New York State Education Department
Office of Special Education
Educational Partnership

Attendance

Training: PBIS Introduction

Today's Date: 4/8/2024

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using your camera

New York State Education Department
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Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.

PBIS is …

a **data-driven decision-making framework** for establishing the **social culture** and behavioral supports needed for a school to be an **effective learning environment** for **all students and staff**.

✓ Increase Effectiveness and Efficiency

✓ Process for Continuous Improvement

(USDOE OSEP PBIS TA Center, 2010)

Big Ideas for Behavior Support

1. **SYSTEMS:** **Support Staff Behavior**

   How things are done
   - **Data-based decision making**
   - **Team based problem solving**
   - **Long term sustainability**

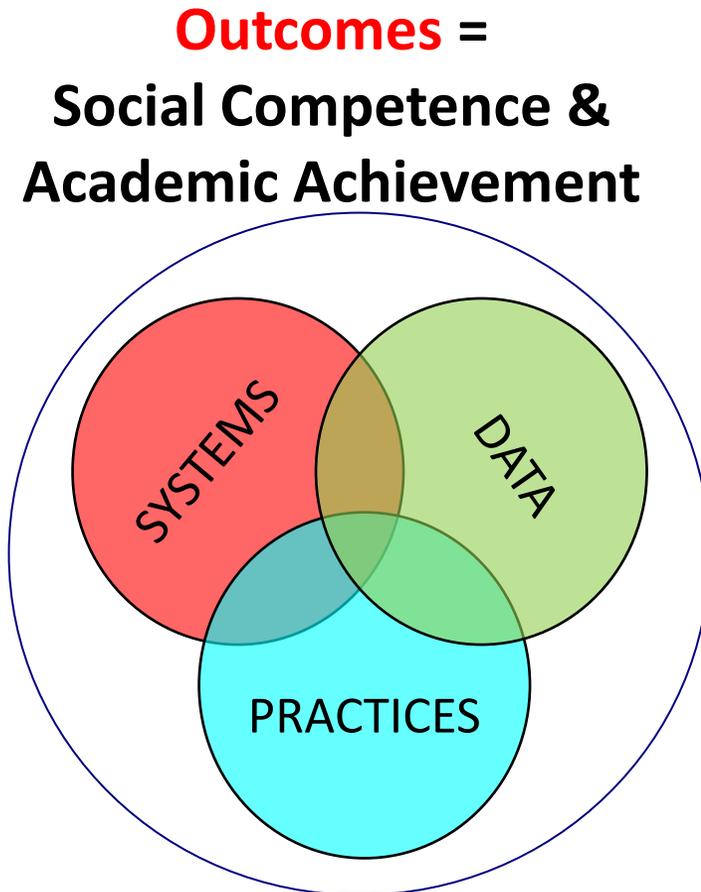2. **DATA:** **Support Student Behavior**

   How decisions are made
   On-going data collection and use
   (office discipline referrals (ODRs), suspensions, attendance)

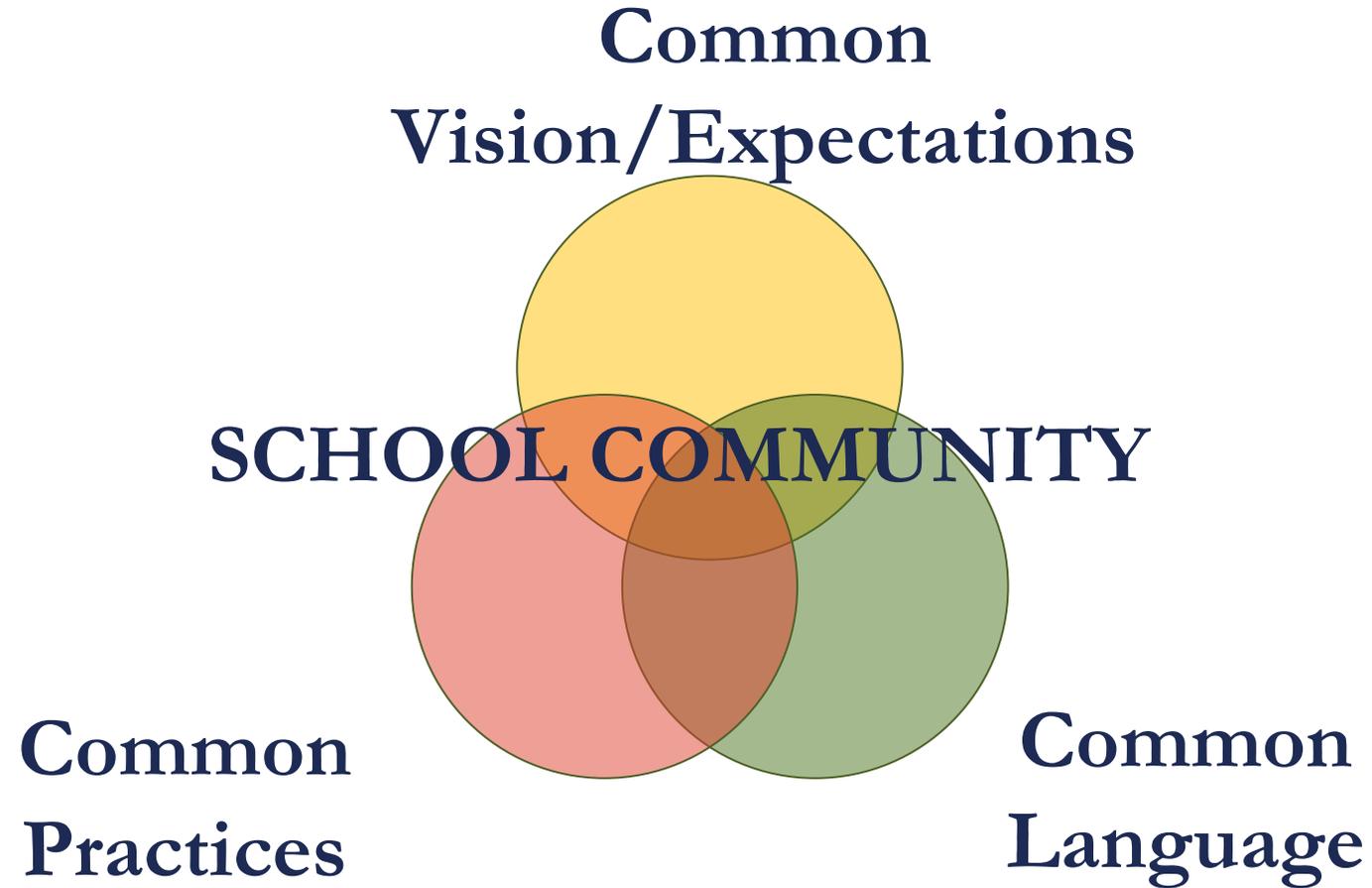3. **RESEARCH VALIDATED PRACTICES:**
   Support Decision Making

   How staff interact with students
   - **Direct instruction of social skills**
   - **Ongoing reinforcement of expected behaviors**

Outcomes =
Social Competence &
Academic Achievement

School-Wide Systems for Student Success

A Multi-Tiered System of Supports (MTSS)

Academic Systems

Tier 3/Tertiary Interventions   **1-5%**
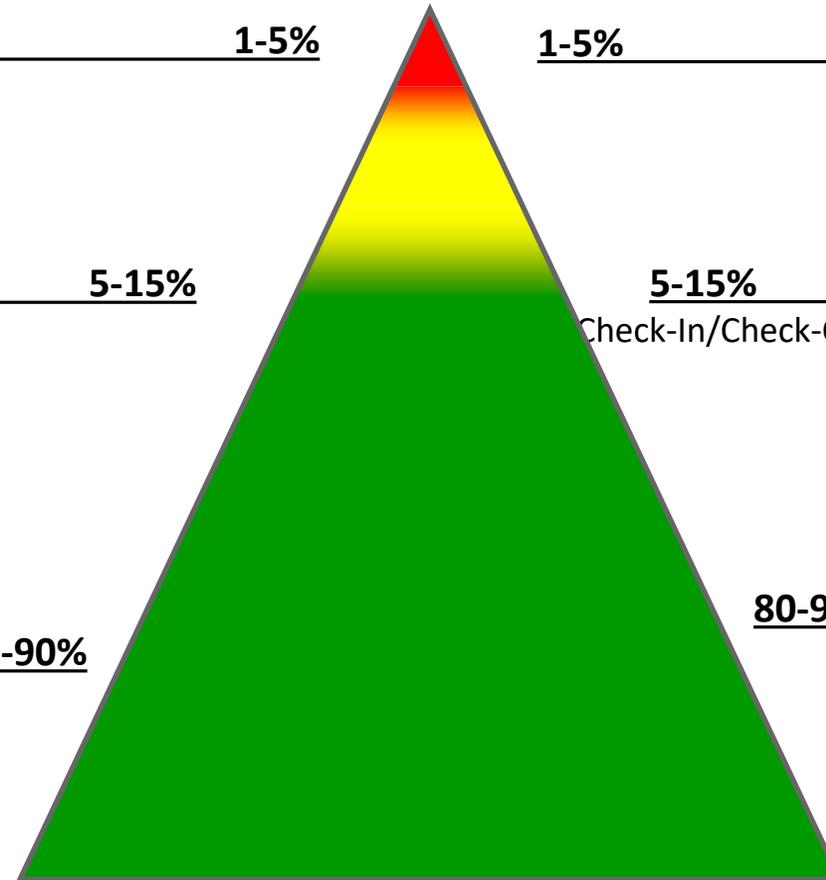•Individual students
•Assessment-based
•High intensity

Tier 2/Secondary Interventions   **5-15%**
•Some students (at-risk)
•High efficiency
•Rapid response
•Small group interventions
• Some individualizing

Tier 1/Universal Interventions   80-90%
•All students
•Preventive, proactive

Behavioral Systems

1-5%   **Tier 3/Tertiary Interventions**
•Functional Behavioral Assessment
(FBA) and Behavioral Intervention Plans
(BIP)

5-15%   **Tier 2/Secondary Interventions**
Check-In/Check-Out (CICO)
•Behavior Contracts
•Daily home/school notes
•Small group social skills training
•Some individualizing

80-90%   **Tier 1/Universal Interventions**
•Core Behavioral and Social/Emotional
Learning (SEL) curriculum (School and
Class-wide)
•Social Skills Teaching and
Reinforcement Systems
•All Students/ All Environments

A "Shift" in our Thinking

How will we "Rethink" Discipline?

Workbook Overview
Activity 3, p.6

Underlying Philosophy

"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?"

Every Kid Needs a Champion!

Research on Relationship Building

- Positive teacher-student relationships have an effect size of .72 (Hattie, 2009).

- Students often make decisions of what they do in class based on their perception of whether the teacher cares about them (Weinstein, Tomlinson-Clarke, and Curran, 2004).

- Students are more likely to succeed if they feel connected to school and a positive, respectful relationship with teachers helps create such an environment. Poor classroom management threatens school connectedness because a poorly managed classroom cannot provide a stable environment for respectful and meaningful student learning (Blum, 2005).

- Marzano (2003) concluded that good teacher-student relationships are important to effective classroom management and there is much research to support the belief that good student-teacher relationships enhance learning (Brown, 2003; Rodriguez, 2005; Tomlinson and Doubet, 2005).

- Marzano (2003) wrote that "virtually anything you do to show interest in students as individuals has a positive impact on their learning" and makes several suggestions, including: greeting students outside of school, such as at extracurricular events or at stores; singling out a few students each day in the lunchroom and talking to them; being aware of and commenting on important events in students' lives, such as participation in sports, drama, or other extracurricular activiti

Relationship-Building Strategies for the Classroom

Handout

Relationship Building Strategies for the Classroom

Strategy	Why Do It?	How to Do It?	Further Resources
Positive Greeting at the Door *A classroom practice that focuses on welcoming each student by name both in person and virtually.* Age Range: All grade levels	Greeting students as they enter (or exit) your classroom is a simple and effective way to create a welcoming classroom and build positive relationships. Being greeted by an adult who is happy to see them can start a student's school day on a positive note. Likewise, an affirmative interaction at the end of the class can end student's day on a positive note as well. Research has shown that positive greetings at the door increases students' time on task, reduces disruptions, and builds positive relationships (Allday & Pakurar, 2007; Cook et al., 2018).	**In person:** 1. Stand just outside or inside of the door 2. Greet each student by name 3. Have a short, positive interaction (e.g., praise, friendly comment, question) 4. Direct them to the first activity **Virtual:** Although there may not be a physical door, in the virtual classroom educators can welcome each student verbally or nonverbally to ensure they feel seen and valued. Educators can use a check in routine, set up a do now procedure, or assign different student greeter roles in the classroom to ensure that each student gets recognized in each synchronous session. In asynchronous sessions, educators can welcome students by name in the recording.	• Greetings at the Door Guide • Positive Greeting at the Door article
Community Circles *A classroom practice that emphasizes predictable, structured open dialogues between students and adults.* Age Range: All grade levels	Community circles are a key component of restorative justice and a powerful tool for relationship building. They allow all students to be heard and belong to the classroom community at large while equalizing the power between teachers and students. The circle is a structured dialogue process that allows students and adults a chance to share. Every circle is different, but each has the following components: opening ceremony, centerpiece, values/guidelines, talking piece, guiding questions, and closing ceremony. Community circles focus on learning more about themselves and their classmates.	**In person:** Before the community circle, plan your guiding questions and talking piece ahead of time. To set up a community circle, organize chairs in a circle with your centerpiece in the middle. To start the circle, review the agreements and start with a low-risk check in question that leads up to the main question of the circle. End the circle with a check out and closing. **Virtual:** Although there is no physical circle, a virtual circle contains the same components. Ask students to bring their own talking piece to the virtual circle and plan your questions ahead of time. At the time of the circle, review the agreements and provide a visual of the order of students in the circle on the screen. Sharing the questions visually and allowing participants to answer via chat can increase access for all students.	• Circle planning guide • Core Processes of Restorative Justice circles video • Restorative Practices strategy brief • Restorative Practices resource list • Restorative Practices guide for educators

Personal Matrix

School-wide Expectation	At SCHOOL it looks like...	At HOME it looks like...	With my FRIENDS it looks like...
Be Safe	• Keep hands and feet to self • Tell an adult if there is a problem	• Protect your friends and family • Don't talk back	• Stick up for your friends • Don't back down • Look the other way
Be Respectful	• Treat others how you want to be treated • Include others • Listen to adults	• Do exactly what adults tell you to do • Don't stand out • Don't bring shame	• Text back within 30 seconds • Be nice to friends' parents • Share food
Be Responsible	• Do my own work • Personal best • Follow directions • Clean up messes	• Help your family out first • Own your mistakes • Share credit for successes	• Have each other's backs • Own your mistakes • Check in about what to do

YOUR TURN
Exploring Relationship-Building Practices

Activity

- What have you found helpful for building relationships?

- When was a time it was hard?

- Are there any you want to further learn about?

Behavior Specific Praise

Definition

A behavior-specific praise statement is *verbal/written feedback* that is <u>descriptive</u>, <u>specific</u>, and delivered <u>contingent upon student demonstration of expected behavior</u>.

"Tammy thanks for throwing your trash away. That shows cooperation and respect for your school."

"Thank you for being on time this morning, that's very responsible."

"Your eyes are on me and your mouth is quiet.

Behavior Specific Praise

How to Deliver in 30 Seconds or Less

Step 1: Identify the student or group

Step 2: Include a term of praise

Step 3: Describe/Acknowledge specific behavior/rule being recognized

Step 4: (best practice): Link to school-wide/class-wide expectation

Step 5: (optional): Provide tangible reinforcement

The Wilson Way	Classroom Rules
Be Responsible	• Stay on task • Clean up area • Apologize for mistakes
Be Respectful	• Raise hand • Listen to speaker • Follow directions
Be Safe	• Walk quietly • Keep hands and

"This whole table group cleaned up their lab area when the period bell rang. Well done! Way to show 'responsibility.'"

"Diane, Awesome! You are demonstrating Listening to the speaker, that's being 'respectful!'"

Behavior Specific Praise

Frequency
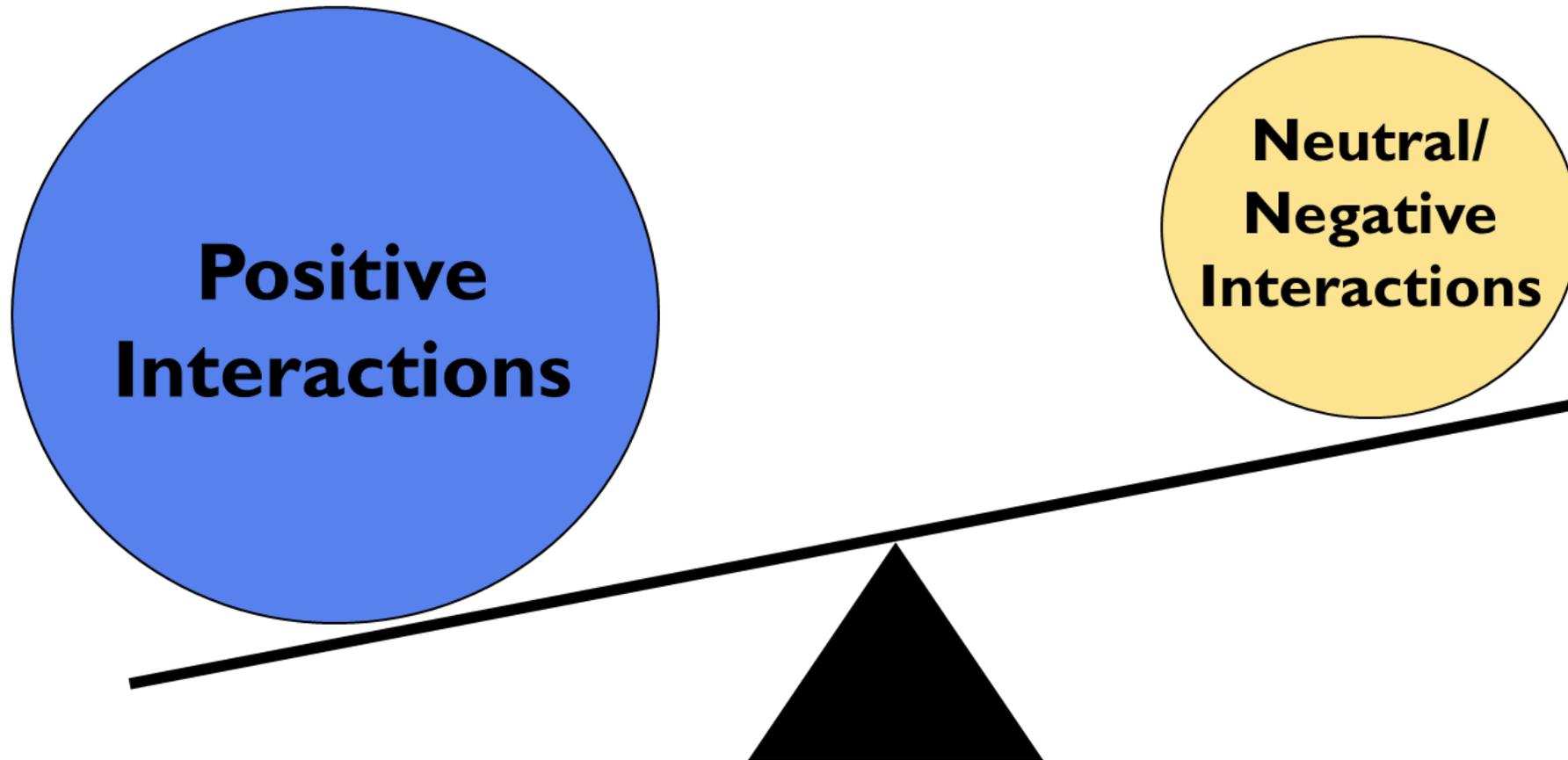
Steps to Specific and Contingent Error Correction:

1 minute or less!

Example: "Joe [privately and with sincere voice tone], I saw that you were talking to your neighbor during independent work time. Remember that *Doing your Best* means to focus on your own work. Start on your work again, and I'll stop by to catch you focusing on your own work."

Your Turn!

Give a sample Error Correction statement that includes these steps and is brief!

1. Respectfully address student

2. Describe inappropriate behavior

3. Describe expected behavior/rule

4. Link to expectation on Matrix (Best Practice)

5. Redirect back to appropriate behavior by ending with encouragement

Paraverbal Communication

TONE

VOLUME

RHYTHM OF SPEECH

Paraverbal Communication Tips

- Use caring, supportive tones.

- Keep the volume appropriate to the situation.

- Deliver your message at a rate the person can process.

Scenario

- Watch this scenario
- What went wrong?
- What would you do differently?

OUR TIGER HUB	Hempstead's Mission Statement						
SEL Resources	**Attendance Policy**	**Behaviors Defined Classroom /Admin Managed**	**Behavior Strategies**	**FBA/BIP/PM Forms/ Resources**	**Data Collection**	**Behavior Acknowle-dgements**	**Professional Develop-ment**
IB Learner Traits & Approaches to Learning/Teaching	Attendance Policy	Code of Conduct District Safety Plan	TIGER POWER Behavior Matrices	FBA/BIP/PM Procedures and Guides	ABC Data Sheets-Determining Function	School-Wide Acknowledgements	Classroom Management
Social Emotional Learning Resources	Measuring Attendance and Data Analysis: Determining the why and goal setting	Classroom Managed Level 1 (Minor) Behaviors	School Wide Expectation Posters	Interview/Preference Assessment Data Forms	Frequency/Duration/Intensity Data Sheets	Class -Wide Acknowledgements	FBA-BIP-Progress Monitoring
7 Mindsets & Leader In Me Overviews	Implementation of Tiered Support/Strategies	Classroom Managed Level 2 (Minor) Behaviors	Tier 1 Universal Classroom Management Strategies	FBA Form BIP Form		Individual Student Acknowledgements	DESSA/SECA Training
PBIS and Restorative	Ongoing Monitoring	Administrative Managed Level 3 (Major)	Tier 2 Targeted Strategies	Progress Monitoring Form		Token Economies	Crisis Prevention Training

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Meeting Evaluation Survey

https://bit.ly/3U8Evaluation

Have a Smart Phone? Open your camera and hover over the QR code