

# **Euclid City Schools**

# **Positive Behavior Interventions & Supports**

**An Introduction for Families**

**Family Advocate Network**  
**November 1, 2017**

# Learning Objectives

- Learn about school-wide positive behavior interventions and supports (SW-PBIS)
- See examples of PBIS in Euclid schools
- Consider strategies for using PBIS at home
- Discuss how to learn more and get involved

*Think about when you were in school. What are some thing that contributed to a positive experience for you that you would like to see in schools today?*



# Guiding Principles of Behavior

- Behavior has meaning
- Behavior serves a function (to get or avoid).
- Behavior is learned and can be taught
- Behavior can be reinforced by recognizing and rewarding behaviors when they occur

# *What is* Positive Behavior Interventions and Supports?

Evidence-based practices designed to enhance positive outcomes by teaching and emphasizing positive behaviors.

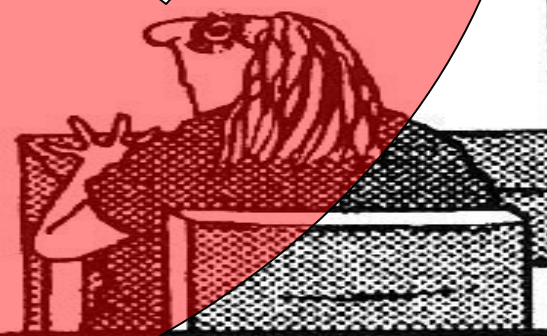
# How does PBIS work?

- Decide the behavior you want to see
- Teach the expected behavior
- Practice the expected behavior
- Provide meaningful ***reinforcement***
- Enforce logical consequences for problem behaviors

# PBIS in Schools – What is it?

- A school-wide concept
- Systems of interventions that support behavior expectations
- Creates positive school environments so that all children have access to instruction
- Assumes behavior can be taught just like reading or math

• NO TALKING • NO SMILING • NO WEARING WEIRD CLOTHES  
• NO RUNNING • NO EATING • NO DUMB QUESTIONS  
• NO KICKING • NO SWEATING • NO COMING IN LATE  
• NO BITING • NO SWEARING • NO COMING IN EARLY  
• NO LAUGHING • NO BURPING • NO LOOKING AT THE CLOCK  
• NO TICKLING • NO SNEEZING • NO LOOKING OUT THE WINDOW  
• NO HOWLING • NO COUGHING • NO SMART-ALECKY REMARKS  
• NO SLEEPING • NO SCREAMING • NO MAKING STUPID FACES  
• NO GIGGLING • NO CRYING DURING TESTS  
• NO GOOFY HAIRSTYLES



McPherson 9-7

Mrs. Mutner liked to go over a few of her rules  
on the first day of school.

# Defining Behavior Expectations

Few in number,  
positively stated, and  
in behavioral terms.



## CLASSROOMS



**RESPECTFUL TO OTHERS**

- Follow all classroom expectations

**RESPONSIBLE FOR YOURSELF**

- Always try your best
- Build stamina
- Eyes and ears on speaker

**READY FOR LEARNING**

- Materials ready
- Engage and participate in learning

# Teaching Behavior Expectations

Teaching Matrix		SETTING					
		All Settings	Hallways	Classroom	Recreation Area	Computer Lab	Bus
Expectations	Respect Ourselves		Walk.	Have a plan.	Eat all your food. Select healthy foods.	Study, read, compute.	Sit in one spot.
	Respect Others	Be kind. Hands/feet to self. Help/share with others.	Use normal voice volume. Walk to right.	Play safe. Include others.	Whisper. Return books.	Listen/watch. Use appropriate applause.	Use a quiet voice. Stay in your seat.
	Respect Property	Recycle. Clean up after self.	Use physical space.	Use equipment properly. Put litter in garbage can.	Replace trays & utensils. Clean up eating area.	Put books away carefully.	

1. SOCIAL SKILL

2. NATURAL CONTEXT

3. BEHAVIOR EXAMPLES

Teaching & Lesson Plans

# Acknowledging Behavior

Providing students feedback  
to let them know when and  
how they are meeting  
expectations (positive  
acknowledgement)

**POSITIVE REFERRAL**

☐ DEMONSTRATES RESPONSIBILITY


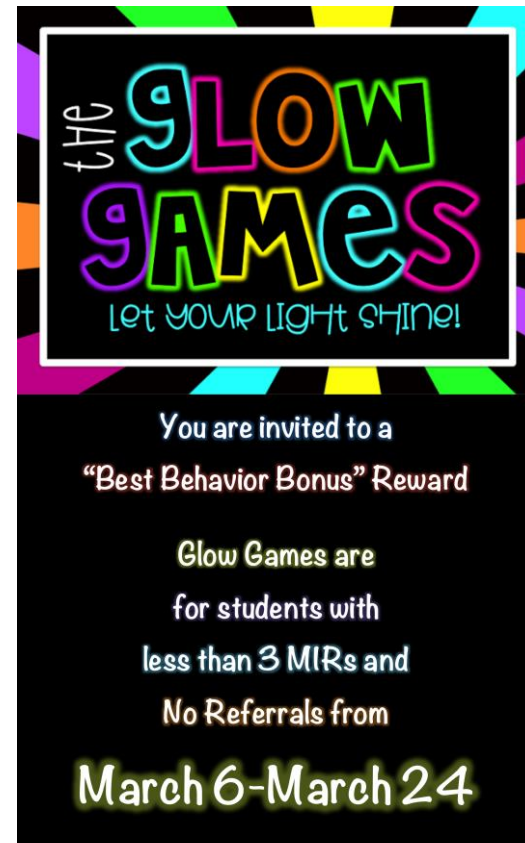
☐ DEMONSTRATES RESPECT

☐ DEMONSTRATES INTEGRITY

Student Name: \_\_\_\_\_ Grade \_\_\_\_\_

Reason for Referral \_\_\_\_\_

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

The logo is circular with a blue border. Inside, there are three yellow paw prints arranged in a triangle. The text "EUCLID HIGH SCHOOL" is written in a circle around the paw prints. The words "INTEGRITY", "RESPONSIBILITY", and "RESPECT" are written in a smaller circle at the bottom.

# PBIS Big Ideas!

PBIS is about changing adult behavior!

We are trying to achieve a ratio of 4-6 positive to 1 negative adult-student interactions



# ***Discouraging Problem Behavior***

This involves:

- Consistent practices for **preventing** problem behaviors
- Distinguishing between **minor and major behaviors**
- Practices for **responding** to problem behaviors
- Continuum of Procedures for responding to problem behavior



**Procedures for  
record keeping  
and decision  
making**

## Reports

- ➡ **Quick Big 5**
- ➡ **Average Referrals Per Day Per Month**
- ➡ **Referrals By Problem Behavior**
- ➡ **Referrals By Location**
- ➡ **Referrals By Time**
- ➡ **Referrals By Student**

# What is Different in a PBIS School

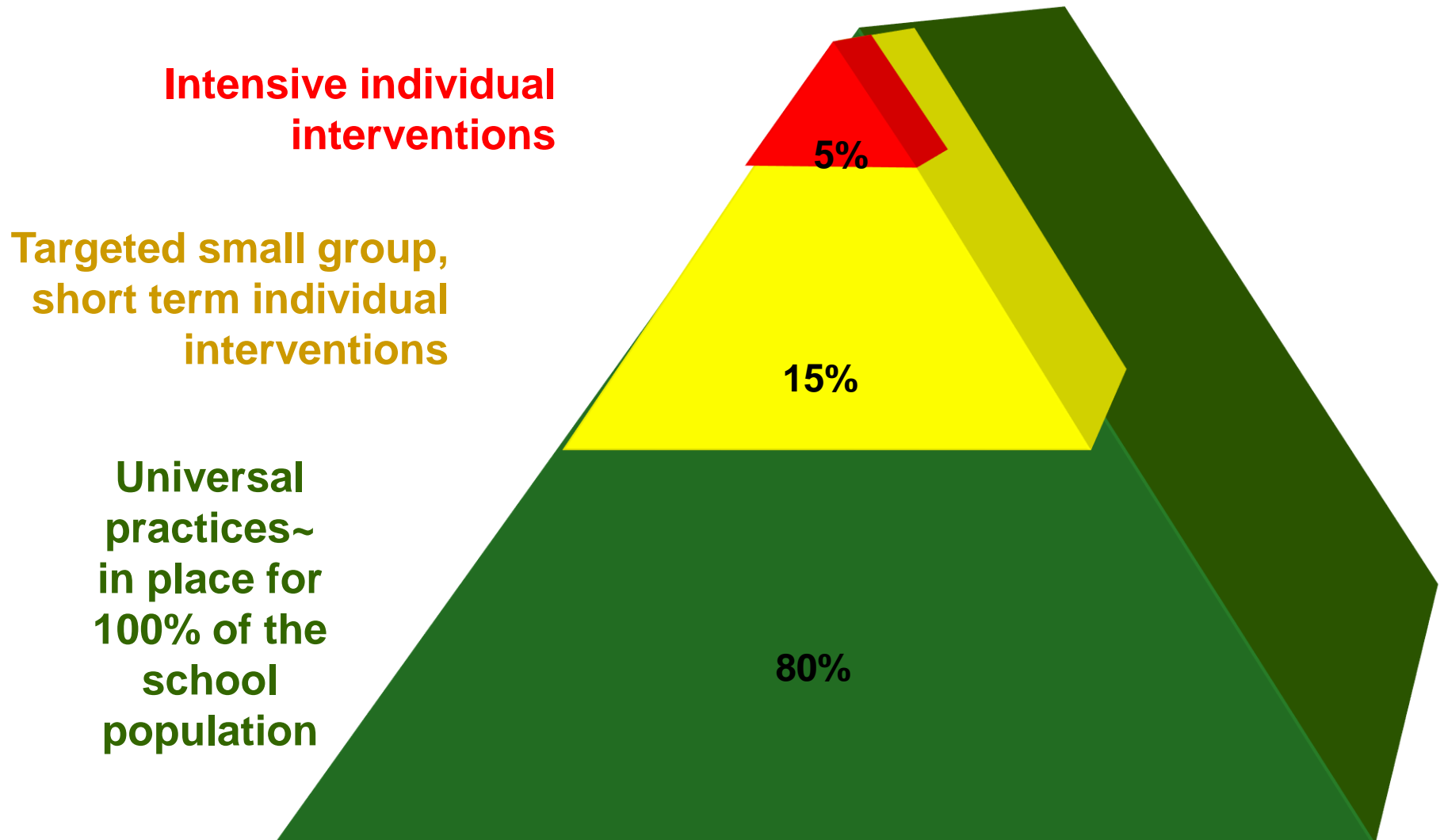
## **Before PBIS**

- Discipline strategies vary across classrooms
- School safety is based on reacting to problem behaviors
- Administrators react to student problems
- Academic skills are taught; behavior is not

## **With PBIS**

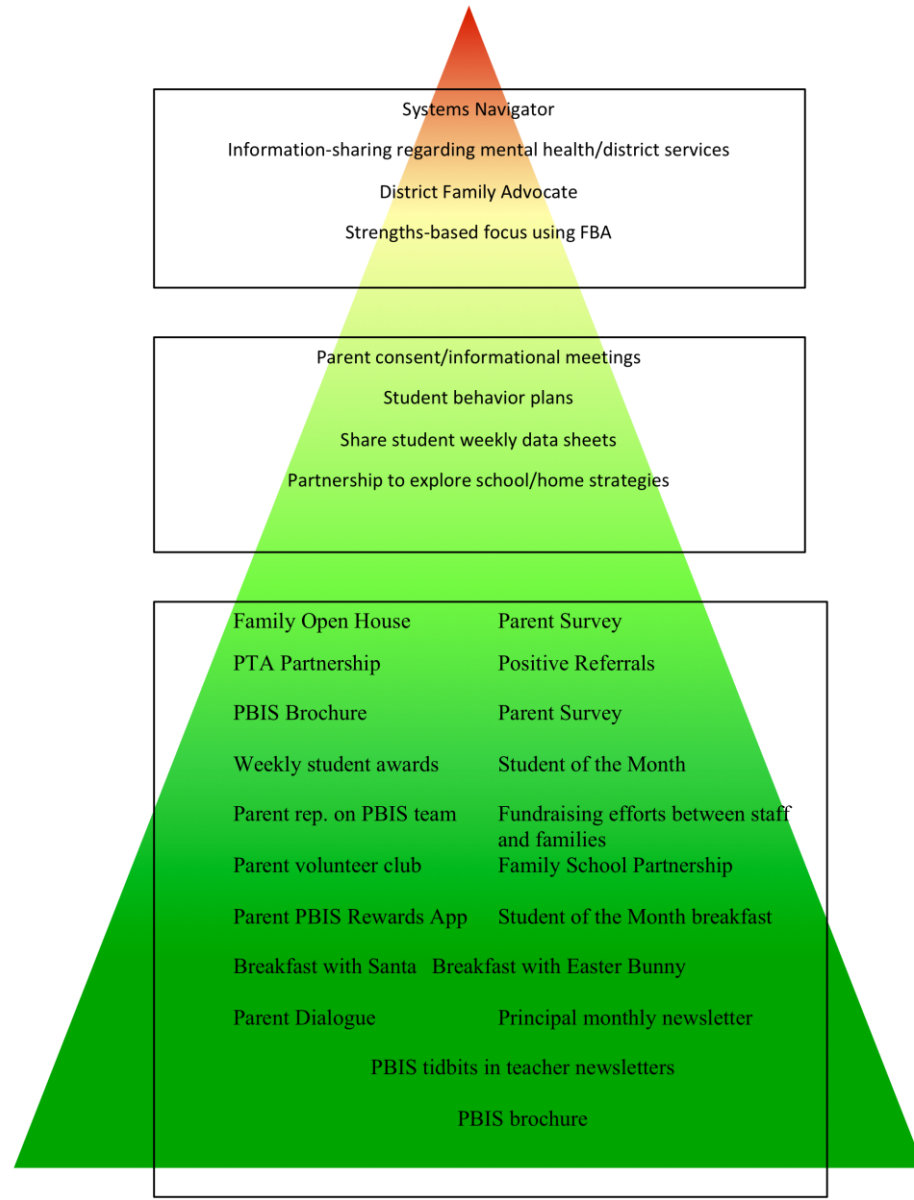
- Discipline is systematic and school wide
- School safety is based on prevention of problem behaviors
- Teachers plan for how they will consistently address behavior problems
- Academic and behavior skills are taught using the same strategies

# Who Benefits from PBIS? *Everyone!*



# PBIS FAMILY ENGAGEMENT IN THE EUCLID CITY SCHOOLS

## AWARENESS, INVOLVEMENT, SUPPORT



# How do Euclid schools partner with families?

- Parents included on School Leadership Teams
- Brochures about PBIS sent home
- Connections with PTOs
- Monthly newsletters
- Parents invited to school-wide celebrations
- Student handbooks
- Positive phone calls home

# How can families Support School-wide PBIS?

## Talk to your child

- Do you understand the school expectations?
- Do you think you can follow these expectations at school?

## Post expectations

- Put up school expectations on refrigerator as a reference

## Create expectations at home

# How to use PBIS at home?

- 1. Establish behavioral expectations/rules.**
- 2. Teach expectations** in the context of routines and ***prompt or remind*** child of the expectations
- 4. Provide** meaningful reinforcement.
- 5. Develop logical consequences.**
- 5. Evaluate**—how well are you (and/or your spouse) and your child doing?

# 1. Define Expectations

## ***Establish Behavioral Expectations/Rules***

- 3-5 *positively stated house rules*.
- Tell child(ren) what we want them to do, rather than telling them what we do *not want them to do*.

## ***Define what the rules look like***


- “Being respectful at dinner means sitting with your bottom on the seat, only using utensils to eat, asking for food to be passed to you, and clearing your plate when finished.”

## 2. Teach Expectations

Teach Expectations Directly:

- Provide examples and non-examples of rule following within household routine.
- Actively involve child(ren) in lesson—game, role-play, etc. to check for their understanding.
- Provide opportunities to practice rule following behavior.

# Rules with Routine Matrix

Routines Rules				Getting Ready	Dinner Time	Family Trip
	Be Respectful		Ask for food to be passed to you that is out of reach			
Be Responsible	Get up and turn off your alarm when it goes off in the morning				Tell a parent if you need to stop and use the restroom	



Richie is **respectful**, **responsible** and **ready to learn**.

**at home**

**at therapy**

**at the hospital**

**respectful**

Listen to mom, dad  
and nurses

Take a deep breath  
and use your words

Learn the names of  
your doctors and  
nurses

**responsible**

Ask to go to the  
bathroom

Try new things and  
work hard

Tell the doctor or  
nurse how you feel

### 3. Provide Meaningful Reinforcement

Put a golf tee in a jar every time the preferred behavior is “caught”



Trade in golf tees for preferred activities or items at end of each week

**REMEMBER:** The idea is to have 6-8 positives to each negative!!!

## 4. Develop Logical Consequences

### ***Minor Behavior Problems:***

- If waking up late more than twice a week, set alarm for 10 minutes earlier for one week
- If using up someone else's time in bathroom more than two times, be the last person to use the bathroom for one week

### ***Major Behavior Problems:***

- Come home one hour earlier than curfew
- Lose a weekend privilege

# 5. Evaluate

How is it going?

- Are you being consistent?
- Are rules being followed?

Use data to make decisions:

- Look for patterns
- Do you need to re-teach?
- Does one child need more intensive support?



*How might you use some of these PBIS strategies at home or in the community?*

*How might PBIS create some of the conditions that were positive for you while growing up?*

# Get involved in PBIS!

- Join the Leadership Team in your child's school
- Learn the expectations that have been created in your child's school and create consistency by using them at home
- Create PBIS at home
- Encourage other family members to take an active role in PBIS