

# PBIS

## Positive Behavior Interventions & Supports

# PBIS is a Response to Intervention Model for BEHAVIOR

## School-Wide Systems for Student Success: A Response to Intervention (RtI) Model

### ACADEMIC SYSTEMS

#### TIER 3/TERTIARY INTERVENTIONS

1-5%

- Individual Students
- Assessment-Based
- High Intensity

#### TIER 2/SECONDARY INTERVENTIONS

5-15%

- Some Students (At-Risk)
- High Efficiency
- Rapid Response
- Small Group Interventions
- Some Individualizing

#### TIER 1/UNIVERSAL INTERVENTIONS

80-90%

- All Students
- Preventive, Proactive

### BEHAVIORAL SYSTEMS

#### TIER 3/TERTIARY INTERVENTIONS

1-5%

- Individual Students
- Assessment-Based
- Intensive, Durable Procedures

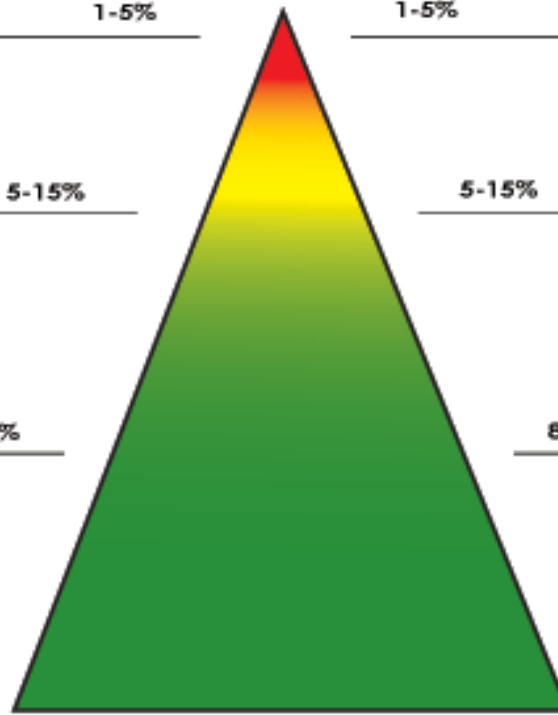
#### TIER 2/SECONDARY INTERVENTIONS

5-15%

- Some Students (At-Risk)
- High Efficiency
- Rapid Response
- Small Group Interventions
- Some Individualizing

#### 80-90% TIER 1/UNIVERSAL INTERVENTIONS

- All Settings, All Students
- Preventive, Proactive




# PBIS at Millburn Elementary

**P**REPARED **A**ND **R**ESPECTFUL **T**OGETHER

- ★ Entering our third year of implementation at the Tier 1/Universal (all students) level
- ★ Recognized by PBIS IL Network
- ★ Currently planning for the implementation of Tier 2, the secondary level of supports phase



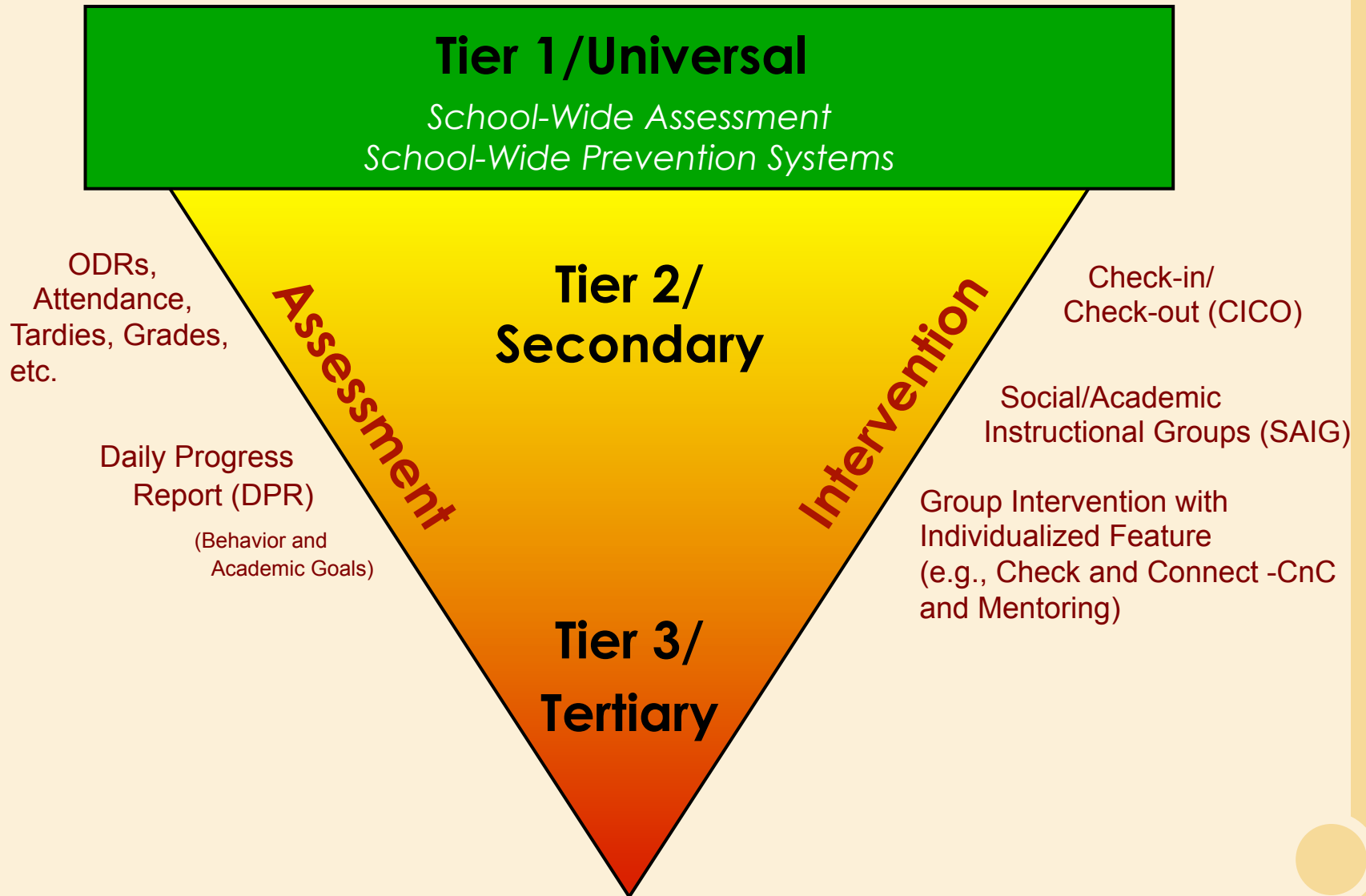
# PBIS at Millburn Elementary

- ★ Students will continue to receive red “Do Your Part” or “DYP” tickets for acknowledgement of positive behaviors.
  - ★ DYP tickets can be used to enter school-wide or grade-level raffles, to trade in for pencils or other trinkets, etc. The lunchtime PART Mart has been discontinued.
  - ★ Students can earn yellow “Bus Star” tickets for positive behaviors observed by their bus drivers while riding the bus.
  - ★ Data on the school’s progress toward decreasing behavior referrals will be shared with students at monthly, school-wide “celebrations.”
  - ★ All students receive social-emotional learning instruction during “Second Step” sessions with their teacher once a week.
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# PBIS/Tier 2

## Secondary Levels of Support

# Positive Behavior Interventions & Supports: A Response to Intervention (RtI) Model



# Check-in Check-out (CICO)

## CICO throughout the day...

1. Student checks-in with assigned adult upon arrival to school between 7:50 – 8:00
  - \* Adult positively greets student
  - \* They review School-wide expectations (daily goals)
  - \* Students pick up new Daily Progress Report card
  - \* Adult provides materials (pencil etc.) if needed
  - \* Student turns in previous day's signed form
  - \* Reinforcer may be provided for check-in



# CICO throughout the day continued...

## 2. At each class:

- \* Teacher provides positive and/or corrective behavioral feedback
- \* Teacher completes DPR **or**
- \* Student completes self-monitoring DPR/teacher checks and initials card

*(self-monitoring normally happens as students begin to successfully exit the intervention)*

## 3. Check-out at end of day between 2:20-2:30:

- \* Review daily points & goals together
- \* Adult reinforces youth for checking-out
- \* Student may receive a reinforcer if goal met
- \* Student takes DPR card home

# CICO Daily Cycle continued...


4. Student gives DPR to parent

- \* Parent may provide reinforcer for goals met and/or bringing DPR home

- \* Parent signs card

5. Student returns signed card next day – celebrate (if not returned, simply go on)

# Targeted Groups for CICO

- New students entering building mid-year (like orientation to the building)
  - Children with low-level problem behavior (identified by # of Office Discipline referrals, attendance, tardies, etc.)
  - As part of a more complex/individualized plan for a youth (as one layer of intervention)
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- A decorative white circle with a yellow outline, located in the bottom right corner of the slide.

# Critical Features: Considerations

- \* Continuously available for student participation
  - Each student's participation should be time-limited. Ex. After 6 weeks, either exit from intervention or progress to higher level intervention.
- \* Implemented within 3 school days of determination that the student should receive the intervention
  - Youth can enter intervention at point of identification. No waiting for the 'beginning' of a group. Each session is a stand-alone behavioral lesson.
- \* Can be modified based on assessment/outcome data
  - Limit modifying actual intervention for individual students unless youth is at 'individualized' level of support

# Types of Student Outcome Data used to progress monitoring and assess for transition...

- Points earned on Daily Progress Report (DPR)
- Reduction in ODRs
- Attendance improvement
- Reduction in In School Suspensions
- Reduction in Out of School Suspensions
- Improvement in grades
- Reduction of tardies

# Data-based Decision-rules

## a) Identification for CICO:

- Youth is identified by Universal Screener or has 3 or more ODRs.

## b) Progress-monitoring:

- DPR data is collected daily & reviewed every week. Data is collected for 6 weeks.

## c) Exiting/transitioning:

- Youth received a total of 80% of DPR points averaged per day/week for 6 weeks and has had no new ODRs. Youth will be transitioned into being a CICO student mentor.

# Social and Academic Instructional Groups

# Social/Academic Instructional Groups

Students enter SAIG groups if CICO was not successful

- Three types of skills-building groups:
  - 1) Pro-social skills
  - 2) Problem-solving skills
  - 3) Academic Behavior skills
- Best if involves use of Daily Progress Report
- These are often the skill groups facilitated by Social Workers, Counselors & Psychologists
  - However, may consider other providers



# Timeline of Implementation at Millburn Elementary

(subject to change...)

## ★ Initial Student Recruitment

- Early October

## ★ Check-in Check-out Groups

- Late November

## ★ SAIG Groups

- TBD