

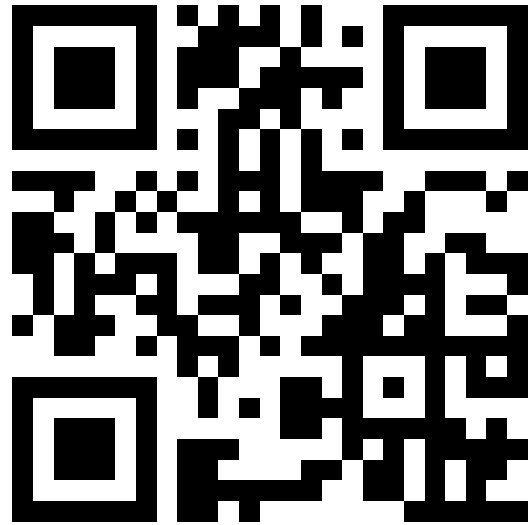


Implementing PBIS with a Student First Approach

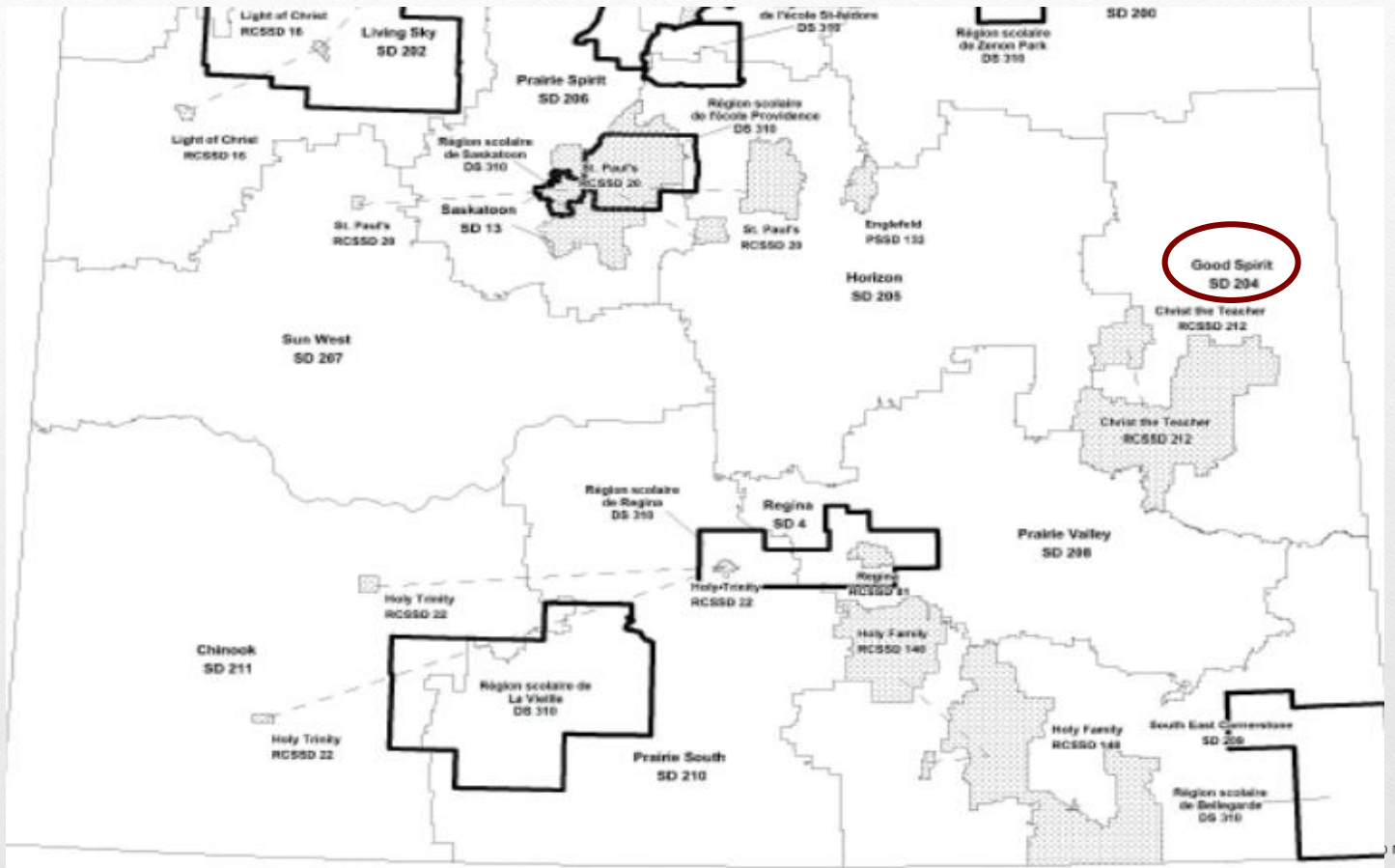
Good Spirit School Division's Journey

July 2016

<https://goo.gl/I50xwP>



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Good Spirit School Division ... Who We Are

Our Motto

Students Come First

Our Mission

**Building Strong Foundations to
Create Bright Futures**

Our Values

**Belonging, Respect, Responsibility,
Learning and Nurturing**

Our Vision

**Learning Without Limits...
Achievement For All**

What is PBIS?

- Positive behaviour supports and interventions are implemented on a continuum to create a positive school climate.
- Positive climates enhance student learning and achievement.

Current Reality

Reflect on what is it like in the school you work in....

- Are there generally positive relationships?
- Do students treat each other and adults with respect?
- How do the adults interact with and treat each other?
- Is your school a place where learning is celebrated? Where people feel safe?

Why Implement PBIS?

When PBIS is implemented school-wide, it increases:

- academic achievement
- student engagement
- student's ability to learn positive social skills and behaviours
- positive school culture and job satisfaction
- chances of students remaining in school and graduating

And decreases:

- student misbehaviour
- student and staff frustration
- office referrals
- Student drop-out rates

Pyramid of Behaviour Interventions



Review360 Behaviour Improvement System

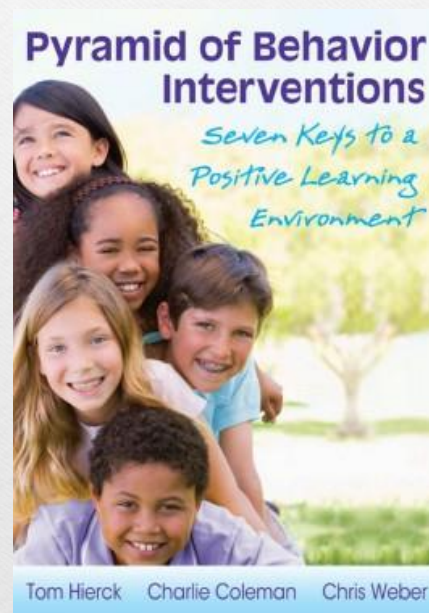
- Review360 is a secure, robust, and easy-to-use web-based system that aligns with PBIS to support best practices by integrating progress monitoring, data analysis, professional development, and office referral information.
- Review360 is used to improve student behaviour and school climate, build capacity of educators, and support data-based decision-making and successful outcomes for all stakeholders.

Behaviour Support Coach



7 Keys to a Positive Learning Environment

1. Common Expectations
2. Targeted Instruction
3. Positive Reinforcement
4. Support Strategies & Interventions
5. Collaborative Teams
6. School-Wide Systems Approach
7. Data-Driven Dialogue/Decisions



Review360 Multi-Tiered Professional Development Courses

Teacher Training Modules

- Setting behavioural expectations
- Establishing procedures
- Using reinforcement and acknowledgement effectively
- Structuring the classroom environment
- Improving student-teacher relationships and interactions
- Developing effective strategies and language for corrective procedures

Administrator Modules

- Developing a School-wide Team
- Creating behavioural expectations
- Developing reinforcements and positive engagement among all students and staff
- Developing procedures for the common areas and systematic supervision of the school environment
- Using school and student data to provide school-wide and individual interventions

Problematic Behaviours

- School-wide, classroom and individual strategies for frequently occurring problematic behaviours:
 - Aggression
 - Defiance
 - Lying
 - Many more...

~~Reactive~~
Proactive



Review360 - Common Expectations

Expectations

Setting behavioral expectations is the foundation for proactive classroom management. Appropriate and acceptable behaviors must be taught, modeled, practiced, and reinforced on a daily basis.

Review360 includes professional development content to provide best practices for:

- School-wide Behaviour Expectations
- Classroom Expectations
- Step-by-step Procedures to Teach Expectations
- Procedures for Rule Violations
- Expectations for Students with Intensive Needs

Examples of School Values

- Respect for Self, Others, the Environment, and Learning
- Be Respectful, Be Responsible, Be Safe
- Respect, Effort, Attitude, and Leadership
- Engaged, Empathetic, Ethical, Empowered, Enlightened

At NorKam, We CARE

	All Settings	Classroom/Library	Halls/Cafeteria	Off-Campus	Assemblies/Performances
C Compassion	<i>We will</i> <ul style="list-style-type: none"> be inclusive of all community members accept cultural and individual differences leave harmful items at home 	<i>We will</i> <ul style="list-style-type: none"> encourage mutual respect value differences of opinion learn about others 	<i>We will</i> <ul style="list-style-type: none"> be considerate of others 	<i>We will</i> <ul style="list-style-type: none"> be courteous and cooperative promote a safe, supportive, and caring community 	<i>We will</i> <ul style="list-style-type: none"> be respectful and cooperative audience members show appreciation in appropriate ways
A Accountability	<i>We will</i> <ul style="list-style-type: none"> accept the consequences of our actions expect to apologize, repair, and replace report any unsafe, or destructive behavior 	<i>We will</i> <ul style="list-style-type: none"> do our own work study and review for tests ask for extra help if needed complete and hand in all work 	<i>We will</i> <ul style="list-style-type: none"> use recycling bins and garbage cans make healthy choices cleanup after ourselves carry a hall pass during class time 	<i>We will</i> <ul style="list-style-type: none"> respect school policies model good behavior report bullying or unsafe behavior 	<i>We will</i> <ul style="list-style-type: none"> remove hats turn off and put away cell phones and other electronic devices enter and exit in an orderly manner sit in assigned areas
R Respect	<i>We will</i> <ul style="list-style-type: none"> use positive language respect school property dress appropriately follow staff directions follow emergency procedures 	<i>We will</i> <ul style="list-style-type: none"> turn off and put away cellphones and electronic devices remove hats come to class on time be aware of emergency routines 	<i>We will</i> <ul style="list-style-type: none"> keep lockers free of graffiti keep aisles, doorways and stairways clear respect personal space 	<i>We will</i> <ul style="list-style-type: none"> respect our neighborhood respect our environment obey traffic rules 	<i>We will</i> <ul style="list-style-type: none"> give full attention to performers use appropriate theatre behavior
E Excellence	<i>We will</i> <ul style="list-style-type: none"> use manners demonstrate pride in our school 	<i>We will</i> <ul style="list-style-type: none"> give maximum effort have a positive attitude support others' learning do our best work 	<i>We will</i> <ul style="list-style-type: none"> wait patiently in line-ups model good behavior 	<i>We will</i> <ul style="list-style-type: none"> be considerate of community expectations be good ambassadors of NorKam show our best selves 	<i>We will</i> <ul style="list-style-type: none"> be active listeners recognize and show appreciation for the efforts of others

Review360 - Teaching Expectations

The following steps may be used to teach classroom expectations and rules:



1 State the expectation.

2 Discuss the expectation and a rationale for each one.

3 Ask students to repeat the expectations.

4 Give specific behavioural examples of abiding by the rule and not abiding by the rule.

5 Demonstrate non-examples; demonstrate what not following the rule looks like.

6 Ask students to indicate if they do not understand the expectations.

7 Ask students to commit to abide by the classroom expectations.



Acknowledging Desired Behaviour - Review360

Reinforcement

The teacher of a well-run classroom recognizes that the behaviors that are reinforced grow stronger over time. Praise, comments, and constructive feedback let students know they are being successful. There is a greater ratio of positive vs. negative interactions.

Interaction

A well-run classroom includes a good balance of structure and nurturing. Students that have a positive relationship with the teacher and the other students feel safe and comfortable to learn. There is a climate of respect and caring. A sense of community is present.

Responding to Problem Behaviour

- Administrators should provide clear guidelines for what is handled in class versus office referrals
- Don't ignore problem behaviour - assign appropriate instructional consequences
- Remember the purpose of consequences:
 - Provide more practice using appropriate skills
 - Prevent escalation of problem behaviours
 - Ensure you are not reinforcing the problem behaviour to continue or increase

Review360 - Corrections

Correction

In a well-run classroom, problems will still occur, but the teacher has developed a plan for correcting behavior that has been taught and reinforced. Both positive and negative consequences have been initiated, and desirable replacement behaviors are identified.

- Tools to create a classroom management plan
- Implement Correcting Misbehaviour Procedure
- Develop a Progress Discipline Hierarchy for rule violations
- Develop strategies for early warning behaviours, rule violations, and mild, moderate and serious misbehaviours

Effective Classroom Management

Learning is significantly enhanced by developing positive relationships with students.

With positive teacher/student relationships, students:

- Are more inclined to follow and take direction from
- Are more open to influence from
- Are more inclined to agree with
- Feel like being good for
- Feel more comfortable with (reduces anxiety)

Review360 Indicators of Effective Classroom Management

Expectations

Setting behavioral expectations is the foundation for proactive classroom management. Appropriate and acceptable behaviors must be taught, modeled, practiced, and reinforced on a daily basis.

Procedures

Classroom procedures must be defined to provide guidance to students in how things work in the classroom. They should be methodically taught and consistently enforced to become habit within a short amount of time.

Structure

A structured classroom and well-prepared teacher greatly improve student success. Having required materials and supplies readily accessible reduces the occurrence of problem behaviors.

Reinforcement

The teacher of a well-run classroom recognizes that the behaviors that are reinforced grow stronger over time. Praise, comments, and constructive feedback let students know they are being successful. There is a greater ratio of positive vs. negative interactions.

Interaction

A well-run classroom includes a good balance of structure and nurturing. Students that have a positive relationship with the teacher and the other students feel safe and comfortable to learn. There is a climate of respect and caring. A sense of community is present.

Correction

In a well-run classroom, problems will still occur, but the teacher has developed a plan for correcting behavior that has been taught and reinforced. Both positive and negative consequences have been initiated, and desirable replacement behaviors are identified.



**When a flower
doesn't bloom
you fix the
environment
in which it
grows, not
the flower.**

Alexander Den Heijer

Review360 Support Strategies & Interventions

School-wide, classroom, and individual strategies and interventions included for:

- Problematic Behaviours
- Tier 2 and 3 Supports

Recommended Strategies

The recommended strategies for **Speak & act kindly** are listed below.

Please select the strategies you wish to use for this plan. Individualized Strategies can be added on the Strategies Tab.

CSI Behavior Maps

- **C** = Core (Universal/Green)
- **S** = Strategic (Targeted/Yellow)
- **I** = Intensive (Intensive/Red)
- Write down the behavioral support provided at each tier (strategies, programs, interventions)
- Write down how your school identifies what level of behavioral support students need



CSI Map: Behaviour

Support (strategies, programs)

ALL (Core):



SOME (Strategic):



FEW (Intensive):

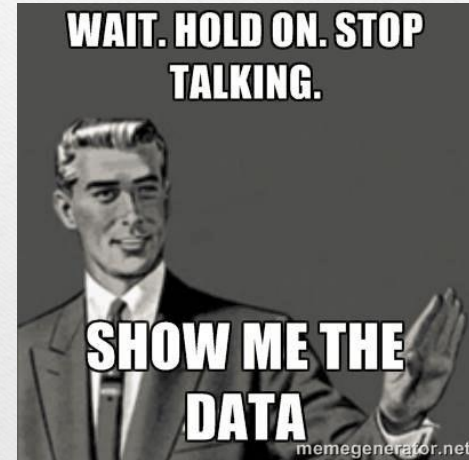
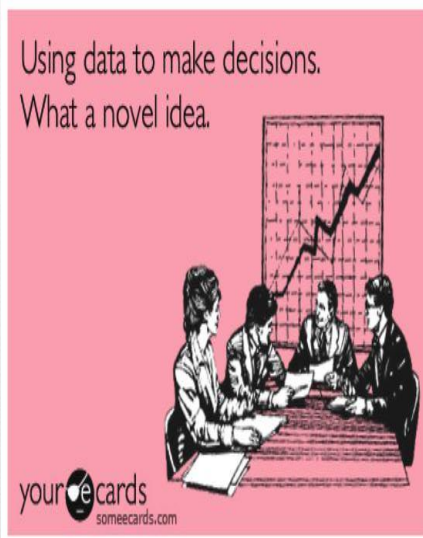
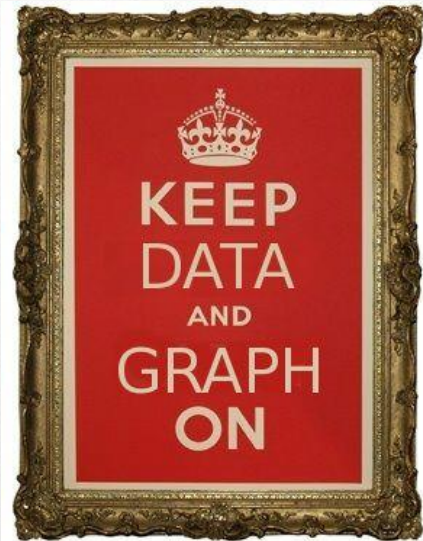


Screening and Monitoring

Collaborative Teams & A School-wide Approach

- Administrative leadership is critical
- Collective responsibility and systematic efforts
- Interdisciplinary collaboration
- “None of us is as smart as all of us”
- Based on data-driven decision-making

Data Driven Dialogue & Decision Making



Review360 Data-Driven

Incident Tracking and Management

- Electronically Report and Track Incidents:
 - Minor incidents
 - In-class
 - Major incidents, such as:
 - Office referral
 - Bullying
 - Threats
 - Health incidents

Respond and Report

- Report and respond to incidents
- Assign appropriate consequences
- Communicate with parents and/or staff
- Track and analyze data
- Provide supports

Progress Monitoring

- Office Referral
- Customizable Tiers 2 and 3 Objectives-Based Plans
 - Students with Emotional and Behavioural Difficulties
 - Students with Autism and Intellectual Disabilities

Non-Violent Crisis Intervention

- All incidents of Seclusion or Restraint are documented in R360
- The template utilizes CPI's model for collecting information based on NVCi's techniques to focus on de-escalation and ensure safety
- R360 incidents monitored at division level to debrief with staff involved
- NVCi certified team in each school - plan has to be developed to activate TEAM
- 3 Trainers in GSSD offer training and re-certification

Suspensions

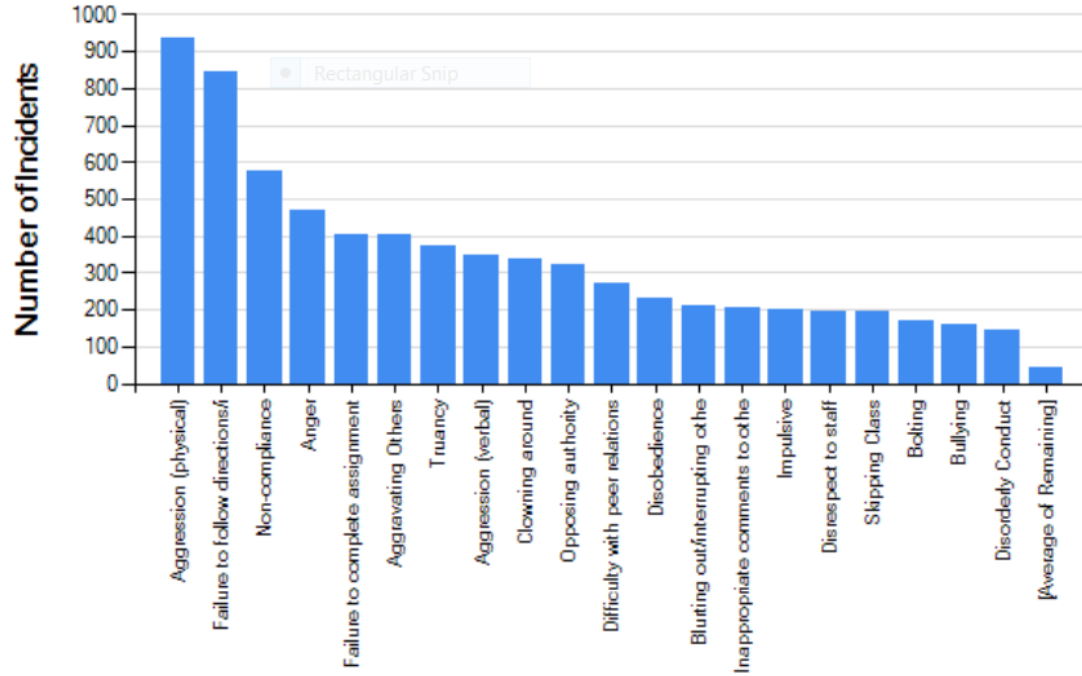
- All suspensions are recorded in Review360
- Allows Superintendents and Behaviour Coach to review, discuss, and support school if needed
- Easy way to provide a suspension report to board for any suspensions over 3 days

Incidents By Behavior

Academic Year, 2015-2016



Good Spirit School Division

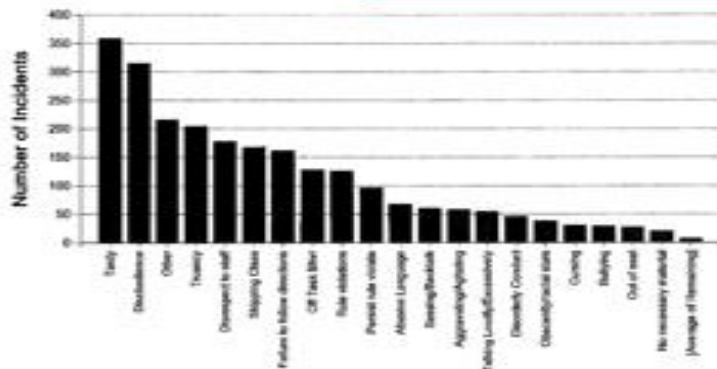


Kamsack Comprehensive Institute

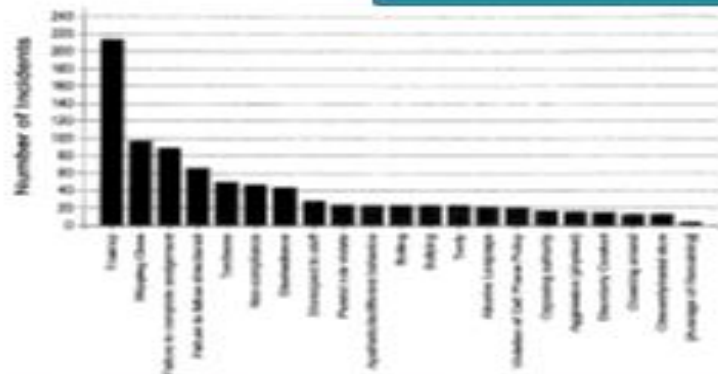
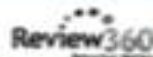


GSSD School Example: Reduction in Problem Behaviour

Incidents By Behavior
8/1/2014 - 3/9/2015



Incidents By Behavior
Academic Year, 2015-2016



**Incidents by behavior last year –
Sept. to March - 1599 incidents
(behaviors = 2530)**

**Incidents by behaviour this year –
Sept to March - 922 incidents
(behaviors = 1001)**

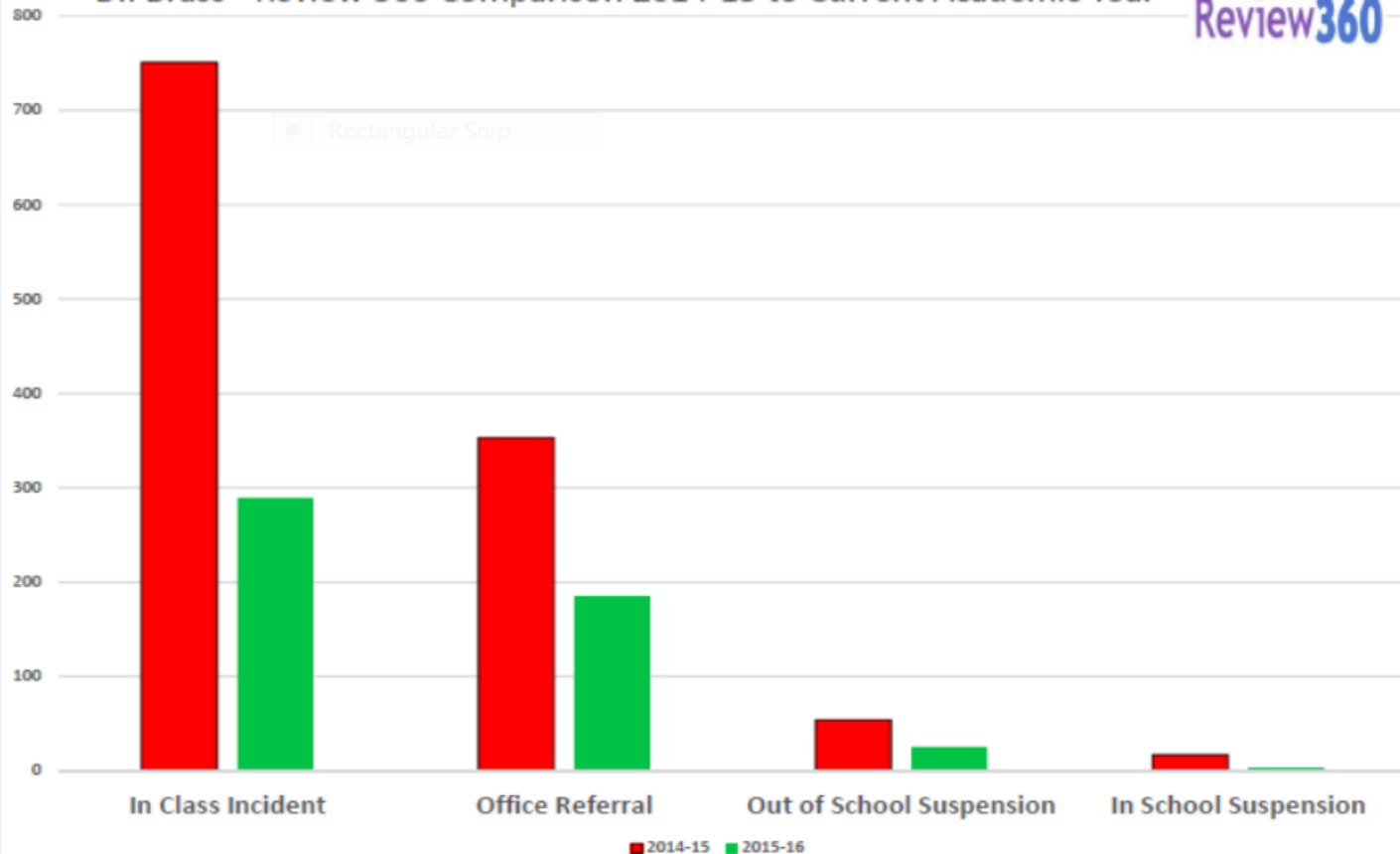
**Reduction of 45% translating (at 10
min/behavior) into a time saving of
113 hours or 14 8-hour days!!**



Churchbridge Public School



Dr. Brass - Review 360 Comparison 2014-15 to Current Academic Year



Tier 2 and 3 Behaviour Plans

Engaged in appropriate interactions with peers

Days

Goal

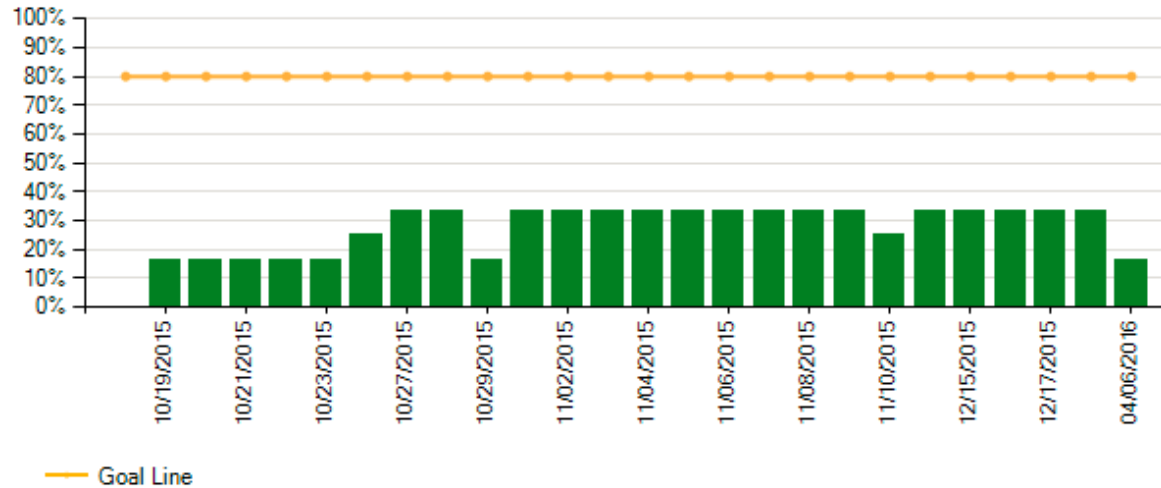
Score %

26

80%

26.9%

Total Percentage from 08/01/2015 to 06/23/2016



Proximity Control

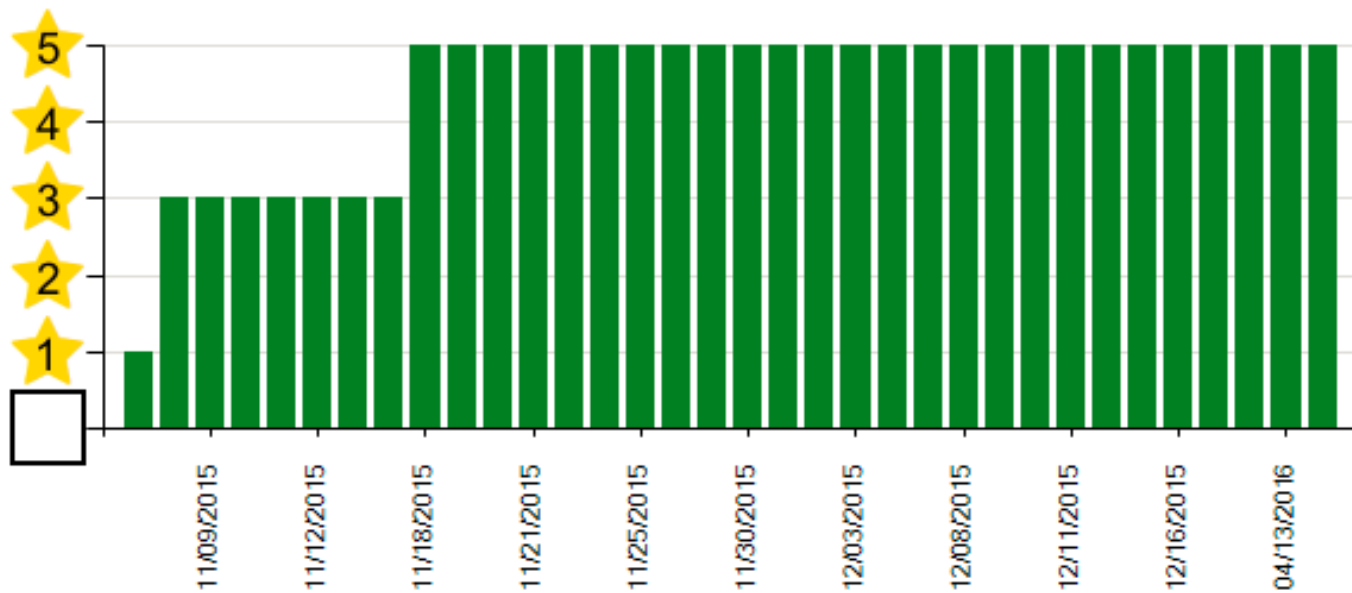
Days Used

34

Average Rating

4

Strategy Effectiveness from 8/1/2015 to 6/23/2016



Administrator PLC Discussions

- Consistent incident reporting
- Tiered toolbox of strategies and supports
- Schools examining their current reality regarding the 7 Keys to Positive Learning Environments
- **GSSD PBIS Handouts for Discussion**

Reflection/Traffic Light



Red - Stop Doing

Yellow - Continue Doing

Green - Start Doing

Resource List

- <https://www.pbis.org/>
- [BC Positive Behavior Support Website](#)
- [The Behaviour Code](#) - Minihan & Rappaport
- [Pyramid of Behaviour Interventions](#) - Hierck, Coleman, Weber
- [Social Skills Lesson Plans](#)
- [Skill Streaming Kits](#)
- [Zones of Regulation](#)
- [Social Thinking Website](#)

KEEP YOUR THOUGHTS POSITIVE
BECAUSE YOUR THOUGHTS BECOME
YOUR WORDS.

KEEP YOUR WORDS POSITIVE
BECAUSE YOUR WORDS BECOME
YOUR BEHAVIOR.

KEEP YOUR BEHAVIOR POSITIVE
BECAUSE YOUR BEHAVIOR BECOMES
YOUR HABITS.

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