

School-wide PBS Structures

An Introduction to
Tier One Behavior
Supports

Johns & Patrick



Presentation Expectations



- Honor each other's time
- **Actively listen:**
turn off laptops, iPods, cell phones;
avoid side conversations; put aside
work
- **Interact professionally:**
avoid sarcasm, eye-rolling, blaming
students and families for systemic
failures

Which picture best represents the discipline program at our school?

A)



B)



We Will Build PBS Together

Tier One: **School-Wide**

- ❑ **Commitment to PBS**
- ❑ **Universal Expectations & Rules**
- ❑ **Office Referral Procedures**
- ❑ **School-Wide Acknowledgement System**
- ❑ **School-Wide Social Skills Instruction**
- ❑ **Active Supervision**
- ❑ **Enforcement of Expectations**
- ❑ **Data-Based Decision Making**
- ❑ **Safe & Welcoming Culture**



We Will Commit to School-wide Implementation

- Administrative
 - PBS Team
 - All Staff



We Will Teach & Enforce Universal Expectations

Phase 1, Step 3B
Develop school-wide
rules and expectations

Be Respectful



Be Responsible

Be Safe



Hallway Expectations

Be Respectful	Be Responsible	Be Safe
Use quiet voices – so not to disrupt others	Stay in line facing forward unless directed by an adult	Walk at all times
STOP, LOOK & LISTEN when spoken to by adults	Be in your seat before the tardy bell rings	Keep hands, feet & objects to yourself
Put trash in garbage cans	Keep halls clean: this is a food & gum free zone	Move with the flow of traffic



We will Adopt Office Referral Procedures

SBCUSD Office Referral Form			
BE SAFE! BE RESPONSIBLE! BE RESPECTFUL!			
Student: _____		Referring Staff (print name): _____	
Time of incident: _____	Date of incident: _____	Grade / Track: _____	
Location	Problem Behavior	Environmental Factors	Possible
(Check only 1) <input type="checkbox"/> Gate <input type="checkbox"/> On bus/bus area <input type="checkbox"/> Cafeteria <input type="checkbox"/> Classroom <input type="checkbox"/> Library <input type="checkbox"/> Office <input type="checkbox"/> Hallway <input type="checkbox"/> Quad <input type="checkbox"/> Restrooms <input type="checkbox"/> Lunch area <input type="checkbox"/> PE area <input type="checkbox"/> Playground <input type="checkbox"/> Other (specify): _____	(Check only 1) <input type="checkbox"/> Fighting <input type="checkbox"/> Destruction of Property <input type="checkbox"/> Habitual Profanity <input type="checkbox"/> Theft / Possession of Stolen Property <input type="checkbox"/> Harassment: _____ <input type="checkbox"/> Committed Obscene Act <input type="checkbox"/> Weapon: _____ <input type="checkbox"/> Other (specify): _____ Chronic Minor Offenses <i>(Attach Low Level Referrals)</i> <input type="checkbox"/> Disruption <input type="checkbox"/> Non-Compliance <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Property Misuse <input type="checkbox"/> Tardy <input type="checkbox"/> Other (specify): _____	(Check only 1) <input type="checkbox"/> Adult request/directive <input type="checkbox"/> Oral instruction <input type="checkbox"/> Individual seat work <input type="checkbox"/> Group work <input type="checkbox"/> Managing materials <input type="checkbox"/> External interruptions (guest, PA, phone call, etc.) <input type="checkbox"/> Classroom transitions <input type="checkbox"/> Passing period <input type="checkbox"/> Teasing from peers <input type="checkbox"/> Changes to routine <input type="checkbox"/> Guest Teacher <input type="checkbox"/> Assembly <input type="checkbox"/> Recess <input type="checkbox"/> Other (specify): _____	(Check only 1) <input type="checkbox"/> Gain <input type="checkbox"/> Gain <input type="checkbox"/> Gain <input type="checkbox"/> Gain <input type="checkbox"/> Avoid <input type="checkbox"/> Avoid <input type="checkbox"/> Avoid <input type="checkbox"/> Other
Provide a behaviorally specific description: _____			
Referring Staff Signature: _____		Date: _____	
Received in Office by: _____		Received in office _____	
Administrative Action Taken			
Skill/Relationship Development: <input type="checkbox"/> Student Completed Incident Summary <input type="checkbox"/> Identified Academic Deficit(s): <input type="checkbox"/> Identified Functional Factors: <input type="checkbox"/> Identified Environmental Factors: <input type="checkbox"/> Identified Behavior Skill Deficit(s): <input type="checkbox"/> Assigned Targeted Skill Development: <input type="checkbox"/> Conducted Crisis Teaching & Facilitated Student Re-entry <input type="checkbox"/> Scheduled meeting with: ___ Team ___ Guardian ___/___/___ <input type="checkbox"/> Developed a Behavior Contract <input type="checkbox"/> Assigned an Adult Mentor: <input type="checkbox"/> Scheduled Behavior Support Plan (BSP): ___/___/___		Removal/Penalty: <input type="checkbox"/> Removed Privileges <input type="checkbox"/> Restricted Activities <input type="checkbox"/> Assigned Time-out <input type="checkbox"/> Assigned Detention <input type="checkbox"/> Assigned OCS: <input type="checkbox"/> Assigned Suspension <input type="checkbox"/> Recommended EOP <input type="checkbox"/> Other: _____	
Administrator's Signature: _____		Date: _____	

SBCUSD Low Level Referral Form		
Student: _____		Staff Member: _____
Grade / Track: _____		
1st Incident	Date: _____	Time: _____
Location	Problem Behavior	Staff Intervention Administered
<input type="checkbox"/> Classroom <input type="checkbox"/> Quad/Playground <input type="checkbox"/> Office <input type="checkbox"/> Hallway <input type="checkbox"/> Restrooms <input type="checkbox"/> Lunch area <input type="checkbox"/> PE Area	<input type="checkbox"/> Disruption: _____ <input type="checkbox"/> Defiance: _____ <input type="checkbox"/> Disrespect: _____ <input type="checkbox"/> Property misuse <input type="checkbox"/> Dress code <input type="checkbox"/> Inappropriate language (not directed toward staff)	<input type="checkbox"/> Clarified how behavior did not meet expectations <input type="checkbox"/> Cued / Prompted student: _____ <input type="checkbox"/> Provided a structured choice <input type="checkbox"/> Teacher collaborated with: <input type="checkbox"/> team <input type="checkbox"/> counselor <input type="checkbox"/> admin <input type="checkbox"/> Student met with Team to discuss additional supports <input type="checkbox"/> Reviewed CST results: ELA _____ Math _____ <input type="checkbox"/> Reviewed discipline data for patterns & trends <input type="checkbox"/> Informed parent: ___/___/___ <input type="checkbox"/> phone call <input type="checkbox"/> copy sent
2nd Incident	Date: _____	Time: _____
Location	Problem Behavior	Staff Intervention Administered
<input type="checkbox"/> Classroom <input type="checkbox"/> Quad/Playground <input type="checkbox"/> Office <input type="checkbox"/> Hallway <input type="checkbox"/> Restrooms <input type="checkbox"/> Lunch area <input type="checkbox"/> PE area	<input type="checkbox"/> Disruption: _____ <input type="checkbox"/> Defiance: _____ <input type="checkbox"/> Disrespect: _____ <input type="checkbox"/> Property misuse <input type="checkbox"/> Dress code <input type="checkbox"/> Inappropriate language (not directed toward staff)	<input type="checkbox"/> Clarified how behavior did not meet expectations <input type="checkbox"/> Cued / Prompted student: _____ <input type="checkbox"/> Provided a structured choice <input type="checkbox"/> Teacher collaborated with: <input type="checkbox"/> team <input type="checkbox"/> counselor <input type="checkbox"/> admin <input type="checkbox"/> Student met with Team to discuss additional supports <input type="checkbox"/> Reviewed CST results: ELA _____ Math _____ <input type="checkbox"/> Reviewed discipline data for patterns & trends <input type="checkbox"/> Informed parent: ___/___/___ <input type="checkbox"/> phone call
3rd Incident	Date: _____	Time: _____
Location	Problem Behavior	Staff Intervention Administered
<input type="checkbox"/> Classroom <input type="checkbox"/> Quad/Playground <input type="checkbox"/> Office <input type="checkbox"/> Hallway <input type="checkbox"/> Restrooms <input type="checkbox"/> Lunch area <input type="checkbox"/> PE area	<input type="checkbox"/> Disruption: _____ <input type="checkbox"/> Defiance: _____ <input type="checkbox"/> Disrespect: _____ <input type="checkbox"/> Property misuse <input type="checkbox"/> Dress code <input type="checkbox"/> Inappropriate language (not directed toward staff)	<input type="checkbox"/> Clarified how behavior did not meet expectations <input type="checkbox"/> Cued / Prompted student: _____ <input type="checkbox"/> Provided a structured choice <input type="checkbox"/> Teacher collaborated with: <input type="checkbox"/> team <input type="checkbox"/> counselor <input type="checkbox"/> admin <input type="checkbox"/> Student met with Team to discuss additional supports <input type="checkbox"/> Reviewed CST results: ELA _____ Math _____ <input type="checkbox"/> Reviewed discipline data for patterns & trends <input type="checkbox"/> Informed parent: ___/___/___ <input type="checkbox"/> phone call <input type="checkbox"/> copy sent
4th Incident	Date: _____	Time: _____
Location	Problem Behavior	Staff Intervention Administered
<input type="checkbox"/> Classroom <input type="checkbox"/> Quad/Playground <input type="checkbox"/> Office <input type="checkbox"/> Hallway <input type="checkbox"/> Restrooms <input type="checkbox"/> Lunch area <input type="checkbox"/> PE area	<input type="checkbox"/> Disruption: _____ <input type="checkbox"/> Defiance: _____ <input type="checkbox"/> Disrespect: _____ <input type="checkbox"/> Property misuse <input type="checkbox"/> Dress code <input type="checkbox"/> Inappropriate language (not directed toward staff)	<input type="checkbox"/> Clarified how behavior did not meet expectations <input type="checkbox"/> Cued / Prompted student: _____ <input type="checkbox"/> Provided a structured choice <input type="checkbox"/> Teacher collaborated with: <input type="checkbox"/> team <input type="checkbox"/> counselor <input type="checkbox"/> admin <input type="checkbox"/> Student met with Team to discuss additional supports <input type="checkbox"/> Reviewed CST results: ELA _____ Math _____ <input type="checkbox"/> Reviewed discipline data for patterns & trends <input type="checkbox"/> Informed parent: ___/___/___ <input type="checkbox"/> phone call <input type="checkbox"/> copy sent
5th Incident — See attached Office Referral Form		



We Will Create a School-wide Acknowledgement System



Types of Reinforcers:

Negative Reinforcement
Avoiding a negative outcome

Primary
Sensory stimulation, edibles

Tangibles
Tokens, objects, stickers

Closure
Completion of a task, list or set

Contingent Access
Conditional outcome; "If __, Then __"

Privileges
Increased freedom, choice making, responsibility

Social Status
Recognition among peers

Praise
Verbal acknowledgement of appreciated behavior

Intrinsic
Self-satisfaction, self-generated praise, sense of accomplishment

Phase 1, Step 7D
Present to staff

We Will Teach Social Skills School-wide

Group 1: Beginning Social Skills
Lessons 1-8

1) LISTENING

Objective:

Students will be able to listen attentively when someone is speaking.

Teach:

- Introduce the lesson – *Listening*.
- Discuss the steps students should follow when *Listening*.
- Describe what the behavior in each step looks like.
- Select role-players and assign *Steps* to student observers.
- Facilitate the role-playing exercise(s).
- Student observers complete *Role-Play Feedback Form*.
- Student observers provide performance feedback.

Steps for <i>LISTENING</i>	What <i>LISTENING</i> Looks Like
1. Look at the person who is talking.	Face the person; establish eye contact
2. Think about what is being said.	
3. Wait your turn to talk.	
4. Say what you want to say.	


Possible scenarios to role-play:

Role-play #1 – School Scenario:
Student 1 (classroom teacher) explains

Role-play #2 – Peer Group Scenario:
Student 1 describes an interesting mov

SKILL 1

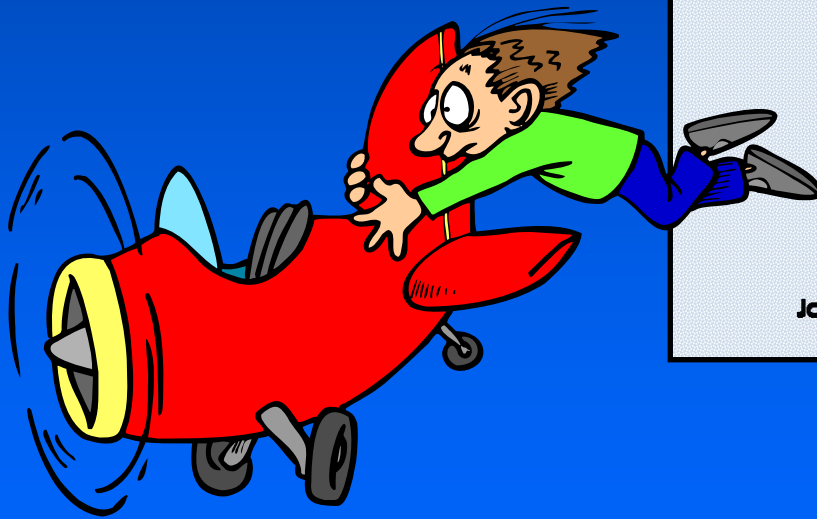
LISTENING



Objective:
Students will be able to listen attentively when someone is speaking.



We Will Actively Supervise



We Will Enforce All Expectations



Minor Offenses:

Minor Offenses are misbehaviors corrected "on the spot" (classroom, common areas, etc.). Interventions used to address minor offenses are documented on *Low Level Referral* forms.

- Disruption
- Defiance
- Non-compliance
- Property misuse
- Dress code
- Mild physical contact
- Inappropriate language
- Tardy
- Lying
- Cheating
- Out of bounds
- Trash / littering
- Refusal to dress: PE
- Repeated Ed Code Violations (48900 K)

See definitions in *SBCUSD Progressive Discipline Matrix* for further detail



Major Infractions:

Major Infractions are violations of the Education Code which require the immediate attention of administrative staff. The interventions used to address and correct major infractions are documented on *Office Referral* forms.

Safety (High Level) EC 48915:

A1, A2, A3, A4, A5, C1, C2, C3, C4, C5

Safety EC 48900:

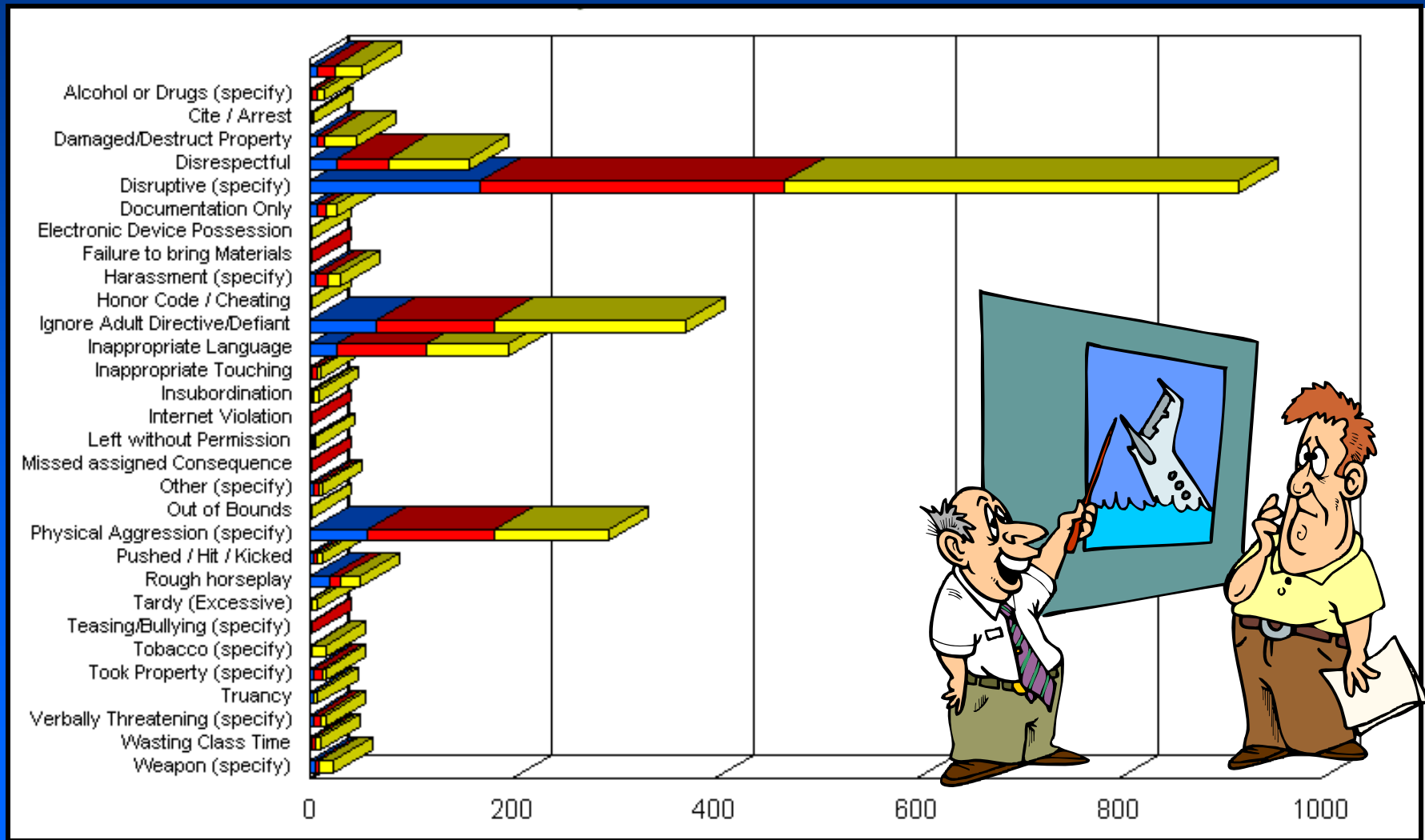
- A & A-2 —fight (see also above, EC48915)
- B — weapon
- C — controlled substance, under influence (see also EC48915)
- D — controlled substance, sale
- E — robbery / extortion
- M — imitation firearm
- N — sexual assault
- O — harass / threaten / intimidate witness
- P1 — sexual harassment (see also below — P.2, Non-Safety)
- Q — hate violence
- R — harass / threaten / intimidate individual, groups or staff
- S — terrorist threat
- T — soma
- U — aid / abet physical injury
- V — hazing

Non-Safety EC 48900:

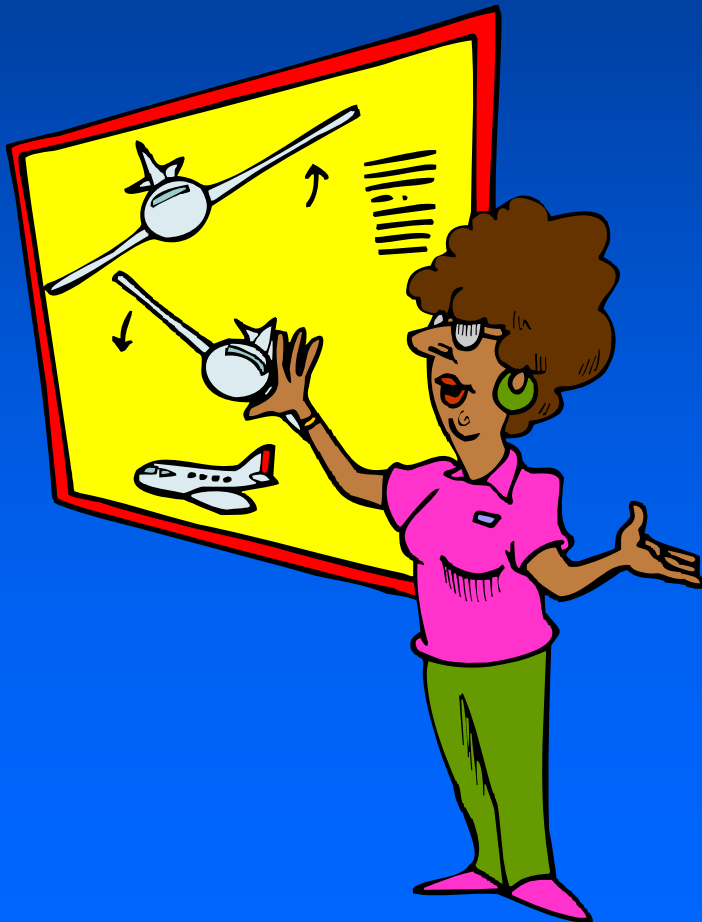
- F — damaged property
- G — stole
- H — tobacco
- I — obscene acts / vulgarity
- J — drug paraphernalia — sale
- K — chronic disruption / defiance
- L — received stolen property
- P2 — sexual harassment (see also above — P.1, Safety)



We Will Make Data-Based Decisions



We Will Create a Safe & Welcoming Culture



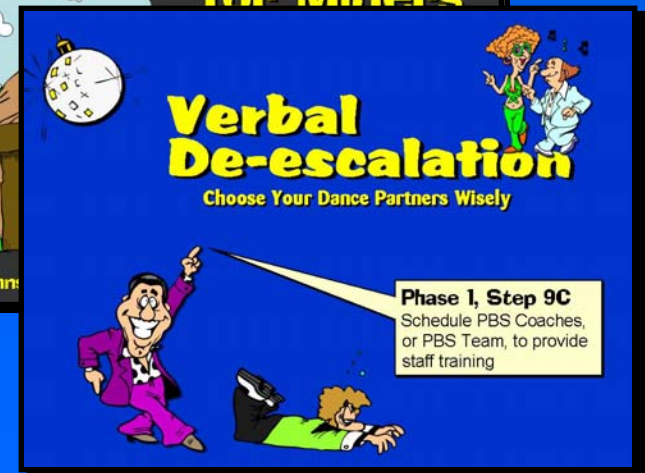
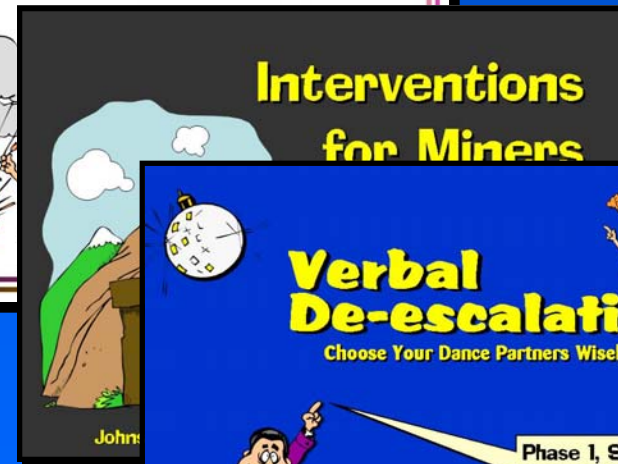
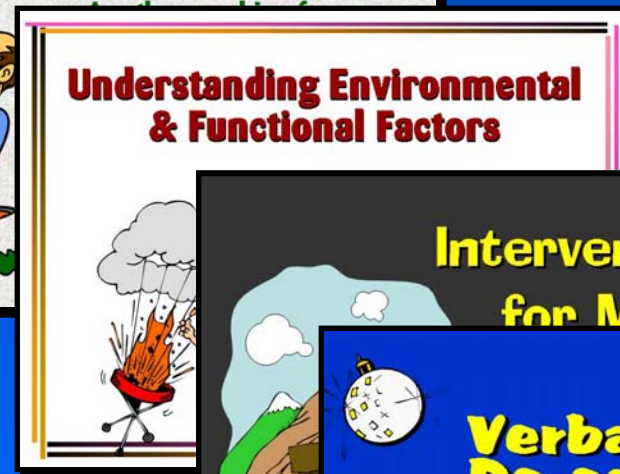
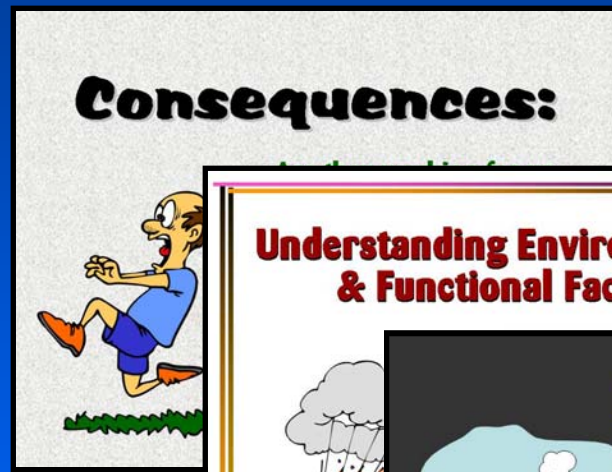
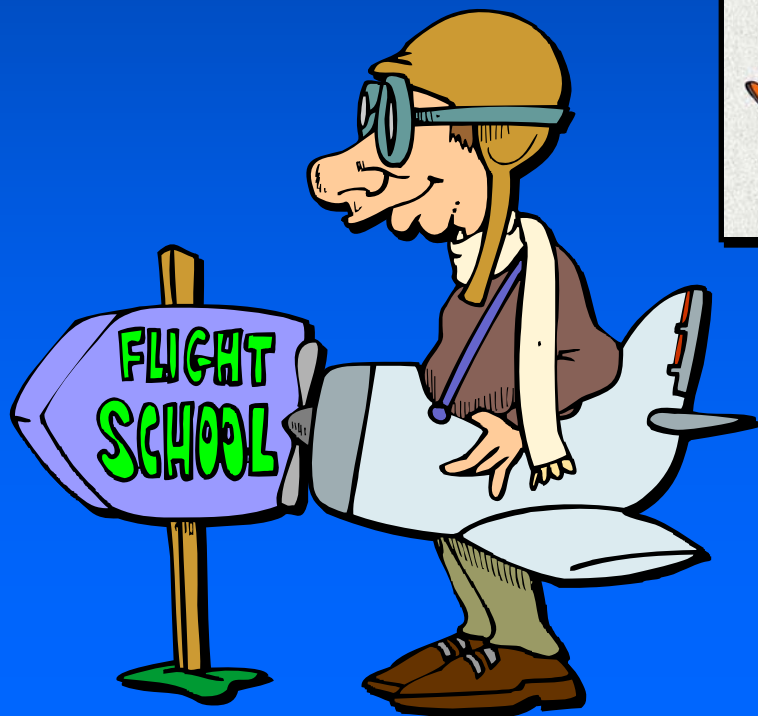
Evidence:	COMMITMENT Stage 1	IMPLEMENTATION Stage 2	DURABILITY Stage 3
Positive Behavior Support (PBS) Initiative	<input type="checkbox"/> PBS Team acquires implementation materials from District PBS Coaches. <input type="checkbox"/> PBS initiative is introduced to all staff. <input type="checkbox"/> PBS professional readings are presented to staff based on implementation focus.	<input type="checkbox"/> >80% of staff commits to implementing PBS. <input type="checkbox"/> PBS implementation progress is shared with staff monthly.	<input type="checkbox"/> PBS Team commits to reviewing the <i>PBS Framework</i> twice/year. <input type="checkbox"/> School develops goals and monitors progress based upon the <i>PBS Framework</i> .
PBS Team	<input type="checkbox"/> Administration selects a PBS Team to represent the school community (tracks/grades/classified, etc.). <input type="checkbox"/> PBS Team commits to meeting regularly. <input type="checkbox"/> PBS Team updates staff on implementation progress.		
Data-Based Decision Making	<input type="checkbox"/> Audit and/or survey data is used to inform PBS implementation. <input type="checkbox"/> Staff analyzes referral and suspension data monthly.		
Communication Systems	<input type="checkbox"/> School commits to building open/honest, communication systems. <input type="checkbox"/> PBS Team evaluates current communication systems for effectiveness (inclusive, open/honest, two-way).		
School-wide PBS Trainings	<input type="checkbox"/> Administration dedicates staff development time for PBS trainings. <input type="checkbox"/> PBS Team identifies student and parent training needs. <input type="checkbox"/> Administration dedicates time for student and parent PBS trainings.		

Implementing Positive Behavior Supports (PBS)



Suzy Johns & Jacquelin Patrick
<http://www.modelprogram.com>

We Will All Go Back to Flight School



We Will Seek Help from the PBS Coaches



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