

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORT (*PBIS*)

Positive Behavior Interventions and Support (*PBIS*) is a proactive approach to promote positive behavior resulting in improved academic outcomes, school safety and overall satisfaction of the school experience for students, families and staff. The focus of *PBIS* is prevention and intervention. In other words, *PBIS* is a process of teaching, reinforcing and recognizing the behaviors that lead to student success instead of simply punishing misbehavior.

At its heart, *PBIS* focuses on evidence-based practices that provide a common language and focus for behavioral expectations; instruction and communication toward them; recognition when they are met; and interventions/corrective actions when they are not met. The supports are provided within the Multi-Tiered System of Supports (*MTSS*) model that focuses on universal supports for all (*Tier 1*), supplemental supports for some (*Tier 2*) and intensive supports for the few that need them (*Tier 3*).

PBIS is recognized by The School District of Lee County as a necessary and vital component of a complete behavior support and discipline system. All schools are required to adopt and implement *PBIS* or a similar positive behavior support system. Currently, seventy (70) Lee County schools are trained by, and active with the Florida *PBIS* Project, with twenty-two (22) attaining Model School status. Schools supplement positive behavior support systems with Social Emotional Learning (*SEL*), Restorative Practices, and other programs that increase the ability of staff and students to handle conflict, develop social skills, and create positive school cultures. Each school has a dedicated team that continually reviews school attendance, behavior and course performance data to problem solve and determine needed adjustments/new supports. The School District of Lee County continues to support the implementation of positive behavior systems and strategies through training and technical assistance.

The outcomes are significant. Research studies on *PBIS* conclude it leads to better student behavior including reduced numbers of referrals, suspensions, and bullying incidents. Students learn positive behavior expectations and strategies that will serve them throughout their lives at home, work and in the community.

Information regarding *PBIS* schools can be found on the SDLC website at: <https://bit.ly/3xLGnAZ>

Additional information can be found at the Florida *PBIS* website at: <https://flpbis.cbcs.usf.edu/>



When I make positive behavior choices, I will be successful.
If I do not make positive behavior choices, I will receive interventions to
HELP ME LEARN TO MAKE BETTER CHOICES.

RESTORATIVE PRACTICES

Restorative Practices are not just about discipline. They support the development of a positive classroom culture, build community and strengthen the connections within the group, as well as between learners and the teacher. This translates into increased opportunities for high quality instruction and greater student engagement. Multiple studies across the United States confirm the positive effects of Restorative Practices on graduation rates, social competencies, academic achievement while also reducing behaviors or activities that negatively impact student success. Outcomes of implementing Restorative Practices include reduced student suspensions and improved school climate, two vital factors that influence student achievement.

The following three strategies are the pillars of the Restorative Practices framework, and currently being implemented in our Lee County schools.

▶ **AFFECTIVE COMMUNICATION**

- Expression of feelings in response to an action, provides feedback and information to support repairing any harm that may have been done.
- Questions facilitate reflection on how behavior impacts others, how situation can be repaired/responsibility taken and what victim may need to be able to move forward.

▶ **PROACTIVE & RESTORATIVE CIRCLES**

- Experience that allows students to share thoughts, feelings and ideas as a vehicle to build trust, community and shared values systems/behavioral expectations. Allows peers to engage in group problem solving, allows for conversations focusing on repairing harm and restoring relationships.

▶ **RESTORATIVE CONFERENCES**

- Structured interaction utilizing restorative communication and focusing on taking responsibility, identifying harm, repairing relationships and building empathy.



If you change the way you look at things, the things you look at change.

WAYNE DYER

THE SCHOOL DISTRICT OF LEE COUNTY TIERED BEHAVIOR APPROACH

INTERVENTIONS MAY INCLUDE *(BUT ARE NOT LIMITED TO)* THE EXAMPLES BELOW

TIER 3

- Behavior contract
- Formalized behavior intervention plan
- Wrap-around support
(through community resources, agencies, parent groups)
- Restorative practices/responsive Circles
- Functional behavioral assessment

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TIER 2

- Counseling sessions
(one-on-one or small group)
- Communication notebook
- Increase positive feedback
- Check in/check out
- Parent check-ins
- Reward system
- Mentoring
- Tutoring

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- Lunch groups targeting skill reinforcement
- Structured breaks/use of break card
- Social skills small group
(i.e., for anger management, conflict resolution, peer mediation)

TIER 1

Universal - All Students

- Restorative practices
- Sanford Harmony
- Second Step
- CHAMPS
- Clear school-wide expectations and routines
- Positive behavior supports
- Developing social-emotional capacity

Classroom Examples

- Classroom behavior support plan
- Personal greetings
- Classroom expectations
- Positive reinforcement
- Differentiation
- Kagan Cooperative Learning
- Use of student problem-solving activities
- Seat change
- In-class time-out
- Time-out in another classroom setting
- Parent-teacher conference
- Morning meetings
- Engaged and relevant learning
- Modeling behavior
- Student leadership opportunities
- Involving student in problem-solving

- Counseling sessions in small group
- Differentiated behavior plan
- Increase parent communication
- Student self-monitoring
- Use of social stories to re-teach
- Behavior contract
- Learning labs
- Mentoring
- Tutoring
- Restorative practices
- Check in/check out
- Reward system
- Peer buddy

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS) BEHAVIOR INTERVENTION GUIDE

The Multi-Tiered System of Supports (MTSS) behavior intervention guide is intended as a resource for all educators to assist in integrating academic and behavior supports and services into a fluid and seamless system of multi-tiered service delivery for all students in the school setting. The MTSS model for instruction and intervention is based on the principle that academic and behavioral supports are first provided at a core or universal level to effectively address the needs of all students in a school, referred to as Tier 1. However, not all students respond to the same curricula and teaching strategies. As a result, some students with identified needs will receive supplemental or targeted instruction and intervention at Tier 2. Finally, at Tier 3, a few students with the most intensive needs will receive the most intensive and individualized behavioral and/or academic supports.

► TIER 1 – CORE/UNIVERSAL SUPPORTS

Teach rules/expectations: Establish a structured system for teaching a student rules and expectations prior to a task/request. These systems may be verbal, written or pictorial.

- **Verbal:** Scheduling five minutes prior to an assignment to review rules and expectations.
- **Written:** Provide the student with written rules and expectations for a given task.
- **Pictorial:** Teacher can use picture cards to nonverbally teach/remind students of various rules/expectations.

Student repeats rules/expectations prior to transition: Establish a system in which a student verbally, or in writing, repeats rules/expectations prior to transition.

- Teacher and student have an agreement specifying that before each class change the student verbally reviews the rules and expectations.

Preferential seating: Change the seating arrangement for a student in order to address specific needs. Possible examples may include:

- The student sits in close proximity to the teacher for hearing, vision and/or attention concerns.
- The student is moved away from negative peer influences and near more positive peer influences.

Parent-teacher communication system: Establish a set time and method for communication between parent and teacher regarding the student's behavior and progress.

- Methods for communication might include phone contact, face-to-face meeting, e-mail or note/letter correspondence.

Personal connection with student: Establish set times and methods for providing special attention for a student.

- A teacher makes it a point to check in with students each morning in order to find out how homework was the evening before.

Provide additional guidance/extend instruction: Provide the student with more specific and/or modified instructions, prior to the assignment, in order to assist in general comprehension.

- The teacher may provide additional/individual verbal instructions, written instructions, pictorial instructions, visual guides, completed model of task, etc.

Increase frequency of task-related recognition: Provide specific and consistent recognition and reinforcement for a student's on-task behavior.

- In lieu of simply expecting that a student engages in a task-related behavior, the teacher will provide reinforcement (*verbal, nonverbal, tangible*) for a student who is properly engaged in the classroom task.

Visual schedule: Use for students in need of a structured organizational system, either pictorial or written.

- The schedule is designed to assist the student as he/she progresses through the activities and tasks of the day (*i.e. morning bell rings; first class - reading; second class - art; etc.*).
- It can also be used to break down a specific task (*i.e., open notebook - go to math section - put paper on teacher's desk*).

Environmental changes: Make various changes in the environment to accommodate the sensory needs of a student.

- Some examples of this are changing the lighting, rearranging furniture or adjusting sound sources.

Use preferred activities as reinforcement: Provide access to a preferred activity (*i.e. computer time, art, listening to music, etc.*) when a student engages in appropriate behavior.

- The teacher must clearly identify what the preferred activity is, make sure that the identified activity is truly rewarding for the student, establish the circumstances under which the preferred activity will be awarded (*i.e. after appropriate behavior has been demonstrated*) and determine for how long the student will be allowed to engage in the preferred activity.

Greet each student upon arrival to class: Establish a system for spending a personal moment with the student before class, especially with students who may thrive on attention.

- The teacher may want to ask questions such as: “How are you today?”; “What did you do yesterday after school?”; or “How is your family?”

Increase frequency of positive reinforcement: If reinforcement does not occur on a frequent basis, negative/problem behaviors may start to reoccur or increase as a result. When this happens, increase the frequency of when incentives are delivered.

- A student, who is receiving access to the computer lab for the last half hour of the school day in exchange for demonstrating use of problem-solving skills, continues to display episodes of inappropriate behavior. The teacher can increase the frequency of positive reinforcement by allowing two or three opportunities scattered throughout the day to access the computer.

Use of tangible/non-tangible rewards: Use tangible and/or non-tangible reinforcers immediately to reward a student for engaging in positive behavior or good performance. The selected tangible or non-tangible reward must be effective for the student in question and delivered on a consistent basis. Note: A tangible reinforcer should not be used after an inappropriate behavior. This would reinforce unwanted behaviors.

- Tangible: food, stickers, manipulatives, etc.
- Non-tangible: verbal praise, public posting of class work, etc.

Establish logical consequences for students: Inform students that engaging in certain problem behaviors will result in specific consequences.

- Out-of-seat behavior will result in student not earning points on behavior contract. Consequences must be specifically identified to the student and they must be consistently implemented.

Encourage effort to display appropriate behavior: Provide reinforcement for a student who is trying to display the appropriate replacement behavior, even if he/she is not quite there yet. This practice will encourage the student to “keep up the good work” and consistently demonstrate the replacement behavior.

Use of positive referrals: Make positive references to the student for engaging in appropriate behavior.

Use classroom incentives for whole class or group accomplishments: Reward student success by allowing the entire class to benefit.

Call home to share news of student effort/success: Establish a system for calling the student’s parents daily/weekly in order to update them on their child’s success and progress.

Use school-wide vehicles for recognition: Recognize student success and/or progress during school announcements, award programs, lunch, assemblies, etc.

Assign classroom or school-wide responsibilities for student recognition: Allow student to participate in related responsibilities (*i.e. student ambassador.*) to recognize and reinforce positive behavior.

► TIER 2 – SUPPLEMENTAL/TARGETED

Teach/model communication/social skills: Teach students appropriate methods of communication. Students who do not possess effective communication/social skills will often display disruptive and inappropriate behavior.

- A student experiencing difficulty in mathematics may attempt to avoid such work by acting out in the classroom. The concept is to teach students appropriate ways of expressing frustrations. The teacher develops a script with the student that addresses specific needs.
 - The following is an **example of such a script:** When the student is having academic difficulty and feeling frustrated, they will signal the teacher either verbally or with a predetermined nonverbal sign (*i.e., hand raise*). The teacher will subsequently respond to the student in order to find out if extra instruction is needed, assistance with assignment or a break from work. Extra instruction and assignment assistance can be delivered by the teacher or by an appointed peer tutor. This may be a water or bathroom break. As part of the script, students agree to resume appropriate work after their needs have been met.
- In order to ensure optimal effectiveness, the teacher would provide the script in written form to the student. These could happen individually or in a group and can also be taught in the natural environment.

Task analysis: Break down tasks into smaller steps to ensure mastery of each step. The teacher and student work through each step to ensure the student is able to master the larger skill/task.

- A student who has difficulty compiling a paragraph may perform better when the task is broken down into small steps.
 - **Example:** First, teach the student to identify and write down the theme of the paragraph, then create three categories (*introduction, main idea and conclusion*). Next, brainstorm what ideas should go under each category. Finally, the student can compile the paragraph based on the information gathered during previous steps.

Practice communication and social skills: After teaching appropriate communication and/or social skills techniques, the teacher may provide specific opportunities for the student to demonstrate such skills in the classroom.

- The teacher may need to establish a verbal or nonverbal prompt with the student (*i.e., "now is a good time to use your skills" or use of a visual prompt*).

Teach coping skills: Teach appropriate ways to cope/deal with frustration, anger, embarrassment, etc., when students do not have a repertoire of appropriate strategies to deal with adverse situations.

- The teacher can teach the student methods such as asking for a time out or break, relaxation/breathing exercises, taking time to share feelings privately with teacher/peer mentor or engaging in a preferred activity (*i.e. computer, art, etc.*). Suggestions for appropriate coping skills can be written and provided to student as a reminder.

Teach positive self-talk: Students who do not have confidence in their ability to be successful in various academic and/or social situations may become increasingly disengaged or disruptive in order to avoid uncomfortable scenarios.

- The teacher and/or school counselor can teach the student a repertoire of positive statements such as “I am capable of doing my work,” “I can make friends in my class,” or “If I study my spelling words every day, I will get a good grade on my spelling test.”
- The student is reminded to use the skills as frustrations increase.
- The teacher/counselor may need to provide verbal/nonverbal prompts in order for the student to initiate in the self-talk procedures (*i.e. “What do you need to tell yourself?” or hand signal*).

Remediation in specific academic areas: Students with academic deficits may engage in problem behavior as a way to avoid difficult tasks. Implementing classroom academic interventions for remediation should reduce the need to avoid such tasks. In order to select appropriate academic interventions, refer to the problem-solving team (*if applicable*).

Use of personal interests for motivation: Incorporate student interests into a given task or activity. The concept is that if a student finds a task/activity enjoyable or interesting, the student is more likely to stay engaged for a longer period of time.

- Students who have difficulty staying on task during independent reading assignments will likely become more motivated to complete the assignment if the topic is of their choosing (*i.e., if the student likes fishing, the reading assignment can be related*).

Teach alternative behavior for sensory feedback: A student who engages in a certain behavior for the sole purpose of sensory feedback may be able to learn an alternate (less distracting) behavior to serve the same purpose.

- A student who taps a pencil on the desk repetitively can squeeze a stress ball instead.

Teach anger management/problem-solving skills: Students who experience difficulty controlling emotions and/or lack sufficient problem-solving skills are likely to engage in inappropriate/disruptive behavior when frustrated. There are several existing methods to teach anger management and problem-solving skills. The problem-solving team is a resource to determine appropriate interventions.

Teach behavioral self-control: Students who are impulsive and/or lack self-control on a consistent basis will likely benefit from a highly structured plan that addresses self-evaluation, self-management, self-instruction and self-reinforcement.

- When a student is engaged in inappropriate/problem behavior, the following teacher prompts and student responses should take place:

Teacher asks:	Student responds:
“What are you doing?”	“I am...”
“What do you need to be doing?”	“I need to...”
“What are you going to do now?”	“I have to...”
“Let me know when you finish.”	“I did...”

Social stories/graphic novels conversations: This intervention is appropriate for students in need of understanding the social context of various social situations (*i.e. standing in line or taking turns*).

- A social story or comic book conversation is written specifically for the student and the situation (*i.e. Johnny waits for his turn*) and must be visually provided for the student. Social stories are used as a teaching method when a student is in a calm and receptive state.
- The purpose is to lessen the stress of certain social situations for students who may be lacking in social skills and awareness.
- School counselors, school psychologists, behavior specialists, learning resource specialists and teachers of social communication programs are potential resources for assisting in developing social stories.

Encourage positive peer connections: Provide opportunities for student to be in contact with positive peer role models.

- The student can be seated in close proximity and/or placed in work groups with peer role models. Such positive peer connections should be reinforced by the teacher and/or any other adult involved with the student.

Contract for grades: Establish a written contract for grades with a student.

- The agreement is written in contract form and signed by both teacher and student.
- For example, the teacher and student formally agree that for each reading test grade above a “C,” the student will receive 10 additional minutes of computer lab time.



Daily/weekly progress reports: Arrange a system for documenting the student's behavioral progress on a daily/weekly basis.

- The teacher may write a brief note at the end of the day/week to describe the student's overall behavior.
- The teacher develops specific behavior objectives and a form that can be checked off daily/weekly to show that behavior objectives are met.

Monitoring/redirection: Establish a system for monitoring a student during tasks using eye contact, proximity, tangible incentives, etc. to redirect an off-task student.

- For example, checking in with a student at a predetermined time interval and/or providing redirection when needed.

Spend individual time with student: When a student displays appropriate/desired behavior, reinforcement can be provided by arranging a specific time for the teacher and student to spend together. It is necessary to be specific when designing this intervention.

- For example, when the student demonstrates appropriate behavior during morning classroom activities, he/she will be allowed to eat lunch with the teacher.

Determining acceptable and incompatible behaviors: The concept behind incompatible behaviors is that a student cannot engage in two "competing" behaviors at the same time. Identify an incompatible behavior for the problem behavior and reinforce the acceptable behavior.

- For example, if you know students are likely to hit others during transition, one strategy is to keep their hands in their pockets, because hands in pockets is incompatible with hitting.

Student self-monitoring of progress: Allow students to monitor their own progress.

- The student can manage a progress report and/or behavior contract to track individual improvement.
- It is important for the teacher to maintain a copy of the report or contract.

Acknowledge use of replacement behaviors: Recognize students for engaging in established replacement behaviors.

- For example, provide the students with verbal praise each time they raise their hand to get the teacher's attention instead of calling out loud for attention.

Develop a written behavior contract: The use of a behavior contract with points, check marks, signatures or some other indication for positive behavior can be a powerful self-reinforcement tool. Allow the student to manage the contract and track progress.

► TIER 3 – INTENSIVE/INDIVIDUAL

Choice-making: Allow student to have some degree of control over school activities.

- The teacher allows the student to choose the sequence of activities (*e.g. reading activity first and writing activity second*), mode of presentation (*i.e. oral, written, demonstration, etc.*), learning materials (*e.g. pencil/paper, manipulative, computer use, etc.*) and/or preferred incentives (*e.g. tangibles, recognition, access to activity, etc.*).

Participation in extracurricular activities: Identify and encourage student to become involved in extracurricular activities such as sports, art club, music club, etc. The activity should match the individual student's interests and skills.

Student follow-up: Establish a system for a "check-in" time during an assignment to ensure that the student fully understands a specific task or request.

- The teacher and student may have an agreement specifying that 10 minutes after the start of a given assignment/test or request the teacher will verbally confirm the student understands. If the student requires further instruction, the teacher will provide it.

Schedule adjustment: Adjust the daily schedule.

- It is possible that a student tends to focus best in the early morning, yet all academic classes are scheduled after lunch. In such a case, it would be advantageous for the student's schedule to be adjusted so that academic classes would take place during the morning hours.

Peer mentor/tutor opportunity: Allow student to serve as a peer mentor/tutor. This can be effective even when the student has not mastered a given skill area.

- A process should be in place for selecting, training and monitoring peer mentors.
- This is often used for behavior; an older student with behaviors may be an excellent mentor in a primary classroom. This opportunity may help reinforce appropriate classroom skills for both students.

Provide quiet time space: Provide a specific time and/or space for quiet, “cool-down” or focus purposes.

- If a student becomes easily frustrated during a certain academic task, then a quiet area of the classroom can be established as a space for that student to go if necessary.
- When possible, have the student be part of the selection of this space.

Identify appropriate settings for behavior(s): Help students identify areas where inappropriate behaviors can be appropriate if demonstrated in a suitable setting.

- For example, if a student is constantly singing out loud during class time and causing a disruption, identify or create more appropriate settings for such behavior (*i.e. music class, join the chorus, or provide a specific time during class for the students to display their talent*).

Chart and review daily student successes: Create a simple chart listing the replacement behavior(s) and spaces for check marks of student success. The chart can be provided to the student and the teacher will acknowledge the desired behavior(s) at the end of each day/period.

Recognize small steps of the desired behavior: When a replacement behavior is complex or involves several steps, it may be necessary to identify the steps. Once behaviors have been broken down into steps and taught to the student, reinforce the student for demonstrating mastery of each step of the behavior.

Recognize attempts to engage desired behavior: When a student is attempting to engage in a desired behavior but not fully successful, the teacher would want to reinforce student’s attempts, intent and engagement. This may be reinforced through verbal praise or acknowledgement of approximation.

The District supports the use of fair and appropriate implementation of student discipline policies and procedures that are grounded in evidenced-based research. The District will continue its practice in the areas of restorative practices and alternatives to suspension. It is expected that schools regularly review disciplinary data with respect to trends and patterns resulting in disparities.

UNIVERSAL SUPPORTS

Proactive Student Engagement Strategies... <i>(may include but are not limited to)</i>	...to prevent student disengagement such as
Social skills group (<i>lunch or after school</i>); social skills lessons; write a social story or review an available social story; Circles	<ul style="list-style-type: none"> • inappropriate social behaviors • cheating • property destruction • dress code violation • horseplay • peer conflict • petty theft • skipping • tardiness • visiting an unauthorized area • bullying • disruptive behavior • improper electronic device use • false accusations • fighting • forgery • harassment • insubordination • use of profanity • safety violation • use of threats/intimidation • trespassing • vandalism
Role-playing (<i>to teach replacement behavior</i>)	
Limit activities (<i>but not exclude</i>), i.e. offer a select number of activities	
De-escalation with a familiar adult (<i>taking a walk or time in a quiet space while supervised, create an Intervention Center</i>)	
In-house service opportunity (<i>work in the cafe, teach/mentor younger students, peer buddy</i>)	
Assign a success mentor (<i>Check & Connect</i>); check in/check out; relationship/trust building adult to student; practice culturally relevant and responsive teaching; mediation opportunities	
Point sheets; self-monitoring checklists; Think Sheets	
Peer mediations	
Reflection counseling with behavior “coach”	
“Caught you being good” (<i>random awards</i>) and positive referrals	
Attendance incentives	
Student participation in visual supports (<i>task completion puzzle, break card</i>)	
Environmental restoration	
Home visits or phone calls made by both teacher and administrator for positive referrals	
Provide opportunities to verbalize or write three positive things (<i>about your teacher, classmate, yourself</i>)	
Mini-skill reviews (<i>i.e. exit ticket, video clip</i>)	
Reflect on how the behavior impacts others and yourself (<i>narrative, picture</i>); write yourself a positive letter; draw a picture of yourself engaging in appropriate school behavior and meeting expectations; write an apology letter	
Small group session	
Pre-teaching the appropriate response to emotional/behavioral situations (<i>ex: Second Step mini-lessons</i>)	
School-wide and classroom expectations	
Classroom behavior support plan/structure in place (<i>i.e. Zones of Regulation - Zones check in & behavior mapping</i>)	
Restorative practices	