How’d They do That?
Transform School Culture Through the Alignment of Behavior Supports: An Overview of the PBIS Framework
# Introductions

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<tr>
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<td>Academic Director:</td>
<td>Special Education and Interventions Coordinator:</td>
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<td><em>El Dorado County Charter SELPA</em></td>
<td><em>The Language Academy of Sacramento</em></td>
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**Welcome**
Session Objectives

Provide an overview of PBIS framework and the impact on school culture

Review the multi-tiered system approach to supporting all students

Learn the steps one school took to build a multi-tiered system of support for managing student behavior using the PBIS framework, including the benefits and challenges experienced throughout the stages of implementation.
Session Resources

https://padlet.com/selpapd/ACSA_PBIS
Making a Change:
Creating a Positive School Climate
Positive School Climate: 
*Turn and Talk*

1. **What does positive school climate mean to you?**
2. **How do you know if your school has a positive school climate?**
3. **How would your students describe positive school climate?**
How is School Climate Defined?

- Norms, values, expectations and beliefs (culture)
- Interpersonal relationships (social)
- Leadership and educational structure
- Instructional learning and practices
- Physical setting (property and building maintenance)
EVERY OPPORTUNITY
### Local Control Accountability Plan: 8 Priority Areas

1. **Basic Access**
   - Providing all students access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities.

2. **State Standards & Common Core**
   - Implementing California's academic standards, including Common Core State Standards in English language arts and math, Next Generation Science Standards, English language development, history/social science, visual and performing arts, health education and physical education standards.

3. **Parent Involvement**
   - Encouraging parent involvement and participation, so the local community is engaged in the decision-making process and the educational programs of students.

4. **Student Achievement**
   - Improving student achievement and outcomes along multiple measures, including test scores, English proficiency and college and career preparedness.

5. **Student Engagement**
   - Supporting student engagement, including whether students attend school or are chronically absent.

6. **School Climate**
   - Highlighting school climate and connectedness through a variety of factors, such as suspension and expulsion rates and other locally identified means.

7. **Course Access**
   - Ensuring all students have access to basic skills, prepare them for college & careers, regardless of what school they attend or where they live.

8. **Other Student Outcomes**
   - Measuring other important student outcomes related to required areas of study, including physical education and the arts.
Priority 6 is titled “School Climate” and refers to the degree to which students feel safe and connected in school.

Priority 6 requires that schools choose and implement a systems-wide approach for establishing social, cultural and individualized behavioral supports.
PBIS
Positive Behavioral Interventions and Supports
Multi-Tiered System of Supports (MTSS): Framework in which academic and behavioral systems are aligned to support all students.

**ALL** students benefit from school-wide Tier I instruction and supports (such as teaching academically aligned expectations, career and technical competencies, and social emotional skills) to be prepared for career, college, and life.

**SOME** students can benefit from supplemental Tier II instruction and supports (such as a reading or math intervention or behavioral check-in). These students are identified as needing more intensive or accelerated academic, career, behavioral, and/or mental health interventions in addition to Tier I services.

**A SMALL NUMBER** of students can benefit from intensive Tier III instruction and supports (such as those provided through community partnerships and specialized programs to provide more intensive or accelerated academic, career, behavioral, and/or mental health supports). These students may need case management or accelerated instruction in addition to Tier I services.

PBIS

OSPI | Office of Superintendent of Public Instruction
PBIS Model

Tier 1: Universal
School-wide

Tier 2: Targeted
Focused on a group

Tier 3: Intensive, Individual
Focused on individuals
What is PBIS?

A collaborative (team-based), framework for establishing the social culture and behavioral supports needed for a school to achieve behavioral and academic outcomes for all students

Multiple tiers of support
Supporting Social Competence & Academic Achievement

4 PBS Elements

Supporting Staff Behavior

Supporting Student Behavior

OUTCOMES

SYSTEMS

DATA

PRACTICES

Supporting Decision Making
Critical Elements

- Establish a PBIS team
- Focus on prevention, focus on the positive
- Establish a data-based decision-making system
- Modify discipline referral process, forms and definitions
- Develop a meaningful reward system
- Involve student and parent representatives
- Agree upon consistent responses to problem behavior
- Establish, teach and reteach positive social expectations

Monitor, evaluate and modify
The Language Academy Sacramento

PBIS School-Wide Supports: Steps to Success
PBIS Model

Tier 1: Universal
School-wide

Tier 2: Targeted
Focused on a group

Tier 3: Intensive, Individual
Focused on individuals
<table>
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<tr>
<th>Phase 1</th>
<th>Phase 2</th>
<th>Phase 3</th>
<th>Phase 4</th>
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| Create team and hold team meeting  
  - Complete Action Plan  
  - Plan staff buy-in/training  
  - Plan lessons for students | PBIS team meeting  
  - Plan staff buy-in/training  
  - Plan lessons for students | PBIS team meeting  
  - Plan staff buy-in/training  
  - Plan lessons for students | PBIS team meeting  
  - Review data collected |
| **Staff Buy-In/Staff Training**  
  - Create and post school-wide umbrella rules  
  - Create and post school-wide behavior expectations matrix  
  - Create school-wide reward systems | **Staff Buy-In/Staff Training**  
  - Create data-collection system and discipline referral system  
  - Teachers create classroom expectations and rewards systems | **Staff Buy-In/Staff Training**  
  - Make any necessary adjustments to expectations and/or reward systems | Have all staff (or small group) complete assessment of PBIS |
| **Teach students about PBIS**  
  - Overview  
  - Umbrella rules | **Teach students about PBIS**  
  - Teach behavior expectations to all students  
  - Implement school-wide reward systems | **Teach students about PBIS**  
  - Teachers teach classroom expectations and implement classroom rewards systems  
  - Implement data collection and discipline referral systems | **Teach students about PBIS**  
  - Implement adjustments to expectations and/or reward systems |
Steps to PBIS Success:
The Language Academy of Sacramento

- Vision and Mission
- Finding Our Why: Past Practice and Data
- Big Picture: PBIS and MTSS
- Professional Development for Leaders
- Action Planning
- Identify PBIS Team
- Professional Development Schedule and Support
- Tier One Supports
- Data Collection, Review and Modify
Vision

Our vision is to provide an exceptional two-way Spanish immersion program for all students.
Mission

To create a learning community where students:

- Utilize bilingual (Spanish and English) academic knowledge and skills in real-world situations and diverse settings. (Biliteracy)
- Develop and exhibit positive self-esteem, pride, confidence, and respect for themselves and others. (Confidence and Life Skills)
- Demonstrate leadership skills in order to build bridges between communities and apply critical thinking skills to solve problems, promote social justice, and create change in society. (Leadership and Critical Thinking)
Finding Our Why: Data

Steps to Success at LAS:
Vision and Mission
Finding Our Why: Past Practice and Data
Big Picture: PBIS and MTSS
PD for Leaders
Action Planning
Identify PBIS Team
PD Schedule and Support
Tier One Supports
Data Collection, Review and Modify

Total Number of Students: 585

- English Language Learners
- Special Education
- Free & Reduced Lunch
Finding Our Why: Reflecting on Past Practice

- School wide agreements
- Life Skills & Lifelong Guidelines (Susan Kovalik)
- Setting Limits behavior management approach
- Communication pathways were simple
- Move to a new campus (2010)
Steps to Success at LAS:

Vision and Mission

Finding Our Why: Past Practice and Data

Big Picture: PBIS and MTSS

PD for Leaders

Action Planning

Identify PBIS Team

PD Schedule and Support

Tier One Supports

Data Collection, Review and Modify

Finding Our Why

Growth over time - from 200+ students to 500+

Over time, increase in behavior referrals

Increase in students being sent to main office for behavior infractions

Lack of structures in the cafeteria
Finding Our Why

Staff time spent on resolving student issues

Negative interaction observed

Inconsistent responses to student behaviors, needs related to common language and practices expressed

Reactive responses to problems
Big Picture: **PBIS and MTSS**

- PBIS as part of MTSS
- LCAP cites PBIS practices
- School Climate goals related to behavior
- Included in Parent & Student Handbook
- MTSS & Intervention Progress Team Grade Level Meetings

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**Steps to Success at LAS:**

**Vision and Mission**

**Finding Our Why:** Past Practice and Data

**Big Picture: PBIS and MTSS**

**PD for Leaders**

**Action Planning**

**Identify PBIS Team**

**PD Schedule and Support**

**Tier One Supports**

**Data Collection, Review and Modify**
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Professional Development
Consultation with SELPA Program Specialist (PS)
Attended SELPA PBIS training
PS provided on-site staff training
PBIS Team formed included SELPA PS in the process
Action Planning

Staff Survey

Annual Parent Survey

Annual Student Survey
Steps to Success at LAS:

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PD for Leaders

Action Planning

Identify PBIS Team

PD Schedule and Support

Tier One Supports

Data Collection, Review and Modify

Team Members Include: Special Education and Interventions Coordinator, Principal, Teacher representatives, Custodian, Grounds Supervisors, Office Staff, Parent Council Representative. After School Program Staff
## Steps to Success at LAS:

### Vision and Mission

### Finding Our Why: Past Practice and Data

### Big Picture: PBIS and MTSS

### PD for Leaders

### Action Planning

### Identify PBIS Team

### PD Schedule and Support

### Tier One Supports

### Data Collection, Review and Modify

## SELPA Professional Development

<table>
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<tr>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
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| • Two Day PBIS Training  
  • Exploration in afterschool program | • Two Day PBIS training with PBIS Team  
  • SELPA Staff Training  
  • SELPA Observation and Feedback | • Ongoing SELPA  
  • Consultation and Feedback |

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Steps to Success at LAS:

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PD for Leaders

Action Planning

Identify PBIS Team

PD Schedule and Support

Tier One Supports

Data Collection, Review and Modify

School-Wide System of Supports

- School Wide Rules
- School Wide Behavior Expectations
- Teach and Review Rules and Expectations
- Discipline Referral
- Progressive Discipline Policy
- School Wide Reinforcement Systems

Communicate PBIS Processes
Be Respectful

School Rules

Make Responsible Decisions

Solve Problems

Tier One Supports:

School Wide Rules
School Wide Behavior Expectations
Teach and Review Rules and Expectations
Discipline Referral
Progressive Discipline Policy
School Wide Reinforcement Systems
Communicate PBIS Processes
## Tier One Supports:

### School Wide Rules

**School Wide Behavior Expectations Matrix**

**Teach and Review Rules and Expectations**

**Discipline Referral**

**Progressive Discipline Policy**

**School Wide Reinforcement Systems**

**Communicate PBIS Processes**

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<td><strong>Be Respectful</strong></td>
<td><strong>Wear school uniform.</strong></td>
<td>Keep your hands, feet &amp; belongings to yourself.</td>
<td>Always use sidewalks.</td>
<td>Keep voices at a speaking level and use scholarly language.</td>
<td>Walk at all times.</td>
<td>Only go in designated areas.</td>
<td>Only run in designated areas; walk everywhere else.</td>
<td>Only speak in the assigned area.</td>
<td>Keep others who are not in the group in mind.</td>
<td>Help others when appropriate.</td>
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<tr>
<td><strong>Make Responsible Decisions</strong></td>
<td><strong>Keep trash away responsibly.</strong></td>
<td>Keep school property free of writing and graffiti.</td>
<td>Stay within school boundaries.</td>
<td>Be an active participant and be engaged in your learning.</td>
<td>Wait quietly &amp; patiently to be helped.</td>
<td>Keep walls &amp; stairs free of writing &amp; graffiti.</td>
<td>Keep respect for the privacy of others.</td>
<td>Speak quietly so that others may read &amp; study.</td>
<td>Treat books &amp; equipment with care.</td>
<td>Help listen for and follow adult directions.</td>
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<tr>
<td><strong>Resolve Problems</strong></td>
<td><strong>Report any injuries, concerns, or unidentified visitors to staff.</strong></td>
<td>Raise your hand to speak and respect others’ opinions and contributions.</td>
<td>Enter &amp; exit in a quiet and orderly manner.</td>
<td>Use only during recess/lunch.</td>
<td>Help students who do not know how to use equipment.</td>
<td>Have patience when waiting for a popular break.</td>
<td>Be an active listener.</td>
<td>Take turns when speaking and listen without interruption.</td>
<td>Maintain eye contact with the speaker.</td>
<td>Bring only acceptable items into locker room.</td>
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• During Summer 2015, LAS teachers worked on a cafeteria expectations video
• Each teacher also shared common presentations with students with a focus on the “Jaguar Code”
• Implementation within After School program
Behavior Referral and Reflection

Reflection Sheet is used to address “minor” behaviors

- Students are provided the opportunity to problem solve, take responsibility and ownership for behaviors
- Teaches corrective actions
- Supports documentation and data collection

Tier One Supports:
- School Wide Rules
- School Wide Behavior Expectations Matrix
- Teach and Review Rules and Expectations
- Discipline Referral
- Progressive Discipline Policy
- School Wide Reinforcement Systems
- Communicate PBIS Processes
Behavior Referral and Reflection

Office Discipline Referral is used for “major” behaviors

- Information gathering
- Reflection opportunity for student
- Inform team of incident & document (MTSS team, Administration, Parent)
- Outlines process of managing student behavior

Tier One Supports:
- School Wide Rules
- School Wide Behavior Expectations Matrix
- Teach and Review Rules and Expectations
- Discipline Referral
- Progressive Discipline Policy
- School Wide Reinforcement Systems
- Communicate PBIS Processes
Progressive Discipline Policy

- Goal: Develop a roadmap for staff
- Consistency and alignment
- Define behaviors
- Focus on classroom managed versus office managed behaviors
Reinforcing Positive Behavior

Tier One Supports:
- School Wide Rules
- School Wide Behavior Expectations Matrix
- Teach and Review Rules and Expectations
- Discipline Referral
- Progressive Discipline Policy
- School Wide Reinforcement Systems
- Communicate PBIS Processes

Manchas Jaguares

Estudiante: ____________ Grado: ____________

Reconocido por:
- □ Mostrar Respeto
- □ Tomar Buenas Decisiones
- □ Resolver Problemas
- □ Destreza del Mes:

Sitio:
- □ Frente de la escuela
- □ Pasillo
- □ Salón
- □ Cafetería
- □ Oficina
- □ Baño
- □ Patio/Parque
- □ Biblioteca
- □ Gimnasio

Descripción: ____________________________________________________________________

Otorgado por: ___________________________ Fecha: ____________
Ongoing Communication of PBIS Processes

Professional learning (1-2 times per year)
New staff intake process
Parent/Student Handbook
Staff Meeting
Monthly school climate meeting
Parent Council Meeting

Tier One Supports:
- School Wide Rules
- School Wide Behavior Expectations Matrix
- Teach and Review Rules and Expectations
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- Progressive Discipline Policy
- School Wide Reinforcement Systems
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Steps to Success at LAS:

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Big Picture: PBIS and MTSS

PD for Leaders

Action Planning

Identify PBIS Team

PD Schedule and Support

Tier One Supports

Data Collection, Review and Modify

Data Collection and Review

- Students collect and count reinforcement tickets
- Collect students' reflection sheets in office
- Document office visits, minor and major behaviors within student information system
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PD Schedule and Support

Tier One Supports

Data Collection, Review and Modify

Ongoing Review and Modification

- Ongoing analysis of data
- Ongoing changes to student behavior matrix
- Focus on Tier 2 level of supports
- New reward systems
- Refining behavior flowchart
- Review consistency and fidelity

Ongoing analysis of data

Ongoing changes to student behavior matrix
It's all about the baby steps and imperfect action. Do what you can, with what you have, from where you are today.
Next Steps

Stay Connected and Follow Updates:

• California Technical Assistance Center on Positive Behavioral Interventions and Supports
• OSEP Technical Assistance Center: Positive Behavioral Interventions and Supports

Utilize Resources on EDCOE Charter SELPA Padlet Wall to help you get started: https://padlet.com/selpapd/ACSA_PBIS

What is one action item you will commit to after this session?
Questions?
How’d They do That?
Transform School Culture Through the Alignment of Behavior Supports: An Overview of the PBIS Framework