WELCOME

PBIS Teams

Positive Behavior Interventions and Supports
<table>
<thead>
<tr>
<th>Traditional Approaches</th>
<th>PBIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policies and Procedures</td>
<td>Response to Intervention Framework</td>
</tr>
<tr>
<td>Reactive</td>
<td>Proactive</td>
</tr>
<tr>
<td>Punitive</td>
<td>Customized</td>
</tr>
<tr>
<td>Focus on the Student</td>
<td>Focused on Systems</td>
</tr>
<tr>
<td>Separate From Academic Success</td>
<td>Vital Part of Academic Success</td>
</tr>
</tbody>
</table>
Four PBIS Elements

- Supporting Social Competence and Academic Achievement
- Supporting Decision Making
- Supporting Student Behavior
- Supporting Staff Behavior

Outcomes

Data

Practices

Systems
# Benchmarks of Quality Scoring Guide

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>3 points</th>
<th>2 points</th>
<th>1 point</th>
<th>0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Team has administrative support</td>
<td>Administrator(s) attended training, play an active role in the PBS process, actively communicate their commitment, support the decisions of the PBS Team, and attend all meetings.</td>
<td>Administrator(s) support the process, take as active a role as the rest of the team, and/or attend most meetings.</td>
<td>Administrator(s) support the process but don’t take as active a role as the rest of the team, and/or attend only a few meetings.</td>
<td>Administrator(s) do not actively support the PBS process.</td>
</tr>
<tr>
<td>2. Team has regular meetings (at least monthly)</td>
<td>Team meets monthly (min. of 9 one-hour meetings each school year).</td>
<td>Team meetings are not consistent (5-8) monthly meetings each school year.</td>
<td>Team seldom meets (fewer than five monthly meetings during the school year).</td>
<td></td>
</tr>
<tr>
<td>3. Team has established a clear mission/purpose</td>
<td></td>
<td></td>
<td>No mission statement/purpose written for the team.</td>
<td></td>
</tr>
<tr>
<td>4. Faculty are aware of behavior problems across campus through regular data sharing</td>
<td>Data regarding school-wide behavior are shared with faculty monthly (min. of 8 times per year).</td>
<td>Data regarding school-wide behavior are occasionally shared with faculty (3-7 times per year).</td>
<td>Data are not regularly shared with faculty. Faculty may be given an update 0-2 times per year</td>
<td></td>
</tr>
<tr>
<td>5. Faculty are involved in establishing and reviewing goals</td>
<td>Most faculty participate in establishing PBS goals (i.e. surveys, “dream”, “PATH”) on at least an annual basis.</td>
<td>Some of the faculty participates in establishing PBS goals (i.e. surveys, “dream”, “PATH”) on at least an annual basis.</td>
<td>Faculty does not participate in establishing PBS goals.</td>
<td></td>
</tr>
<tr>
<td>6. Faculty feedback is obtained throughout year</td>
<td>Faculty is given opportunities to provide feedback, to offer suggestions, and to make choices in every step of the PBS process (via staff surveys, voting process, suggestion box, etc.) Nothing is implemented without the majority of faculty approval.</td>
<td>Faculty are given some opportunities to provide feedback, to offer suggestions, and to make some choices during the PBS process. However, the team also makes decisions without input from staff.</td>
<td>Faculty are rarely given the opportunity to participate in the PBS process (fewer than 2 times per school year).</td>
<td></td>
</tr>
</tbody>
</table>

# School-wide Benchmarks of Quality (Revised)

## TEAM MEMBER RATING FORM

Directions: Place a check in the box that most accurately describes your progress on each benchmark.

<table>
<thead>
<tr>
<th>Critical Elements</th>
<th>Benchmarks of Quality</th>
<th>Check One</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>In Place (++)</td>
</tr>
</tbody>
</table>

### PBS Team
1. Team has administrative support
2. Team has regular meetings (at least monthly)
3. Team has established a clear mission/purpose

### Faculty Commitment
4. Faculty are aware of behavior problems across campus through regular data sharing
5. Faculty involved in establishing and reviewing goals
6. Faculty feedback is obtained throughout the year

### Effective Procedures for Dealing with Discipline
7. Discipline process described in narrative format or depicted in graphic format
8. Discipline process includes documentation procedures
9. Discipline referral form includes information useful in decision making
10. Problem behaviors are defined
11. Major/minor behaviors are clearly differentiated
12. Suggested array of appropriate responses to major (office-managed) problem behaviors

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Numbers 53, 10, and 1 are circled.
PBIS Team
Administrator Support
Team Roles

BELONG. GROW. SERVE. SHARE
Team has access to the data
Additional data are collected

- Attendance
- Grades
- Faculty Attendance
- Surveys (staff, students, and Parents)
- Incident Data
- Nurse visits
- Counselor visits
Developing Expectations
Are WE sending mixed messages to OUR students?
School-wide Expectations

• **Definition:**
  - A list of specific, positively stated behaviors that are *desired* of all faculty and students
  - Also referred to as **concepts**
  - These expectations should be in line with the school’s mission statement and should be taught to all faculty, students, and families
Rules for Unique Settings

• **Definition:**
  • Specific skills you want students to exhibit and the *procedures* you want students to follow in *specific settings*
National PBIS Expectations

Be Safe
Be Respectful
Be Responsible
Expectations and Rules Developed
Rules *Developed* and *Posted* for specific settings
BE RESPONSIBLE
BE RESPECTFUL
BE SAFE
BE ADDAMS!
Hill Country Middle School

Cougars Value

Honesty
We do our own work and tell the truth.

Respect
We are considerate of others, ourselves, and property.

Pride
We always do our best.
C.M.S. PRIDE

P - Preparation
R - Respect
I - Integrity
D - Discipline
E - Excellence
Rules are linked to expectations
Hallways
Give it. Own it. Love it.

Respect
Keep hallways clean. Be considerate of others.

Responsibility
Get where you need to go.

Safety
Pay attention. Notify adult of problems.
Hallway Expectations

P - Pride
Put all trash into trash cans.

A - Attitude
Use inside voice level.

W - Willingness
Be courteous to others at their locker.

S - Safety
Walk on the right side of the hall. Keep hands, feet and objects to self.
Region 13 School

Eagle Etiquette

EXPECTATIONS IN THE Cafeteria

Be Safe:

- Remain seated unless given permission
- Walk in the cafeteria
- Keep hands, feet, and objects to yourself
<table>
<thead>
<tr>
<th></th>
<th>Be Safe</th>
<th>Be Respectful</th>
<th>Be Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arrival</strong></td>
<td>Keep hands, feet, and objects to yourself</td>
<td>Use appropriate language</td>
<td>Go directly to your designated area</td>
</tr>
<tr>
<td></td>
<td>Follow adult directions</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dismissal</strong></td>
<td>Keep hands, feet, and objects to yourself</td>
<td>Use appropriate language</td>
<td>Go directly to your designated area</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Follow adult directions</td>
<td></td>
</tr>
<tr>
<td><strong>Hallway</strong></td>
<td>Walk on the right hand side of the hallway</td>
<td>Use appropriate language</td>
<td>Go directly to your destination</td>
</tr>
<tr>
<td></td>
<td>Keep hands, feet, and objects to yourself</td>
<td>Follow adult directions</td>
<td>Use a voice level 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Remain seated unless given permission</td>
<td>Use appropriate language</td>
<td>Clean up after yourself</td>
</tr>
</tbody>
</table>
Lesson Plans for Teaching Expectations/Rules
Behavioral curriculum includes teaching expectations and rules.
Reward/Recognition System Established
Why School-Wide?
• Fosters a positive school climate.

• Focuses staff & student attention on appropriate behaviors and success.

• Increases the chance that desired behaviors will be repeated

• Reduces the time spent correcting misbehaviors.
Students are involved in Identifying/Developing Incentives
Staff/Faculty Incentives
Effective Procedures for Dealing with Discipline
Documentation Procedures
Problem Behaviors Defined

What is the difference between? How is it defined on your campus?

- Disrespect-
- Disruption-
- Insubordination-
- Defiance-

- Aggression... (What is the difference between verbal/physical?)
- Horseplay...
- Bullying...
- Fighting...
# Effective Procedures for Dealing with Discipline Template

<table>
<thead>
<tr>
<th>Classroom Managed</th>
<th>Office Managed (Referral sent to office)</th>
<th>Office Managed (Automatic removal to office)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviors:</td>
<td>Behaviors:</td>
<td>Behaviors:</td>
</tr>
</tbody>
</table>

Possible Actions Prior to Office Referral:

Possible Actions Prior to Office Referral:

Possible Actions Prior to Office Referral:
<table>
<thead>
<tr>
<th><strong>LEVEL 1 BEHAVIORS</strong></th>
<th><strong>LEVEL 2 BEHAVIORS</strong></th>
<th><strong>LEVEL 3 BEHAVIORS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Typically addressed in classroom</td>
<td>Teacher Assigned Consequence w/ documentation</td>
<td>Automatic referral</td>
</tr>
<tr>
<td>Persistent Level 1 Behavior</td>
<td>Persistent Level 2 Behavior</td>
<td>Accountability</td>
</tr>
<tr>
<td>Inappropriate or Offensive language (conversational cursing, race, culture, sexual orientation, intelligence, etc.)</td>
<td>Racial, sexual, cultural harassment (verbal or physical)</td>
<td>Relationships</td>
</tr>
<tr>
<td>Inattention (sleeping, failure to stay on task, note writing, etc.)</td>
<td>Disrespect to adult (talking back, negative body language, underbreath comments, gestures)</td>
<td>Severe disrespect to adult (cursing at teacher, personal verbal attacks, etc.)</td>
</tr>
<tr>
<td>Irresponsibility (Not turning in homework/assignments, unprepared for class, dishonesty)</td>
<td>Tardies</td>
<td>Participation in cheating (copying homework, daily work, project, or test, plagiarism, forgery)</td>
</tr>
<tr>
<td>Chair Violations (out of seat, tipping chair, feet on desk, etc)</td>
<td>Out of area (in wrong hallway, wrong bathroom, stairs, misuse of hall pass, etc.)</td>
<td>Skipping class, leaving campus</td>
</tr>
<tr>
<td>Mild Disruptions (Talking without permission, blurring out, noises, note passing, etc.)</td>
<td>Deliberate disruption of class (attention seeking)</td>
<td>Serious violations of safety rules (fire alarm, 911, hazardous materials, food fights, malicious pranks)</td>
</tr>
<tr>
<td>Non-compilance with classroom or school expectations/procedures/routines</td>
<td>Refusal to comply with an adult directive</td>
<td>Refusal to comply when safety is concerned</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>