Before we begin,
Please take a moment to

1. Name tag for yourself
2. Choose an Affirmation Sticker

Own It. Love It. Live it.

WiFi: SCCOE VISITOR
1. SCCOE Visitors
2. Nam/Email
3. Accept Terms
4. Register
Positive Behavioral Interventions and Supports (PBIS) Overview

Safe and Healthy Schools

October 25, 2018

@inclusioncollab  #SCCOEPBIS
In the event of an emergency evacuation:

- Please notify me if you require assistance exiting
- Follow me as we vacate the room and building
- Proceed to the parking lot evacuation area for roll call
- Do not leave until attendance reporting is completed
- We greatly appreciate your cooperation in the event of an emergency
Today's GOALS

- Explore how Positive Behavioral Interventions and Supports (PBIS) fits within the framework of MTSS
- Connect the essential components of PBIS to the work
## Learning Expectations

<table>
<thead>
<tr>
<th>Expectation</th>
<th>Behavior</th>
</tr>
</thead>
</table>
| Be Respectful     | **Listen** to others attentively  
|                   | Be **open** to others’ perspectives and ideas  
|                   | Share your **questions** with the group                                  |
| Be Responsible    | Take care of your **needs** (water, food, restroom, etc.)  
|                   | Set **phones to quiet mode** and take calls outside  
|                   | **Follow up** and complete assigned tasks  
|                   | Make yourself **comfortable**                                            |
| Be Engaged        | **Ask** what you need to know to understand and contribute  
|                   | **Contribute** to the team by sharing relevant information and ideas    
|                   | during discussions and activities                                         |
What would success look like in every class, in every school, every day?
Use the graphic organizer to

1. Jot down some thoughts in each four quadrants
2. Discuss common themes across quadrants at your table
3. Choose a Reporter to share out themes with whole group
What is PBIS?

A data-driven decision making multi-tiered framework for establishing the social culture and behavioral supports needed for a school to be an efficient and effective learning environment (academic and behavior) for all students.
• Use existing **structures** to **support** (implementation of behavior and social-emotional frameworks)
• Using multiple sources of information (**data**) to determine what needs to be taught
• Using the **teaching matrix** to map out social-emotional skills along with behavior skills needed to be taught
• Attending to the needs of staff so that they may care for the students (through both **coaching** & **PD** as well as staff wellness)
Schools Using PBIS
August, 2017

25,911 Schools Implementing PBIS
---------------------------
13,832,582 Students

3367 High Schools
How can/do the 4 points work in tandem with the Inclusion Collaborative focus?

- Use existing **structures** to support
- Use (data) to determine what needs to be taught
- Use the **teaching matrix**
- **Coaching & Professional Development**

Our focus is the successful inclusion and equity of ALL children regardless of abilities and disabilities in preschool and child care centers, school districts and family and community settings through education, advocacy and awareness.
**Universal/Primary Prevention**
- All youth interspersed with all adults. All staff are fostering care and connections and supporting all youth; School-/Classroom-Wide Systems for All Students, Staff, & Settings

**Supplemental/Secondary Prevention**
- Groupings of youth that are being supported by 1-2 adults at a time; Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

**Intensive/Tertiary**
- Individual students that are receiving support from individualized teams of adults; Specialized Individualized Systems for Students with High-Risk Behavior
Multi-Tiered System of Supports as a Framework

Without a framework

With a framework
A Rhetorical Questions

• What do we want our children to be, to know, and to be able to do when they graduate?

• How can the entire community be organized to ensure that all students reach the stated goals?
2016-2017 Santa Clara County Exclusionary Discipline

11,243 Total Suspensions
7,193 Students Suspended
153 Students Expelled

= 1,000 students

Source: DataQuest http://data1.cde.ca.gov/dataquest/
Traditional Behavior Management Model

1) Repeating & restating consequences
2) Increasing “aversiveness” of consequences
3) Establishing a bottom-line (zero tolerance level)
4) Excluding student from “privilege” of attending through Suspension & Expulsion
5) Offering alternative ways of completing the high school experience (alternate placement)

Sugai & Horner (2002)
Traditional Behavior Management

- Relies on negative consequences
- Authoritarian style of discipline
- Reacting to specific student misbehavior
- Implementing punishment-based strategies:
  - Office Referrals
  - Reprimands
  - Loss of privileges
  - Detentions
  - Suspensions
  - Expulsions

PBIS

- Adjusts the system and setting to improve skills
- School community works together as a team
- Reinforcing positive social behavior
- Modeling appropriate behavior
- Teaching behavioral expectations
- Rewarding students for following expectations
PBIS Implementation Framework

- We organize our resources
  - Multi-Tier Mapping, Gap Analysis

- So kids get help early
  - Actions based on outcomes (data!), not procedures

- We do stuff that’s likely to work
  - Evidence-Based interventions

- We provide supports to staff to do it right
  - Fidelity: Benchmarks of Quality

- And make sure they’re successful
  - Coaching and Support
  - Progress monitoring and performance feedback
  - Problem-Solving process
  - Increasing levels of intensity
Experimental Research on PBIS

PBIS Experimentally Related to:

1. Reduction in problem behavior
2. Increased academic performance
3. Increased attendance
4. Improved perception of safety
5. Reduction in bullying behaviors
6. Improved organizational efficiency
7. Reduction in staff turnover
8. Increased perception of teacher efficacy
9. Improved Social Emotional competence
WHY WHY WHY WHY WHY WHY

[Image of a character painting with a blue brush]
School-wide Systems
All students all settings all times

Create a positive school culture:

• School environment is **predictable**
  – common language
  – common vision (understanding of expectations)
  – common experience (everyone knows)
• School environment is **positive**
  – regular recognition for positive behavior
• School environment is **safe**
  – violent and disruptive behavior is not tolerated
• School environment is **consistent**
  – adults use similar expectations.

Rob Horner and George Sugai
5 Core Practices

School-wide PBIS

1. Define school-wide expectations (i.e., social competencies)

2. Teach & Practice expectations

3. Monitor & Acknowledge prosocial behavior

4. Provide Instructional Consequence for unwanted behavior

5. Make Decisions based on information collected

(Zins & Ponti, 1990)
Stages of Implementation

**Exploration/Adoption**
- Development Commitment

**Installation**
- Establish Leadership Teams, Set Up Data Systems

**Initial Implementation**
- Provide Significant Support to Implementers

**Full Implementation**
- Embedding within Standard Practice

**Innovation and Sustainability**
- Improvements: Increase Efficiency and Effectiveness

3-5 Years

**Should we do it?**

**Doing it right**

**Doing it better**
## Stages of Implementation

<table>
<thead>
<tr>
<th>Focus</th>
<th>Stage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Should we do it!</td>
<td>Exploration/Adoption</td>
<td>Decision regarding commitment to adopting the program/practices and supporting successful implementation.</td>
</tr>
<tr>
<td>Work to do it right!</td>
<td>Installation</td>
<td>Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct audit, develop plan.</td>
</tr>
<tr>
<td>Work to do it better!</td>
<td>Initial Implementation</td>
<td>Try out the practices, work out details, learn and improve before expanding to other contexts.</td>
</tr>
<tr>
<td></td>
<td>Full Implementation</td>
<td>Expand the program/practices to other locations, individuals, times- adjust from learning in initial implementation.</td>
</tr>
<tr>
<td></td>
<td>Continuous Improvement/Regeneration</td>
<td>Make it easier, more efficient. Embed within current practices.</td>
</tr>
</tbody>
</table>

Dr. Steve Goodman
Basic Recommendations

1. Don’t stop doing **what is already working**
2. Always look for the **smallest change** that will produce the **largest effect**
   - Avoid defining a large number of goals
   - Do a small number of things well
3. Don’t add something new without also defining what you will **stop** doing to make the addition possible.
4. **Collect and use data** for decision-making

Rob Horner and George Sugai
The Need for Common Language
Rule of Ten

If ten (or more) students are exhibiting similar behavior in a similar setting or activity, it is a SYSTEM issue.

The most effective responses take the least amount of planning, the least amount of effort, the least amount of time, and the least amount of paperwork.
• Assess these situations

• Develop behavior intervention plans based on our assessment

• Monitor student progress & make enhancements all in ways that are be culturally & contextually appropriate

Crone & Horner, 2003
Culturally & Contextually Appropriate

- On your own, jot down your definition of disrespect.
- Discuss with your neighbor.
  - Did it match?
- Reactions? Thoughts? Wonders?
Culturally & Contextually Appropriate

With the same partner, answer:

- What might be defined as disrespectful behavior for minor behaviors (teacher-managed)?
- What might be defined as disrespectful behavior for major behaviors (office-managed)?
- How will your systems promote cultural responsiveness?
Emotional Voltage

Joy
Sadness
Fear
Anticipation
Disgust
Anger
Surprise
Trust
Humility
Empathy
Gratitude
Compassion
Patience
Forgiveness
Optimism
Shame
Sympathy
Cooperation
Self-Awareness

- Choose an one of the emotions you feel.
  - What does it mean (to you)?
  - What kind of energy does it have?
  - What does it look like in your life - currently and when you’re out of the Hall?
What comes to mind?

- What pops in your mind when you know you have to go to court.
  - What do you feel?
  - Use the Wheel to help find your words if needed
What comes to mind?

• Choose an emotion.
  – What does it mean (to you)?
  – What kind of energy does it have?
  – What does it look like in your life?
    • What do you want it to look like?
      – How do you want to show up?
      – What can we do to make that happen?
Words have **weight**, **sound** and **appearance**.

*William Somerset Maugham*
I am a part of a lost generation.
And I refuse to believe that
I can change the world.
I realize this may be a shock but
"Happiness comes from within"
is a lie and
"Money will make me happy."
So in 30 years, I will tell my children
they are not the most important thing in my life.
My employer will know that
I have my priorities straight because
1) Be on time.

2) When you enter the room, sit on the floor and your hands in your lap.

3) Sit in your seat.

4) No eating or drinking.

5) No use of cell phone.

Follow directions the first time given.
predictable
positive
safe
consistent

Teach.
Rehearse.
Reinforce.
Review.
<table>
<thead>
<tr>
<th>Expectations</th>
<th>Playground</th>
<th>Before School</th>
<th>Cafeteria</th>
<th>After School</th>
</tr>
</thead>
<tbody>
<tr>
<td>We Show Respect</td>
<td>• Choose an activity, follow the agreed upon rules.</td>
<td>• Use kind words when walking around track</td>
<td>• Sit at your assigned table</td>
<td>• Walk out of your classroom</td>
</tr>
<tr>
<td></td>
<td>• Use kind words</td>
<td>• Be aware of younger students</td>
<td>• Enter silently and use an inside voice while ineteria</td>
<td>• Use quiet voices in quiet zones</td>
</tr>
<tr>
<td></td>
<td>• Include others</td>
<td></td>
<td>• Be your own</td>
<td>• Smile at someone or say goodbye to a classmate or friend</td>
</tr>
<tr>
<td>We Make Good Decisions</td>
<td>• Keep your hands and feet to yourself</td>
<td>• Keep your hands and feet to yourself</td>
<td>• Invite someone new to sit with you</td>
<td>• Keep your hands and feet to yourself</td>
</tr>
<tr>
<td></td>
<td>• Eat in the snack area</td>
<td>• Keep your hands and feet to yourself</td>
<td>• Clean up after yourself</td>
<td>• Find adults quickly and exit the campus</td>
</tr>
<tr>
<td></td>
<td>• Use playground equipment correctly share it</td>
<td>• Keep your phone put away</td>
<td></td>
<td>• Wait for sibling on the blacktop if needed</td>
</tr>
<tr>
<td>We Solve Problems</td>
<td>• Use Stop, Walk, Talk</td>
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</tr>
</tbody>
</table>
What's the Scenario?

- Count Off 1 - 3 at your table (repeating if necessary)
- When prompted, move to the poster with the corresponding number. Bring a sticky pad and something to write with. **Think:** What skills must be explicitly taught in order to see the action through?
- You will be given 5 minutes to talk over the Matrix, before being asked to move to the next. Add stickies of your discussion points/responses.
**Color Conduct Chart**

**GREEN: GO ZONE**
All students start on green with a clean slate each day in each class period.

**BLUE: REMINDER ZONE**
Student gets a verbal reminder to stop inappropriate behavior and get on task.

**YELLOW: CAUTION ZONE**
Student is seated here for a short time out of the group in an alternate seat within the classroom. Lunch Detention will be given.

**RED: NO ZONE**
Student is sent here for the remainder of the class period and will fill out a reflection form. After School Detention will be given.

*Falcons Are: Respectful, Responsible, Safe, Cooperative, Successful*
Rewind

- PBIS is the redesign of environment
- Utilize effective teaming practices as the vehicle for implementation
- Create a common language and expectations
- Directly teach appropriate skills
- Acknowledge appropriate/expected behavior more often the correcting inappropriate/unexpected behavior
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Santa Clara County Office of Education

Santa Clara County Office of Education (SCCOE) is a state regional service agency that provides:

- instructional, business, and technology services to the 31 school districts of Santa Clara County;
- directly serves students through special education programs, alternative schools, Head Start and State Preschool programs, migrant education, and Opportunity Youth Academy through the Board of Education, authorizes county charter schools;
- provides academic and fiscal oversight and monitoring to school districts and the 23 county board authorized charter schools;
- provides essential services and technical assistance throughout the region and statewide.
Leadership, Service, & Advocacy

County Superintendent

Dr. Mary Ann Dewan

County Board of Education

Darcie Green, Area 6; Grace Mah, Area 1; Claudia Rossi, Area 7; Rosemary Kamei, Area 3; Joseph Di Salvo, Area 4; Kathleen King, Area 2; Anna Song, Area 5
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• [Ed Ed Bulletin](https://www.ededbulletin.com) (e-newsletter)

• [www.sccoe.org](http://www.sccoe.org)