Slide 1

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PBIS and Continuity of Learning:
Getting Systems Back up and Running

Kent McIntosh
University of Oregon

CENTER ON **PBIS** Positive Behavioral Interventions & Supports

Handouts: http://www.pbis.org

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Thanks and Acknowledgments

- IMPACT Learning
- Educators and families across the country

Handouts: http://www.pbis.org

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Learning Objectives

By the end of this session, you should be able to…

1. Describe the need for **systems** to reopen our schools

2. Identify specific actions for leveraging the **core practices of Tier 1 PBIS** to provide high-quality continuity of learning

**Handouts:
http://www.pbis.org**

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Riverside, CA

Noblesville, IN
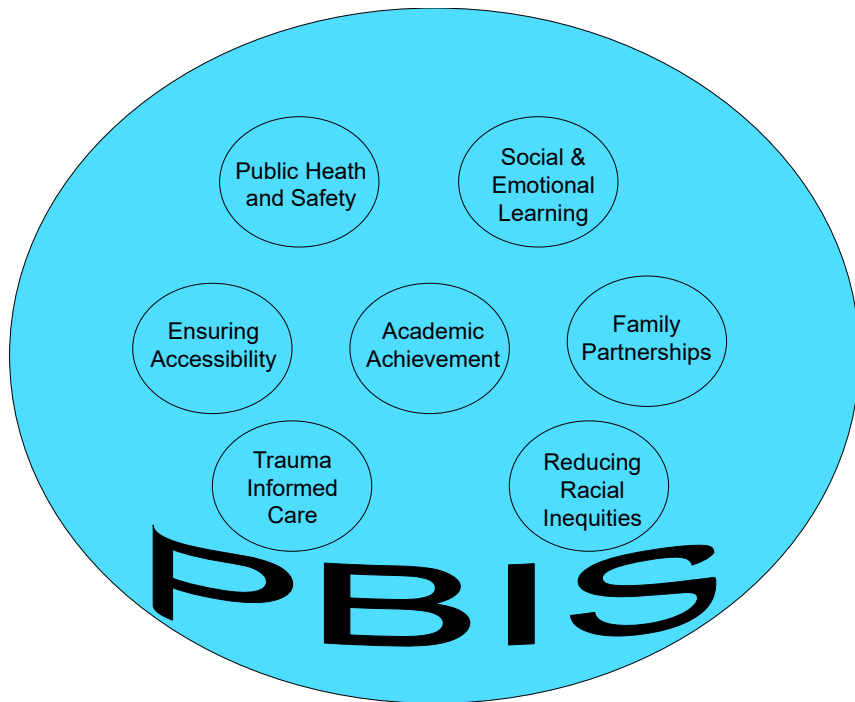

Welcoming students back to school?

What are common reactions to new problems in education?

- Roll out a stand-alone initiative that is done once (if at all) and becomes one more thing teachers are asked to do
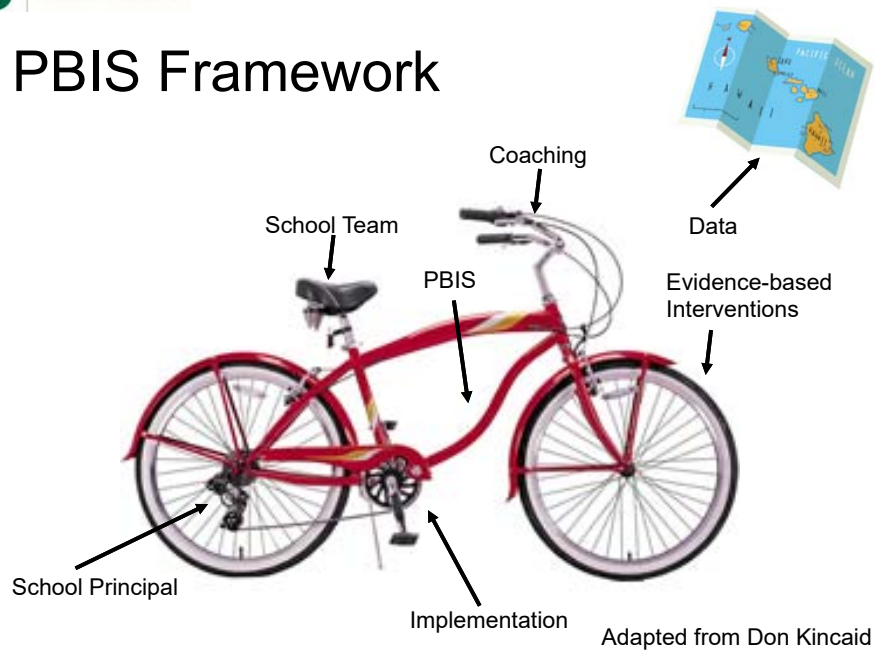

A more sustainable approach

- Create safe, predictable, and positive learning environments for **all students**, regardless of…
  - Need
  - Exposure to traumatic events
  - Learning location
- Assess and provide more support based on additional need
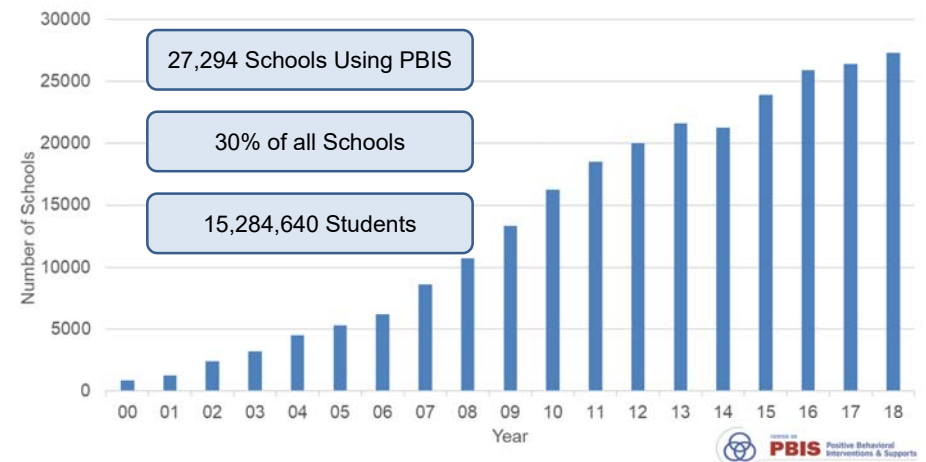
Public Heath and Safety

Social & Emotional Learning

Ensuring Accessibility

Academic Achievement

Family Partnerships

Trauma Informed Care

Reducing Racial Inequities

PBIS

- Handwashing compliance drops 8.7% over the course of a 12-hr shift

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PBIS Framework

Coaching

School Team

Data

PBIS

Evidence-based Interventions

School Principal

Implementation

Adapted from Don Kincaid

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U.S. Schools Using PBIS

August 2019

27,294 Schools Using PBIS

30% of all Schools

15,284,640 Students

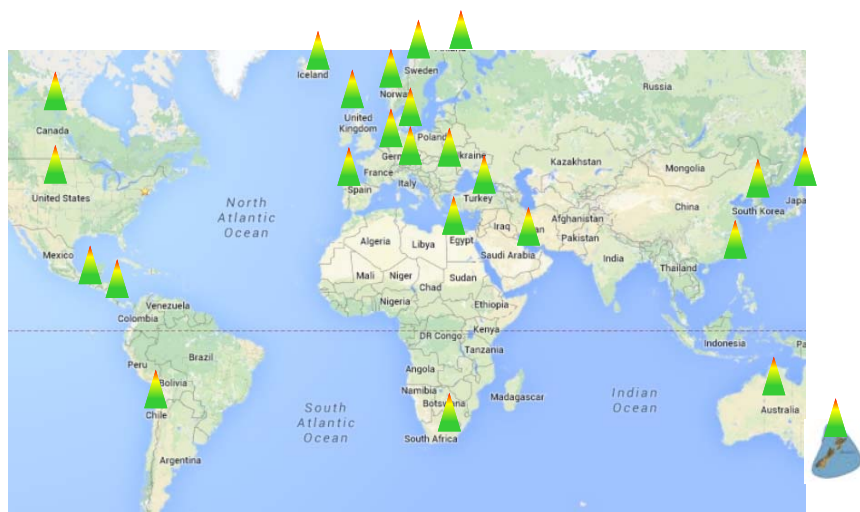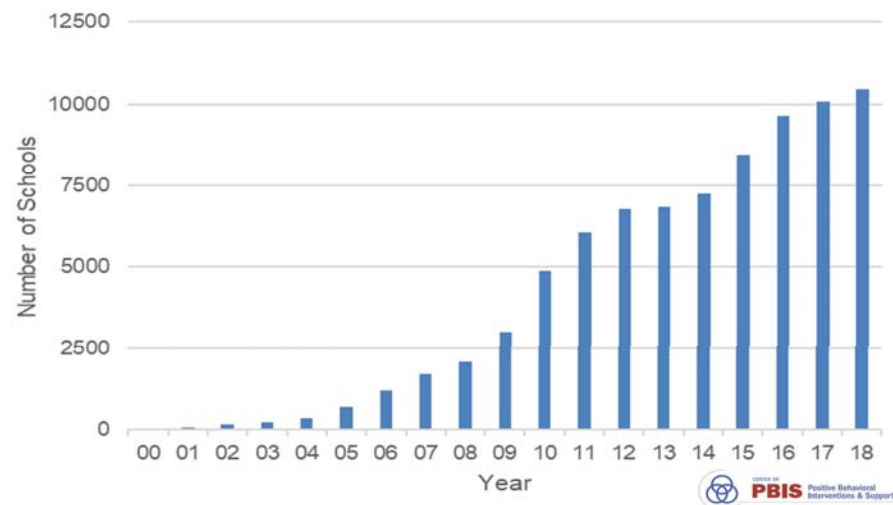PBIS Positive Behavioral Interventions & Supports

Schools Reporting PBIS Fidelity
August 2019
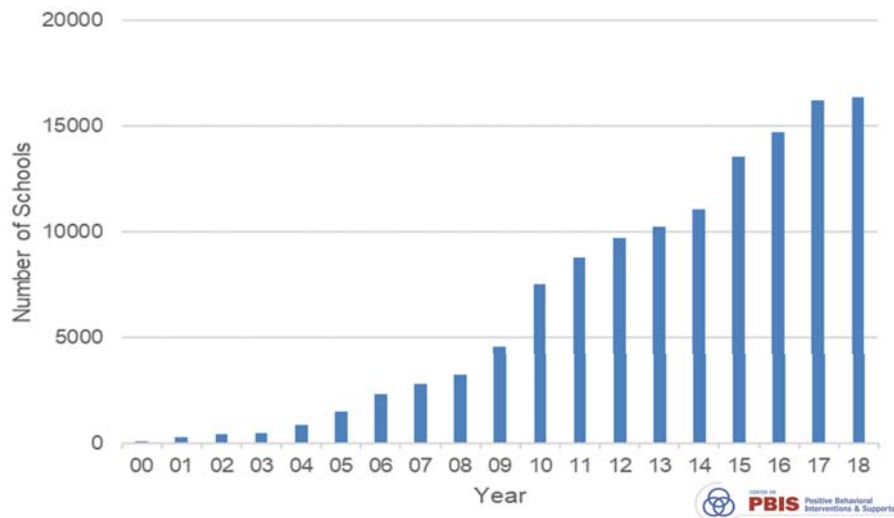
Schools Implementing Tier 1 PBIS with Fidelity August 2019

Statistically Significant Outcomes of PBIS

- **Reduced problem behavior**
  (Bradshaw, Mitchell, & Leaf, 2010; Flannery et al., 2014; Gage et al., 2018; Horner et al., 2005; Metzler et al., 2001; Nelson, 1996; Nelson et al., 2002; Solomon et al., 2012)

- **Increased prosocial behavior**
  (Metzler, Biglan, Rusby, & Sprague, 2001; Nelson et al., 2002)

- **Improved emotional regulation**
  (Bradshaw et al., 2012)

- **Improved academic achievement**
  (Horner et al., 2009; Lassen, Steele, & Sailor, 2006; Nelson et al., 2002)

- **Improved perceptions of school safety**
  (Horner et al., 2009)
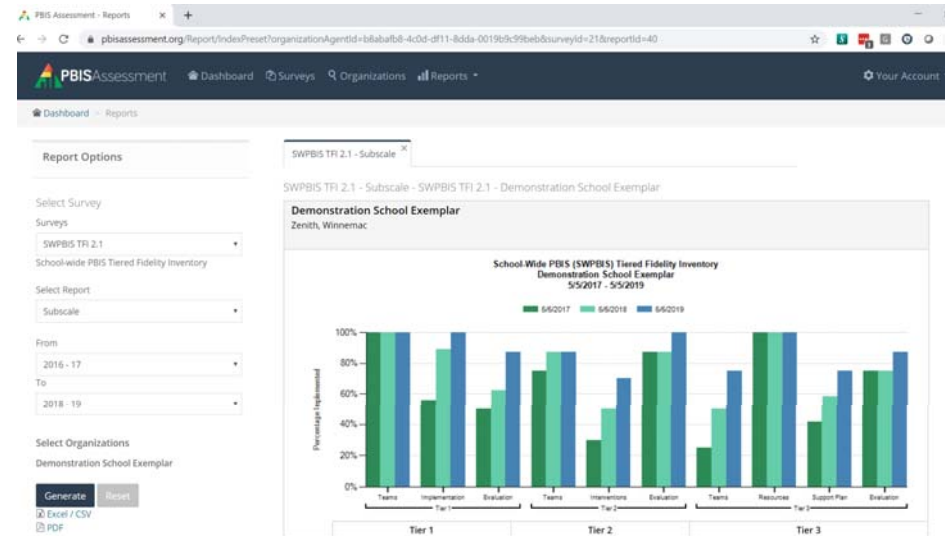
- **Improved organizational health**
  (Bradshaw et al., 2008)

What is…
fidelity of implementation?

- The extent to which the critical features of PBIS are implemented as intended

Why assess it?

- Helps us improve outcomes for students
- Helps team target next steps and areas for improvement

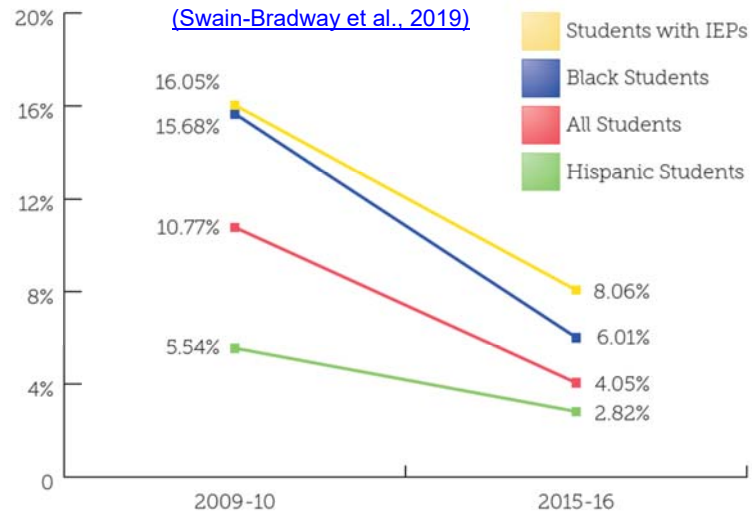Freely available: http://www.pbisassessment.org

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How inviting are our schools for every student?

Effects of Equity-focused PBIS on Discipline Gaps

- **Michigan**
  - Payno-Simmons, in press
- **Minnesota**
  - Osseo School District, 2018
- **Oregon**
  - McIntosh et al., 2018
- **Rhode Island**
  - Nkomo & Baker, 2017
- **Virginia**
  - Loudoun County, 2016
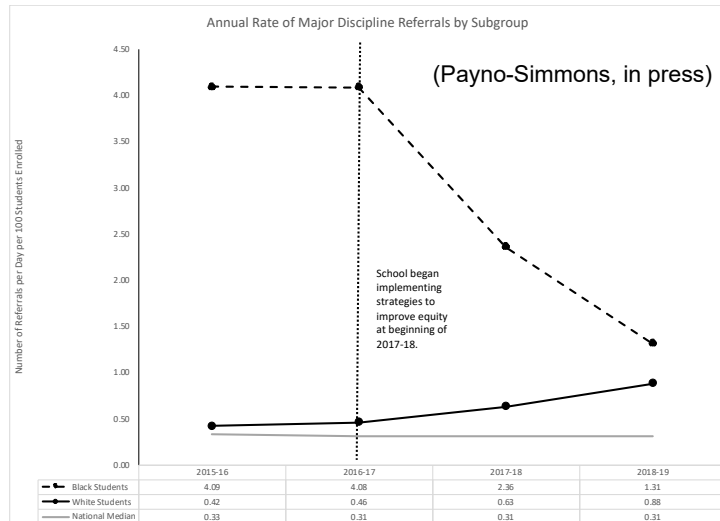- **Wisconsin**
  - Swain-Bradway et al., 2019

Equity-focused PBIS Outcomes: OSSs in WI Elementary Schools

(Swain-Bradway et al., 2019)

Legend:
- Students with IEPs
- Black Students
- All Students
- Hispanic Students

20%
16.05%
15.68%
16%
12%
10.77%
8%
5.54%
8.06%
6.01%
4%
4.05%
2.82%
0
2009-10   2015-16

Equity-focused PBIS Outcomes: ODRs in an OR K-8 School

Office Discipline Referrals Per Day Per 100 Students

(McIntosh, Ellwood, McCall, & Girvan, 2018)

0.50
0.40
0.30   National Median
0.20
0.10
0.00
2012-13   2013-14   2014-15

White
Black
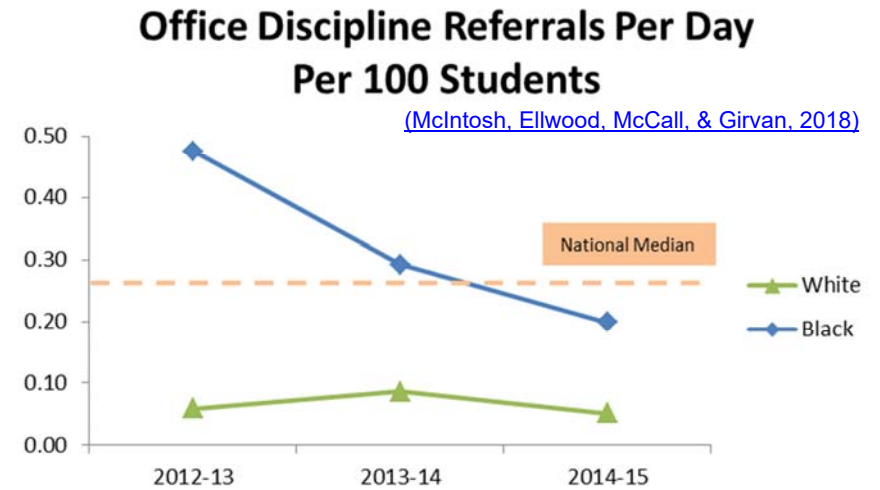
Equity-focused PBIS Outcomes: ODRs in a MI Middle School

Annual Rate of Major Discipline Referrals by Subgroup

(Payno-Simmons, in press)

School began implementing strategies to improve equity at beginning of 2017-18.

Number of Referrals per Day per 100 Students Enrolled

	2015-16	2016-17	2017-18	2018-19
Black Students	4.09	4.08	2.36	1.31
White Students	0.42	0.46	0.63	0.88
National Median	0.33	0.31	0.31	0.31

CORE PRACTICES of school-wide PBIS

1	**DEFINE** school-wide expectations (i.e., social competencies)
2	**TEACH & PRACTICE** prosocial behaviors
3	**MONITOR & ACKNOWLEDGE** prosocial behaviors
4	**RESPOND INSTRUCTIONALLY** to unwanted behavior
5	**MAKE DECISIONS** based on data

And 5 ways we can use systems to support high-quality continuity of learning

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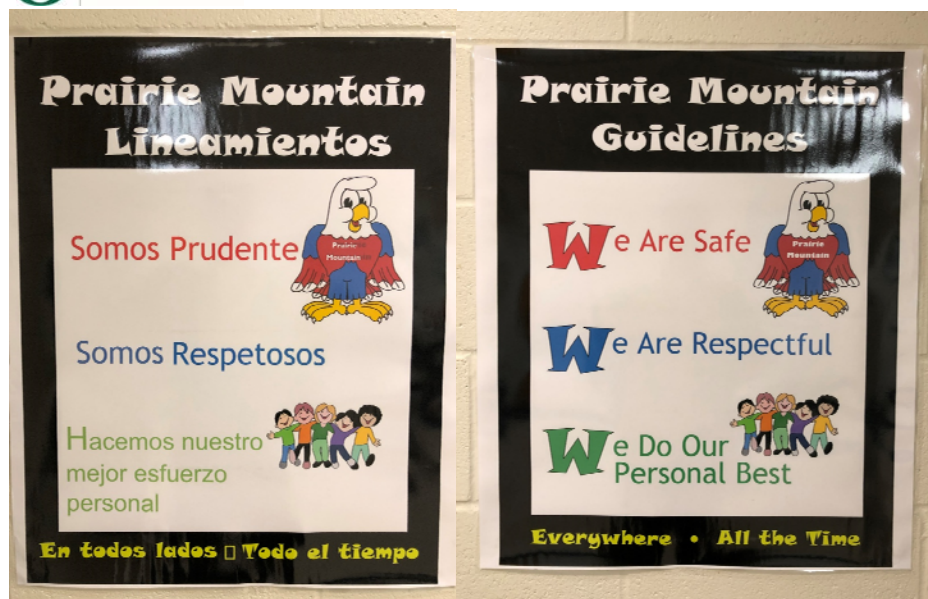
CORE PRACTICES of school-wide PBIS

1 DEFINE school-wide expectations (i.e., social competencies)

CRITICAL FEATURES of EFFECTIVE SCHOOL-WIDE EXPECTATIONS

- Small number *(2-5)*

- Memorable

- Broad *(Cover all expected behaviors)*

- Positively stated

Eugene, OR

Check-in Check-out (CICO)

Lame Deer, MT

Slide 1

CORE PRACTICES of school-wide PBIS

1 DEFINE
school-wide expectations (i.e., social competencies)

THE WAY IT WORKS

They become the common language of the school:
- *Educators*
- *Students*
- *Families*

Slide 2

CORE PRACTICES of school-wide PBIS

1 DEFINE
school-wide expectations (i.e., social competencies)

SUPPORTING CONTINUITY OF LEARNING

Maintain consistency of language

Use PBIS systems to teach new hygiene and safety routines

Slide 3

4 Resources to Support Students During the Pandemic

Learn More

FEATURED RESOURCES

www.pbis.org

Slide 4

CREATING A PBIS BEHAVIOR TEACHING MATRIX FOR REMOTE INSTRUCTION

March 2020

- Define and teach expectations for distance learning
    1. Keep the school-wide expectations
    2. Use online activities as settings
    3. Teach online-specific behaviors
- Tips
    - Use evidence-based practices
    - Attend to equity in access

www.pbis.org

Slide 1 (top-left)

SUPPORTING FAMILIES WITH PBIS AT HOME

March 2020

www.pbis.org

- Using school PBIS systems at home
  - Define home expectations
  - Create predictable routines
  - Give positive feedback
  - Model emotional wellness

Slide 2 (top-right)

CORE PRACTICES of school-wide PBIS

1 — DEFINE school-wide expectations (i.e., social competencies)

SUPPORTING CONTINUITY OF LEARNING

Maintain consistency of language

Use PBIS systems to teach new hygiene and safety routines

Slide 3 (bottom-left)

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Use PBIS to Teach Hygiene and Safe Distance

Eugene, OR

Bettendorf, IA

Crane, MO

Slide 4 (bottom-right)

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Is posting expectations enough?

IF YOUR DOG POOPS PICK IT UP PLEASE

CORE PRACTICES of school-wide PBIS

| 1 | DEFINE — school-wide expectations (i.e., social competencies) |
| 2 | TEACH & PRACTICE — prosocial behaviors |

CORE PRACTICES of school-wide PBIS

| 1 | DEFINE — school-wide expectations (i.e., social competencies) |
| 2 | TEACH & PRACTICE — prosocial behaviors |

THE WAY IT WORKS

Explicit instruction ensures everyone is clear on what is desired, without assuming everyone knows what to do

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I did not slap you

I high fived your face

CORE PRACTICES of school-wide PBIS

1 **DEFINE** school-wide expectations (i.e., social competencies)

2 **TEACH & PRACTICE** prosocial behaviors

SUPPORTING CONTINUITY OF LEARNING

Plan for more intensive teaching and practice of expectations, skills, and routines

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A roadmap for reopening schools right!

- Devote the first **day, week, and month** to teach and practice prosocial behaviors
  - Everyone teaches routines
  - Use morning meetings, classroom circles
- Monitor discipline data closely for behavior mistakes and **follow-up lessons**

Lyme Middle School, CT

CORE PRACTICES of school-wide PBIS

1 **DEFINE** school-wide expectations (i.e., social competencies)

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3 **MONITOR & ACKNOWLEDGE** prosocial behaviors

Slide 1:

CORE PRACTICES of school-wide PBIS

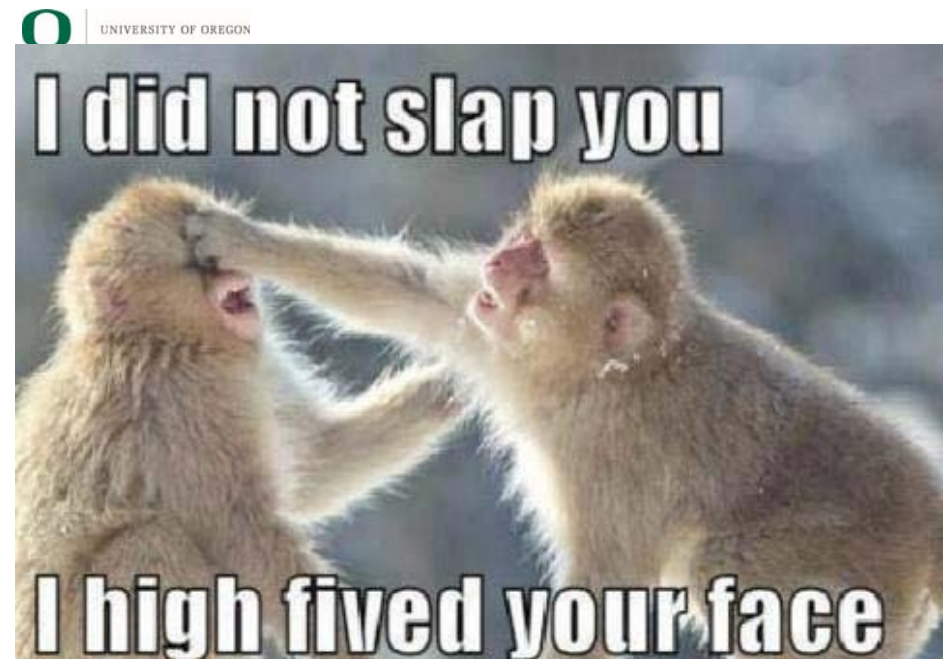1 DEFINE — school-wide expectations (i.e., social competencies)

2 TEACH & PRACTICE — prosocial behaviors

3 MONITOR & ACKNOWLEDGE — prosocial behaviors

ON-GOING ACKNOWLEDGEMENT of PROSOCIAL BEHAVIOR

Every faculty and staff member acknowledges PROSOCIAL behavior

5:1
+ / -

Slide 2:

CORE PRACTICES of school-wide PBIS

1 DEFINE — school-wide expectations (i.e., social competencies)
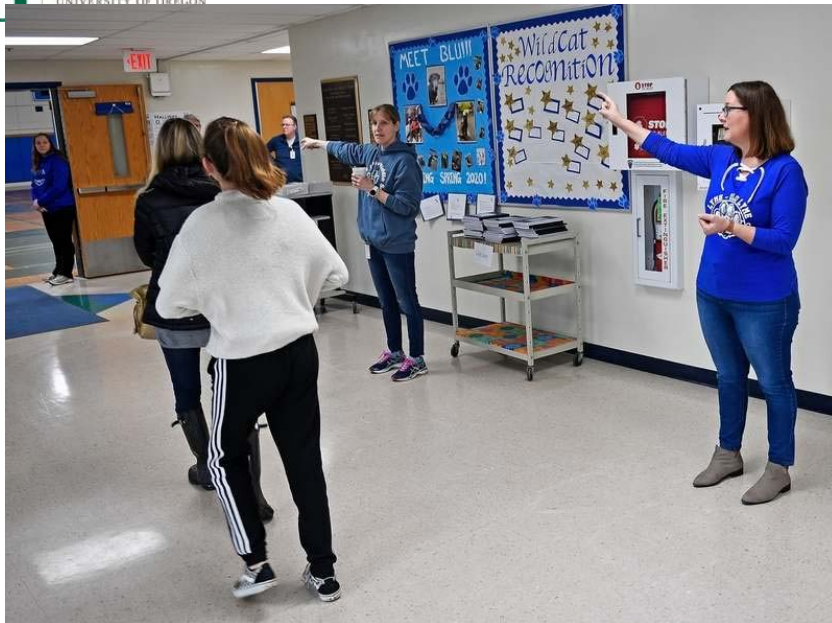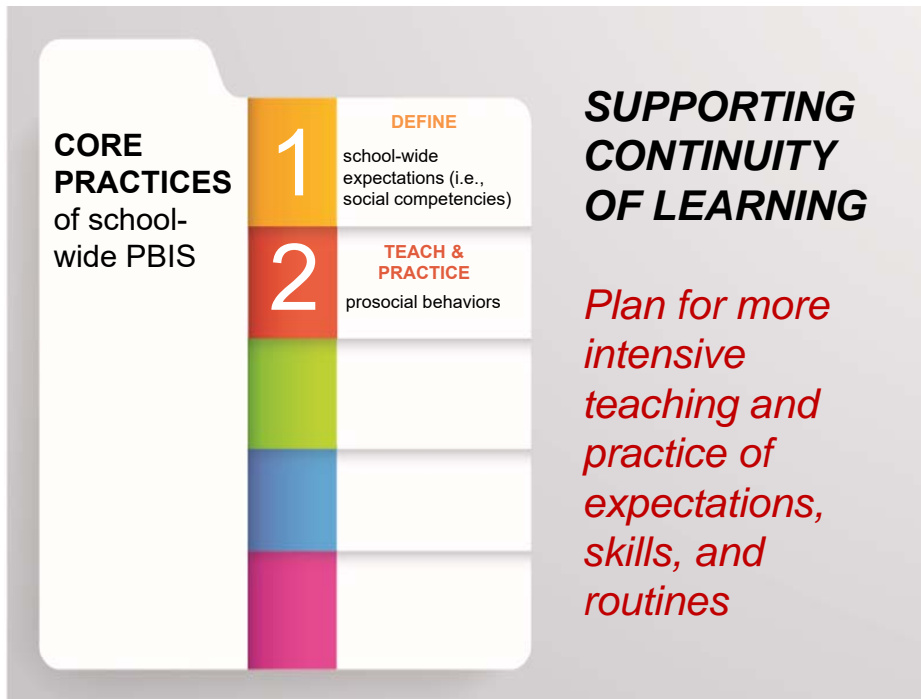
2 TEACH & PRACTICE — prosocial behaviors

3 MONITOR & ACKNOWLEDGE — prosocial behaviors

THE WAY IT WORKS

"Whatever you feed, will grow"

- Bishop TD Jakes

Slide 3:

When we look for the behavior we want to see, we will see it more often.

Slide 4:

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How is my driving?

CORE PRACTICES of school-wide PBIS

1 DEFINE school-wide expectations (i.e., social competencies)

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3 MONITOR & ACKNOWLEDGE prosocial behaviors

SUPPORTING CONTINUITY OF LEARNING

Use technology to remind us to acknowledge students for social and behavioral successes
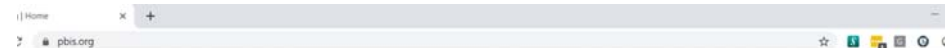
Track Positive Reinforcement with Our Be+ App

A free mobile application to remind and track all of the positive reinforcement and pre-corrections you give throughout the day.

Learn More

FEATURED RESOURCES

Get Positive!
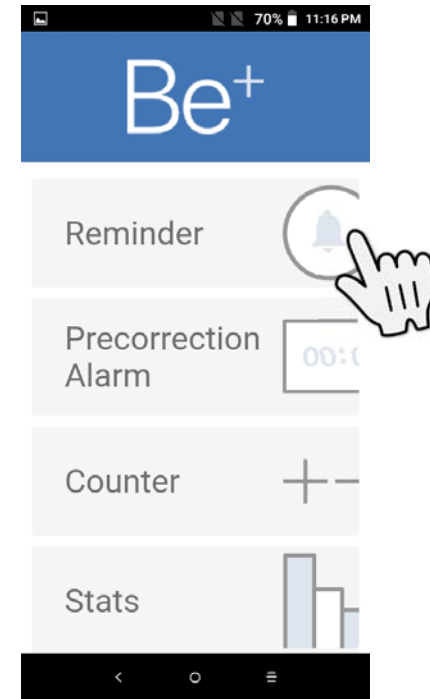
- iOS:
  - https://apple.co/3dEQNZ5
- Android:
  - https://play.google.com/store/apps/details?id=edu.uoregon.emberex_bpositive

Be+ for **Distance Learning**

- Guide
  - https://miblsi.org/sites/default/files/Documents/Covid/Educators/Using_the_Be_Positive_App_for_Distance_Learning.pdf
- Video
  - https://twitter.com/_kentmc/status/1256947947394134017

Slide 1

CORE PRACTICES of school-wide PBIS

1 **DEFINE** — school-wide expectations (i.e., social competencies)

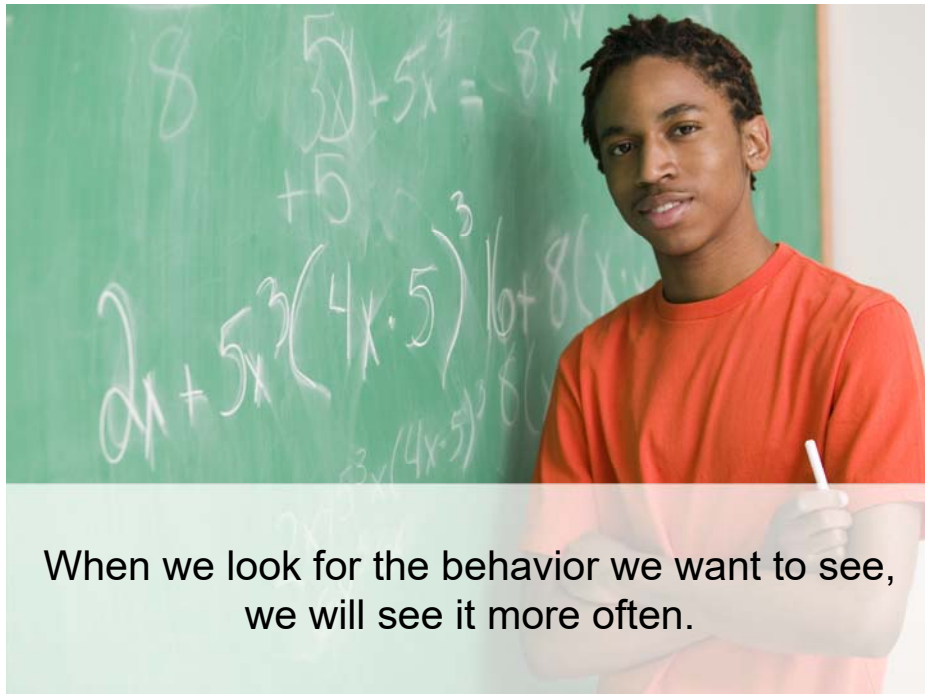2 **TEACH & PRACTICE** — prosocial behaviors
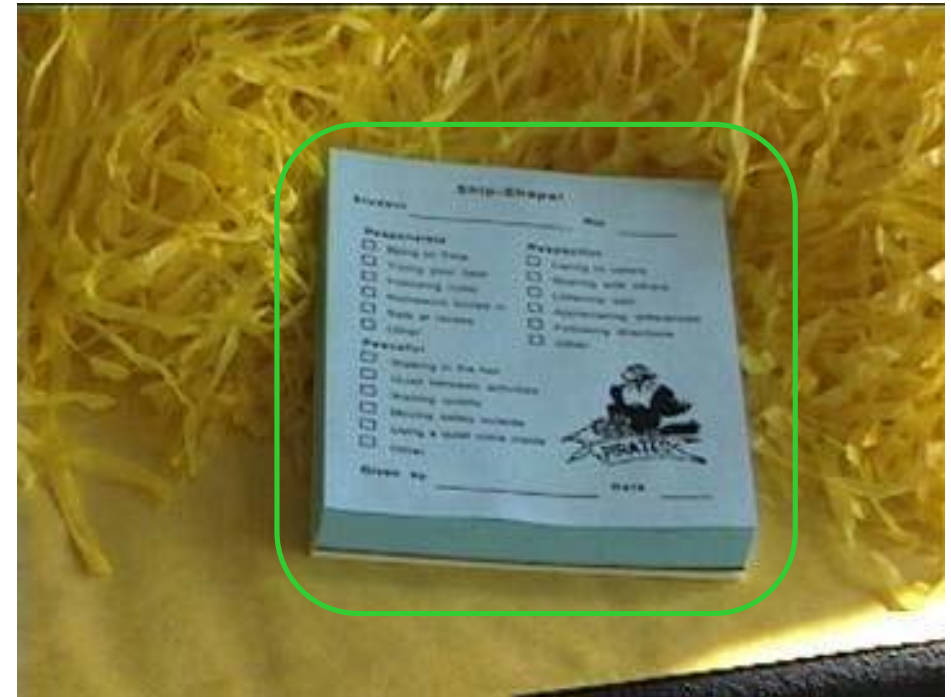
3 **MONITOR & ACKNOWLEDGE** — prosocial behaviors

4 **RESPOND INSTRUCTIONALLY** — to unwanted behavior

DISCOURAGE UNWANTED BEHAVIORS

CAUTION

Do not ignore unwanted behavior

Slide 2

CORE PRACTICES of school-wide PBIS

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4 **RESPOND INSTRUCTIONALLY** — to unwanted behavior

DISCOURAGE UNWANTED BEHAVIORS

QUICK REDIRECTS

You might be

Yes, this is hard.

I hear you.

(Katrina Ayers)

Slide 3

CORE PRACTICES of school-wide PBIS

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4 **RESPOND INSTRUCTIONALLY** — to unwanted behavior

THE WAY IT WORKS

Don't assume that punishment teaches the right way

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"Point Positive"

CORE PRACTICES of school-wide PBIS

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SUPPORTING CONTINUITY OF LEARNING

Reopen school without the public shaming systems in classrooms

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- Praise can be public… corrections should be private

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Resources for Ditching the Clip!

DITCH THE CLIP! Why Clip Charts Are Not a PBIS Practice and What to Do Instead

February 2020

- https://www.pbis.org/resource/ditch-the-clip-why-clip-charts-are-not-a-pbis-practice-and-what-to-do-instead

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CORE PRACTICES of school-wide PBIS

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Slide 1

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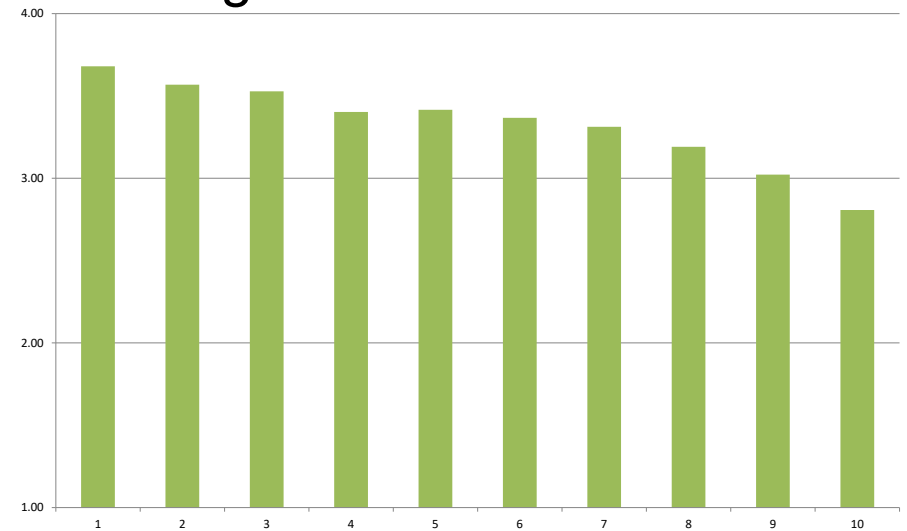
5 **MAKE DECISIONS** based on data

THE WAY IT WORKS

Collect it, use it (for decision making), share it!

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Sustainability by Frequency of Sharing Data with All Staff

Slide 3

CORE PRACTICES of school-wide PBIS

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SUPPORTING CONTINUITY OF LEARNING

Expand the data you use to assess system effectiveness for every student

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Data for Ensuring **Equity** in Continuity of Learning

- Office Discipline Referrals
- Access to technology
- Attendance
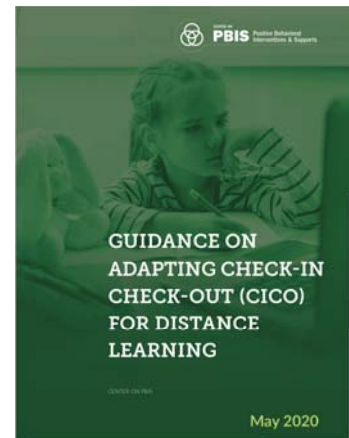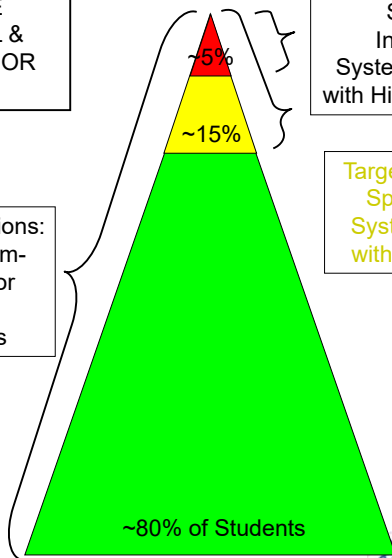- Engagement
- Family reach-outs

Slide 1

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

~5%

Intensive Individual Interventions:
Specialized Individualized Systems for Students with High-Risk Behavior

~15%

Targeted Interventions:
Specialized Group Systems for Students with At-Risk Behavior

Universal Interventions:
School-/Classroom-Wide Systems for All Students, Staff, & Settings

~80% of Students

PBIS — Positive Behavioral Interventions & Supports

Slide 2

GUIDANCE ON ADAPTING CHECK-IN CHECK-OUT (CICO) FOR DISTANCE LEARNING

May 2020

Cougar Leaders Card

Student Name: _____ Guardian Name: _____ Date: _____
Contact Info: _____ Check-in Time: _____ Check-out Time: _____

School-wide Expectations	Morning Routine	Remote Instruction	Free Time	Chores	Bedtime Routine
Be Safe	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Be Respectful	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Be Responsible	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
TOTAL POINTS					

Point Goal: _____ Goal Met? ☐ Yes ☐ No REWARD: _____

- Suggestions for CICO adaptations
  - Ensure positive adult interactions
  - Reassess needs of students
  - Revise the card and re-teach
  - Include families and other staff
  - Plan for flexibility in family capacity

www.pbis.org

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~~Pep Talk?~~

Prep Talk!

Slide 4

CORE PRACTICES of school-wide PBIS

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prosocial behaviors

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prosocial behaviors

4 RESPOND INSTRUCTIONALLY
to unwanted behavior

5 MAKE DECISIONS
based on data

SYSTEMS FOR SUPPORTING CONTINUITY OF LEARNING

Contact Information

- Kent McIntosh

  Special Education Program

  University of Oregon

  kentm@uoregon.edu

  @_kentmc

ECS EDUCATIONAL AND COMMUNITY SUPPORTS

CENTER ON PBIS Positive Behavioral Interventions & Supports

Cannon Beach, Oregon
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Handouts: http://www.pbis.org