

Back to Basics to Build the Future

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Big Ideas



FOCUS ON
“WHAT YOU
WANT
INSTEAD”



ROUTINES
AND
PROCEDURES



SUPPORT
TEACHERS



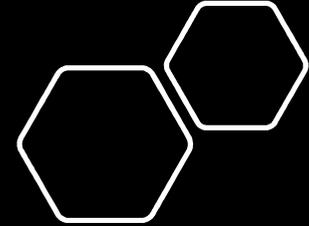
SCREEN
OFTEN



IF I COULD
ONLY TEACH
ONE SOCIAL
SKILL



FOCUS ON “WHAT
YOU WANT
INSTEAD”



Consider this...

“The single most commonly used but **least effective** method for addressing undesirable behavior is to verbally scold and berate a student” (Alberto & Troutman, 2006).





Universal School-Wide Features

- Clearly define expected behaviors
 - All Settings
 - Classrooms
- Procedures for teaching & practicing expected behaviors
- Procedures for acknowledging expected behaviors
- Procedures for responding to problem behaviors
- Procedures for data-based decision making
- Family Awareness and Involvement

Benton Primary School

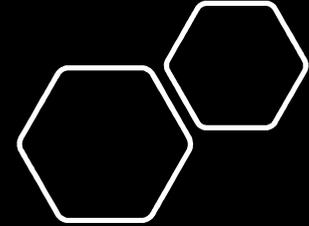
I am....	All Settings	Classroom	Hallways	Cafeteria	Bathrooms	Playground	Assemblies
Safe	<ul style="list-style-type: none"> •Keep bodies calm in line •Report any problems •Ask permission to leave any setting 	<ul style="list-style-type: none"> •Maintain personal space 	<ul style="list-style-type: none"> •Walk •Stay to the right on stairs •Banisters are for hands 	<ul style="list-style-type: none"> •Walk •Push in chairs •Place trash in trash can 	<ul style="list-style-type: none"> •Wash hands with soap and water •Keep water in the sink •One person per stall 	<ul style="list-style-type: none"> •Use equipment for intended purpose •Wood chips are for the ground •Participate in school approved games only •Stay in approved areas •Keep body to self 	<ul style="list-style-type: none"> •Walk •Enter and exit gym in an orderly manner
Respectful	<ul style="list-style-type: none"> •Treat others the way you want to be treated •Be an active listener •Follow adult direction(s) •Use polite language •Help keep the school orderly 	<ul style="list-style-type: none"> •Be honest •Take care of yourself 	<ul style="list-style-type: none"> •Walk quietly so others can continue learning 	<ul style="list-style-type: none"> •Eat only your food •Use a peaceful voice 	<ul style="list-style-type: none"> •Allow for privacy of others •Clean up after self 	<ul style="list-style-type: none"> •Line up at first signal •Invite others who want to join in •Enter and exit building peacefully •Share materials •Use polite language 	<ul style="list-style-type: none"> •Be an active listener •Applaud appropriately to show appreciation
A Learner	<ul style="list-style-type: none"> •Be an active participant •Give full effort •Be a team player •Do your job 	<ul style="list-style-type: none"> •Be a risk taker •Be prepared •Make good choices 	<ul style="list-style-type: none"> •Return to class promptly 	<ul style="list-style-type: none"> •Use proper manners •Leave when adult excuses 	<ul style="list-style-type: none"> •Follow bathroom procedures •Return to class promptly 	<ul style="list-style-type: none"> •Be a problem solver •Learn new games and activities 	<ul style="list-style-type: none"> •Raise your hand to share •Keep comments and questions on topic

Sam Barlow High School

	Be prompt and prepared.	Be actively engaged.	Be positive and productive.	Be goal oriented.
	Honor others' right to learn.	Use electronics appropriately.	Treat others and property with courtesy.	Use appropriate language.
	Practice academic honesty.	Meet established deadlines.	Attend class every day on time.	Lead by example.
	Take initiative.	View mistakes as learning opportunities.	Welcome academic challenges.	Be a self advocate.
	Think critically and ask questions.	Encourage positive behavior in others.	Aim high.	Strive for success.

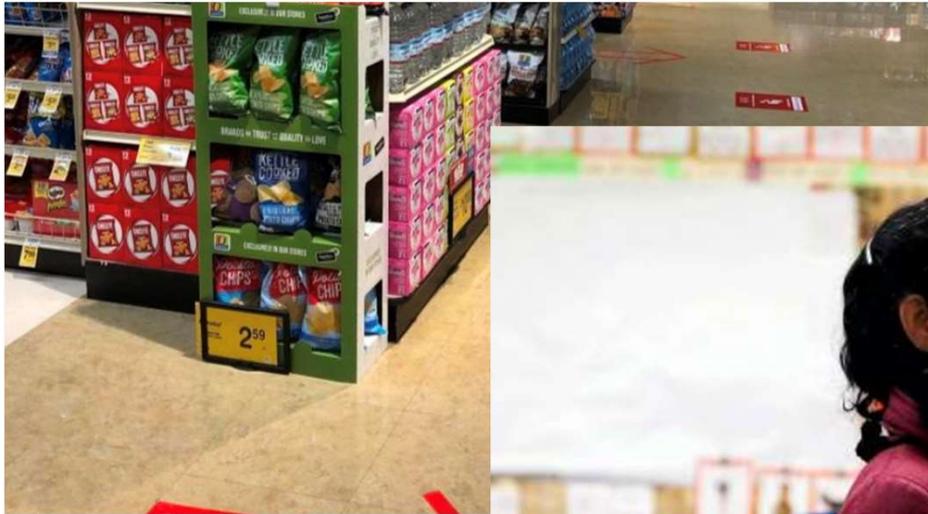


ROUTINES AND PROCEDURES



What Are Procedures & Routines?

- Procedures are a method or process for how things are done within the classroom.
- Classroom procedures are patterns for accomplishing classroom tasks.
- Procedures form routines that help students meet expectations stated in classroom behaviors.



cedures-Elementary
200



Who



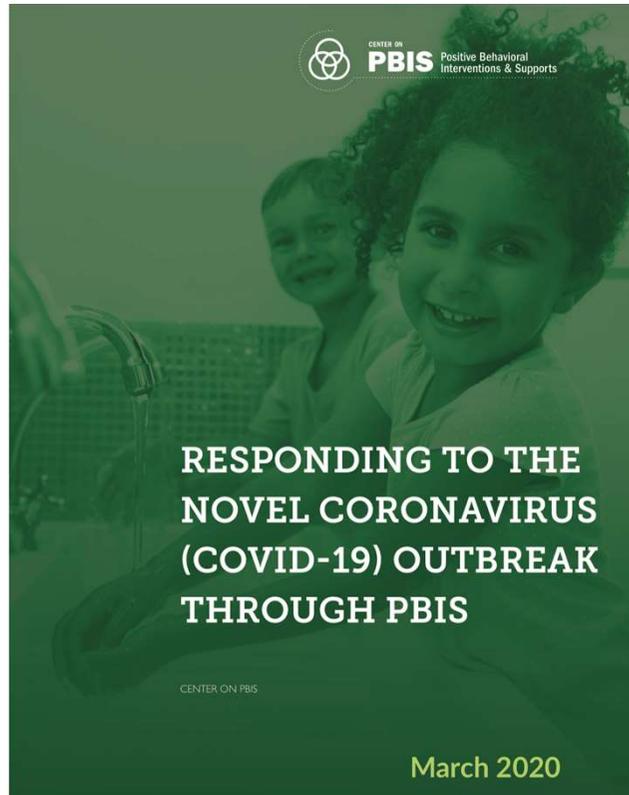
4 Resources to Support Students During the Pandemic

[Learn More](#)

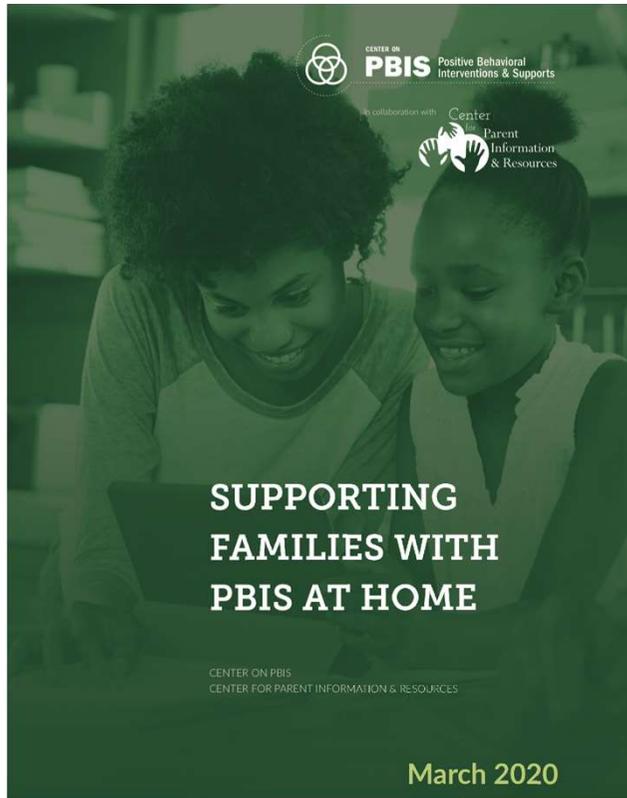


FEATURED RESOURCES





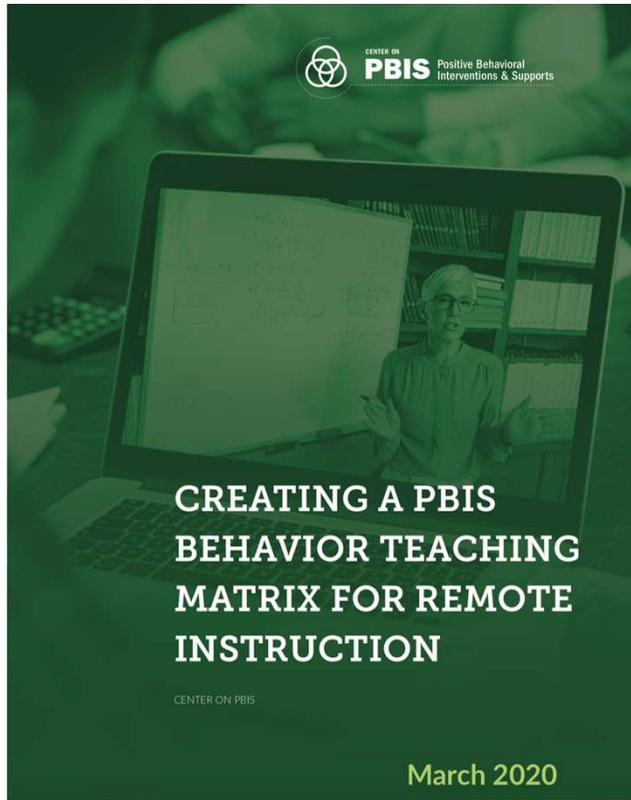
- Use PBIS systems to teach hygiene and safety skills
 - Frequent handwashing
 - Maintaining safe distances
- Emphasize respect and sense of community
- Support and engage families



Elementary Routine Example	Secondary Routine Example
Get Ready to Learn <i>Wake up, get ready for the day, & eat breakfast</i>	Get Ready to Learn <i>Wake up, get ready for the day, & eat breakfast</i>
Morning Check-in <i>Review morning schedule & expectations. Check-in (How are you doing today? Do you have any questions?)</i>	Morning Check-in <i>Together, set schedule & expectations. Check-in (How are you doing today? Do you have any questions?)</i>
Morning Movement* <i>Consider a walk outside, yoga, "hike" inside on the stairs, etc.</i>	Morning Exercise* <i>Choose an exercise activity to do in the home or outdoors</i>
Structured Learning† <i>Establish times for core academic activities, like reading, math, writing</i>	Morning Distance Learning‡ <i>Support the student in engaging in distance or remote learning activities</i>
Lunch Check-in <i>Eat healthy lunch, review afternoon schedule & expectations. Check-in (How are you doing? Do you have any questions?)</i>	Lunch Check-in <i>Eat healthy lunch, discuss afternoon schedule & expectations. Check-in (How are you doing? Do you have any questions?)</i>
Afternoon Learning Activities <i>Consider a virtual field trip, art, music, science, or other fun learning activity</i>	Afternoon Distance Learning <i>Support the student in re-engaging in distance or remote learning activities</i>
Afternoon Movement <i>Consider a walk, dance party, or similar active movement options</i>	Afternoon Exercise <i>Choose an exercise activity to do in the home or outdoors</i>
Social Connection§ <i>Connect with family members or friends via social media, phone, etc.</i>	Social Connection§ <i>Connect with family members or friends via social media, phone, etc.</i>
Evening Family Time & Bedtime <i>Maintain typical evening routines to connect with each other</i>	Evening Family Time & Bedtime <i>Maintain typical evening routines to connect with each other</i>

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

	Virtual Classroom	Mealtime	Bedtime
Be Respectful	Keep background noise to a minimum when engaged in lesson	Be kind to family members during conversation Put your dishes in the sink	Be polite when reminded about bedtime
Be Responsible	Do your best work Turn in your homework when it is due	Wash your hands before helping with meal preparation and/or eating	Go to bed on time
Be Safe	Keep open drink away from computer keyboard	Keep feet on the floor	Wash your hands before brushing your teeth



We are...	Entering Class	Teacher-led Whole Group Instruction	One-on-One Instruction	Small-Group Activities (Breakout Rooms)
Safe	<ul style="list-style-type: none"> Choose a distraction-free space Use equipment as intended Use kind words and faces 	<ul style="list-style-type: none"> Ask in chat if you need help Use kind words and faces 	<ul style="list-style-type: none"> Use kind words and faces 	<ul style="list-style-type: none"> Use "stop-leave-talk" when you hear disrespect Encourage others to participate Use kind words and faces
Respectful	<ul style="list-style-type: none"> Video on at all times Audio off Use chat with classmates for first 5 minutes 	<ul style="list-style-type: none"> Video on at all times Audio off Answer questions in chat box on cue Answer polls promptly 	<ul style="list-style-type: none"> Video on at all times Audio on Listen attentively Answer questions out loud on cue 	<ul style="list-style-type: none"> Video on at all times Audio on One speaker at a time: wait or use chat to respond when others are talking Respect others' cultures, opinions, and viewpoints
Responsible	<ul style="list-style-type: none"> Be on time and ready to learn Start class charged or plugged in Have materials ready 	<ul style="list-style-type: none"> Ask questions (voice or chat) when you have them Be present – avoid multitasking 	<ul style="list-style-type: none"> Ask questions out loud when you have them Try your best Be present – avoid multitasking 	<ul style="list-style-type: none"> Encourage each other to stay on topic Complete the work together Use "Ask for Help" button if you have questions Be present – avoid multitasking

- 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


CENTER ON PBIS Positive Behavioral Interventions & Supports



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

CENTER ON PBIS

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



CENTER ON
PBIS Positive Behavioral
Interventions & Supports



SISEP
State Implementation and Scaling up
of Evidence-based Practices



I-MTSS
RESEARCH NETWORK



National Center on
Improving Literacy



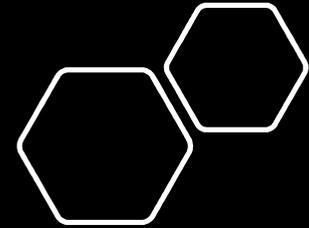
**Lead for
Literacy**

RETURNING TO SCHOOL DURING AND AFTER CRISIS:

A Guide to Supporting States,
Districts, Schools, Educators, and
Students through a Multi-Tiered
Systems of Support Framework
during the 2020-2021 School Year



SUPPORT TEACHERS



The Impact of “Ineffective” Instruction

(Sanders & Rivers, 1996)

- Defined “effective” classrooms based on the academic gains of students.
- Compared various sequences of student assignment to classrooms ranging from three consecutive “ineffective” to three consecutive “effective.”
- *Differences in student achievement of 50 percentile points were observed as a result of ineffective classroom sequence after only three years.*

Supporting and Responding to Behavior



Evidence-Based Classroom Strategies
for Teachers

<https://www.pbis.org/resource/supporting-and-responding-to-behavior-evidence-based-classroom-strategies-for-teachers>



HIGH-LEVERAGE PRACTICES



IN SPECIAL EDUCATION

<https://highleveragepractices.org/>



Resources - pbissmissouri.org

Behavior Support Framework | moswpbs@missouri.edu

MO SW-PBS
Missouri School-Wide Positive Behavior Support

Home About Tier 1 Tier 2 Tier 3 Topics SI Profile

- Tier 1 Overview
- Tier 1 Readiness
- Tier 1 Effective Classroom Practices
- Tier 1 Courses
- Tier 1 Workbook & Resources
- Tier 1 Data Tools

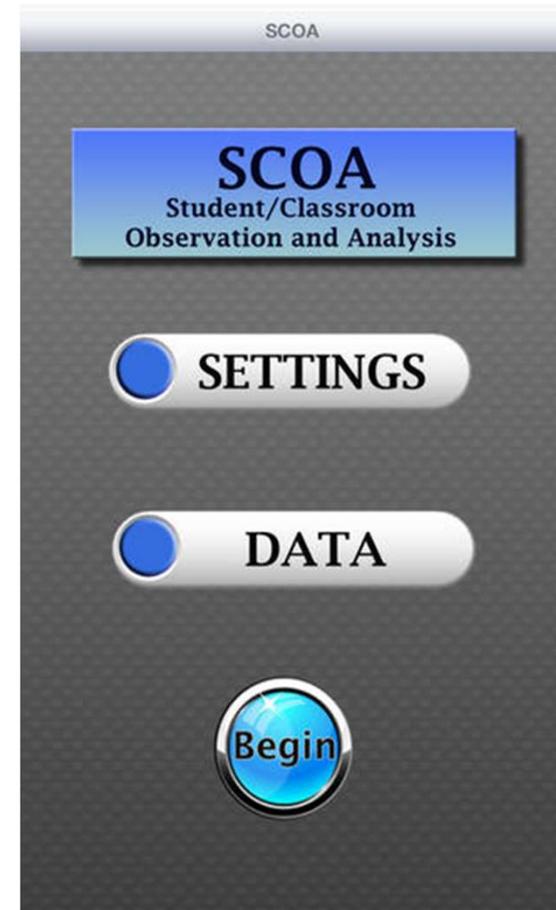
Improving outcomes for all students.
Positive, proactive, preventative behavior supports.

New to MO SW-PBS?

missouri.org/tier-1-overview/

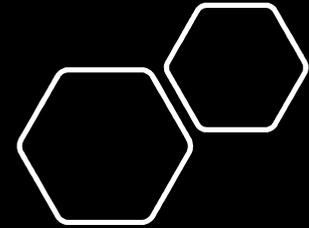
Classroom Systems

- **Teach**
 - Brief in-service, single topic focus
- **Practice (performance feedback)**
 - Peer coaching
 - Principal “walk through”
 - Direct observation / data collection





SCREEN OFTEN



Universal Screening

- At least twice a year
 - Teacher ratings
 - Student ratings
 - Parent ratings
- Review other data (e.g., attendance, work completion, nurse visits)



Universal Screening – Systematic Screening to Shape Instruction: Lessons Learned & Practicalities

Kathleen Lynne Lane, Mark Matthew Buckman & Rebecca Sherod, *University of Kansas*;
Lisa Powers, *University of Missouri*; Wendy Peia Oakes, *Arizona State University*;
Katie Scarlett Lane, *Vanderbilt University*

This Practice Brief was developed as result of the roundtable dialogue that took place at the PBIS National Forum in Chicago, IL.

Systematic Screening Tools: Universal Behavior Screeners

Tool Name	Overview
Behavior Assessment System For Children 3rd Edition: Behavioral and Emotional Screening System (BASC-3: BESS; Kamphaus & Reynolds, 2015) Available from Pearson Assessments	A measure of behavioral and emotional functioning. A total scale score is computed using six indices: behavioral and emotional risk, externalizing risk, internalizing risk, adaptive skills risk, self-regulation risk, and personal adjustment risk. Scores provide information on risk that may affect students' academic progress and social relationships. This screening tool is used with students in grades preschool-12. Online completion and scoring and paper copies are available. Screening takes educators about 30-45 minutes per class. Sample reports are available on the website. Completed by: teacher/educators, parents, students Pricing estimate: \$75 manual, \$34.25/25 forms, \$343.75 data management system.
Emotional and Behavioral Screener (EBS; Cullinan & Epstein, 2013) Available from Hawthorne	A measure to screen students for emotional and behavioral concerns. The 10-item scale is summed to indicate the level of risk for an emotional disorder. Educators use the score to determine how to respond, observation or monitoring, additional assessment, or tiered intervention supports. This tool involves a 10-item rating form and decision summary form. Two school personnel must administer the screener for each student. Scores place students either at risk or not at risk. Completed by: teachers/educators Pricing estimate: \$137.50 for the complete kit
Social, Academic, and Emotional Behavior Risk Screener (SAEBRS; Kilgus et al., 2013) Available from ebi.missouri.edu and FastBridge	A measure assessing behavioral and emotional risk. A Total Score and three domain scores (Social Behavior, Academic Behavior, and Emotional Behavior) are computed and used for decision-making. This screening tool distinguishes K-12 students with moderate/high concerns from students with few behavioral concerns. Screening takes educators about 1-3 minutes per student. An online data management system

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“Screening”

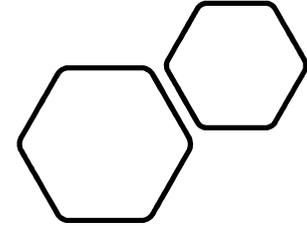
Screening Resources

Presentations

Resource	Institution	Overview	Year
<i>District-wide Screening for At-risk Students: Strategies for Success</i> Tim Lewis Barbara Mitchell Jen Rose Access the presentation here .	Positive Behavioral Interventions & Supports (PBIS) OSEP Technical Assistance Center	In this presentation authors provide an overview of systematic screening and a process summary used in the Illinois PBIS Network.	2013
<i>Identification and Intervention for Tier 2 Using the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS)</i> Barbara Mitchell Steve Kilgus Access the presentation here .	Positive Behavioral Interventions & Supports (PBIS) OSEP Technical Assistance Center	Authors features the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS), outlining implementation steps.	2015
<i>School-Wide Screening for At-risk Students: Best Practices and School Examples</i> Tim Lewis Lisa Powers Erika Dixon Access the presentation here .	Positive Behavioral Interventions & Supports (PBIS) OSEP Technical Assistance Center	Authors describe how to use data from behavior and academic screening tools.	2013
<i>Social/Emotional Screening within a School-wide Multi-Tiered System of Support</i> Tim Lewis Barbara Mitchell Access the presentation here .	Missouri, Positive Behavioral Interventions & supports (MO PBIS)	Authors introduce the purpose of systematic screening, structures for screening, and common screeners.	2018



IF I COULD ONLY
TEACH ONE SOCIAL
SKILL









Be Respectful

Be Responsible

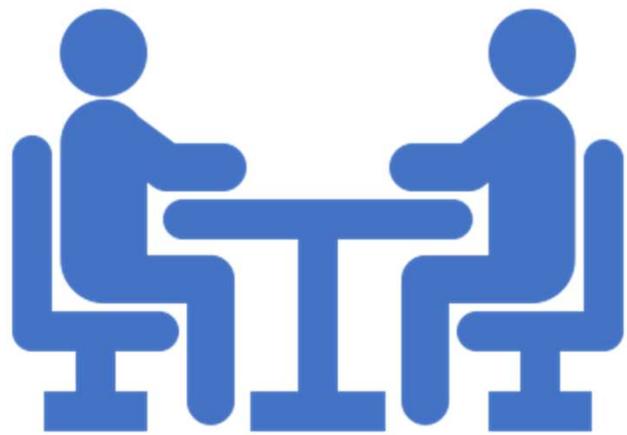
If I could
only teach
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skill....

Empathy

“The psychological identification with or vicarious experiencing of the feelings, thoughts, or attitudes of another.”

Be Kind

Be Caring



It is time to have
honest difficult
conversations...

In which most of us listen

A Commitment to Racial Equity from the Center on PBIS

June 1, 2020

School behavior support systems can serve to perpetuate oppression or be a force for dismantling systemic racism and promoting equity. At the Center on PBIS, we are committed to improving outcomes for each student, and given centuries of oppression, violence, and segregation, we must increase our commitment to improving outcomes for each Black student. To dismantle systemic racism, we must:

- Increase the [voice](#) of students and families in their educational systems
- Use [strategies](#) to make every student feel safe and welcome
- [Examine](#) school-wide expectations and teaching matrices for hidden biases and to increase cultural responsiveness
- Disaggregate [data](#) to assess and address disproportionality in exclusionary discipline
- Use [engaging instruction](#) that builds on students' prior knowledge
- Support educators in replacing exclusionary responses to problem behavior with [instructional responses](#)
- Revise punitive [policies](#) that disproportionately harm students who are Black, Indigenous, and people of color
- Identify our own [biases](#) about student behavior and replace deficit thinking with a strengths-based approach

The Center on PBIS is committed to partnering with the Black community and providing resources to help educators make Black lives matter.

PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches

Milaney Levenson¹, Kent Smith¹, Kent McIntosh², Jennifer Rose³, Sarah Pinkelman⁴

1: Wisconsin RTI Center; 2: University of Oregon; 3: Loyola University of Chicago; 4: Utah State University

Do Schools Implementing SWPBIS Have Decreased Racial and Ethnic Disproportionality in School Discipline?

Kent McIntosh, Cody Gion, & Eoin Bastable
University of Oregon

Key Elements of Policies to Address Discipline Disproportionality: A Guide for District and School Teams

Ambra Green, Rhonda Nese, Kent McIntosh, Vicki Nishioka, Bert Eliason, & Alondra Canizal Delabra

Big Ideas



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