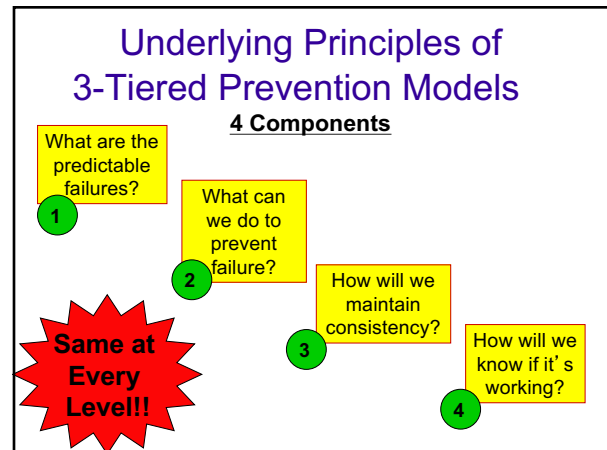
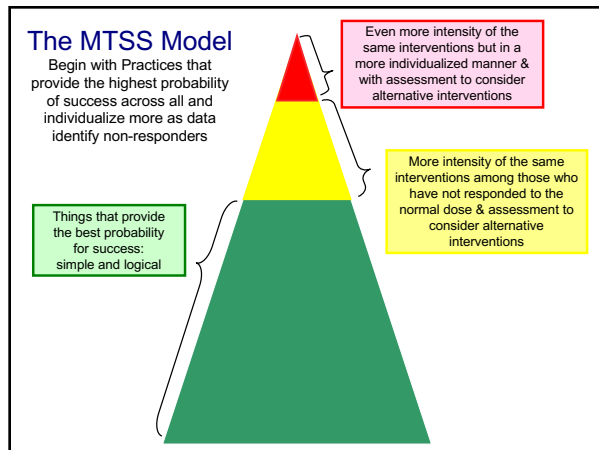


Co-Creating the School Environment

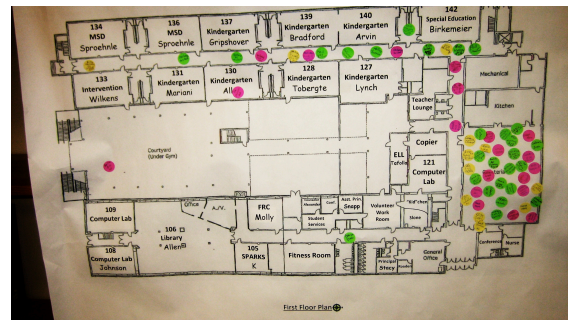


Obtain 80% Staff Consensus

Being a PBIS School means that I agree to:

1. Provide input in determining what our school's problems are and what our goals should be
2. Make decisions about rules, expectations, and procedures in the commons areas of the school as a school community
3. Follow through with all school-wide decisions, regardless of my feelings for any particular decision
4. Commit to allowing performance toward our goals to determine future plans (data drives decisions)

Elementary Map



Predictable Problems Summary

Lunchroom

When	Who	What	Why
At arrival/dismiss During lunch	All	Running, yelling, pushing, messes, poor manners, no clean-up, loud	-Slow transitions mean back-ups -Table to lunch rush -Inconsistent lunchroom aid tolerance -All are punished for the actions of few

Hallways and Walkways

When	Who	What	Why
Transitions – homeroom to portables	All	Run, trip, hit, wandering, slow, safety issue, don't know which kids should be there	Insufficient supervision, no uniform routine

Prevention Strategies

- **Teaching Rules**
 - agreed upon by team - willing/able to enforce
 - posted, brief, positively stated
- **Developing and Refining Routines**
 - avoid problem contexts, times, groupings, etc.
 - consistent
- **Considering Physical Arrangements**
 - clear physical boundaries
 - supervision of all areas

Co-Creating the School Environment

Finalize Agreed Upon Solutions

- What do we want the students to do? **Rules**
- What will we do? **Routines and Arrangements**

Ridgeport High School
Hallways
Rules:
1. Walk
2. Appropriate Language
3. Hands and Feet to Self
4. Keep Moving
Routines/Arrangements:
1. Stand in doorway during passing
a. As much as possible
2. Provide positive prompts before releasing students from class
a. Reminders about appropriate behaviors in hallway
3. Keep doors to stairway open
4. Have sweeper run through stairways as well as hallway
5. Acknowledge students following rules
a. Verbal praise and encouragement
6. Correct students who behave inappropriately

**** Should never have more student than adult behaviors!**

Effective Instruction is Chicken Soup

(The easiest thing we control that has good probability for success when applied proactively)

Explicit

- Show and tell students what it is that is expected
- Monitor and guide to facilitate success

Engaging

- Opportunities to respond
 - Group (choral) or individual responses**
 - Questions**
 - Requests for student behavior**

Frequent Feedback

- Verbal and Gestural
 - Positive and Negative**
 - Correction**



Teaching Rules

Keys to Teachable Rules

- Anchor all rules to 3-5 big ideas – School-Wide
- All rules are taught as examples of the big ideas
- Organize by location
 - Try for max 5 rules per location
- Teach to students directly and explicitly
- Revisit instruction throughout the year – acknowledge compliance



EXAMPLE

Respect Yourself
 -in the classroom (do your best)
 -on the playground (follow safety rules)

Respect Others
 -in the classroom (raise hand to speak)
 -in the stairway (single file line)

Respect Property
 -in the classroom (ask before borrowing)
 -in the lunchroom (pick up your mess)

LIBERTY MIDDLE SCHOOL PBS TEACHING MATRIX
 Liberty Students Are Respectful, Responsible, and Right On Time



	Definition	Cafeteria	Locker Pod	Hallways	Bus	Classroom
RULES/EXPECTATIONS	Respectful	Treat others as you want to be treated. -Be courteous -Stay in line -Do as adults tell you	-Be courteous -Keep area clean -Close your locker gently	-Use appropriate voice and language -Move through the hallways safely	-Be courteous -Do as adults tell you	
	Responsible	Be accountable for your actions. -Walk to the lunch line and tables -Clean up after yourself -Perform your assigned clean up duties	-Use your own locker -Keep your personal items locked up -Follow decorating procedures	-Walk on the right and keep moving	-Stay seated -Clean up after yourself -Follow all bus rules	
	Right on Time	Always be on time. -Use assigned route to the cafeteria -Arrive on time	-Budget your locker time	-Proceed to class promptly with your materials	-Be punctual to your bus stop -Proceed directly to bus after dismissal	



Here are the three **R's** for lunchtime in the cafeteria:

Rule:	Behavior:
I am respectful .	•Raise hand for help •Use quiet voices
I am responsible .	•Eat your lunch •Keep hands, feet & food to yourself
I am ready to go .	•Clean up messes •Line up quietly •Face front

Acknowledge Success

- Level 1: Verbal Praise**
 - Age appropriate
 - "thanks" "I appreciate" "I'm impressed" etc.
 - Delivered with specificity "you did XX correctly"
 - Mix up use of superlatives
 - Exactly, super, awesome, perfect, thank you, etc



Co-Creating the School Environment

Acknowledge Success

- Level 2: Access to Privilege
 - Things that are already exist and are used
 - Make contingent



Acknowledge Success

- Level 3: Public Acknowledgement
 - For those who like it
 - For those deserving more
 - Free



Acknowledge Success

- Level 4: Token Reinforcement
 - For specific behaviors, times, & contexts based on data
 - Token may be the reinforcement for young children
 - Trade for existing privileges
 - Drawings and Chances to Win
- More tokens = better chance

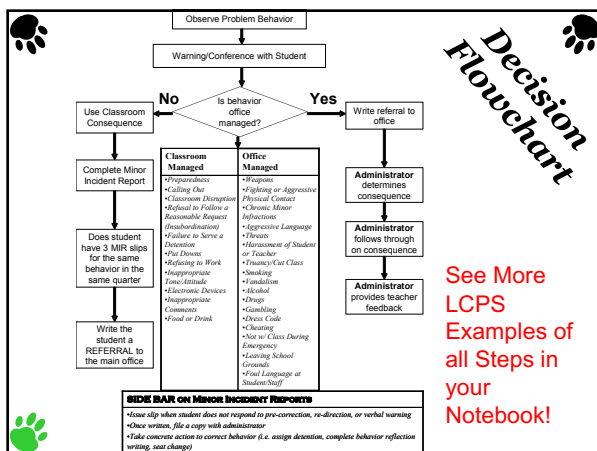


Responding to Misbehavior/Errors

- We have **zero** evidence that removing a student from the classroom or school results in a decrease in problem behavior
 - More likely to be used with minorities and students with disabilities
- Correction is a more positive and effective response
- Consider the Restorative Practices language



(Him & Scott, 2014; Scott, Gage, & Him, in review)



Evaluative Decision Making

Big Idea: We need data to know if implementation of our plans is worth continuing

- **We must agree as to the important behaviors**
 - Agree on definitions of behavior and other variables
- **It has to be simple enough to not burden us**
 - Can typically take no more than 1% of daily staff time
- **It has to be useful and reported**
 - must be made public and decisions shared with all stakeholders

Co-Creating the School Environment

Portable Referral Form

Classroom Report Office Referral

Woodtown Elementary School Report/Referral Form

Time _____ Date _____ Grade _____

Student(s) Involved _____

Reporting Staff Person _____

Incident

☐ homework (repeatedly) ☐ offensive language/gesture
☐ tardy ☐ intimidation
☐ defiance ☐ physical aggression/fighting
☐ disruptive behavior ☐ insubordination
☐ other ☐ property damage

Location

☐ hallway ☐ outside dismissal/arrival
☐ playground ☐ restroom (caf., add., 6th, 2nd)
☐ room # _____ ☐ cafeteria

Teacher Response

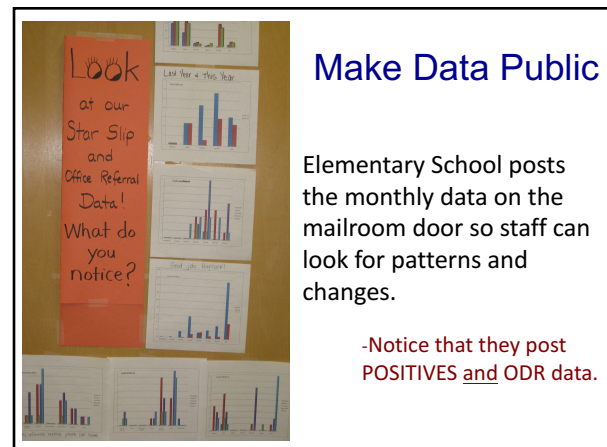
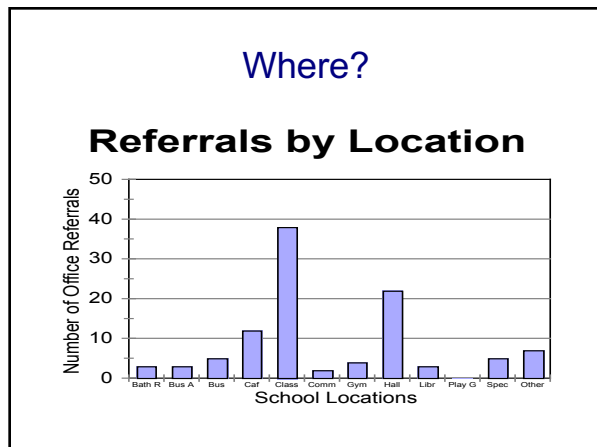
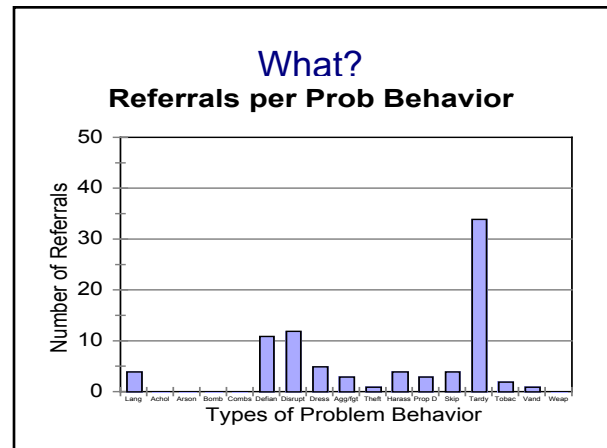
☐ redirection ☐ loss of privilege
☐ physical proximity ☐ parent contact
☐ warning ☐ date _____
☐ time-out in class ☐ buddy room
☐ detention ☐ parent conference
☐ community service ☐ date _____
☐ private conference
☐ other _____

Administrative Response

☐ private conference ☐ alternative placement
☐ time-out ☐ detention
☐ loss of privilege ☐ parent conference
☐ suspension ☐ community service

Comments

Administrative Signature



- ### Effective Leadership
- Practice what you preach – be a model for the effective practices you wish to encourage
 - Don't ask people to do more than you do – model effort and expect the same from others
 - Treat people with respect – be a teacher & don't be afraid to admit mistakes
 - Have a plan for continuous improvement – involve all in planning

The University of Louisville

Doctoral Program in Behavior Disorders

Terry Scott
 Professor and Distinguished University Scholar
 Director, Center for Instructional & Behavioral Research in Schools
 College of Education and Human Development
 University of Louisville
 Louisville, KY 40292
t.scott@louisville.edu

CIBRS
 Center for Instructional and Behavioral Research in Schools