Marshall County Schools District Leadership Team
Whole School Approach to PBIS

Educating Kids - Building Communities

We are excited to share how Marshall County Schools has successfully implemented Positive Behavior Intervention Supports (PBIS) across our district. Today, we'll highlight the key programs that drive our success:

- **Insights to Behavior**
- **PBIS Rewards**
- **Behavior Essentials Visualized**

WVBMHTAC Annual Conference
June 10-11, 2025

Discover the elements and strategies that have shaped our effective PBIS system and learn how these tools can make a difference in your schools!

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Part 1

INSIGHTS TO BEHAVIOR
YOUR PARTNER IN BEHAVIOR

2

QUESTIONS?

3

Part 2

PBIS Rewards.

a solution of Navigate360

4

PBIS Rewards.

a solution of Navigate360

What is PBIS Rewards?

PBIS Rewards is a Software-as-a-Service solution that provides an automated school-wide PBIS management system. Our system simplifies the implementation and tracking of the PBIS framework within a school. With PBIS Rewards, school administration can clearly see how teachers are utilizing PBIS and how PBIS is improving school culture.

PBIS Rewards is easy to use, fun for both students and staff, and provides accountability for everyone in the school. Our suite of PBIS Apps includes a Parent App that gives parents a view into how their child is doing with respect to the PBIS program. There is also a Student App that allows students to track their points, referrals, and CICO, as well as redeem points via events, raffles, and stores.

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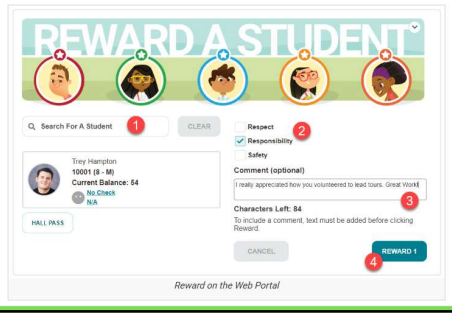
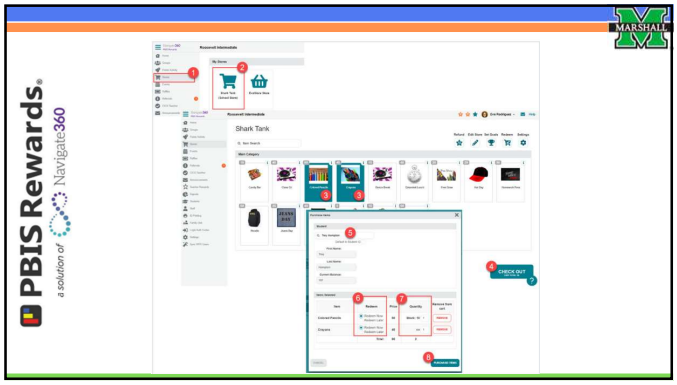
PBIS Rewards.

a solution of Navigate360

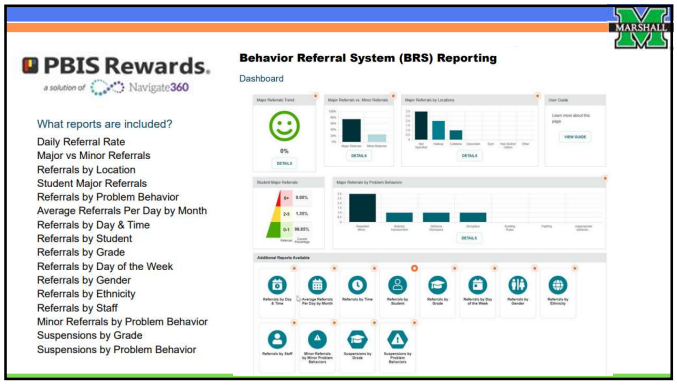


Reward on the Web Portal

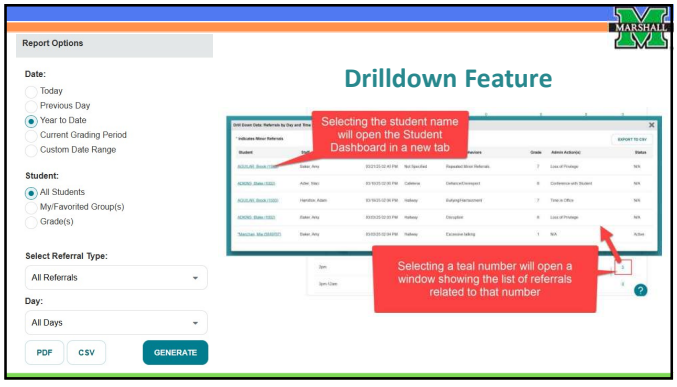
6


PBIS Rewards
a solution of Navigate360
Shark Tank
CHECK OUT

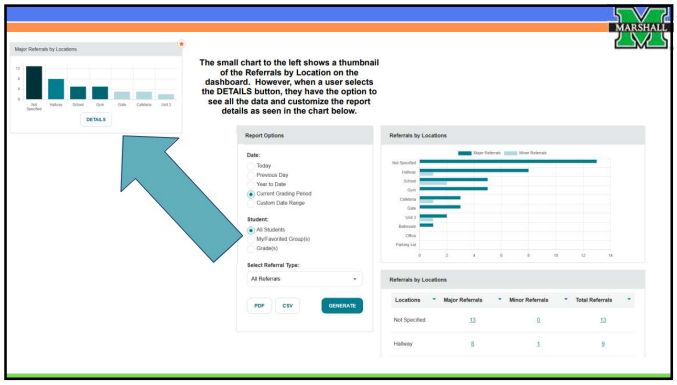
7


PBIS Rewards
a solution of Navigate360
What reports are included?
Daily Referral Rate
Major vs Minor Referrals
Referrals by Location
Student Major Referrals
Referrals by Problem Behavior
Average Referrals Per Day by Month
Referrals by Day & Time
Referrals by Student
Referrals by Grade
Referrals by Day of the Week
Referrals by Gender
Referrals by Ethnicity
Referrals by Staff
Minor Referrals by Problem Behavior
Suspensions by Grade
Suspensions by Problem Behavior
Behavior Referral System (BRS) Reporting
Dashboard

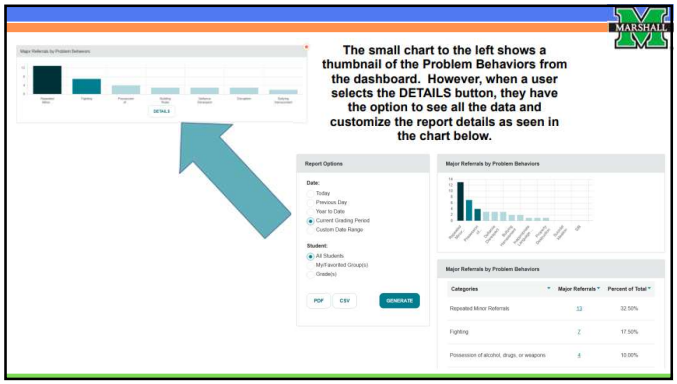
8


Report Options
Date:
Today
Previous Day
Year to Date
Current Grading Period
Custom Date Range
Student:
All Students
My/Favorited Group(s)
Grade(s)
Select Referral Type:
All Referrals
Day:
All Days
PDF
CSV
GENERATE
Drilldown Feature
Selecting the student name will open the Student Dashboard in a new tab
Selecting a teal number will open a window showing the list of referrals related to that number

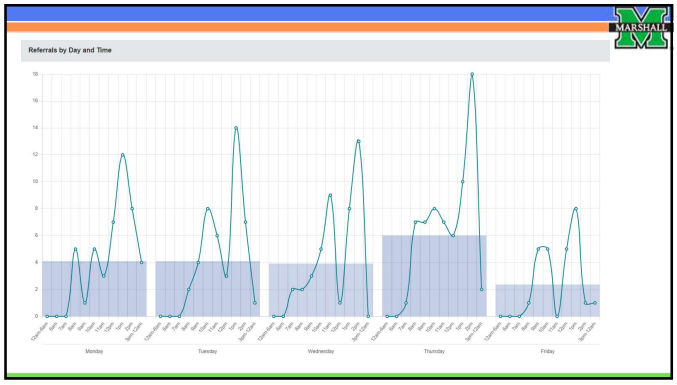
9


The small chart to the left shows a thumbnail of the Referrals by Location on the dashboard. However, when a user selects the DETAILS button, they have the option to see all the data and customize the report details as seen in the chart below.
Report Options
Referrals by Locations
Referrals by Locations
Locations
Major Referrals
Minor Referrals
Total Referrals
Not Specified 13 0 13
Hallway 8 1 9
GENERATE

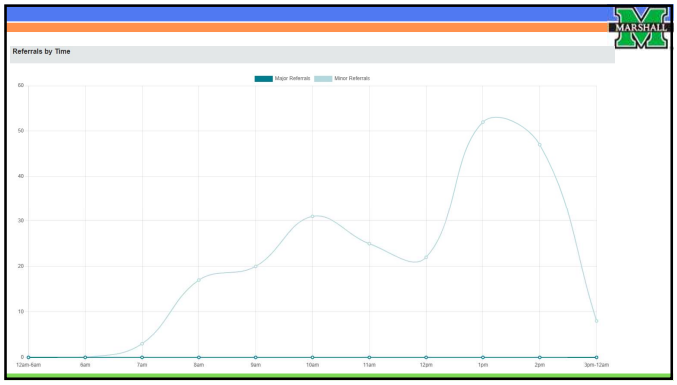
10


The small chart to the left shows a thumbnail of the Problem Behaviors from the dashboard. However, when a user selects the DETAILS button, they have the option to see all the data and customize the report details as seen in the chart below.
Report Options
Major Referrals by Problem Behaviors
Major Referrals by Problem Behaviors
Categories
Major Referrals
Percent of Total
Repeated Minor Referrals 13 32.50%
Fighting 7 17.50%
Possession of alcohol, drugs, or weapons 4 10.00%
GENERATE

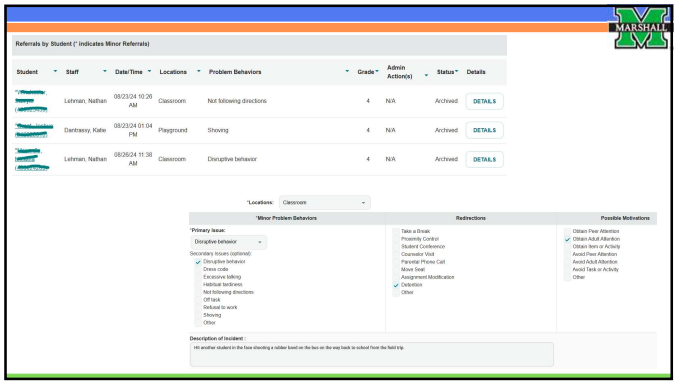
11


Referrals by Day and Time
Monday
Tuesday
Wednesday
Thursday
Friday

12


Referrals by Time
Major Referrals
Minor Referrals
60
50
40
30
20
10
0
12am-6am
6am
7am
8am
9am
10am
11am
12pm
1pm
2pm
3pm-12am

13


Referrals by Student (* indicates Minor Referrals)
Student
Staff
Date/Time
Locations
Problem Behaviors
Grade
Admin Action(s)
Status
Details
Lehman, Nathan
08/23/24 10:26 AM
Classroom
Not following directions
4
N/A
Archived
DETAILS
Dantrassy, Katie
08/23/24 01:04 PM
Playground
Shoving
4
N/A
Archived
DETAILS
Lehman, Nathan
08/26/24 11:38 AM
Classroom
Disruptive behavior
4
N/A
Archived
DETAILS
*Locations:
Classroom
*Minor Problem Behaviors
Redirections
Possible Motivations
*Primary Issue:
Disruptive behavior
Secondary Issues (optional):
Disruptive behavior
Dress code
Excessive talking
Habitual tardiness
Not following directions
Off task
Refusal to work
Shoving
Other
Take a Break
Proximity Control
Student Conference
Counselor Visit
Parental Phone Call
Move Seat
Assignment Modification
Detention
Other
Obtain Peer Attention
Obtain Adult Attention
Obtain Item or Activity
Avoid Peer Attention
Avoid Adult Attention
Avoid Task or Activity
Other
Description of Incident: :
Hit another student in the face shooting a rubber band on the bus on the way back to school from the field trip.

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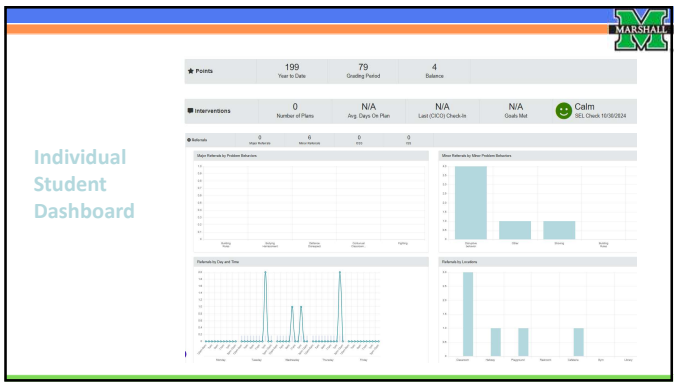
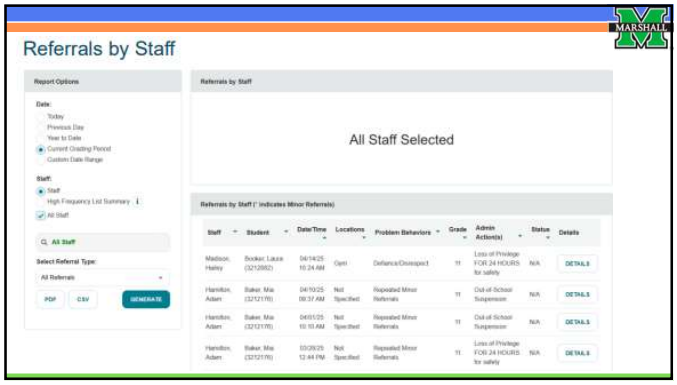
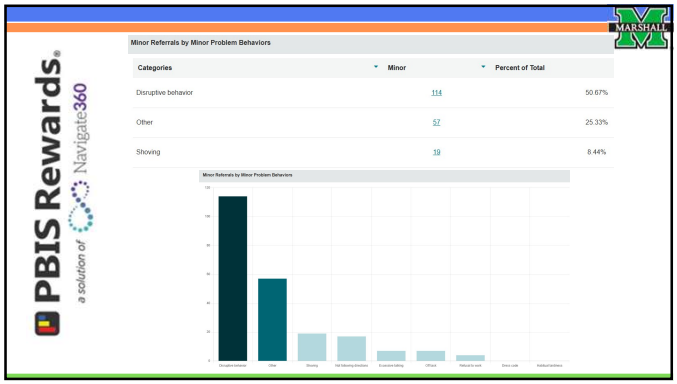

Individual Student Dashboard
Points
199
Year to Date
79
Grading Period
4
Balance
Interventions
0
Number of Plans
N/A
Avg. Days On Plan
N/A
Last (CICO) Check-In
N/A
Goals Met
Calm
SEL Check 10/30/2024
Referrals
0
Major Referrals
0
Minor Referrals
0
ISS
0
OSS
Major Referrals by Problem Behaviors
Minor Referrals by Minor Problem Behaviors
Referrals by Day and Time
Referrals by Location

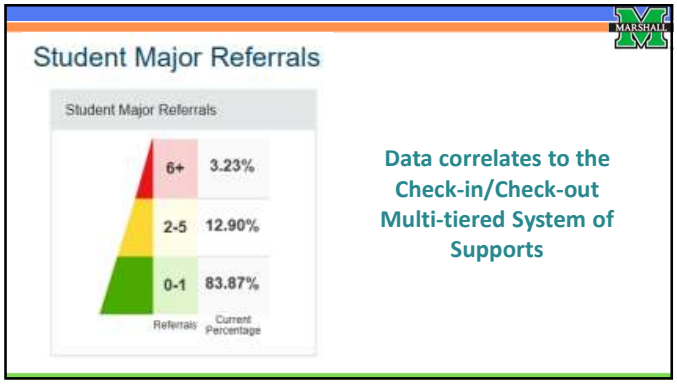
15


Referrals by Staff
Report Options
Referrals by Staff
All Staff Selected
Referrals by Staff (* indicates Minor Referrals)

16


PBIS Rewards
a solution of Navigate360
Minor Referrals by Minor Problem Behaviors
Categories
Minor
Percent of Total
Disruptive behavior
114
50.67%
Other
57
25.33%
Shoving
19
8.44%

17


Student Major Referrals
Student Major Referrals
6+
3.23%
2-5
12.90%
0-1
83.87%
Referrals
Current Percentage
Data correlates to the Check-in/Check-out Multi-tiered System of Supports

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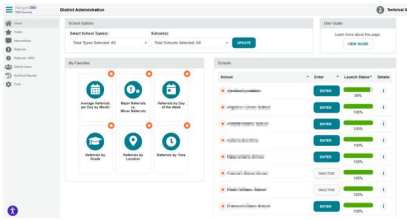
District Portal



Data tracked within each school:

- Points (Tier 1)
- Interventions/CICO (Tier 2)
- Referrals (Tier 3)

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What Reports are Included?

Points (Tier 1):
Average Points Given by Staff
Staff Meeting Daily Point Goal
How Points Are Redeemed
Total Points Awarded Yesterday
Point Leaders
Average Points Per Student
Points by Gender
Points by Ethnicity
Stars Awarded to Staff

Interventions/CICO (Tier 2):
Current Number of Students in CICO
Students Per Tier
Active CICO Students Per Month
Percentage of Students Meeting Goal
Average Number of Days on a CICO Plan
CICO Plan Status

Referrals (Tier 3):
Daily Referral Trend
Number of Suspension Days
Major Referrals by Problem Behavior
Student Referrals
Major vs Minor Referrals
Major Referrals by School Type
Referrals by Location
Average Referrals Per Day by Month
Referrals by Time
Referrals by Grade
Referrals by Day of the Week
Suspensions by Grade
Referrals by Gender
Referrals by Ethnicity
Suspensions by Grade

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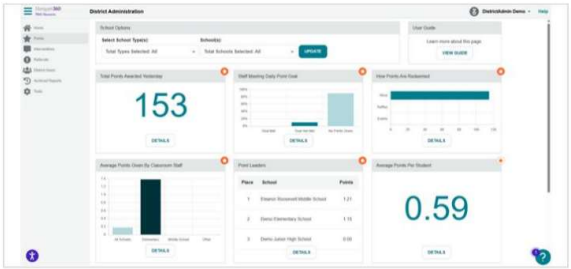
Points (Tier 1)

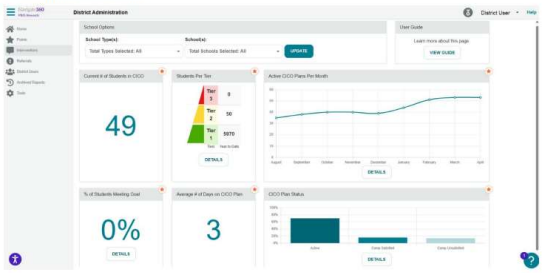
Points Dashboard



21

Interventions/CICO (Tier II)

Interventions Dashboard



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Referrals (Tier III)

Referral Dashboard

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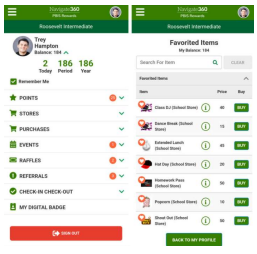
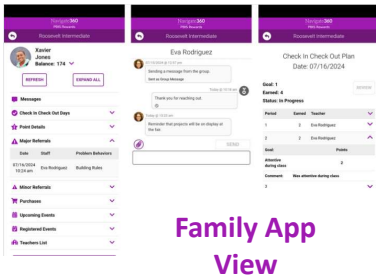
Student App View



Family App View



24

QUESTIONS?

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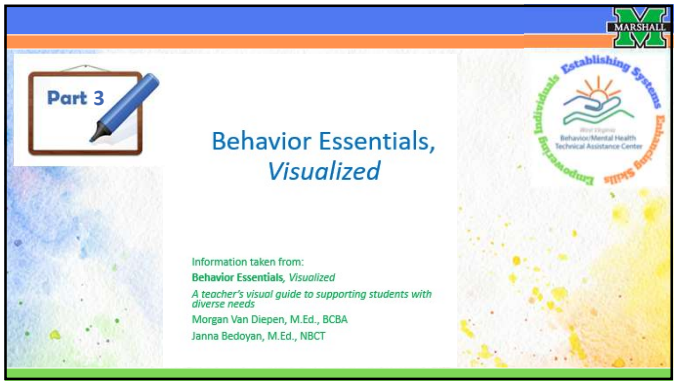
Part 3
Behavior Essentials,
Visualized
Information taken from:
Behavior Essentials, Visualized
A teacher's visual guide to supporting students with diverse needs
Morgan Van Diepen, M.Ed., BCBA
Janna Bedoyan, M.Ed., NBCT

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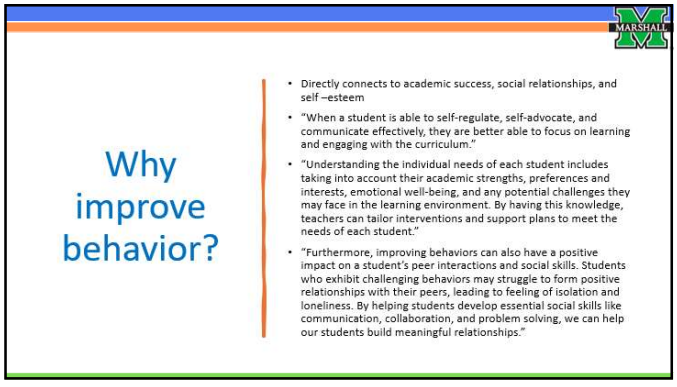
Why improve behavior?
Directly connects to academic success, social relationships, and self –esteem
"When a student is able to self-regulate, self-advocate, and communicate effectively, they are better able to focus on learning and engaging with the curriculum."
"Understanding the individual needs of each student includes taking into account their academic strengths, preferences and interests, emotional well-being, and any potential challenges they may face in the learning environment. By having this knowledge, teachers can tailor interventions and support plans to meet the needs of each student."
"Furthermore, improving behaviors can also have a positive impact on a student's peer interactions and social skills. Students who exhibit challenging behaviors may struggle to form positive relationships with their peers, leading to feeling of isolation and loneliness. By helping students develop essential social skills like communication, collaboration, and problem solving, we can help our students build meaningful relationships."

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"An autistic child becomes an autistic adult. When they're in school, they should be provided resources and support to help the autistic child thrive as an adult" ~ Alex Baughns

House

By: Alex Baughns

Your parents give you the building blocks

Your teachers give you the cement to build it up

The people you surround it with are your neighbors

When this is set up, you can decorate your house and live beautifully

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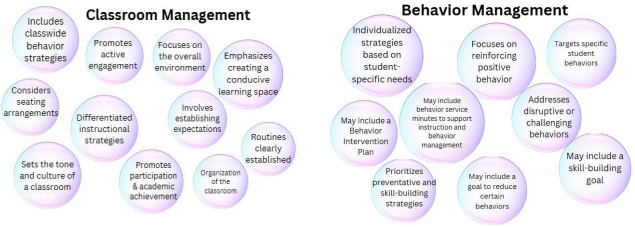
Classroom Management vs. Behavior Management



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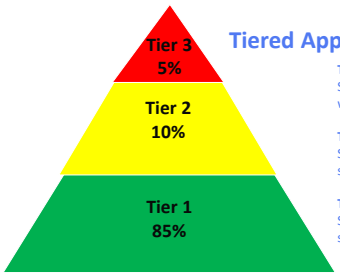
Tiered Approach to Student Support



Tier 3: Individualized
Services and strategies for individual students who need more specific support

Tier 2: Targeted
Small group services and strategies for students who need support in targeted areas

Tier 1: Universal
School and classroom-wide strategies for all students

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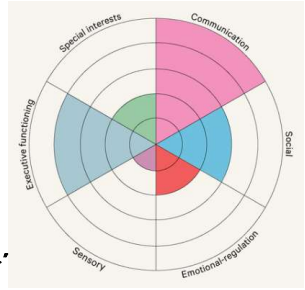
This is a sample of how an autistic person could fill in their own color wheel, reflecting on areas of their life that they feel are impacted the most.

1. No impact on my quality of life
2. Occasional but minimal impact
3. Sometimes, but easy to manage
4. Regularly interferes
5. Significantly affects my daily functioning and overall well-being

"We all come in all shapes and hues. This is art."
~ Alex Baughns

An Autism Spectrum Color Wheel



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7 Neurodiversity-Affirming Practices

1. *Utilize a Strength-Based Approach*

Instead of saying this	Use this strength-based language
Rigid	Passionate, dedicated, and persistent
Restricted interest	Knowledgeable and curious about
Off in their own world or space-cadet	Imaginative and creative
Weird or nerdy	Fascinating, eccentric, and individualistic
Stimming or hyperactive	Animated

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7 Neurodiversity-Affirming Practices (cont.)

2. *Presume Confidence*
3. *Accommodate Diverse Needs*
4. *Foster an Accepting Classroom Culture*
5. *Use Inclusive Instructions*
6. *Embody a Relationship-First Approach*
7. *Prioritize Emotional Regulation*

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Happy, Relaxed, and Engaged

Dr. Greg Hanley emphasizes that individuals with Autism learn best when they feel joy.

- Happy
- Relaxed
- Engaged

How can we promote this?

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Trauma Informed Approach

"A trauma-informed approach to supporting students entails recognizing the widespread impact of trauma, integrating this understanding into all areas of student support, and prioritizing safety, trustworthiness, choice, collaboration, and empowerment."

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Trauma-Informed Support Plan Brainstorming

Questions to ask	Support plan ideas
What are situations or activities that trigger the student?	How to change the situation or activity to make the student feel more safe and calm:
What are the actions of staff that trigger the student?	How staff can avoid or limit these actions:
What is in the student's environment at school that may feel triggering to them?	How can we adjust the classroom environment to make the student feel more safe and calm:
What necessary interactions, situations, or instructions are triggering to the student?	How can we adjust these to be less triggering?
	How can we support the student with coping strategies during this time:

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Functions of Behavior

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Identifying the Function

Antecedent (What happened before the behavior?)

Behavior (Describe the behavior.)

Consequence (What happened after the behavior?)

38

Let's Talk Transitions

Why are transitions so difficult?

1. Stop doing something fun.
2. Give up toys, items, and activities they are enjoying.
3. Moving to an activity that is less fun and enjoyable.

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Try these strategies to help with transitions

- Providing Choices
- 3 Reward Options
- Token Boards
- Range of Rewards
- Priming
- Visual Schedule
- Self-Regulation
- Firm, but Flexible
- Pause, Redirect, Reward

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Rethinking Behavior Intervention Plans

Barriers Impacting Effective BIPs

- Effective Training
- Technical Jargon
- Time
- Traditional Teaching Methods

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Teaching with Text- the traditional way

Research has shown:

- Low understanding
- Low acceptance
- Low engagement
- Low accessibility
- Low confidence
- Low collaboration
- Low accuracy
- Difficult to remember

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Teaching with Images- innovative approach

Research has shown:

- Better understanding
- More preferred
- More engagement
- More accessible for diverse needs
- Increased confidence
- Better collaboration
- Higher accuracy
- Better retention

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Building Motivation

Tips for building meaningful rewards

- Rewards should be motivating
- Recognition should be immediate
- Reward should match effort
- Provide choices of rewards
- Make rewards special
- Build intrinsic motivation

Strategies- pages101-123

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Preventing Challenging Behaviors

pages125-143

"The more we can avert, the less we have to oversee!"

Strategic Suggestions for typical triggers:

- **Transitions:** Priming, Simple, Simple, Challenging, and Visual Timetable
- **Accepting "no":** A More Constructive Way to express "No"
- **Introducing academic tasks:** Simple, Simple, Challenging, Class Pass, and Scheduled Breaks

*Power Card Approach

45

Strategy recommendations to try first:

- Classroom Set Up
- Building Rapport
- Providing Choices
- Priming

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Strategy Recommendations for a Classwide Approach:

- Classroom Set- up
- Priming
- Easy, Easy, Hard
- Visual Schedule
- Scheduled Breaks

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Teaching New Skills

pages 145- 175

"Teaching is proactive and should happen when students are happy, relaxed, and engaged. Supporting is how we respond, reminding and helping them do the new skill."

How do we teach?
- Modeling
- Shaping
- Fading
- Breaking Down Skills
- Choice Mapping

What do we teach?
- Communication
- Self-regulation
- Executive Functioning

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Visual Strategies that Teach Communication Skills:

- Introducing Communication
- Teaching to Request
- Building Better Behaviors
- Self-Advocacy

Classwide Strategies that Promote and Normalize Self-Regulation:

- Calm Down Corners
- Sensory Activities
- Identifying Emotions Visuals
- Coping Skills Visuals

Visual Strategies and Tools that Teach Self-Regulation Skills:

- Self-Regulation
- Calming tools Visual Poster
- 5-4-3-2-1 Calming Poster
- Sensory-Supportive Environment Template

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Once students demonstrate effective communication and self-regulation, we can introduce, teach, and reinforce Executive Functioning skills.

Inhibitory Control | Shift | Emotional Control | Working Memory | Plan and Organize

50

Executive Functioning -try this to teach!

1. **Inhibitory Control** – "stop and go" games
2. **Shift**- integrate engaging activities that require students to switch their focus between different tasks/materials…practice shifting attention between visual, auditory, and kinesthetic cues (ex. scavenger hunts)
3. **Emotional Control-** providing tools for self-soothing, helping students to learn to shift their focus away from negative triggers, and setting goals to help them stay on track. Some students may need additional support to help them learn how to manage emotions effectively through co-regulation until they have developed independent self-regulation skills.
4. **Working Memory-** First/Then (mini-sequence)
5. **Plan and Organize-** break tasks into smaller steps, create a checklist or time-line to track progress. Celebrate each completed step!

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Responding to Challenging Behaviors
pages 177-197

"We should be teaching our students what to do, not what not to do."

"Adopting a compassionate, trauma-informed approach to supporting students places a focus on teaching new skills and recognizing positive behaviors rather than resorting to punitive measures."

- Punishment vs. Not Earning a Reward
- Avoiding vs. Preventing

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Choosing a response strategy:

- *Consider the intensity* of the behavior.
- *Involve the student* in making decisions about how they would like to be supported in these moments.

Low Intensity vs. High Intensity behaviors

"A dysregulated adult cannot regulate a dysregulated child."
~ Bruce D. Perry

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Let's use what we've learned!! ☺

Page 200 of Behavior Essentials, *Visualized* has a bar code to scan which includes Templates and Tools. Your packet contains a printout of the materials from the bar code.

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Holly Stillion – Teacher of Special Education
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Cameron Slie – Teacher of Special Education
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Educating Kids - Building Communities

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