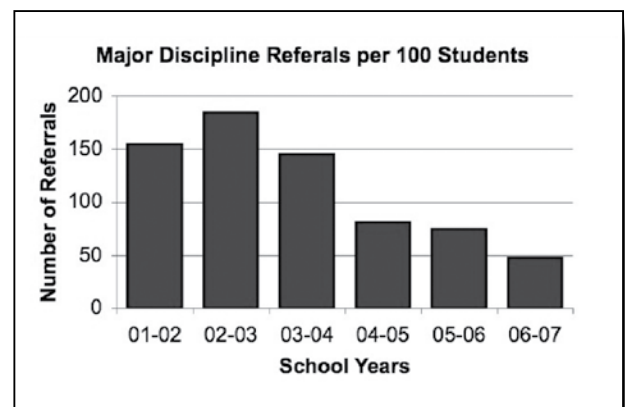
- Creating readiness.
- Initial implementation.
- Become embedded in the school’s practices.
- Ongoing evolution.

A full implementation of the behavior support programs described in this guide would typically require a commitment of at least two to three years.

Below are actual data from two schools implementing school-wide PBS for over six years. Notice that either school might have looked at the major discipline referrals for the 2002-2003 school year, become frustrated with the results, and discontinued implementation. Instead, the schools were committed to implementation over time and their perseverance was rewarded.



School A Example



School B Example

Keys to sustaining school-wide PBS

Sustaining implementation of school-wide PBS will be successful if it is noticeably easier to implement each successive year. If a great deal of new learning for staff occurs year after year, staff will become fatigued and frustrated. Sustainability also improves if school-wide PBS activities are viewed as a part of the school-wide PBS process which benefits all involved. This means that PBS addresses the individual student who requires intensive individualized support as well as the majority of students who engage in little or no problem behavior who may benefit from a prevention focus. Positive behavior support is for ALL students in ALL educational settings.

To sustain a systemic approach like school-wide PBS, it needs to become woven into the fabric of existing school systems.

The process for providing school-wide PBS can be efficient and easy to implement. To ensure effective implementation, staff need to know not only what to do but also how to do it. Staff learn by seeing and doing through demonstrations and practice. Staff also need resources to provide positive behavior support, including the materials, tools, and time to accomplish this. One way to do this is by removing various demands that compete for staff attention that may not be directly related to the mission of the school.

Positive behavior support should not be viewed as an “add on” activity. Behavior support is connected to the broader concern of improving academic success. There is more time to teach when the frequency and intensity of discipline problems are reduced.

Sharing PBS data with staff on a regular basis, usually monthly, is a key to sustainability. During staff meetings it helps to acknowledge staff regarding what they

are doing right and what is working well. Point out areas in need of improvement and generate possible suggestions for improvement. Make an action plan with staff. Many schools provide information in newsletters, weekly emails, Web sites, and blogs.

How do we keep track of where we have been and where we are going?

One way to lose momentum in implementing PBS is disorganization. Important documents and information can get lost over time. This is particularly problematic across school years. To address this issue, building leadership teams should keep a specific place for meeting agendas, meeting minutes and action plans. A three-ring binder containing this information works well as a central repository of documents. School teams also want to “manualize” the PBS process and procedures so that this information becomes a record of institutionalized memory. Manuals or handbooks contain such items as:

- Behavior expectations matrix.
- Behavior lesson plans.
- Reward procedures.
- Corrective consequence procedures.
- Technical assistance contact information.
- Process for data collection.

The role of a PBS coach

Coaches provide a valuable role in helping school teams to develop behavior support capacity. The coach facilitates the development of the PBS process by working with the school team. The coach provides training and prompts staff to follow through on the development of PBS systems and to sustain implementation plans. The coach also helps the school team to problem solve issues as needed.

Increasingly, district support staff with skills in the area of behavior intervention (e.g., school social workers, psychologists, teacher consultants, behavior specialists) are acquiring the skills necessary to support schools and districts in the implementation of school-wide PBS.

Technical assistance for implementing school-wide PBS may also be available at the intermediate school district (ISD) or regional educational service agency (RESA) for your county.

The Web site **www.pbis.org** is an excellent resource. Attending national or state conferences can offer many examples of emerging and sustained PBS across a variety of settings and build your network of people working with PBS. Joining the Association of Positive Behavior Support provides members with an easy to read journal, a Web site for technical assistance, and an annual conference. See the resources section of this guide for additional suggestions.

Informing new students and staff

Over time, new students, families, and staff get involved with the school-wide PBS program. Schools need a process to orient new staff into the language, expectations, and procedures involved in the PBS program. New staff should receive an orientation to the school's PBS systems. Refreshers for continuing staff should

occur annually. PBS should continue to be viewed as a priority for the school building as well as the school district. If this is the case, then professional learning activities can address increasing staff's capacity to sustain PBS in collaboration with the district's professional development efforts.

An orientation process is important for new students and their families. Some schools do this through student handbooks, orientation videos, or picture "scrap books." When new students join the school, they are taught the behavior expectations. The staff create materials expressly to teach students and families the expectations and share the school's approach to acknowledging behavior and increasing social competence.

Spreading the word about PBS

The activities and outcomes of positive behavior support can be shared at least once per year with the local school board. School administrators at the district's central office should be regularly informed of the activities, progress, and outcomes of the school's implementation of PBS. This school-wide PBS information can also be shared with area organizations to help support the ongoing process of behavior support within the schools. Groups such as parent/teacher organizations, student advocacy groups, teacher unions, and community or government organizations can receive progress reports on PBS implementation.

SUSTAINABILITY OF SCHOOL-WIDE PBS IMPLEMENTATION			
Components	In Place	Partially In Place	Not Yet In Place
Positive behavior support activities are embedded into existing school activities.			
Team meetings are efficient and organized.			
PBS activities are documented and stored for future reference.			
There is an ongoing rhythm for reviewing and acting upon discipline data.			
There is ongoing professional development in providing PBS.			
The building leadership team is connected with those at the district level who control policy, funding, and visibility in regards to PBS.			
Regular communication occurs with key stakeholders.			
Regular acknowledgement and encouragement exists for staff implementing PBS with fidelity.			
There is identification of funding sources for continued implementation of PBS efforts.			

Classroom PBS mirrors school-wide PBS

Each classroom in a school building replicates the school-wide behavior expectations and establishes rules specific to that setting (e.g., art class, band class, gym class, first grade). The expectations are quickly spotted on a poster or bulletin board by a student entering the room. Behavioral expectations are directly taught to the student and always modeled by the teacher. Reward systems for the whole school are earned by the students and delivered by the classroom teacher. Strategies for discipline in the classroom are consistent with the strategies used across all settings in the school. This degree of consistency of classroom PBS extends the benefits of school-wide PBS to instructional time even though there are many variations of instructional style, curriculum, and teaching materials. Using classroom PBS will increase time available for teaching.

Classroom PBS triangle reflects school-wide PBS triangle

Imagine the classroom as being a PBS triangle of its own. The percentage of students responding to the universal tier of positive behavior supports in the school may be similar to the percentage of the students in the classroom having 0-3 office referrals. The percentage of students at the targeted interventions level for the school could be comparable to the percent of students in the classroom receiving targeted services. Logically it follows that the percentage of those fewer students at the top of the triangle receiving the individualized and intense interventions may be similar between the school building and the classroom. The classroom teacher provides instruction within a classroom management system that has universal, targeted, and intensive systems of behavior support. The classroom PBS is a microcosm of the school-wide PBS.

Similar to establishing school-wide PBS, the basic ingredients for creating classroom PBS can be viewed through the Four Rs:

1. **Rules** aligned to behavior expectations.
2. **Rewards** to acknowledge student behavior.
3. **Routines** to support efficient classroom management and prevent downtime.
4. **Relationships** to build a positive working relationship in a safe and civil environment.

Example of Middle School Expectations



**FRANKLIN MIDDLE SCHOOL
HORNETS**
Expect the Best at FMS!

**CLASSROOM
EXPECTATIONS**

Be Respectful:

Follow adult directions.
Use appropriate language and volume.
Raise your hand and wait for permission to speak.
Use kind words and actions.
Respect each other's belongings.

Be Responsible:

Be on time.
BE PREPARED BY BRINGING ALL SUPPLIES.
Follow directions the first time given.
Follow established procedures.
Complete and turn in all assignments and homework (ON TIME).

Be Safe:

Keep your hands, feet, and objects to yourself.
Stay in assigned seat.
Use classroom materials and equipment appropriately.

In addition to establishing rules and rewards, the classroom implementing positive behavior support teaches routines that support students through the class day or class hour. Those routines may include teaching students:

- Procedures for turning in papers.
- Procedures for passing out papers and collecting papers.
- Procedures for taking tests.
- Behavior for entering the classroom.
- Behavior for entering the classroom when late to class.
- Behavior for exiting the classroom.
- Procedures for throwing away garbage, sharpening pencils, getting paper and other supplies, using the bathroom, and getting a drink of water.
- Processes for making up work.
- Consequences for late or missed work.
- Behavior for asking questions, answering questions, and volunteering answers.
- Procedures for recording assignments.

Classroom strategies for behavioral success of all students

- Promoting on-task behavior with circular desk arrangement.
 - Active teaching of classroom rules.
 - Say-show-check for teaching classroom procedures.
 - Teaching procedures for transition times; rehearsal of transition.
 - Speeding up transition: beat the timer.
 - Peer-monitored transitions.
 - Coupon system to decrease inappropriate requests for teacher assistance.
 - The study game to improve productivity during independent work times.
 - Praise/encouragement contingent upon effort and productivity.
- Short, soft, and close: delivering effective redirection or corrections.
 - Promoting positive behavior through attribution: "I know you can do this," or "I know you will do your best."
 - Problem-solving student conferences.
 - Sit and watch procedure for teaching pro-social behavior.
 - Advance organizers and reminders of expected behaviors.
 - Reinforcement of the appropriate behavior of other students.
 - Moving closer to students with behavior concerns.
 - Moving throughout the classroom as a "roving reinforcer" of student behavior.
 - Universally understood signal for students to give the teacher their full attention (e.g., hand clap pattern, sustained teacher silence, count down).
 - The good behavior game: Divide the class into teams to create competition for a reinforcer earned by the team(s) that attain(s) the goal on predetermined behavior.
 - Red light/green light: Provide visual feedback on class behavior with opportunity to promptly change behavior to meet classroom expectations.
 - Countdown to free time: Students earn free time through the display of on-task behavior. When the teacher scans the classroom and notes off-task behavior, a minute is subtracted without comment with the resulting minutes equaling the reward of earned free time.

Consider the following when implementing classroom student support plans:

- Does the strategy treat students with dignity?
- Does the teacher's response to inappropriate behavior include a component to teach the student the appropriate response?
- Is the response to any rule violation clear to the student?
- Is there a sequential or hierarchical response to rule violations?

Classroom meetings—universal support that can improve working relationships

This process can support the implementation of classroom PBS and involves the whole classroom and teacher in problem solving.

Purpose of the classroom meetings:

- Increase positive involvement with school, teacher, and one another.
- Solve class problems.
- Learn to think.

Types of meetings:

- Problem solving: to find resolution to the problems of living in a school community.
- Open ended: to increase thinking skills and understanding of topics.
- Educational diagnostic: to civilly evaluate effectiveness of instruction.

Meeting mechanics:

- Seated in a tight circle with no furniture or other barriers within the circle.
- Regularly scheduled time.
- Ten to twenty minutes as developmentally appropriate.

Guidelines for the leader:

- Non-judgmental responses.
- Display warmth and enthusiasm for the process.
- Set ground rules and review often.

Reflections after the meeting:

- Were the students engaged in discussion?
- Did these students share their concerns and ideas thoughtfully and politely?
- Did the students listen attentively?

CLASSROOM PBS STRATEGIES SELF-ASSESSMENT	YES	NO
The classroom has sufficient space and access to materials to support teaching activities and smooth transitions.		
Classroom behavior expectations are clear, positive, and posted.		
Classroom behavior expectations are directly taught and when students have difficulty with a particular expectation, it is immediately re-taught.		
Students make a written or verbal commitment to follow the behavior expectations.		
Students can state the classroom behavior expectations.		
Classroom routines are directly taught and when students have difficulty with a routine, it is immediately re-taught.		
Students spend most of the time engaged in active learning with little unstructured time.		
The teacher uses at least four positive interactions for each instance of corrective feedback.		
The teacher references the behavior expectations when infractions occur.		
Instructional areas of the classroom have clear, visual boundaries for students.		
The teacher can see all students when scanning the classroom.		
The teacher is visible to the students and moving throughout the classroom.		
The daily schedule of activities or agenda is posted.		
Transitions between activities or classes is directly taught.		
Incentives are earned by students.		
The teacher greets each student.		
Consequences are pre-planned and posted.		
Consequences are delivered in a calm, matter-of-fact manner.		
Students are reminded of their choices in a calm, positive manner before escalation in student behavior.		

Early Childhood Developmental Delay Holly Area Schools

"Positive behavior support training has made a difference to me because it has given me a wonderful variety of tools and many new ideas to think about as I try to support young children with challenging behaviors. I have learned to think about and observe these children in new ways. For example, a careful and critical observation of a child's environment by the staff could reveal a need to make changes which would better support positive behavior. Additionally, as a result of PBS training, I have more confidence in my ability and am better prepared to deal effectively with children who display challenging behaviors."

Pat Bilek
Preschool Teacher
Early Childhood Developmental Delay
Holly Area Schools

Resources

Alberto, P. & Troutman, A. (2008). *Applied behavior analysis for teachers* 8th Edition. Prentice Hall Inc: Upper Saddle River, NJ.
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The Tough Kid Book (1992). Rhode, G., Jenson, W.R. & Reavis, H.K.; *Tough Kid Tool Box* (2000). Jenson, W.R., Rhode, G. & Reavis, H.K. and *The tough kid parent book: Why me?* (2002) Jenson, W.R., Rhode, G. & Hepworth Neville, M. Longmont, CO: Sopris West.
www.sopriswest.com

Witt, J., LaFleur, L., Naquin, G. & Gilbertson, D. (1999). *Teaching effective classroom routines*. Longmont, CO: Sopris West.
www.sopriswest.com

Michigan State Board of Education Positive Behavior Support Policy

The vision of the State Board of Education is to create learning environments that prepare students to be successful citizens in the 21st century. The educational community must provide a system that will support students' efforts to manage their own behavior and assure academic achievement. An effective behavior support system is a proactive, positive, skill-building approach for the teaching and learning of successful student behavior. Positive behavior support systems ensure effective strategies that promote pro-social behavior and respectful learning environments. Research-based positive behavior support systems are appropriate for all students, regardless of age.

The principles of Universal Education reflect the beliefs that each person deserves and needs a positive, concerned, accepting educational community that values diversity and provides a comprehensive system of individual supports from birth to adulthood. A positive behavior support policy incorporates the demonstration and teaching of positive, proactive social behaviors throughout the school environment.

A positive behavior support system is a data-based effort that concentrates on adjusting the system that supports the student. Such a system is implemented by collaborative, school-based teams using person-centered planning. School-wide expectations for behavior are clearly stated, widely promoted, and frequently referenced. Both individual and school-wide learning and behavior problems are assessed comprehensively. Functional assessment of learning and behavior challenges is linked to an intervention that focuses on skill building. The effectiveness of the selected intervention is evaluated and reviewed, leading to data-based revisions. Positive interventions that support adaptive and pro-social behavior and build on the strengths of the student lead to an improved learning environment. Students are offered a continuum of methods that help them learn and maintain appropriate behavior and discourage violation of codes of student conduct.

In keeping with this vision, it is the policy of the State Board of Education that each school district in Michigan implement a system of school-wide positive behavior support strategies.

Adopted September 12, 2006

Web Sites

www.pbis.org

National technical assistance Web site on positive behavior intervention and supports includes an online library of reference, videos, and tools.

www.apbs.org

Association for Positive Behavior Support-membership includes *The Journal of Positive Behavior Interventions*.

www.pbismaryland.org

Positive behavior support page for the state of Maryland. The Web site has examples of school-wide implementation and tools to use.

www.swis.org

School-Wide Information System: A web-based means of recording and charting student behavior.

<http://challengingbehavior.fmhi.usf.edu/pbs.html>

Center for Evidence-Based Practice: An emphasis on the challenging behavior of young children including training, research, and case studies.

www.beachcenter.org

The Beach Center provides newsletter, publications, and training resources for PBS in the home and school.

<http://flpbs.fmhi.usf.edu>

The Florida Positive Behavior Support Project has resources for school-wide, classroom three tier, and family implementation of PBS. Hosts a powerpoint-based training of school-wide and individual PBS.

www.successfulschools.org

Effective Educational Practices Web site provides an acknowledgement menu and other information for behavior support.

www.whatworks.ed.gov

The What Works Clearinghouse describes Character Education and Success for All as approaches that improve student behavior.

<http://serc.gws.uky.edu/pbis/home.html>

The University of Kentucky has four Web-based modules for self-paced learning titled "Understanding Problem Behavior."

<http://pbs.fsu.edu/PBS.html>

Five free training modules for download addressing implementation of PBS for young children.

www.vanderbilt.edu/csefel/modules.html

Four free training modules to promote social-emotional competence of young children.

<http://onlineacademy.org>

Seven training modules designed to enhance learning and deepen understanding of PBS.

www.interventioncentral.org

Free tools, ideas, and resources for school personnel and parents created by a school psychologist and administrator, Jim Wright.

www.resa.net/curriculum/positivebehavior

Wayne RESA school-wide positive behavior support includes documents, materials, tools, and samples.

www.cenmi.org/miblsi

Michigan's Integrated Behavior and Learning Support Initiative.

www.michigan.gov/mde

Find important policies such as the State Board of Education Standards for the Emergency Use of Seclusion and Restraint, the State Board of Education Positive Behavior Support Policy, and the Model Anti-Bullying Policy. Click on: "**State Board of Education**" then "**Policies.**"

- *Seclusion and Restraint*—December 2006
- *Positive Behavior Support*—September 12, 2006
- *Model Anti-Bullying*—September 12, 2006

Author Contact Information

Kelly Dunlap, Psy.S.

Grand Valley State University
402 S. Fulton
DeVos Center 342C
Grand Rapids, MI 49504
(231) 330-0136
dunlapke@gvsu.edu

Steve Goodman, Ph.D.

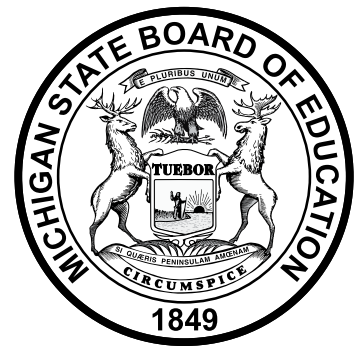
Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi)
Ottawa Area Intermediate School District
13565 Port Sheldon Street
Holland, MI 49424
(877) 702-8600 extension 4027
sgoodman@oaisd.org

Chris McEvoy

Wayne RESA
33500 Van Born Road
Wayne, MI 48184
(734) 334-1398
mcevoyc@resa.net

Frances Paris, Ph.D., NCSP

Oakland Schools
2111 Pontiac Lake Road
Waterford, MI 48328
(248) 209-2353
frances.paris@oakland.k12.mi.us



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