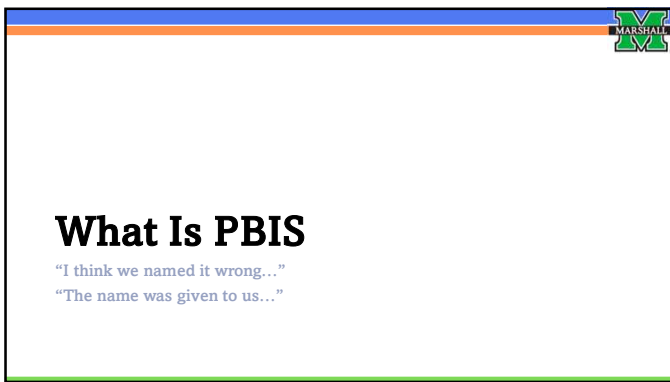
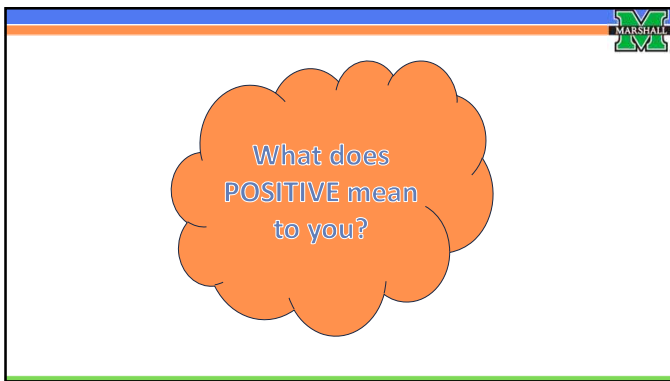


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2



3

Mindset Shift

Instead of PBIS:
POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS
(Being stuck on the thought that everything is positive)

Shift your mindset to...

Let's think of it as:
WHAT SYSTEMS AND PRACTICES ARE WE PUTTING IN PLACE TO GET THE POSITIVE BEHAVIOR THAT WE WANT TO SEE?

4

" Instead of putting an extra expectation of caring more (on staff) we need to build them an external framework to support them."
-Kent McIntosh

5

"You can't intervene your way out of a **crappy** core."

CENTER ON PBIS Positive Behavioral Interventions & Supports

6

“You can't hire your way out of inefficient or ineffective systems.”

Dr. Jim Harris

7

What is a System?


An interdependent group of tools and materials, people, and processes which join together to accomplish work.

8

“Systems thinking is a discipline for seeing wholes. It is a framework for seeing interrelationships rather than things, for seeing “patterns of change” rather than “static snapshots.”

Peter Senge


9



Our Job Is to Be Preventative – Kelsey Morris

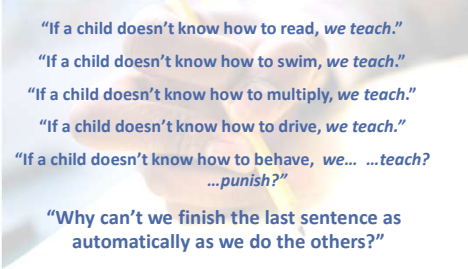
Hardening of Schools	Softening of Schools
• Metal detectors	• Skill building
• Security Guards	• Connection
• Exclusionary Tactics	• Emotional/Psychological Safety

10



EXPECTATIONS

11



“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?”

“Why can’t we finish the last sentence as automatically as we do the others?”

Herner, 1998

12

If you want something
you must teach it and
then reteach it...

13

We cannot "make" students
learn or behave in a certain way,
but we can "create
environments" where they are
more likely to do so.

Lewis, 2009
But really, Dr. Jim Harris


14

"Focus on what
you want them to
do instead. Not
stop, don't, quit.
Do."

- **Build scope and sequence of behavior based on your school.**
- **Teach them explicitly how to do this.**
 - Matrix
 - Teach and Practice
 - I do, you do, we do
 - Higher rates of feedback

Dr. Tim Lewis


15



- Trust is built in the little moments.
- Culture follows behavior. Having the expectations set leads the culture of this school.
 - So if the school environment is predictable, positive, safe, and consistent then the school's culture will be positive.


Brene Brown - Ograh SuperSouls Conversation
Wagner: Behavior Goes Where Reinforcers Flow

16




FEEDBACK SYSTEMS

17



If you want something you must teach it and then reteach it...and then you must acknowledge it.


18



Research indicates that you can improve behavior by 80% just by pointing out what someone is doing correctly.

Laura Riffle

19




HOW DO WE REINFORCE?

- Don't be afraid!
- Reinforce frequently in the beginning
- Target a behavior and be specific with your reinforce
- As they "get it", thin the reinforcement out and then switch to natural consequences



Brooke Wagner, Where the Behavior Flows

20



WE'RE NOT IN THE BUSINESS OF "TRAIN AND HOPE"

- What is the target behavior I want to see disappear?
- Think in terms of individual, class, school.
- What behavior would I like instead?
- How can I get from point A to point B, what things do I need to teach?
- Then...wait for it and reinforce, reinforce, reinforce.

Brooke Wagner, Where the Behavior Flows

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FLOODING, FADING, AND BOOSTERS

- First, we teach.
- **Flooding:** when we acknowledge each time they display the skill. Be careful about "making it rain!"
- **Fading:** when we slowly take away the frequent acknowledgment. This happens when they show fluency in the skill. This is when natural consequences or intrinsic motivation will take over.
- **Booster:** when data and behavior show us that they need reminded of the skill. Reteach and then acknowledge.

Add a footer

22



THE GOLDILOCKS EFFECT

- **The Right Stuff**
 - How do you know? You see more of the behavior that you want
- **The Right Standards**
 - If they can't meet your standards...you won't see behavioral change.
- **The Right Level of Performance**
 - If you make it rain when they are doing what they need too...you won't see behavioral changes.

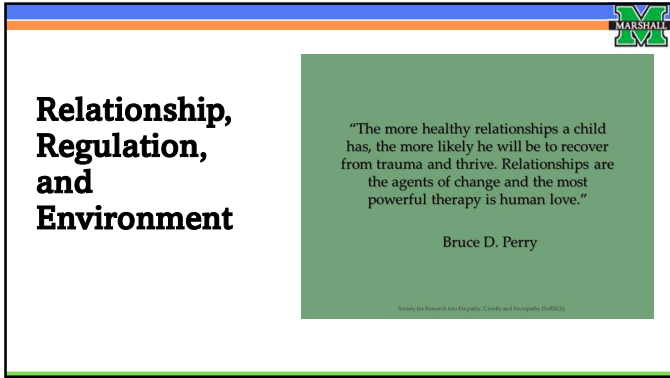
Brooke Wagner, Where the Behavior Flows

23



RESPONDING TO CHALLENGING BEHAVIOR

24



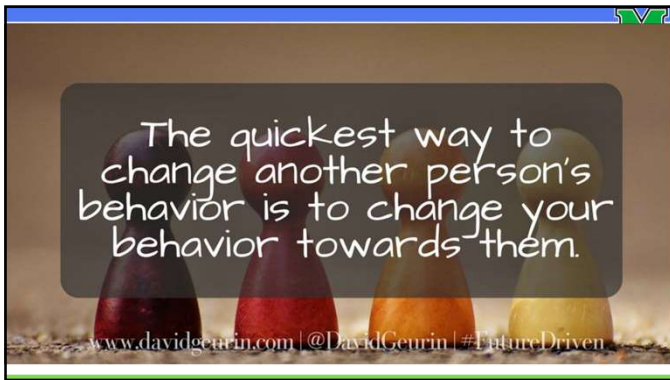
Relationship, Regulation, and Environment

“The more healthy relationships a child has, the more likely he will be to recover from trauma and thrive. Relationships are the agents of change and the most powerful therapy is human love.”

Bruce D. Perry

Source: See Research into Resilience, Capacity and Trauma by Dr. Perry

25



The quickest way to change another person's behavior is to change your behavior towards them.

www.davidgeurin.com | @DavidGeurin | #FutureDriven

26




The Adult Role

Behavior is an integrative experience.

CPI Training


27



- Kids don't learn a better way of responding through punishments.
- They learn that what they are doing is inappropriate, but it doesn't actually teach them a better way to solve their problem.
- Kids learn better ways through their environments.
(Behaviorism 101 – Behavior can be changed through modified environments)

Sugai, APBS, 2019

28



DATA

29



In God we trust; all others bring data.

W. Edwards Deming

30

Sustainability can be predicted by how the School-Wide system is mirrored within the classroom.

Don Kincaid - (paraphrased)

34

"There is no better predictor of kid behavior than what the teacher is doing with instruction."

Terrance Scott


35

Effective teaching →

"ENGAGEMENT IS ABOUT EYE CONTACT, AND CROUCHING CLOSE, AND LISTENING, REALLY LISTENING. KIDS AREN'T ENGAGED BY SHOWMEN, THEY ARE ENGAGED BY RELATIONSHIPS AND CARE."

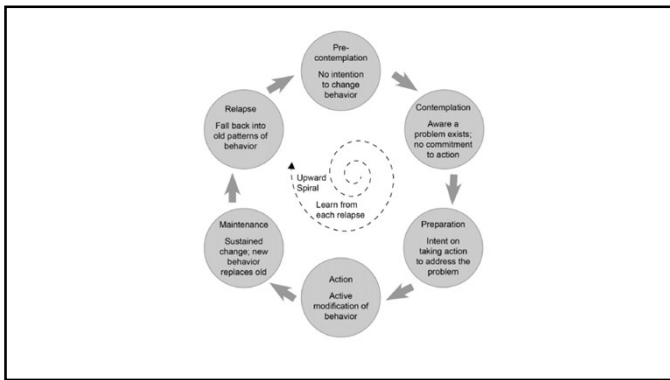
—Teacher Kristine Miraz #T2T

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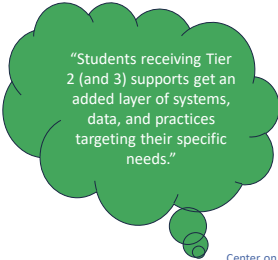
Maintenance and Upper Tiers

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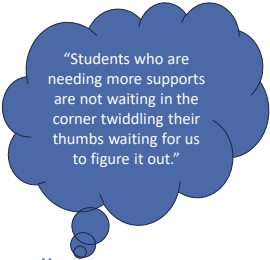
38





“Students receiving Tier 2 (and 3) supports get an added layer of systems, data, and practices targeting their specific needs.”

Center on PBIS



“Students who are needing more supports are not waiting in the corner twiddling their thumbs waiting for us to figure it out.”

Me

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41




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MARSHALL

Do the best you can until you know better.
Then when you know better, do better.

-Maya Angelou



43

MARSHALL

Alicia Ziman

PBIS Coordinator
holt64@marshall.edu



WV PBIS
Positive Behavioral Interventions and Supports

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