



P.B.I.S.

Positive Behavior Interventions and Supports



Board Presentation 10/11/10

Why change our behavior program?

The previous behavior program was created with good intentions. Students earned points for showing the expected behaviors, and moved up to more independent levels. However, students would lose a percentage of their points every time they had a major infraction. Over time, the focus went from starting with nothing and *earning* points to starting with points and *losing* them. It took months for the students to earn enough points to move up to a level, and they could be knocked back down with one simple mistake. The program became punitive and students lost the motivation to try and move up to the next level.

What is PBIS?

Positive Behavior Interventions and Supports is a program that is being implemented in thousands of school districts nation wide. The idea is to create 3-4 pillar expectations for the entire school, and then break those expectations down and show what they would look like in various settings around the school. The PBIS team creates a behavior matrix with 3-4 positively stated expectations for each pillar in each setting of the school. Behavioral lesson plans are then created to teach each of the expectations to the students. Staff reward students for showing the expected behaviors, and use the times when they show negative behaviors as teachable moments to re-teach what they expect the students to do.



**Children do what they know,
until they know better;
then they do better.**





P.B.I.S. Positive Behavior Interventions and Supports



Implementation Overview

Where are we with the implementation?

2007

- PBIS team created the behavior matrix and began writing the behavioral lesson plans.

Fall 2008

- Heidi created a PBIS based program and presented it to the team.

2008—2009

- PBIS team meetings focus on how and when to implement the new program.

Spring 2010

- Heidi took over as the Internal Coach of PBIS and added a second behavior matrix for the classrooms.
- The last of the behavioral lesson plans are written and the PBIS teaching binders are created.
- The backbone of the PBIS program is created and implementation is set for Fall 2010.
- Teachers begin to teach a behavior group every Friday to introduce the new key words and prepare students to transition to the new program in the Fall.

Summer 2010

- Teachers teach each of the 128 behavioral lesson plans in the various setting of the school.

Fall 2010

- PBIS program is implemented in the school.
- Teachers continue to hold a weekly behavior groups with the students to review and re-teach the program.

Fall 2011

- "Be Successful" will be replaced with "Be A Good Communicator."



**Children do what they know,
until they know better;
then they do better.**





P.B.I.S.

Positive Behavior Interventions and Supports



Implementation Overview

What does PBIS look like at COD?

- All of the expectations are clearly stated on posters in each setting of the school.
- Expectations are reviewed on a regular basis, both in the classroom and in a group setting on Friday mornings.
- Students work to earn “pies” based on the four pillars of PBIS (be safe, be respectful, be responsible, be successful).
- Each class has a different color pie so that students can easily track their progress.
- If a student has earned a pie piece, but then shows behavior that would not earn that piece, the piece can be taken back.
- Being able to take back pie pieces not only allows for a “teachable moment,” but it isolates the behavior that is not acceptable.
- Being able to take back pies also prevents students from starting a class with good behavior until they are given the pie piece, and then regressing for the remainder of the class.
- If a pie piece is taken back, the student can earn the piece back by showing appropriate behavior, either immediately, or by the end of class.
- At the end of the day, the students are responsible for writing what they earned for the day in their point books.
- Only full pies count towards moving to more independent levels; partial pies are only for data collection.
- If a student has a major behavior (threatening, provoking, aggression, etc.) that student is placed on “frozen status.”
- While “frozen,” students can still earn all of the reinforcements that non-frozen students can earn. The only difference is that they eat in suspended lunch.
- If a student is “frozen,” they do not lose any of the pies they have already earned, but they do need to earn a specific number of full pies before they can continue to add to their total number of pies.



**Children do what they know,
until they know better;
then they do better.**





P.B.I.S. **Positive Behavior Interventions and Supports**



Reinforcement Overview

How is good behavior reinforced?

“Gotcha” Tickets

(Immediate Individual Reinforcement)

Teachers, aides, and other staff members carry around a shaped hole punch with them at all times. Each student carries around a card with their name on it. When a staff member sees a student exhibiting good behavior, he/she asks the student for the punch card, and gives the student's card a punch. Once a card is filled, the student may purchase something at the school store.

School Bingo Board

(Daily Individual Reinforcement)

For every 4 full pies that a student earns in a single day, that student can choose a bingo square on the board in the hallway. Students have a chance to earn 9 pies in a day, so even if they have a rough morning, they can still earn at least one bingo square every day. At the end of each week, Rena picks 4 squares and those students get to pick a special responsibility for the following week (hall pass, lunch helper, putting the pies back, or taking out recycling).

Classroom Boards

(Group Reinforcement)

If a student earns 8 out of the 9 possible pies in a day, that student can pick a square on the classroom boards. Once the classroom board is completely filled, the entire class gets a special treat (time in the computer lab, extra gym time, a special snack, etc.)



**Children do what they know,
until they know better;
then they do better.**





P.B.I.S.

Positive Behavior Interventions and Supports



Reinforcement Overview

What changes have occurred since the beginning of PBIS?

- The focus and the environment are much more positive, which makes the days seem easier and go by faster.
- Everything is much more visual for the students.
- Focusing on earning full pies allows staff to make sure students are improving in all areas, not just some of the areas.
- Teachers have more opportunity to teach replacement behaviors.
- Students are accepting more responsibility for their behavior.
- Students have increased their vocabulary and are using PBIS terms in everyday conversations.
- Students are encouraging and reminding each other of the rules and expectations.
- Students are showing a sense of pride in themselves and their peers.
- Even when a student is having a bad day, small successes are acknowledged and reinforced.
- The behavioral fallout after a major infraction has decreased.
- Students are more motivated to improve.
- In the first month, over half of the students have earned at least 80% of their pies.



**Children do what they know,
until they know better;
then they do better.**

