The Center for Community Engagement at Arkansas State University

Positive Behavioral Interventions & Supports

Facilitator's Guide to PBIS Training

Module 4: *An Introduction to PBIS*

RTI Arkansas

Arkansas Positive Behavioral Interventions & Supports | center for community engagement arkansas state university

State Personnel Development Grant
Arkansas
Building RTI Capacity

Arkansas State Personnel Development Grant

Focus Area: Main Ideas of PBIS

Title of Training:

Module 4: An Introduction to PBIS

Suggested Training Time: 1-2 Hours

About this guide:

This guide and others in the series were developed to assist facilitators when presenting PBIS training modules to administrators, schools, districts, teams, and others interested in implementing PBIS.

What is included?

- The first part of this guide (pgs. 1 - 4) includes information to help facilitators prepare to present the training module.
- The main part of this guide includes a picture of each slide from the accompanying PowerPoint, with notes for presenting each slide.
- Throughout the guide are activities and examples that are not included in the accompanying PowerPoint presentation.
    - The activities will appear in a green text box with a **green star.**
    - Examples will appear in a **blue text box** with a smiley face.
- At the end of this guide are "homework assignments" (preparing for next steps), discussion questions, and resources for attendees.

Suggested Pre-Requisites to this training:

This training is an introduction to PBIS, however:

<u>Module 1</u> (Philosophy and Overview of PBIS) will give more background about PBIS and help schools prepare for future trainings.

<u>Modules 2 and 3</u> (District Leadership in PBIS and Creating a PBIS School Leadership Team) will help schools and districts select appropriate team members to attend this introductory module.

Training Description:

This training module has been developed to give the audience a basic understanding and overview of PBIS before they begin developing core elements.

Training Sections:

Section 1 – Why Implement PBIS? (Slides 2 - 17) pgs. 5 – 24

Section 2 – Core Elements of the Universal Tier: Tier I (Slides 18 - 33) pgs. 25 – 42

Training Materials/Equipment Needed:

<u>PowerPoint for Module 4: An Introduction to PBIS</u>

- Equipment to project the PowerPoint
    - o Laptop computer
    - o Multiple ways to access PowerPoint (downloaded on computer, flash drive, etc.)
    - o Projector
    - o Speakers, if needed
    - o Microphone(s), if needed
    - o Required connecting cables, extension cords, etc.
    - o "Clicker" to advance slides
- Note on showing videos embedded in the PowerPoint presentation:
    - o Before beginning your training session, put the PowerPoint in presenter mode and advance to the slides with embedded videos.
    - o It may take a minute for video to load. Be patient.

- o Once video is loaded, a still shot with arrow to start the video will appear on the slide.
  - o Click on arrow to check that the video works with your Wi-Fi.
- Provide links for participants to download the PowerPoint
- Only if necessary, provide a hard copy of the PowerPoint

Suggested Materials:
- Notepads
- Pens or pencils
- Easel and flip chart
- Markers
- Sticky notes

Handouts:
Physical and/or electronic copies of
- What is your status quo? (pg. 10)
- Complex Change Form (pg. 18) – Download from: http://cce.astate.edu/pbis/pbis-leadership-teams/ (under yearly planning tools)
- Staff survey example (pg. 29) – Download from the following link: http://cce.astate.edu/pbis/pbis-leadership-teams/ (under staff buy-in)

Activities in this Training:
- What is your status quo? (pg. 9)
  - o Either distribute handout with the printed questions, or project the questions during the activity.
- Complex Change Form Activity (pg. 17)
  - o Distribute handout for attendees to use during the activity.

Essential Questions:

These essential questions will be addressed in this training module:

- Why implement PBIS? What can you gain?
- What is meant by "three tiers of prevention"?
- What are the core elements of Tier I of PBIS?

Trainer Tips:

- PBIS is often referred to as a framework or approach. It's important to emphasize that PBIS is NOT a specific program or curriculum, but rather a goal-oriented process for developing and providing support for staff and students that will create an environment more conducive to improved student outcomes.
- Be consistent with terminology. There are many modules, and this is one of the first that schools will likely see.

Training Section One

Why Implement PBIS?

Slides 2 - 17

Goals

Participants will understand
- What could be gained from PBIS
- How to organize the school environment to support all students
- The three tiers of prevention

Slide #1

[An Introduction to PBIS]

Trainer Notes:

- This module will give an overview of PBIS and the benefits that can be gained from implementing this framework. In subsequent modules, we will talk in more detail about each of the components.

Slide #2

[Why Implement PBIS?]

Trainer Notes:

- Before diving in with a new initiative, it's important to understand what the goals are and how it will improve outcomes at your school.

Slide #3

[What Is Your Goal?]

Trainer Notes:

- Have trainees think about what their purpose is in thinking about changing their school. If there is no goal, something new may not be helpful, and there is no clear way of developing and measuring objectives. If things are going well already, change may not be warranted. Educators undoubtedly have big goals and want to make a difference, but sometimes the environment and student behavior don't make it easy. Unwanted behavior can be distracting for everyone and cuts into valuable teaching time. PBIS can help make the school environment more conducive to learning and helping students succeed.

Slide #4

[What Is Your Status Quo?]

Trainer Notes:

- Have attendees take a minute and see how they would answer these questions right now. (We can narrow this list – just want the audience to know that we understand they have barriers; we understand their current reality.)

⭐ **ACTIVITY**

What is your status quo?

Have attendees take a minute and see how they would answer the above questions right now (questions are on next page – pg. 10). This can be done as a group; or divide into smaller groups if the group is very large, and then have each group report out to entire group. Depending on the group size, you can use a flip chart and sticky notes or markers, or just have attendees respond verbally, with someone taking notes.

What is your Status Quo?

- The behavior of students is (<u>bad/average/good</u>).
- Grades and test scores are (<u>bad/average/good</u>).
- Attendance is (<u>bad/average/good</u>).
- There (<u>are/aren't</u>) **common** behavior expectations.
- Classroom management (<u>is/isn't</u>) consistent.
- Staff response to student behavior is (<u>consistent/inconsistent</u>).
- (<u>No/few/many</u>) students are receiving interventions.
- Morale is (<u>bad/average/good</u>).
- School climate is (<u>bad/average/good</u>).
- There (<u>is/isn't</u>) a common purpose or philosophy.

Slide #5

[What Hasn't Worked?]

Trainer Notes:

- Beginning in the 1990's, zero tolerance was adopted by schools all over the country, but this led to students being suspended or expelled for behavior that didn't require this extreme consequence. This takes the responsibility away from administrators and teacher in trying to work with the student on improving. Now compare that to a student doing something wrong academically. Do we exclude the student?

Slide #6

[Schools That Are Doing Well...]

Trainer Notes:

- The good news is that there are schools that are doing well! It's not because they care more or because their students have more advantages, or more technology, or better facilities. It's because they have the right tools to guide them through the process of creating a positive school environment.

Slide #7

[PBIS Is A Useful Tool]

Trainer Notes:

- PBIS is a tool that will guide schools through the process of creating the environment that they want.

What Can You Gain?

- Clear, common behavioral expectations
- Clear, consistent responses to behavior
- Appropriate supports for **all** students
- Collaborative data-driven problem solving
- More time for teaching
- More positive environment
- Better grades, test scores

Slide #8

[What Can You Gain?]

Trainer Notes:

- When the PBIS framework is fully implemented, schools will gain consistency in the way behavior is taught and how the students' behavior – both appropriate and inappropriate – is addressed by all staff. Data will be used to determine needs and develop appropriate supports. By addressing behavior in a more positive and proactive way, schools gain more time for teaching and working toward better grades and test scores.

Try A New Philosophy

Implementing PBIS requires a ***change in philosophy***;
PBIS is a *proactive and positive approach to discipline*.

Where do you start?

Slide #9

[Try A New Philosophy]

Trainer Notes:

- PBIS starts with a change in the way adults approach discipline. Instead of just giving students a handbook of rules and a list of things "not to do" and waiting for them to make mistakes, PBIS is about having expectations for behavior, teaching and modeling that behavior, and encouraging that behavior.

Slide #10

[Organize Your Environment]

Trainer Notes:

- The process of organizing the school environment involves putting <u>systems</u> in place to support staff as they put <u>practices</u> into place to support the students.

Guiding Questions

- What student outcomes do we want?
- What supports will help reach these outcomes?
- How will we deliver supports?
- How will we know if they are working?

Slide #11

[Guiding Questions]

Trainer Notes:

- Here are some questions for schools to keep in mind as they go through the process of implementing PBIS. The critical one is the outcomes question — PBIS needs to start with goals and outcomes, not processes.

⭐ **ACTIVITY**

Complex Change Form Activity

Access the Complex Change Form (form is on page 18 or you can download at: http://cce.astate.edu/pbis/pbis-leadership-teams/ located under "Yearly Planning Tools").

Have attendees use this worksheet to begin generating some initial ideas and thoughts around the questions in each box. The purpose of this exercise is to introduce teams to the action planning process required for implementing PBIS. Schools will need to have goals, action plans, resources, personnel, and a reason for implementing something new. Have attendees share some of their ideas and thoughts with the larger group.

COMPLEX CHANGE FORM

Using the worksheet below, begin generating some initial ideas and thoughts around the questions in each box regarding your work with PBIS.

Component	Initial Ideas & Thoughts
Vision Where are we going?	
Skills What do we need to learn?	
Incentives Why are we doing this?	
Resources What are we going to need to get there?	
Action Plans What are the steps for getting there?	
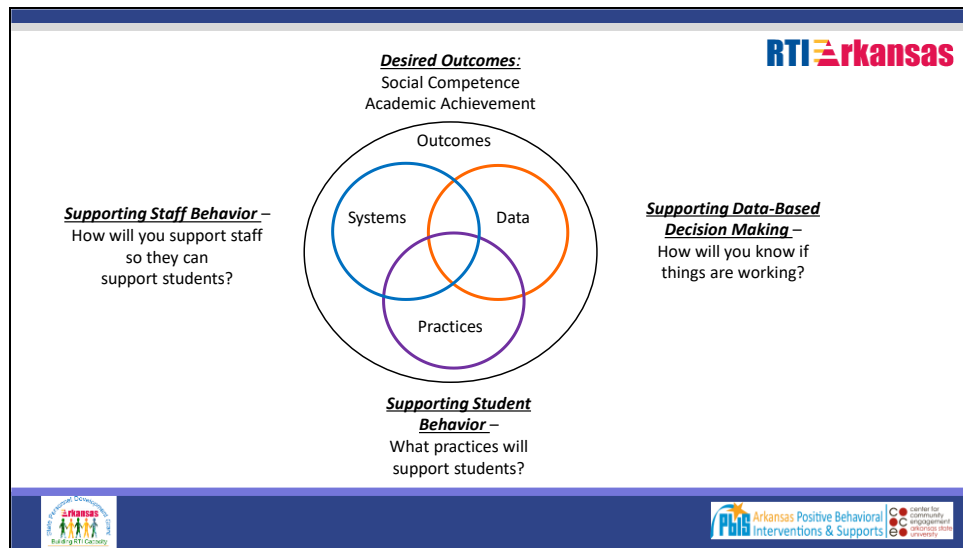
Slide #12
[Diagram]

Trainer Notes:

- This is an illustration of what we discussed in the last couple slides. It shows how everything works together.

Levels, Or Tiers, Of Interventions

RTI Arkansas

PBIS is for **all** students!

PBIS starts with **PREVENTION** for all students.

- Everyone receives instruction in appropriate behavioral expectations.
- Some students may need more support.

Slide #13

[Levels, Or Tiers, Of Interventions]

Trainer Notes:

- The PBIS framework provides three levels of interventions, which is optimal for giving students the best opportunity to succeed. Not all students that are making mistakes need individual interventions. PBIS provides a continuum of interventions matched to the needs of the students.
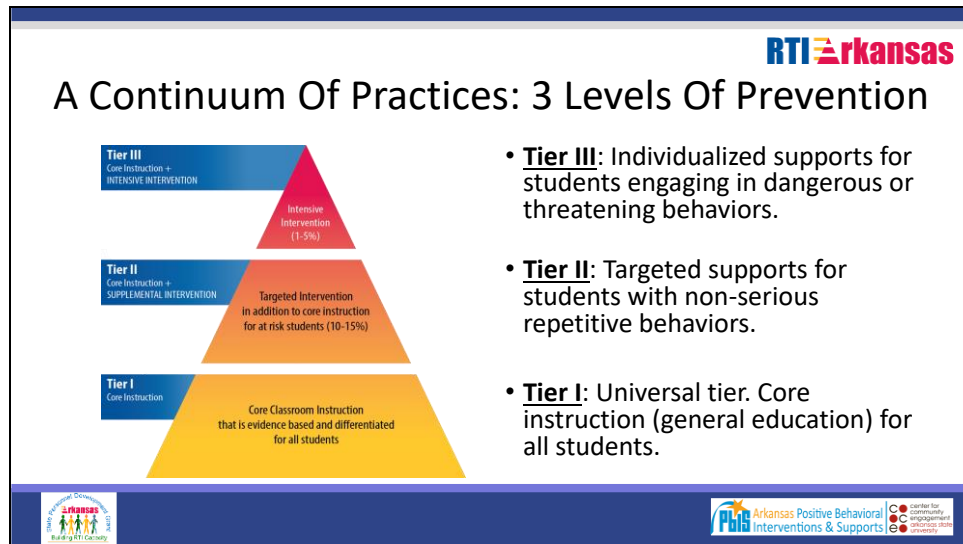
Slide #14

[A Continuum Of Practices: 3 Levels Of Prevention]

Trainer Notes:

- This illustration describes the three tiers of intervention for PBIS (same for RTI, in general). This pyramid has become an iconic symbol in PBIS implementation. We call these levels of prevention because the goal is to prevent students from making more mistakes or escalating in behavior. Note how the tiers overlap – they are not separate. Students receiving Tier II or Tier III interventions are still receiving Tier I support.

Why Have A Universal Tier I?

- Do students know expected behavior?
  - Or do they just know what *not* to do?

- Is there planned behavioral instruction?

- Is there consistency in procedures?
  - How do you know?

Slide #15

[Why Have A Universal Tier I?]

Trainer Notes:

- A universal tier for behavior will give the school predictability and consistency. It's important to have consistency in how behavior is addressed with ALL students. Think of Tier I of PBIS as general instruction in behavior for all students.

Consistency Matters

- If different teachers have different expectations, how do students know what to do?

- If the expectations at home are different from school, how do students know what to do?

Slide #16

[Consistency Matters]

Trainer Notes:

- Sometimes we assume that students ought to know the behavioral expectations, especially at the secondary level; however, if expectations vary from location to location, and if they are vastly different from the expectations at home, then we can't assume students know what the expectations are. This is why consistency and teaching the expectations are important.

Why Teach Behavioral Expectations?

"If a child doesn't know how to read, *we teach*."

"If a child doesn't know how to swim, *we teach*."

"If a child doesn't know how to multiply, *we teach*."

"If a child doesn't know how to drive, *we teach.*"

"If a child doesn't know how to behave, *we…   …teach?   …punish?"*

"Why can't we finish the last sentence as automatically as we do the others?"

Tom Herner, 1998

Slide #17

[Why Teach Behavioral Expectations?]

Trainer Notes:

- This is a quote from Tom Herner, President of NASDE, 1998. We can't just expect students to know what behavior to use if we don't teach them first.

Training Section Two

Core Elements of the Universal Tier: Tier I

Slides 18 - 33

Goals

Participants will understand
- The core elements of Tier I
- The stages of implementing PBIS

Slide #18

[Core Elements of the Universal Tier: Tier I]

Trainer Notes:

- Now we will look at the core elements that make up Tier I of the PBIS framework. We will go into more detail about all of these components in future modules.

Slide #19

[What Is Required?]

Trainer Notes:

- School staff have to commit to change before they can expect students to change. The school will have a representative leadership team that will collaborate to determine what behavior is expected, how it will be taught to the students, and how student behavior will be addressed (both appropriate and inappropriate). The team will be using data to action plan and progress monitor.

Slide #20
[Make A Commitment]

Trainer Notes:

- For any organization to be successful, everyone has to be on board with the same goals. Schools need to have these conversations among all staff and decide what EVERYONE will be committed to achieving. This is the first step in beginning to develop the PBIS action plan.

☺ **EXAMPLE**

Staff Survey Example

This will give attendees an example of a survey that assesses staff views on the school's climate and whether they are interested in improving it. The survey is provided on the next page (pg. 29) or you can download it at: http://cce.astate.edu/pbis/pbis-leadership-teams/ (under staff buy-in).

School-wide Behavior Survey*

We want to know whether you would like to see changes in your school to increase positive behavior and school climate. Circle **one** response per question. Do not write your name on the survey.

1. My job is best described as
   a. Certified – classroom instruction
   b. Certified – non-classroom/support staff
   c. Classified – in the classroom
   d. Classified – non-classroom/support staff
   e. Administration
2. **When** do the **majority** of behavior problems occur?
   a. Before school   d. Lunch
   b. Recess/passing period   e. After school
   c. During class time
3. The behavior I spend most of my time correcting is
   a. Defiance/disrespect   d. Property damage/misuse
   b. Inappropriate language   e. Fighting
   c. Bullying
4. I systematically acknowledge students for appropriate behavior.
   a. On a daily basis   c. Monthly
   b. Weekly   d. Annually
5. I believe school expectations should be taught and practiced
   a. First day of school   d. After breaks
   b. First week of school   e. On a regular basis
   c. Twice a year
6. I feel supported by administration's management of discipline problems.
   a. Strongly disagree   c. Agree
   b. Disagree   d. Strongly agree
7. Consequences are consistently applied across all areas of campus.
   a. Strongly disagree   c. Agree
   b. Disagree   d. Strongly agree
8. I would like to learn new ways to manage student behavior.
   a. Strongly disagree   c. Agree
   b. Disagree   d. Strongly agree
9. I am committed to supporting the implementation of school-wide reform to improve student behavior and increase school climate.
   a. Strongly disagree   c. Agree
   b. Disagree   d. Strongly agree
10. Please use the reverse side of this form to indicate any discipline or behavior concerns you would like the PBIS team to address.

Adapted from San Bernardino City Unified School District (SBCUSD); PBS Initiative

Slide #21

[Leading The Process]

Trainer Notes:

- The key to successful, sustained implementation of any initiative is a great leadership team!!! It's important to make sure that the team reflects the school's makeup and includes people with diverse skills that will keep the efforts spread out instead of putting the burden on one or two people.

Tier I Focus

Be consistent and predictable
- Teach expected behaviors
- Prevent inappropriate behaviors
- Improve classroom strategies
- Maximize student achievement

Focus on the entire school (and classrooms), NOT individual children.

Slide #22
[Tier I Focus]

Trainer Notes:

- As with academics, schools need a universal tier where core education takes place. By educating and reinforcing all students, they will make fewer mistakes and teachers will spend less time on office referrals.

Teaching Behavior

RTI Arkansas

Make it clear and simple.
• Define & clarify behavior expectations
• Teach & model expectations in all settings
• Let students practice & give them feedback

Arkansas Positive Behavioral Interventions & Supports | center for community engagement arkansas state university

Slide #23
[Teaching Behavior]

Trainer Notes:

- This is the heart of Tier I – the behavior education curriculum you will implement. The behavior education begins with deciding what behaviors you WANT to see from your students. You will be creating common language that describes how you want students to behave (tell students what TO DO) in all areas of the school, and you will teach and model this behavior. Don't just give students a handbook and wait for them to make a mistake. Teach first!

Addressing Students' Behavior

RTI Arkansas

How do you let students know…
- if they <u>did understand</u> their math lesson?
- if they <u>didn't understand</u> their math lesson?

- if their behavior IS or ISN'T correct???

Slide #24

[Addressing Students' Behavior]

Trainer Notes:

- Giving feedback is critical if you want students to continue to do something correctly or if you want them to know that they have made a mistake and need to make a correction.

Slide #25
[Responding To Behavior]

Trainer Notes:

- The PBIS framework not only emphasizes teaching appropriate behavior, but also emphasizes using consistent responses to student behavior, both appropriate and inappropriate. Teams will be developing practices that encourage students to follow the expectations, as well as consistent consequences that will discourage them from not following the expectations.

Slide #26

[Data-Based Decision Making]

Trainer Notes:

- It is important to have accurate, regularly reported discipline data to make decisions about student behavior and how to address it. It is also important to know if your action plan is showing success and is being carried out the way you intended. Examples of ways to evaluate progress include the following: discipline data; surveys for staff, students, and parents; and student success indicators (grades, test scores, etc.).

Evaluation Is Key!

- Tiered Fidelity Inventory (TFI)
    - Used over time to guide implementation
    - Improves sustainability
- Self Assessment Survey (SAS)
- Behavioral infractions

Slide #27

[Evaluation Is Key!]

Trainer Notes:

- Introduce teams to the TFI, as this is what will be used to guide implementation. The TFI is a valid, reliable, and efficient measure of PBIS implementation. Introduce the SAS as a staff survey of how things are working in school. Remind them that there are data they already likely monitor.

Slide #28

[PBIS Is School-wide AND Classroom]

Trainer Notes:

- Because students spend so much time in the classroom, it's essential that the same philosophy used school-wide is used at the classroom level.

Slide #29
[What Now?]

Trainer Notes:

- Begin to wrap up – give attendees encouragement and instructions for next steps.

Slide #30

[PBIS Takes Time]

Trainer Notes:

- Schools/districts can spend the first year planning for implementation of PBIS. Full implementation of Tier I practices can take between three to five years.

PBIS Takes Time: Stages Of Implementation

Focus	Stage	Description
Should we do it?	Exploration/ Adoption	**Do we need to improve school climate?**
Work to do it better!	Installation	**Establish team, create behavior expectations, lesson plans, and acknowledgement systems, set up data collection system…**
	Initial Implementation	**Kick-off assembly, teach lessons, monitor behavior**
Work to do it right!	Full Implementation	**Expand the program/practices to other locations, adjust from learning in initial implementation.**
	Continuous Improvement/ Regeneration	**Make it easier, more efficient. Embed within current practices.**

For more information on implementation, see https://sites.fsg.unc.edu/sites/fpm.fpg.unc.edu/files/resources/nirn-briefs/NIRN-IC3-ImplementationStages.pdf

Slide #31

[PBIS Takes Time: Stages Of Implementation]

Trainer Notes:

- PBIS implementation is done in stages. This is an ongoing process, so schools will always be looking for ways to improve to make things easier for staff.

Slide #32
[1ˢᵗ Step: Get Training]

Trainer Notes:

- PBIS is a framework being implemented in schools across the country, and there are regional networks, state teams, and a national organization that support schools in this process. The national and regional organizations are always looking for ways to improve and will continue to offer strategies as they are developed. There are state, regional, and national conferences and forums offered yearly as well.

Slide #33

[A Little Inspiration...]

Trainer Notes:

- A little inspiration now! There are additional modules that will give more in-depth information.

Discussion Questions:

The following questions will help schools start thinking about their next steps and how they will introduce PBIS to all staff members. If there is time, ask some of the questions below to engage attendees and assess whether they understand the material that has been presented. If you have a large group, consider having smaller groups discuss the questions and then report back to the entire group.

1. Do you have a basic understanding of PBIS? Could you describe it to someone else?
2. Do you think your school would benefit from implementing PBIS?
3. Do you understand the three tier logic?
4. Do you understand what is needed to implement PBIS?
5. How will you introduce PBIS to staff?

Homework:

Encourage attendees to go back to their schools and give a brief introduction to PBIS and go through the activities that we presented in this module.

Resources:

The following resources and videos will give attendees more information on PBIS and show how it has been implemented in some schools. If there is time, consider showing one of the videos, or a small clip of one. The videos are especially useful in seeing first-hand the change some schools have experienced and how attitudes changed once PBIS was implemented. Follow the links below to see these examples.

- PBIS Compendium – School Examples:
  http://pbiscompendium.ssd.k12.mo.us/universal-examples
- PBIS Technical Assistance Center – SWPBIS Getting Started:
  https://www.pbis.org/pbis/getting-started
- Missouri PBIS Website – click on Common Philosophy:
  http://pbismissouri.org/tier-1-workbook-resources/
- Maryland PBIS Website – School Examples:
  http://www.pbismaryland.org/schoolexamples.htm

Videos:

- Every Opportunity:
  https://www.youtube.com/watch?v=VxyxywShewI&t=10s
- Creating the Culture of Positive Behavior Supports:
  https://www.youtube.com/watch?v=Vc-Tjqm20cU#action=share
- Mona Shores High School Example:
  https://www.youtube.com/watch?v=0vPpo9Zg2BA&t=31s

Next Module:

The suggested next module is Module 5: Developing PBIS Behavioral Expectations. The expectations are the foundation of PBIS – they reflect what the school values and expects of all members of the community.