



PBIS 101: Understand the Basics to Help All Students

NDE Paraeducator Conference

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Learning Objectives

- 1) Participants will learn and understand the essential components of PBIS
- 2) Participants will learn and understand the essential practices typically associated with most PBIS programs
- 3) Participants will learn and debunk common myths or misconceptions about PBIS
- 4) Participants will understand their role in the PBIS process as a paraeducator.



Your Presenters



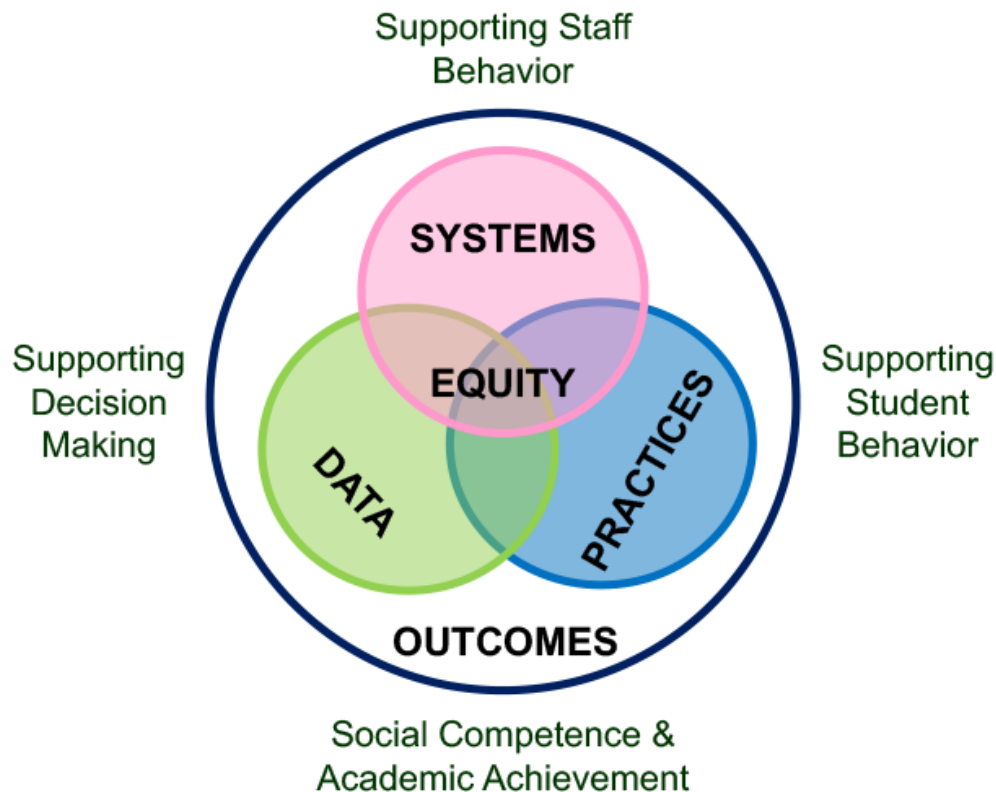
- George Toman – NPBIS Coordinator
- Linda Clavel – NPBIS Coach
- Mary Osterloh – NPBIS Coach

Opening Comments

1. Broad overview of PBIS
2. Incongruency between material vs. what you see in schools
3. This presentation is for *you*.

What is PBIS

- Positive Behavior Interventions and Supports (PBIS)
 - SW-PBS
 - MTSS-B
 - RtI for Behavior
 - School Nickname (e.g., “Eagle Way”)



Click here:

<https://www.pbis.org/pbis/getting-started>

Image source: www.pbis.org

Foundational Systems¹

- Leadership Team
- Regular meetings – routine, schedule, structure
- Commitment to positive school-wide social culture
- On-going data-based monitoring, evaluation, and dissemination
- Procedures to select, train, and coach new personnel

Key Practices¹

1. School-wide positive expectations and behaviors are defined and taught
2. Procedures for establishing classroom expectations and routines consistent with school-wide expectations
3. Continuum of procedures for encouraging expected behavior
4. Continuum of procedures for discouraging problem behavior
5. Procedures for encouraging school-family partnerships

Myth #1: PBIS removes discipline in schools and doesn't hold children accountable for their actions

Debunking Myth #1

- PBIS *reframes discipline as a teaching tool* rather than a *punitive* outcome.
- PBIS *proactively addresses* student behavior to minimize lost instructional time
- PBIS *does not remove suspensions or expulsions* from school procedures; rather, PBIS *systematizes* the process to ensure *appropriateness of suspensions and expulsions*
- PBIS *prioritizes desired behaviors* (4:1 ratio)

School-Wide Behavior Expectations

- Systematic behavior expectations for all students (and staff)
- “Be Safe, Be Respectful, Be Responsible”
- Behavior matrices
- School-wide positive behavior recognition system

Schoolwide Public Feedback on Following Behavior Expectations²



WESTSIDE MIDDLE SCHOOL EXPECTATIONS

Be Safe Be Respectful Be Responsible

	WMS Expectations	Before School	Hallways & Stairwells	Bathrooms	Cafeteria	PAC	After School
S A F E	<ul style="list-style-type: none"> •Keep hands and feet to self •Walk facing forward 	<ul style="list-style-type: none"> •Remain seated in gym or cafeteria •Keep aisle area clear •Hands, feet, and belongings to self 	<ul style="list-style-type: none"> •Keep hands and feet to self •Walk facing forward •Stay to the right 	<ul style="list-style-type: none"> •Flush toilet after use •Wash your hands •Keep water and soap in the sink •Throw paper towels in the garbage can 	<ul style="list-style-type: none"> •Stay in your seat •Keep hands and feet to self •Touch only your food and drink 	<ul style="list-style-type: none"> •Keep hands and feet to self •Walk to your seat and stay seated •Walk as you leave the PAC 	<ul style="list-style-type: none"> •Keep hands, feet, and belongings to self •Walk
R E S P E C T F U L	<ul style="list-style-type: none"> •Follow all school expectations and procedures •Speak respectfully to others •Pick up after yourself 	<ul style="list-style-type: none"> •Follow instructions •Accept feedback •Treat peers and adults with respect 	<ul style="list-style-type: none"> •Follow instructions •Use a quiet voice •Move with a purpose 	<ul style="list-style-type: none"> •Flush toilet after use •Use a quiet voice •Keep walls and floors clean 	<ul style="list-style-type: none"> •Allow anyone to sit at your table •Use a quiet voice •Sign out and have a pass if you leave the cafeteria 	<ul style="list-style-type: none"> •Keep feet on the floor •Be quiet and attentive to the speaker •Give applause when appropriate 	<ul style="list-style-type: none"> •Use respectful language •Follow adult instructions
R E S P O N S I B L E	<ul style="list-style-type: none"> •Be on time •Bring all your materials •Report unsafe behavior to an adult •Pick up after yourself 	<ul style="list-style-type: none"> •Sit and stay in designated area •Have a pass if you need to see a teacher before school 	<ul style="list-style-type: none"> •Arrive to class on time •Pick up after yourself •Use trash cans in the building 	<ul style="list-style-type: none"> •Flush toilet after use •Return to your classroom quickly and quietly •Report issues to an adult 	<ul style="list-style-type: none"> •Buy food and drinks only for yourself •Keep all food and drink in the cafeteria •Stay in your assigned section •Clean your area before being dismissed 	<ul style="list-style-type: none"> •Keep Gum, Candy, and Drinks outside the PAC •Pick up after yourself 	<ul style="list-style-type: none"> •Check that you have all your belongings and bus pass before leaving •Arrive at your bus on time •Exit the building by 3:30 •Get permission to re-enter the building

Proactive Teaching & Feedback

- PBIS *proactively teaches* appropriate behavior to students
 - PBIS *does not assume* that appropriate behavior is a *natural* act
- PBIS *proactively teaches* appropriate behavior in multiple settings
 - Classroom
 - Restroom
 - Hallway
 - Recess
- PBIS *proactively prompts* students to demonstrate appropriate behavior
 - Prompting
 - Explicit practice/feedback

4:1 Positive Feedback Ratio

- For each use of negative feedback (e.g., “you did a poor job”), balance it with four positive forms of feedback (e.g., “you did a nice job being responsible by lining up today”)
- Embraces recognition of *desired behaviors* rather than inflated attention to *undesired behaviors*
- “Put energy toward what you want to see.”

Myth #2: PBIS only allows for positivity and no negative comments

Frequent questions:

- *Why do I need to tell someone “good job” for something they should already be doing?*
- *Why are we asked to be so positive toward the bad kids? We’ll only support their bad behavior.*

First, some questions...

- Imagine a relationship where two people are to collaborate and trust each other (parent/child, employer/employee, spouses, etc.). What would that relationship look like if the only recognition they give each other is when *they do something wrong or when expectations are not met?*
 - Example – A newly wed couple only talk about each other’s weaknesses and limitations. No “I love you” or “good job” is given because both genuinely believe that “we’re supposed to love each other, so why do I need to say ‘I love you.’”
 - **Discuss** – *Predict how successful this relationship will be.*

Debunking Myth #2

- PBIS *balances* negative feedback with *intentionality* toward positive feedback (i.e., put energy toward what you want to see.)
- Psychologically, only recognizing *negative feedback* will eventually “normalize” or “minimize” the bad behavior
 - Consequence – negative feedback won’t have any motivational power to change the individual
- Especially today, children are frequently reminded of their *weaknesses* than their *strengths*.

Incentives vs. Recognition

- In PBIS, *intentional recognition* of desired behavior is of primary concern. To achieve this, *incentives* are sometimes given to help validate the *recognition of good behavior*.
- Incentives are to be developmentally appropriate and, optimally, *replaced* with intrinsic motivators (i.e., verbal praise and recognition).
- Incentives should be utilized when appropriate; however, it should not be the *only* recognition system in your building.
 - If incentives become the only recognition system of positive behavior, the efficacy of PBIS is *vulnerable* to misunderstood definitions (i.e., “PBIS is about the reward ticket.”)



You are part of the Pentwater

- Take Responsibility
- Earn Respect
- Act Safely
- Measure Success!

Student Name _____
Grade _____



Shettler Elementary School

Respect _____
Responsibility _____

Safety Responsibility Respect

Came into the library respectfully

Use this coupon for a prize drawing
The Library Staff

We are a CREW

Signed: _____

PURRS!

Student Name _____

Teacher Initials _____

- RESPECTFUL
- RESPONSIBLE
- SAFE

LaKERS Ticket



Lincoln International Studies School Passport to Success

Name: _____ Staff Initials _____

Teacher: _____

I Was:

- Respectful
- Responsible
- Caring

Being A Good Learner

Being Safe
Being Kind
Being Positive
Being Responsible

Student: _____
Date: _____
Authorized Signature _____

TIGER PAWS

Foster Elementary School

C.A.T. Award
3 R's



Caught Acting Terrifically
by _____ on _____

- Assembly
- Bathroom
- Baste
- Cafeteria
- Classroom
- Guest Teacher
- Hallway
- Playground

Rights ~ Responsibilities ~

★ I was a star today. ★
I showed star quality in:
Caring Teamwork
Responsibility
Self-Control Safety

Name _____

Caught Being Good Behavior Award



Name: _____ in grade _____

has been caught being...

- safe
- responsible

PURR-fect Panthers GOLD SLIPS

Name _____

I was **RESPECTFUL**

Treasure Ticket

Name _____
RESPONSIBLE RESPECTFUL
SAFE

Playground



BLE

MILE TICKET

- Caught being SAFE
- Caught being RESPECTFUL

Woody Award

Beach W.A.V.E.

- We are Responsible
- Always Respectful
- Very Safe
- Excellent Attitude

Student: _____

Staff Initials: _____

Date: _____

- Safe
- Responsible
- Respectful

Staff: _____

Date: _____



Myth #3: PBIS is about
the rewards

Debunking Myth #3

- PBIS *is not a reward system* – it is a *systematic framework* designed to *improve* student behaviors via *instruction* and improve educational outcomes.
- Extrinsic motivators (e.g., reward tickets) are only useful when they are *developmentally appropriate* for the *target* student(s).
- PBIS embraces a *proactive positive behavior recognition system* to *teach and reinforce* desired behaviors
- PBIS does not *reward or reinforce bad behaviors* (i.e., “why are we nice to the bad kids?”)

The Paraeducator and PBIS

- Provide direct support to student learning (including proper behavior)
- Seen as a *trusted, reliable* support for students and staff
- *Teach and reinforce* proper behavior
- Provide continuity in student learning and accountability

Feedback

- Provide *explicit* feedback when *recognizing* appropriate student behavior
 - Example – “George, I’m proud of you! You did a great job lining up without talking. You were being very responsible. Keep it up!”
- Positive feedback should be *timely*. Provide it *immediately* while learning new behaviors. Feedback frequency can lessen once the behavior has been mastered.
- *Connect* feedback to classroom/school-wide behavior expectations when you can

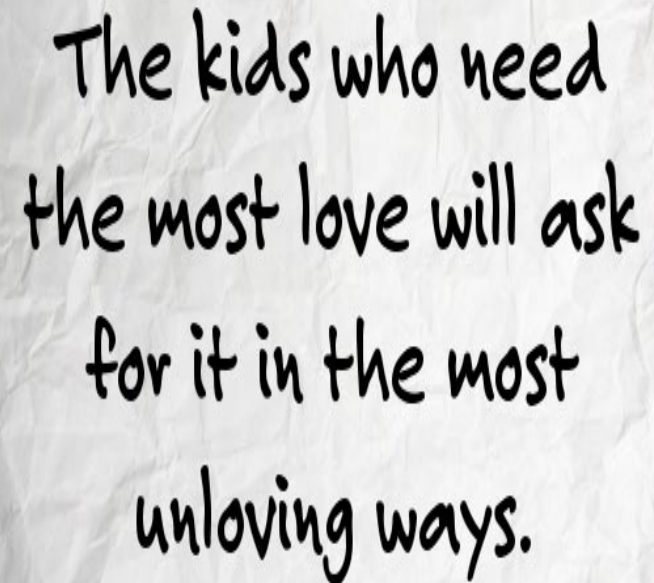
Individual Student Plans (e.g., BIP)

- Know your role/responsibilities *clearly* as indicated on the student's individual plan
- Use *proactive strategies* to influence student behavior (e.g., prompts)
- Use *intentional/explicit feedback* to *recognize* good behavior
- Use de-escalation strategies as needed when addressing inappropriate behaviors with students needing intensive support

Final Thoughts

"Don't ask if you are leading. You are. Don't ask if you will make a difference. You will. The question is, 'What kind of leader will you be, and what kind of difference will you make?'"

***- Richard DuFour &
Robert Marzano***



The kids who need
the most love will ask
for it in the most
unloving ways.



Questions/Comments

Please complete the feedback form ([click HERE](#))

Contact Information

- George Toman – gtoman1610@gmail.com
- [NeMTSS Website](#)
- [PBIS TA Center](#)

References

- 1 – [PBIS Technical Center Website](#)
- 2 – [PBIS Rewards Presentation \(TA Center\)](#)