

Positive Behavior Support in School (PBSIS)

- Professional Development: Elementary School Counselors

Agenda

- Welcome & Circle
- Highlights- Monthly Pep Rallies
 - *Colleen Troiano (Salome Urena)
- Reminders of Expectations
 - Cycle I of Group Counseling Documentation
~~11/15/19~~ 11/22/19
 - November's Monthly Report 12/6/19
 - December's Newsletter 12/6/19
 - Cycle II of Group Counseling begins 12/2/19
- Positive Behavior Support in School/Positive Behavioral Interventions and Supports

**Salomé Ureña
Elementary School**

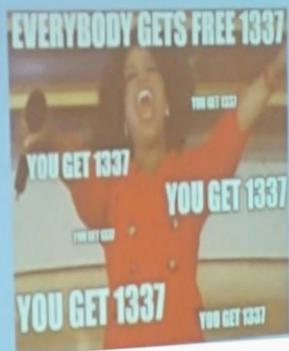
**November Pep Rally:
Gratitude/Honesty**



Colleen Troiano

Highlights

Total Acts of Kindness for October: 1,337





PBSIS

Positive Behavior Support in School
Helping Schools Build Systems of Support

Planning for Positive Behaviors

The Boggs Center on Developmental Disabilities
Rutgers, The State University of New Jersey

In Partnership with the

Offices of Special Education

New Jersey Department of Education

2018-2019 School Year

RUTGERS

Robert Wood Johnson
Medical School

THE BOGGS CENTER
ON DEVELOPMENTAL DISABILITIES





Participant Expectations



Ask Questions



Participate in Activities and Discussions



Listen Actively



Silent and Away
(Unless Relevant to the Training Task)



What is PBIS?

Positive Behavioral Interventions and Supports:

PBIS is a positive, proactive approach to encouraging and acknowledging expected behaviors within the school

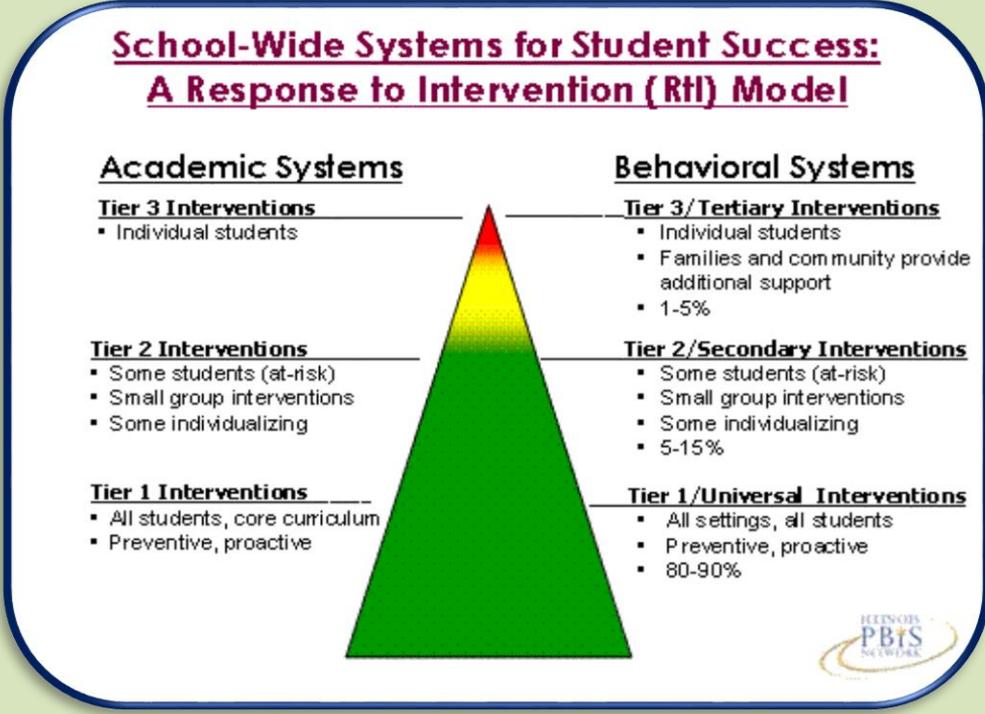
- PBIS is not a curriculum - it is a **framework** for systems to identify needs, develop strategies, and evaluate practice toward success

A Tiered Intervention System is...

- a framework that helps school personnel to plan a continuum of interventions
- designed so that each tier has a specific purpose and an aligned set of practices
- grounded in evidence-based principles
- driven by data and data decision rules to evaluate effectiveness



Description of Tiers



Tier 3: Tertiary Intervention
Intensive and Coordinated Interventions for Students with Significant Behavior Needs
Intensive Interventions

Tier 2: Secondary Intervention
Systematic Screening for Early Intervention
Targeted, Small Group Interventions

Tier 1: Universal Intervention
Create a Culture of Practices and Procedures to Promote Positive Behavior
Universal Supports

Examples of Implementation

- School-Wide Systems for Student Success (RTI Model)
- Effective Procedures for Dealing with Discipline
- Alternatives to Discipline
- Selecting and Making School-Wide Expectations Visible
- Teaching School-Wide Expectations to Students and Staff
- A School Wide Incentive System for students and staff
- Examples of Promoting Communication with Parents
- Examples of Promoting Positive Behavior throughout the school

Examples of Implementation

Tier 1: Universal Intervention

Create a Culture of Practices and Procedures to Promote Positive Behavior

Universal Supports

- Classroom Guidance Lessons
 - SEL
 - Character Education
- Monthly Newsletters
- Website: School Counselor Section
- Daily Morning Announcements
- Tickets/Reward Systems
- Monthly Calendars
- Staff Bulletins

Examples of Implementation

Tier 2: Secondary Intervention **Systematic Screening for Early Intervention**

Targeted, Small Group Interventions

- Cycles of Small Group Counseling Sessions
- Individual Sessions with SC
- Check In – Check Out
- Peer Mediation
- SST Meetings

Examples of Implementation

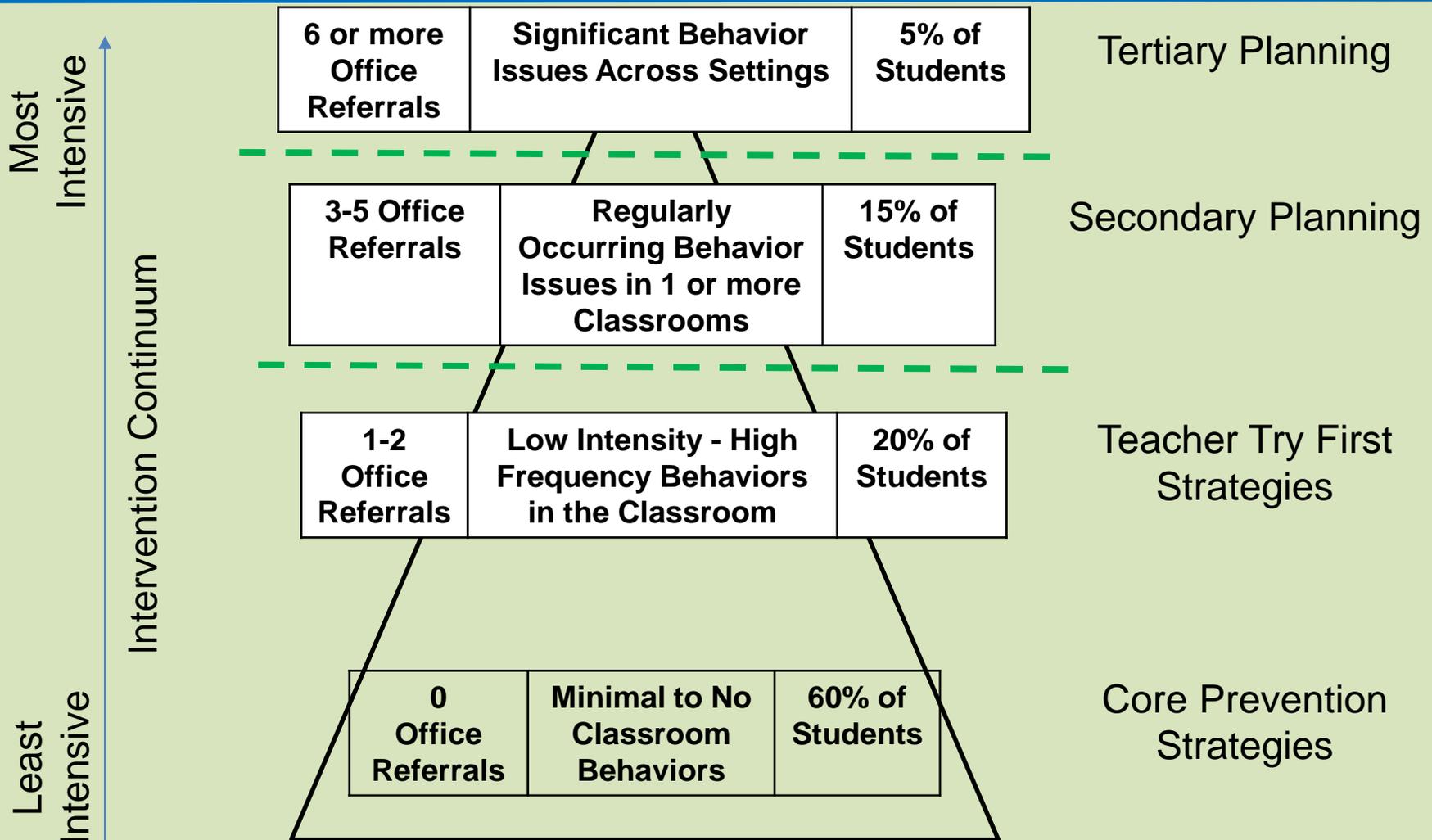
Tier 3: Tertiary Intervention

Intensive and Coordinated Interventions for Students with Significant Behavior Needs

Intensive Interventions

- Student Support Team (SST)
- Behavior Support Plans (BSP)
- Individualized Education Program (IEP)
- Referrals (outside agencies)

Proportions of Response to Intervention





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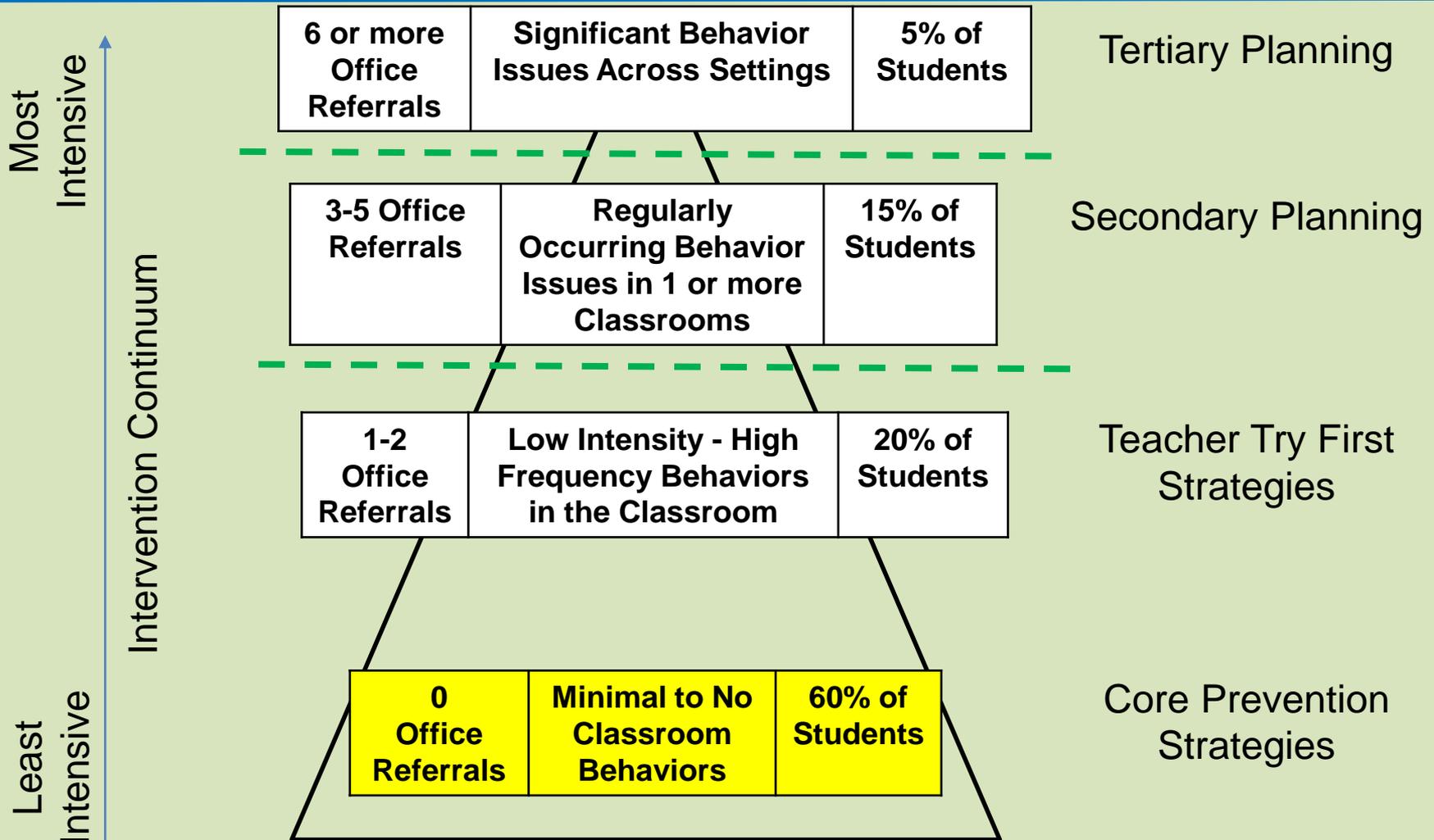
UNIVERSAL INTERVENTION

*An ounce of prevention is
worth a pound of cure*

Benjamin Franklin



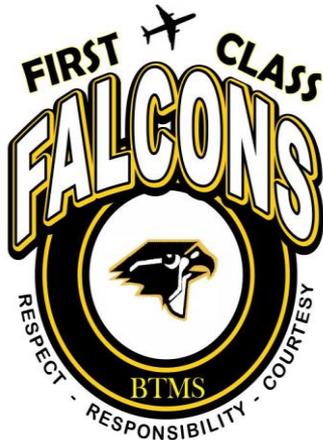
Proportions of Response to Intervention



Universal Intervention: A Culture of Prevention

Foundation Components

Establish School-Wide Expectations



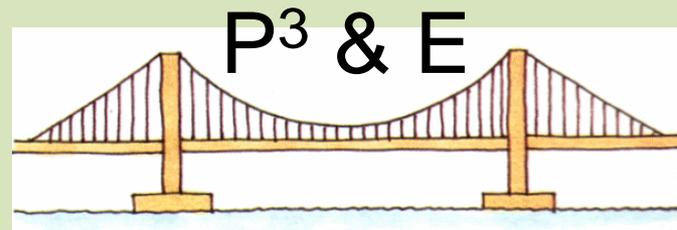
Teach Students the Expectations



**Use a 4:1 Interaction Ratio
(4 positives to every 1 corrective)**



Prevention Practices Are the Bridge



Be Predictable

Be Positive

Be Present

Be Engaging



The students' performance is here



The goal for student performance is here



P³ & E in Our Daily Routines

Predictable: *Establish Consistency in Routines and Expectations*

- ✓ Post 3-5 expectations in the class/ area
- ✓ Infuse the school-wide expectations into class/area routines, procedures, instruction & curriculum
- ✓ Consistently implement systematic routines and procedures for regularly occurring classroom activities
- ✓ Teach and review expectations / routines / procedures with students of 'teachable moments'
- ✓ Use verbal and visual advanced organizers, reminders and scaffolds to help students follow routines
- ✓ Model expectations and routines you want students to perform

Positive: *Use a 4:1 Positive to Negative Interaction Ratio*

- ✓ Use positive framing to communicate expectations
- ✓ Proportion of interactions with students are on a 4 positives to 1 negative ratio
- ✓ Make personal connections with students through greetings, affirmations and expressions of interest in student preferences
- ✓ Distribute school-wide tickets frequently to reinforce
 - ✓ positive behaviors
- ✓ Use a behavior specific praise statement when giving tickets
- ✓ Use error correction strategies that provides constructive feedback on how to change behavior

Present: *Use Active Supervision*

- ✓ Positive greetings at the door
- ✓ Continuously move around the area
- ✓ Interact with students as you move around
- ✓ Continuously scan what is happening
- ✓ Attend to signs that a student is having difficulty

Engaging: *High Rates of Opportunities to Respond*

- ✓ Vary the selection of students to respond
- ✓ Use a variety of response options, such as...
 - Verbal choral responding
 - Gestural choral responding (e.g., response cards, response manipulatives, thumbs up/down)
 - Use think-pair-share
 - Whip-around
- ✓ Provide affirmative and corrective feedback
- ✓ Use the 10:2 rule - for every 10 minutes of direct instruction allow for 2 minutes of processing
- ✓ Conduct frequent checks for understanding
- ✓ Use multiple methods and materials for engagement
- ✓ Assign leadership roles and responsibilities



P³ & E in Our Daily Routines

- Increasing our use of P³ & E within our daily routines reduces the likelihood that problem behavior will occur
- Let's get familiar with the **Big 6**
 - Positive framing
 - Precorrection
 - Using Teachable Moments
 - 4:1 Ratio
 - Behavior Specific Praise
 - Precorrection
 - Active Supervision





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#1

Using Positively Framed Prompts

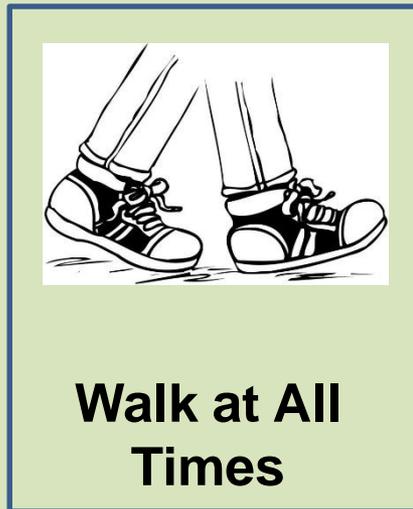


Using Positively-Framed Prompts

• Description:

- Positive framing is the practice of presenting prompts to follow expectations, rules and routines from a positive point of view (frame). Meaning, telling the student what to do instead of what not to do

What is your response to each of these images?



How does 'the tone' of a message impact our actions?



Using Positively-Framed Prompts

• **Benefits:**

- Increases the likelihood that students will follow through on the expectation
- Contributes to a positive school climate and culture which influences other variables (i.e., academic achievement).
- Reinforces the appropriate behavior that you want to see rather than providing attention (or reacting) to the undesired behavior.
- Creates a foundation for using other strategies that are linked with positive behaviors such as precorrections and teachable moments

• **Plan Ahead:**

- Framing expectations positively takes practice, so it helps to plan ahead and be prepared with positively-framed prompts so you don't have to come up with the positive in the moment. The more you practice the easier it will become to frame prompts in the affirmative



Using Positively-Framed Prompts

Key Features

Positively Stated	State in terms of what you want the student to do <i>“Walk at all times” instead of “No running”</i>
Action-Oriented and Specific	Focus on the specific action you want the student to perform <i>“Ask before taking” instead of “Respect other’s property.”</i>
Incompatible	Positively framed expectations are <i>incompatible</i> with other behaviors <i>“Stay to the right”</i> Staying to the right is incompatible with walking on the left or in the middle.
Short and Simple	Use the least amount of words possible to convey the prompt <i>“Clean your area.”</i> is easier to process than <i>“Clean up after yourself when finished eating.”</i>



Using Positively-Framed Prompts

Let's Practice!

Instead of Saying...	Try saying...
Do not wear hats in school	
No running in hallways	
No talking	
Don't leave trash on your lunch table	
Don't come to class without your materials	



Using Positively-Framed Prompts

Instead of Saying...	Try saying...
Do not wear hats in school	Put hats away Keep hats in locker
No running in hallways	Walk in the hallways
No talking	Raise hand to comment Be quiet during the test
Don't leave trash on your lunch table	Clean up your lunch area Keep your lunch area clean
Don't come to class without your materials	Come to class prepared with materials (notebook, homework, pen/pencil)



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Precorrections

#2



Precorrection

- Precorrection is a technique whereby you shift the point in which you provide students with information about what is expected

Precorrection	Redirection
Proactive	Reactive
Use before students start the routine to prevent them from making a mistake	Used after students have acted and occurs in response to a student making a mistake
Encourages student self-efficacy and self-regulation Encourages the development of positive habits and routines	Can contribute to a dependence on adults correcting the behavior



Precorrection

- Precorrect by showing or telling the student(s) what they should do BEFORE the point where they typically make the error:
 1. *Identify the error the student is making*
 2. *Intervene just before the error typically occurs*
 3. *Provide a verb-specific prompt of what to do*
 4. *Provide encouragement*
 5. *Follow up with feedback*
 - *Praise*
 - *Suggestions for next time*



Classroom Application Example



Begin at 45 seconds

- View the video example of a 3rd grade teacher preparing her students for reading group
 - *What did you notice about how the teacher prepares the class for reading groups*
 - *How does this strategy help the students?*
 - *Why is this approach better than correcting after a problem occurs?*



Precorrection

Personal Practice Commitment

- Consider the most typical redirections you need to use in your role
 - What opportunities can you take advantage of to ‘precorrect’ these behaviors before a routine starts?
 - What would you say to the class/group as your precorrection review?
- We will reconvene in 3 weeks to reflect on how we did using precorrection within our routines





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#3

Teachable Moments



Using “Teachable Moments”

• Description:

- Teachable moments are opportunities encountered on a daily basis in which the teacher/counselor has the chance to introduce a new expectation or re-visit a previously taught expectation to develop fluency.

• Key Features

Teachable moments can be:

1. Planned 2-minute refreshers embedded in the daily routine
2. Incidental opportunities for re-teaching during the initial stages of problem behavior.

NOTE: When behavior is already escalated, it's NOT a teachable moment!!!

• Benefits

- Used timely, provides valuable opportunities to re-teach expectations before the problem behavior escalates and interferes with instructional time.
- Repeated exposure builds student competency over time.



Using “Teachable Moments”

• Strategy in Action:

- Mrs. Hadley notices that a couple of her students are having difficulty with the math worksheet that she just passed around. Recently, she started noticing a trend of high levels of disruptive behaviors in the classroom during independent work. The students get chatty, show work refusal, and it typically escalates to Mrs. Hadley having to send one or two of them to the school counselor’s office. She remembers they did a mini-lesson on Independent work strategies at the beginning of the school year.

Mrs. Hadley walks towards the front of the classroom and says:

EXAMPLE for Using Teachable Moments Effectively	NON-EXAMPLE
<p>“Before we move forward with the math worksheets, let’s do a quick refresher on a strategy that we went over earlier this year. During Independent work 1st identify ‘can do’ and ‘need help’ items. 2nd signal teacher for help, 3rd start working on ‘can do’ items until the teacher comes over.”</p>	<p>“I can see some of you starting to get chatty and disrespectful. We already went over this. You should know how to work on your own by now! Next one making a sound is getting a visit to the principal!”</p>



Using “Teachable Moments”

Personal Practice Change

- Select a problem behavior that you are often redirecting.
- Make a plan for how you can use the teachable moment approach to redirect the behavior.
- Try out your plan for the next three weeks. We will convene to reflect on our experience.
- In the meantime, I am available if you need assistance

Problem Behavior	To maximize the teachable moment I could:
Calling out	<ul style="list-style-type: none"> • Provide a class-wide reminder about raising hand to contribute (<i>“So many wonderful contributions today! I want to make sure I hear them all. Can anyone remind me what we do when we want to make contribution? “That’s right Micah, we raise our and wait to be called” This way we won’t miss anyone’s contribution”</i>) • Praise students for raising hand (<i>“I like how Jose has his hand raised, Kelvin has his hand raised, Marissa has her hand raised. Kelvin, what would you like to share today?”</i>)



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4:1 Ratio

#4



Using the 4:1 Ratio

- **Description:**

- The 4:1 ratio represents the ideal proportion of positive (4) to negative (1) interactions a teacher/counselor has with his/her students over time

- **Features of the 4:1 Ratio**

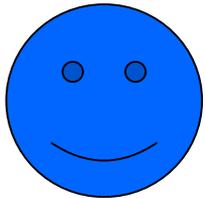
- WORDS that are descriptive, objective, validating
- TONE that is enthusiastic and genuine
- BODY LANGUAGE that is attentive



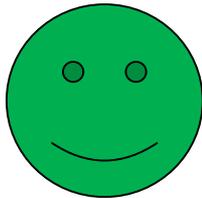
Using the 4:1 Ratio

What is the 4:1 Ratio?

4 Positive Statements



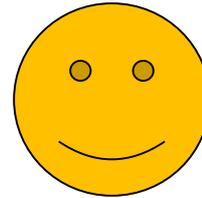
“It’s nice to see you today.”



“Awesome job starting your work.”



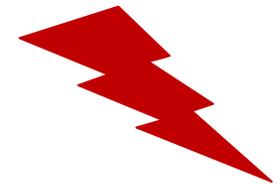
“I love how you offered a solution to that problem.”



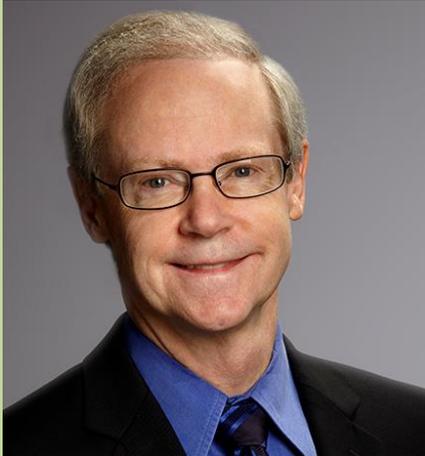
“Thanks for being on time.”

To Every 1 Correction

“You need to quiet down and get started with your work.”



How Are We Using Our Attention?



“Am I paying more attention to positive behavior or more attention to negative behavior? Randy Sprick

- *What is one thing Randy said that resonated with you?*



Using the 4:1 Ratio

Types of Statements

Greetings	<i>“Welcome, it is great to see you today!”</i>
Validations	<i>“You bring an interesting point of view to class.”</i>
Encouragement	<i>“I know you can do it!”</i>
Expression of Interest	<i>“How did the game go on Saturday?”</i>
Behavior Specific Praise	<i>“Thank you for being on time”</i>



Using the 4:1 Ratio



Middle School



Sports



High School



Using the 4:1 Ratio

Personal Practice Commitment

- *Everything we do will have a better outcome if we commit together to consistent implementation!*
- *During the next 2-4 weeks let's commit to trying the 4:1 ratio*
 - *I will help by sending reminders and examples*
 - *We will reconvene at the next PD to reflect on how it went and what we have learned*
 - *If you have a question or need assistance contact me at.....*



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Behavior Specific Praise

#5



Behavior Specific Praise (BSP)

- An explicit statement that provides the student with positive reinforcement for a specific desired behavior
 - *“Thank you for entering quietly”*
 - *“I appreciate your getting started with your work”*
 - *“You did a great job walking away when she made those comments”*



Keys to Delivering BSP Statements



Be **CONCRETE**

- ✓ Use the student's name
- ✓ State the specific behavior

“Jamal, thank you for getting started quickly.”



Keys to Delivering BSP Statements



Be DELIBERATE

- ✓ Intentionally look for reasons to praise
- ✓ Use with enough frequency to make a desired impact



“Maria, thank you for raising your hand. What is your hypothesis?”



Keys to Delivering BSP Statements

“Elijah, you put a lot of effort in this assignment I like the details you have included.”



Be MEMORABLE

- ✓ Personally connect during the praise exchange
 - ✓ Eye contact
 - ✓ Positive facial expression
 - ✓ Present in the moment with the student



Behavior Specific Praise (BSP)



Elementary Example

High School Example



Daniel

Ms. Fischer



Using BSPs

Person Practice Change

- *Everything we do will have a better outcome if we commit together to consistent implementation!*
- *During the next 2-4 weeks let's commit to using increasing our use of Behavior Specific Praise*
 - *I will help by sending reminders and examples*
 - *We will reconvene at the next PD to reflect on how it went and what we have learned*
 - *If you have a question or need assistance contact me at.....*





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Active Supervision

#6



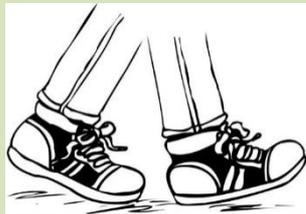
Active Supervision

- **Description:**

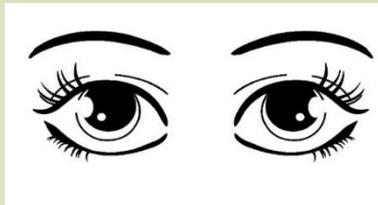
- Active supervision is an engaged style of monitoring a group of students whereby the teacher/counselor moves, scans and continuously interacts with students

- **Features of a active supervision**

MOVE
Physical
Proximity



SCAN
Routine Visual
Assessment



INTERACT
4:1 Ratio



Active Supervision

• Active Supervision in Action:

High School

Middle School
(min 4:50 to end only)

Elementary School

• Personal Reflections

- What got in the way of my being able to use this practice?
 - External (e.g., workload) factors that got in the way?
 - Internal (e.g., anxiety about doing something new or not understanding the practice) factors that got in the way?
- What helped me to use this practice?
 - What external (e.g., assistance from a colleague) factors helped me?
 - What internal (e.g., personal strengths) factors helped me?

• Personal Practice Change:

- Personal agreements to use active supervision



Wrap Up & Walk Away Points

- Always start by defining what you want students to do
- Build a prevention routine that prompts and supports students to meet your expectation
- Build a redirection routine to maximize teachable moments



Active Supervision References

Research Articles

- Colvin, G., Sugai, G., Good, R.H., & Lee, Y. (1997). Using active supervision and precorrection to improve transition behaviors. *School Psychology Quarterly*, 12, 344-363.
- De Pry, R.L., & Sugai, G. (2002). The effect of active supervision and precorrection on minor behavioral incidents in a sixth grade general education classroom. *Journal of Behavioral Education*, 11, 255-267.

Media Resources

- www.irised.com
 - Systematic Supervision series



THANK YOU!

Next PD: December 5, 2019