

ILLINOIS PBIS NETWORK 

The Positive Behavior Interventions & Supports component of the IL Statewide TA Center (ISATC)
an Illinois State Board of Education-funded initiative promoting effective practices for the good of all children

Co-Training Universal Level

Wisconsin Coaches Institute
August 19-21, 2009

Training of Trainers

Presented by Steve Romano, IL PBIS Network




In Partnership with OSEP's TA Center on Positive Behavior Support

Co-Director's:
Rob Horner, University of Oregon, and
George Sugai, University of Connecticut

www.pbis.org
www.swis.org




Agenda

- 12:30 – 1:30 **Big Ideas for Universal (Data, Developing Expectations, Teaching, Acknowledging, Problem Behaviors)**
- 1:30 – 2:15 **Plan Presentation**
- 2:15 – 2:30 **Break**
- 2:30 – 3:15 **Practice Presentation**
- 3:15 – 3:30 **Feedback**




How to Get Started

- Attend universal training as a team member
- Attend universal trainings in your district/CESA to improve understanding of universal concepts
- Attend team meetings from multiple schools to experience the process



- You can learn the concepts-you live the experiences that make the training your own.



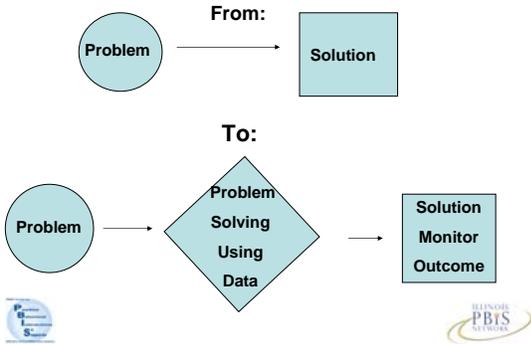
Data Collection and Use

Why do we use data?

- Data gives a picture of what's happening behaviorally in the school.
- Sets baseline to measure improvement
- Identifies need
- Guides intervention planning
- Measures effectiveness of interventions



Improving Decision-Making



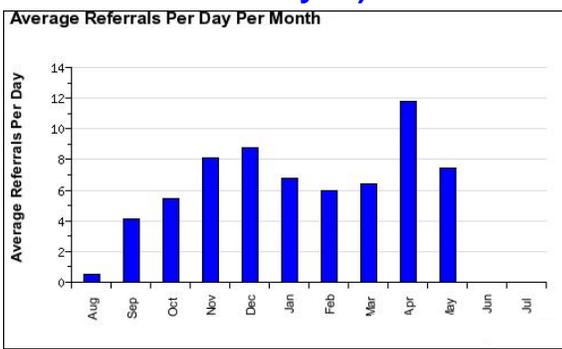
PBIS teams CONSISTENTLY review the following (current to within 48 hours) data/graphs:

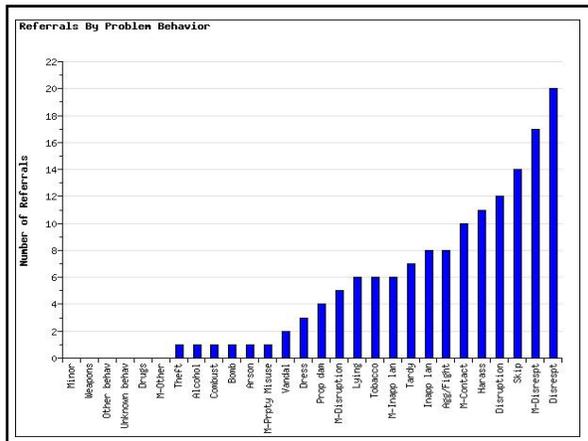
The average number of referrals:

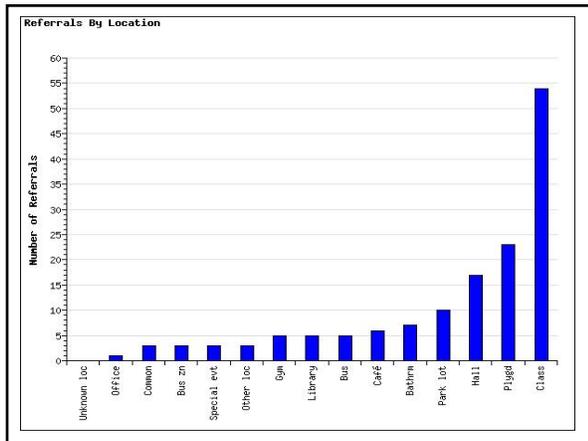
- Per day per month
- By type of behavior
- By location
- By time of day
- By student

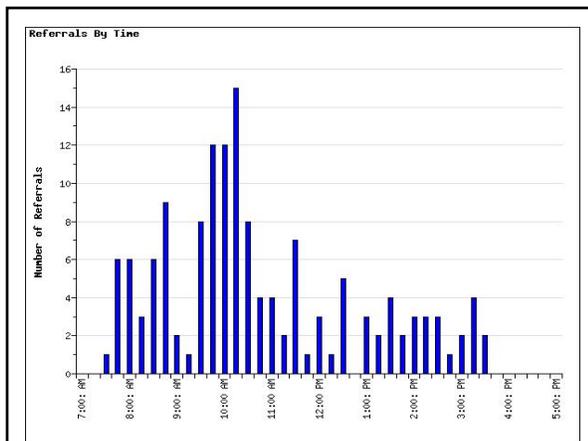


What does this graph tell you (or not tell you)?









School-Wide Behavioral Expectations

- 3-5 positively and broadly stated expectations

• KEEP IT SIMPLE!!!





Rock Island High School



School-Wide Behavioral Expectations



Activity

- Prepare teaching purpose and examples for presentation



School-Wide Behavioral Matrix

PURPOSES:

- ✓ Defines the Expected Behaviors for Specific Settings.
 hallways, classrooms, gym, cafeteria, commons, bus loading, bathrooms, assemblies, playground
- ✓ Creates the "Curriculum"/ "Scope & Sequence" that will guide the teaching of expected behaviors.
- ✓ Enhances communication among staff and between students and staff.



Teaching Matrix

		ROUTINE/SETTING						
		CLASSROOM	CAFÉ	HALL/STAIRS OUTSIDE	TRACK FIELD	AFTER SCHOOL	PARKING LOT	BATHROOM
RULES / EXPECTATIONS	Be There	-Be in seat before bell -Start drill immediately	-Be on time for lunch -Stay in designated area	-Move directly to class without lingering -Keep your phone or pass		-Carry your I.D. -Stay with your section teacher or coach -Have your section book	-Parked by 7:40 a.m. -Display parking pass -Park in student lot only	-Have your planner -Use proper pass
	Be Prepared	-Have materials: Paper, pencil, calculator -Pen, pencil	-Have lunch card or money	-Keep your phone or pass				
	Live Responsibly	-Throw trash in can -Keep assignment assignments to the best of your ability -Do homework & study	-Throw your trash away -Keep area clean	-Walk at all times -Walk in right aisle -Get in lines on time -Check emergency status from entering on		-Make sure trash gets in can -Eat & drink in designated areas only	-Drive safely -Follow traffic laws -Leave school grounds only upon your dismissal -Use reason as reasonable	-Moderate your phone use at emergency -Use your planner only -Go directly to & from treasury
	Uphold Integrity	-Tell the truth -Do your own work	-Play for your food -Taking meals in the area -Take your proper place in line	-Display affection appropriately -Assist in keeping the peace		-Report unsafe & vandalism -Stay in designated areas -Remain in authorized areas	-Obey school rules & traffic laws -Leave unattended or unattended empty	-Use passes in emergencies only -Report vandalism & vandalism
Earn & Give Respect	-Keep hands to yourself -Keep a positive tone of voice -Use positive body language	-Keep your feet on your feet -Use appropriate volume -Keep your hands to yourself -Stay out of food bins to and about others	-Use appropriate language & volume -Keep your hands to yourself -Stay out of food bins to and about others		-Cheer positively -Be welcoming & kind to visitors	-Park in marked spaces only -Be kind to others in heavy traffic	-Rubbin from smoking -Flush -Clean up any mess you make -Shuffle from writing on wall & doors	

Kenwood High School

Expectations Posters



School-Wide Behavioral Matrix

Guidelines:

- ✓ Write problem behavior for **P**
- ✓ Use common and **few** words to describe target behavior you'll teach for **T**
- ✓ State definitions **positively**
- ✓ Show what the behavior "looks like"

- **P**= typical **problem** behavior occurring in each setting.....
- **T**= what you want to **teach** the students to do instead.

Matrix	Settings								
School Wide Expectations	P= T=								
	P= T=								
	P= T=								
	P= T=								

P=Problem behavior T=Target behavior to teach




Activity

- Prepare behavior matrix purpose and examples for presentation




PBIS Emphasizes an Instructional Approach to Discipline

1. Behavioral expectations are *taught directly, practiced, and acknowledged* -- just like academics.
2. Teams develop "COOL TOOLS" to guide classroom instruction and practice of behavioral expectations.
3. Precorrection is used to "get" the expected behavior.
4. School-wide acknowledgment systems are developed to ensure expected behaviors are displayed in the future.




“Teach behaviors like we Teach academics”

- 1) **State** behavioral expectations
- 2) **Specify** student behaviors (rules)
- 3) **Model** appropriate student behaviors
- 4) Students **practice** appropriate behaviors
- 5) **Acknowledge** appropriate behaviors



Tips for Teaching Behavior

- ✓ Pre-correct with students before activity
- ✓ Have a plan for behavioral acting-out
- ✓ Practice should be conducted in actual setting whenever possible
- ✓ Use example and non-example
- ✓ Use high frequency acknowledgments



What are Cool Tools?

Cool Tools are **behavioral lesson plans that structure** how staff **teach** the expected **behaviors** from the school-wide behavioral matrix.

COOL TOOLS USE:

- A research-based procedure for teaching the behaviors.
- Examples and non-examples taken from classroom and non-classroom settings and situations.
- Modeling and role-playing to teach new skills and provide students with practice opportunities.
- Feedback and acknowledgment to ensure students display the expected/taught behaviors.

Designing a Cool Tool

STEP ONE: Select the skill to be taught

- ✓ Skills are taken directly from the behavioral matrix
- ✓ Select skills based on the trends in your data

STEP TWO: Write the lesson plan

1. Name the skill & align to SEL Standard and school-wide expectation
2. Introduce the rule/skill
3. Demonstrate the rule/skill
4. Provide acknowledgment and feedback



Activity

- Prepare behavior lesson plan/cool tool purpose and examples for presentation



KICK OFF/Boosters

With Staff input (Lunch Monitors, Bus Drivers, Reading Mentors, etc.)

- Review Data
- Select what to teach
- Design lessons
- Schedule
- Assign Staff
- Implement
- Evaluate



PBIS Process IN PROGRESS Teaching: Arrival/Dismissal



Practice should be conducted in actual setting whenever possible

Activity

- Prepare kick-off/booster purpose and examples for presentation



Purposes of Acknowledgments

- Reinforce the teaching of new behaviors
- Encourage the behaviors we want to occur again in the future
- Harness the influence of the kids who are showing expected behaviors to encourage the kids who are not
- Strengthen positive behaviors that can compete with problem behavior
- Prompt for adults to recognize behavior



Components of School-Wide Acknowledgment Plans

- High frequency/Predictable
 - Delivered at a high rate for a short period
 - E.g. "Gotchas" (Falcon Feathers), positive referrals, phone calls
- Unexpected/Intermittent
 - Bring "surprise" attention to certain behaviors or at scheduled intervals
 - E.g. Unpredictable use of "Gotchas", ticket lottery, special announcements
- Long term Celebrations
 - E.g. Quarterly activities, assemblies, parent dinners, field trips



Guidelines for Use of Rewards/Acknowledgements

- Move from
 - ✓ other-delivered to self-delivered
 - ✓ highly frequent to less frequent
 - ✓ predictable to unpredictable
 - ✓ tangible to social
- Individualize



Acknowledgement

Thank you _____ for _____

For being _____

Productive
 Appropriate
 Responsible
 Respectful

Teacher's signature _____ Date _____

ITEM	Redeemed with Busy Bucks	Dollar cost
Large folder	2	Not redeemable with cash
Large folder	11	25.00
Large folder	1	10.00
Large 2" pencil	1	3.00
Sticker (Pencil)	1	0.50
Sticker (Pencil)	1	1.00
Sticker (Pencil)	4	1.00
Mini folder	1	Not redeemable with cash
Sticker (Pencil)	1	2.00
Sticker (Pencil)	4	4.00
Sticker (Pencil)	10	12.00
Sticker (Pencil)	10	8.00
Sticker (Pencil)	10	8.00
Sticker (Pencil)	10	10.00
Sticker (Pencil)	10	2.00
Small backpack (10" x 6")	1	5.00
Small backpack	10	10.00
Big pencil	1	0.75
Big pencil	1	2.00
Whisker 2" binder	1	4.00
2 pack dividers	1	2.50
Mini notebook	1	Not redeemable with cash
Pencil holder	1	1.50
Eraser	2	0.75
Sharpener	4	3.00
Markers	3	2.00
Pencil sharpener	3	1.00
Sticker (Pencil)	40	50.00
Sticker (Pencil)	20	15.00
Sticker (Pencil)	10	45.00

Store Hours:
7:25am - 7:45am
2:45pm - 3:05pm



CROW'S NEST RAFFLE TICKET

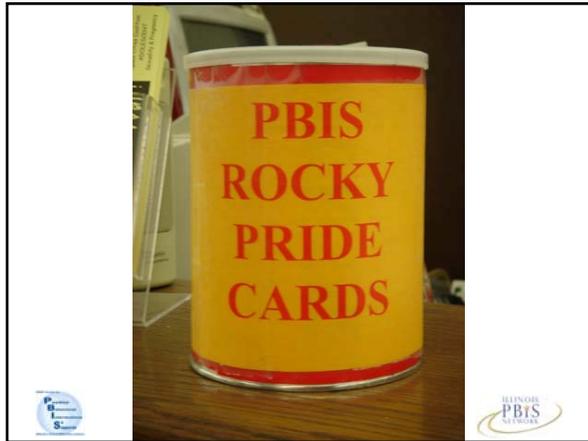
Be Responsible
Achieve Academically
Respect Self & Others
Be Proud

Respect Student Name: _____ Grade: _____

Location <input type="checkbox"/> Classroom <input type="checkbox"/> Commons <input type="checkbox"/> Hallway <input type="checkbox"/> Other To Complete: 1. Check specific behavior 2. Complete remainder of form. 3. Give form to student. 4. Remind student to place in the appropriate Crow's Nest Raffle Box (attendance office).	Be Responsible <input type="checkbox"/> Be on time <input type="checkbox"/> Electronic devices turned off <input type="checkbox"/> Pick up after self/Use trash cans <input type="checkbox"/> Agenda use Achieve Academically <input type="checkbox"/> Homework completed <input type="checkbox"/> Strive for excellence <input type="checkbox"/> Materials brought to class Respect Self & Others <input type="checkbox"/> Follow staff instructions <input type="checkbox"/> Use appropriate language <input type="checkbox"/> Respect school property <input type="checkbox"/> Be kind Be Proud <input type="checkbox"/> Know and follow class expectations <input type="checkbox"/> Dress appropriately <input type="checkbox"/> Encourage others
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Given by: _____ Date: _____ Time: _____



PBIS School-wide Acknowledgement Matrix (Student and Staff)

TYPE	WHAT	WHEN	WHERE	WHO
Immediate/High Frequency In the moment, predictable (e.g., Gotchas, Paws, High Fives)	KIDS: ADULTS:	High frequency for a short time when first teaching desired behavior or re-teaching identified problem behavior from data		ALL KIDS, ALL STAFF
Redemption of high frequency (e.g., school store, drawings)	KIDS: ADULTS:	At least monthly		ALL KIDS, ALL STAFF
Intermittent/Unpredictable (e.g., surprise homework completion treat, random use of gotchas in hallway)	KIDS: ADULTS:	Maintaining a taught behavior (fading)		ALL KIDS, ALL STAFF
Long-term School-wide Celebrations (school-wide not individually based) FOR: Ex: ODR reduction, school-wide target met for certain setting/behavior area ACTIVITY: (e.g., ice cream social, dance, game day)	BOTH TOGETHER:	At least quarterly		ALL KIDS, ALL STAFF

Activity

- Prepare acknowledgement purpose and examples for presentation



SWIS™ Office Referral Definitions

Minor Problem Behavior	Definition
Defiance/Disrespect/Non-compliance (M-Disresp)	Student engages in brief or low-intensity failure to respond to adult requests.
Disruption (M-Disruption)	Student engages in low-intensity, but inappropriate disruption.
Dress Code Violation (M-Dress)	Student wears clothing that is neat, but not within, the dress code guidelines defined by the school/district.
Inappropriate Language (M-Inapp Lan)	Student engages in low-intensity instance of inappropriate language.
Other (M-Other)	Student engages in any other minor problem behaviors that do not fall within the above categories.
Physical Contact/Physical Aggression (M-Contact)	Student engages in non-serious, but inappropriate physical contact.
Property Misuse (M-Propy Misuse)	Student engages in low-intensity misuse of property.
Tardy (M-Tardy)	Student arrives at class after the bell (or signal that class has started).
Technology Violation (M-Tech)	Student engages in non-serious but inappropriate (as defined by school) use of cell phone, pager, music/video players, cameras

T-Chart of Behavior

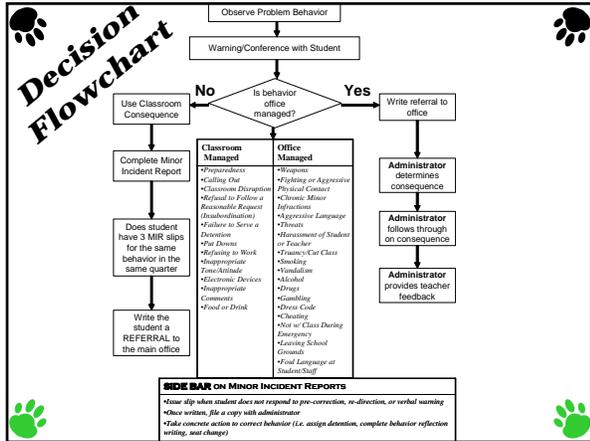
Staff Managed Behavior	Office Managed Behavior
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Eleven steps to effective Office Discipline Referral (ODR) Form

- (1) student
- (2) gender
- (3) grade,
- (4) date,
- (5) time,
- (6) referring staff,
- (7) problem behavior,
- (8) location,
- (9) persons involved,
- (10) probable motivation,
- (11) administrative decision





Activity

- Prepare your groups topic for presentation