



Welcome!



Today's Presentation

How to Create and Implement a Sustainable Schoolwide PBIS Program

Presented by Justine Hoch

Engage With Us!

- Cameras encouraged!
- Ask questions in chat at any time
- Use your microphone during Q&A
- Have fun!



How to Create and Implement a Sustainable School-Wide PBIS Program

Written by:

Justine Hoch

I wanted to open my presentation with an inspirational quote...

“ If a child doesn't know how to read, we teach.”

“ If a child doesn't know how to swim, we teach.”

“ If a child doesn't know how to multiply, we teach.”

“ If a child doesn't know how to drive, we teach.”

“ If a child doesn't know how to behave, we ... teach? ... Punish?”

“ Why can't we finish the last sentence as automatically as we do the others?”

Tom Herner, 1998

... but not that quote.

The first time I heard this quote, I was at the beginning of my PBIS journey and my teaching career, and it was almost impossible to wrap my head around “ behavior” classes, or explicitly teaching behavioral expectations.

But when I read this quote for the 23rd time, I was not at the beginning of my journey, nor was I able to ignore an unforgivable error - this quote fails to embody what PBIS is.

There is a substantial emphasis on things the child “ doesn’t know” how do and what teachers are expected to do.

Type text

So... I decided to re-write it using positively worded, specific language. I also explicitly stated the desired outcome of each situation.

If a child knows how to read, he reads for enjoyment. We teach him to explore the world through a lens of infinite possibility, We create a life-long reader, which is so much better than a TikTok celebrity.

If a child knows how to swim, we show her how to dive in the ocean. We teach her about creatures of the deep and oceanography. We create a marine biologist.

If a child knows how to multiply, we open him a bank account. We teach him about the importance of investing in his future. We create a financially literate adult who understands loans, credit cards and yields.

If a child knows how to drive, we save big on car insurance! (Just kidding). We teach her about car safety. We also teacher her that a car is a two-ton weapon. We create safer roads for others to travel.

If a child knows how to behave, we celebrate. We were able to teach because the child knows how to act in a classroom.

There. I fixed it.

A wooden honey dipper is shown dripping golden honey into a glass jar. The jar is placed on a rustic wooden surface, surrounded by small yellow and purple flowers. The background is dark and moody.

**“You catch more flies
with honey than you do
vinegar.” -English proverb**

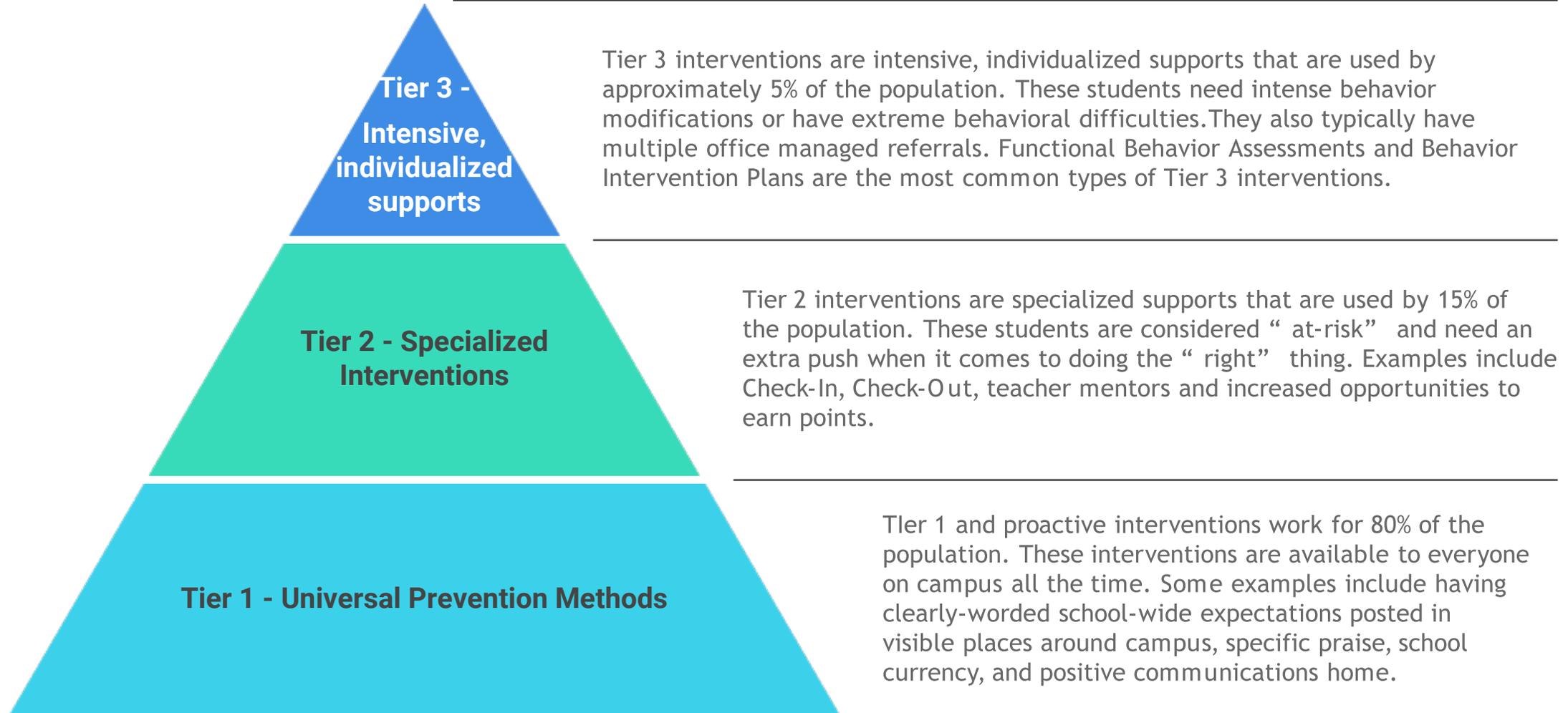
PBIS stands for Positive Behavior Interventions and Supports.

PBIS is a multi-tiered behavior management system.

It aligns with restorative justice practices, trauma-informed care, conscious (mindful) discipline, social-emotional learning and many other holistic approaches.

PBIS is founded on the principle that positive reinforcement will yield better results than traditional (punitive) discipline alone (when used appropriately).

Tiers for Supporting Struggling Students



Sweeten the pot!

Based on my personal experiences, the procedure I have outlined will lead to a successful and sustainable PBIS program.

There is a lot of information that will say you should have a team in place first, but I disagree.

Train your staff on the foundations and principles first.

You need at least a 70% buy-in rate for the program to be successful. If less than that, your program will not last long due to inconsistencies in expectations and rewards/consequences.

Do **not** force staff members to participate in the program
- it will only cause resistance.

Entice them with a duty-free lunch, a jeans day pass, a free six-pack of coffee pods, extra copies, or a " Beat the Bus pass" ... you know. Teacher things!



**So how do I implement a
PBIS program in my school?**

Step 1 - Train your staff!

Staff buy-in and invested administration are the most critical components of a successful PBIS program.

Host a staff training that introduces the philosophy and foundations of PBIS. (Preferably over the summer!)

Ask your staff to define the most common behavioral problems.

Take a moment to reflect on the answers and try to put them into 5 umbrella categories, such as disrespect, defiance of school rules or disregard for student/staff safety.

Is there anything that surprises the staff or administration? What do these behaviors have in common? Is there a universal discipline procedure in place for office-managed and minor incident referrals?

Is the progression of consequences the same from one teacher to the next? Is the result the same for every child and every infraction?

If you answered " yes" to those questions, you have well-trained staff members who are practically perfect in every way.

Step 1 - Train your staff (continued)

Use the examples of undesired behaviors and turn them into 3-5 **POSITIVELY WORDED** school-wide expectations as a team. Make sure these expectations are **clear and concise**. Nothing should be ambiguous or open to interpretation, especially in the lower levels.

Here are some examples I've seen over the years:

Pirates have *PRIDE!* They are prepared, respectful, in-control, dependable and engaged. (MS)

Coyotes *HOWL!* They have a growth mindset, own their education, work as a community and lead responsibly. (MS/HS)

Eagles *SOAR!* They are safe, outstanding citizens, aware and responsible. (ES)

Try to make sure that everyone is represented somewhere within the school-wide expectations. By doing so, the staff will be more likely to take ownership of the school culture and you will have a higher buy-in rate.

Step 1 - Train your staff (continued)



Develop a plan to reward students who meet your expectations. You can use stickers, marbles, tokens, coins, a punch card or anything else that students can use to track their behavior.

Offer a variety of ways to celebrate student success - exclusive student rewards, whole-class rewards and school-wide incentives. This will increase both staff and student buy-in.

At the end of your initial training, survey your staff. Give them the option of remaining anonymous. If possible, give them the option of classifying themselves as " resistant/hesitant" , " on-board" or " interested in leading" . Allow them to voice their concerns and reasons for being hesitant. Remember, don't force staff members to participate - try to entice them!

Step 2 - Establish your PBIS Leadership Team!

Use the results of your survey to identify individuals who are interested in leadership.

PBIS team members should have a genuine interest in learning more about PBIS.

They should be able to form positive relationships with students, families and staff members.

Team members should be willing to attend PBIS-related trainings and support or train staff as necessary.

The PBIS leadership team is responsible for building the program, analyzing data, planning PBIS-related events, offering support to teachers, students and families, training staff and sharing data regularly.

The team should meet at least once a month. In the beginning phases, I recommend once every 3 weeks to analyze data and determine program effectiveness and interpret feedback on how to improve certain areas.



Every PBIS leadership team must have the following people!

- 1 **An invested administrator.**
- 2 **A behavior/discipline assistant.**
- 3 **A school counselor/psychologist.**
- 4 **A representative for each grade level.**
- 5 **A special education teacher.**
- 6 ***A fundraising wizard**
- 7 ***Student representatives**
- 8 ***A family/community liaison**

* Optional, but highly suggested.

A wooden honey dipper is shown dripping honey into a glass jar. The honey is thick and golden, creating a stream that falls into the jar. The background is dark, making the honey and wood stand out.

Step 3 - Roll out your PBIS incentive to students!

Student buy-in is the third most critical component of a successful PBIS program.

GET EVERYONE EXCITED ABOUT PBIS!

Hold a grade-level assembly during last period on a Friday. (The teachers will thank you for that!)

Introduce the school-wide expectations that the staff are going to teach and uphold. Encourage the students to get involved in the process!

Ask students to create examples of what success looks like on the bus, in the cafeteria, gym, when there is an alternative placement, a special event or a guest teacher for the day, or even outside of school. For example: What does being respectful look like in the classroom? On the bus? In the cafeteria?

Step 3 - Roll out the PBIS incentive to students! (continued)

Respectfully ask students to commit to these expectations as the adults have.

Give all students who attend the assembly a “ Welcome to the PBIS Leadership Team” starter pack.

PBIS programs live and die with the belief of each student. Students **MUST** see value in this for it to be successful!

Give them school swag, such as a pencil with the school's name printed on it or a little goodie bag. Even better, give them vouchers for a free cookie or bag of chips from the cafeteria. The more excited they are, the better!



Step 4 - Create and display a behavior matrix!

The PBIS leadership team should now be able to create a behavior matrix using the school-wide expectations and the examples of success the students provided.

A behavior matrix should be visible and posted in all high-volume student areas, with a focus on each specific area.

Provide a copy of the behavior matrix to your bus drivers, cafeteria workers, guest teachers, and guest speakers.

You can expect to see a decrease in bus referrals if the bus drivers are known to award points for meeting expectations. You might see a cleaner cafeteria if students know they are being watched and awarded points for being neat and helpful.





THIS IS HOW WE

H.O.W.L.

BATHROOM EXPECTATIONS

HAVE A GROWTH MINDSET

Use facilities between classes or during lunchtime.

OWN YOUR EDUCATION

Keep school property in good condition. Be patient and wait your turn. Clean hands.

WORK AS COMMUNITY

Throw trash in trash can. Remind others to clean up after themselves. Return to class quickly with the pass.

LEAD RESPONSIBLY

Use facilities with permission and pass. Be on time to class.



THIS IS HOW WE

H.O.W.L.

BUS EXPECTATIONS

HAVE A GROWTH MINDSET

Arrive at bus pick-up on time. Walk quickly to bus upon dismissal. Enter bus and sit down quickly.

OWN YOUR EDUCATION

Keep school property in good condition. Be patient and wait your turn. Know and follow bus driver's rules. Sit where, and when asked.

WORK AS COMMUNITY

Keep your hands and feet to yourself at all times. Stay in your seat until bus comes to a complete stop at your stop. Keep all belongings out of aisle.

LEAD RESPONSIBLY

Be polite to driver and follow all directions. Use soft voice and do not distract driver.



THIS IS HOW WE

H.O.W.L.

CAFETERIA EXPECTATIONS

HAVE A GROWTH MINDSET

Sit with others, and include everyone. Keep hands to yourself and your food on your tray.

OWN YOUR EDUCATION

Wait your turn in line and be ready with your lunch number and money. Walk in cafeteria areas, and sit while eating. Use inside voices and school language. Stay in designated cafeteria areas unless you have a pass.

WORK AS COMMUNITY

Place trash in trash cans. Ask for help for spills or messes. Help others.

LEAD RESPONSIBLY

Use please, thank you, and excuse me. Thank cafeteria and lunchroom staff for their hard work.

Be on time to class.

THIS IS HOW WE



H.O.W.L.

COURTYARD/HALLWAY EXPECTATIONS

HAVE A GROWTH MINDSET

Be patient and move aside so others can get to where they need to go.

OWN YOUR EDUCATION

Keep buildings, plants, and architecture neat and clean.

WORK AS COMMUNITYSTAY ON RIGHT SIDE OF

Keep moving between classes. Walk on the right side of the stairs and hallways. Be on time and help others be in class on time.

LEAD RESPONSIBLY

Use soft voices. Keep hands and feet to yourself. Use school appropriate language.



THIS IS HOW WE

H.O.W.L.

PARKING LOT EXPECTATIONS

HAVE A GROWTH MINDSET

Be patient with others while driving in and out of lot. Secure vehicle. Only bring items in vehicle that are permitted on campus. Display parking pass at all times.

OWN YOUR EDUCATION

Leave home early to avoid traffic issues. Be parked at least 10 minutes before school, only in designated student parking lot. Complete Safe Driving course within time guidelines.

WORK AS COMMUNITY

Park carefully in only one space, letting other students out. Leave handicapped spaces empty unless you possess the appropriate pass.

LEAD RESPONSIBLY

Check all mirrors for pedestrians and other vehicles prior to moving your vehicle. Follow speed limit, watch out for others, and buckle up.



THIS IS HOW WE

H.O.W.L.

SOCIAL MEDIA EXPECTATIONS

HAVE A GROWTH MINDSET

Think before posting. Ask yourself how the post will make others feel.

OWN YOUR EDUCATION

Turn off/put away device when asked, when speaking face-to-face with another person, or when walking. Turn off device while driving to avoid distraction.

WORK AS COMMUNITY

Post positive messages and photos that uplift, help, motivate, and encourage others.

LEAD RESPONSIBLY

Only post things that you would want posted about you. Only read and reply to positive posts from people you know. Be aware that digital posts are public domain and last a lifetime.

Expected Behaviors	Classroom	Cafeteria	Passing	Bathroom	Bus	Special Events
Prepared	Have all materials for the day in your book bag, (Pencil, binder, notebook, planner, etc).	Have lunch number ready. This helps to keep the line moving quickly!	Make sure you have all materials needed for the next class.	Carry a pass when necessary. Have only necessary items.	Have all necessary materials so you don't hold up the bus!	Make sure you have an event ticket.
Respectful	Use polite words, volume and appropriate actions. If someone is talking, wait your turn to speak.	Use conversational volume! Have good manners!	Do not yell during transitions - there might be other classes in session, especially during lunch periods!	Keep walls, sinks, stalls and mirrors clean. Honor someone else's privacy.	Use polite words and volume when speaking to the bus driver and your friends.	Pay attention to the speaker or presenter.
In Control	Raise your hand. Accept responsibility for your actions without arguing.	Keep hands, feet, objects and food to yourself!	Walk to the right side of staircases. Allow others to get around you. Obey crossing guards.	Throw away any trash you leave behind. Return to class quickly. Do not abuse bathroom privileges.	Stay seated and facing forward. Be aware of your surroundings and watch out for others when getting on or off the bus.	Do not speak while someone else is addressing the group. Wait your turn or follow other directions.
Dependable	Attendance! Be on time. Begin work immediately. Complete work.	Enter quickly and quietly. Go straight to the cafeteria from your class! Throw out your trash.	Go directly to your destination. Keep moving and get to your classes on time!	If a bathroom needs to be cleaned, notify a teacher so that he/she can let someone know.	Be at the bus stop on time for pick up and drop off.	Be on time to all special events, such as pep rallies, celebrations, etc.
Engaged in Learning	Be an active participant. Be on-task and engage in relevant conversations.	Listen to your lunch monitors. Listen for announcements and be aware of changes in schedule	Know and obey all expectations for safe passing.	Flush the toilet and wash your hands.	Know and obey bus rules and make sure you know safety procedures in case of emergencies.	Be aware of schedule changes and how you are directly impacted.

Step 5 - Collect/Analyze Data

Data is a driving force in the field of education.

By using your school-wide expectations as the standards and awarding points for specific behaviors, you can measure the strength of your school's culture and the overall effectiveness of your PBIS program.

If the results are positive, that's great! If the effects are adverse, that's great too! Any data is useful!

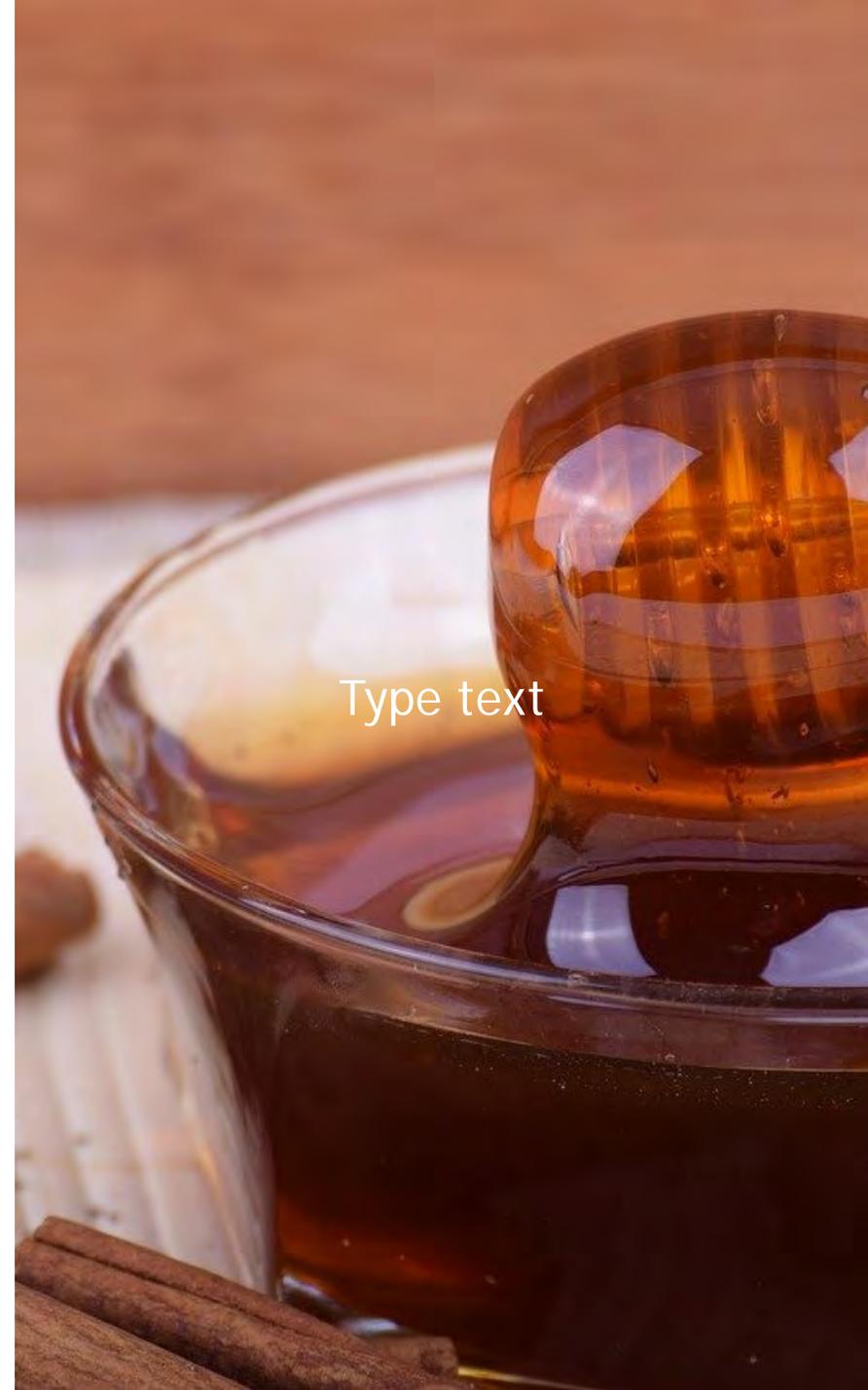


Step 5 - Analyze/Collect Data (continued)

If you do not see a positive trend, such as a decrease in office-managed referrals during lunchtime, then you might want to reevaluate the expectations in the cafeteria with the PBIS leadership team.

Invite someone from the cafeteria to sit in on your next meeting and listen to their concerns, frustrations, and expectations.

Doing so will also foster a **stronger** sense of community between instructional and non-instructional staff.



Step 6 - Identify successful and struggling students.



Identify a specific expectation each month or each quarter and ask teachers to focus on rewarding those behaviors.

The data analysis will yield two different reports - students who are consistently meeting or exceeding the school-wide expectations and students who need additional support.

Do not be so rigid in your expectations that certain students cannot meet them. For example, instead of saying " be prepared with a 5" binder" , say " be prepared with all necessary class materials" . Do not be so rigid that you set students up for failure.

Students who work harder to succeed are more likely to keep trying when their efforts are noticed and praised.

Step 7 - Celebrate Success and Provide Support

Celebrate student efforts to improve their behavior but celebrate those little victories differently than you would celebrate the student who always quietly gives her classmate her spare pencil.

You **must** celebrate the students who are consistently meeting expectations differently than you do the struggling students.

Have an awards ceremony, ice cream party, or free period for the students who consistently meet expectations.

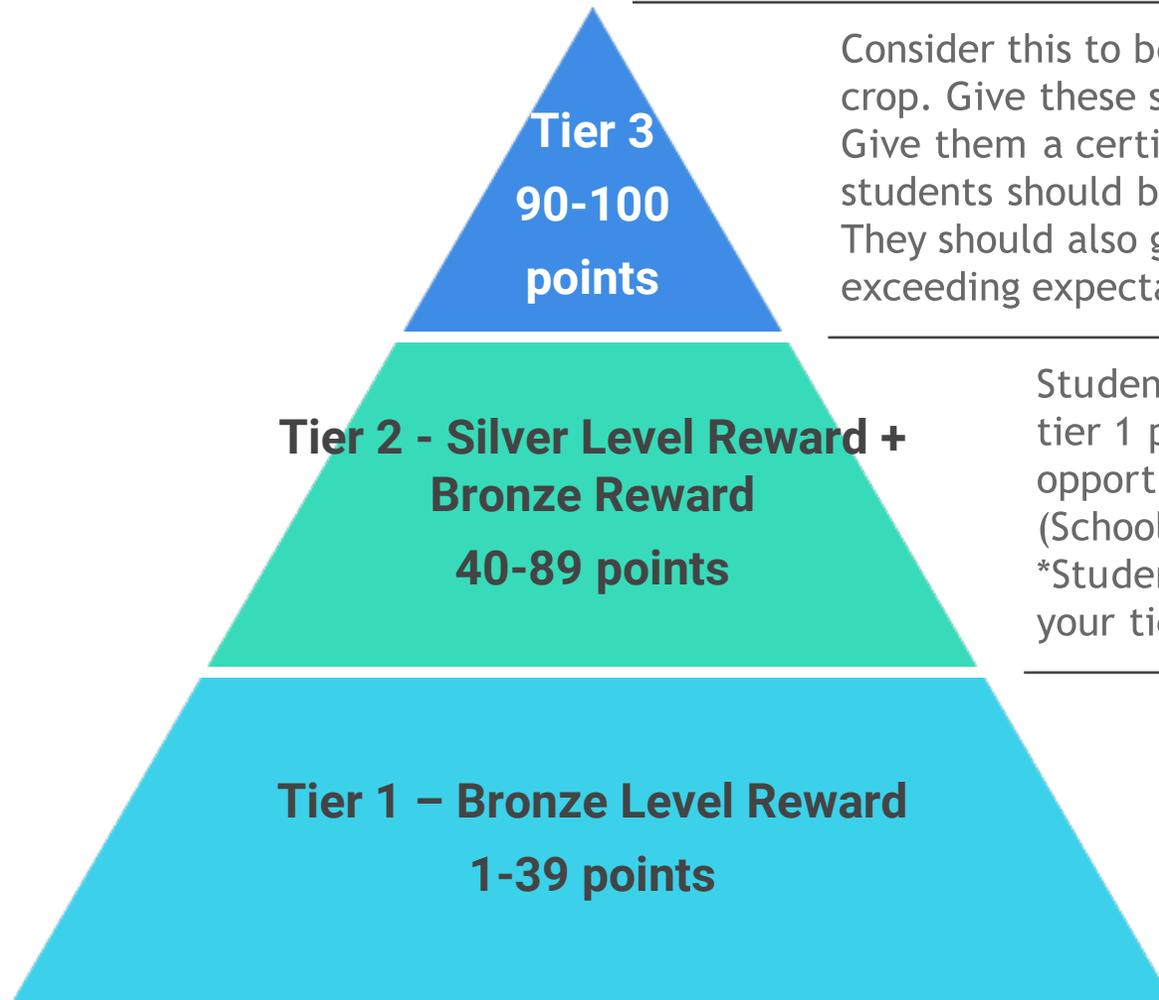
For those students who are identified as needing support, create a “ club” that they go to during the celebration.

Use this club period to determine what kind of support they need. Have the behavior specialist work on social skills or coping techniques. Have a school counselor host a “ let it go” workshop.

Make this club something that the students look forward to so that they do not feel like they are missing out on a reward.



Tiers for Rewarding Successful Students



Consider this to be the “ Gold” level. These students are the cream of the crop. Give these students an ice cream party during last period on a Friday. Give them a certificate that says they are Behavior Champions! These students should be considered for a place on the PBIS Leadership team. They should also get the rewards for the tiers that are below “ Gold” for exceeding expectations!

Students who consistently meet expectations should receive the tier 1 prizes as well as an additional bonus. Give them the opportunity to pick from a variety of "silver" (tier 2) prizes. (School swagger, extra school supplies, morning announcer, etc). *Students at the lower end of this spectrum will most likely be your tier 2 students from the other pyramid.

Every student should be able to meet the tier 1 expectations. Let's say that every student should earn at least 1 point during the quarter. This goal is attainable for all students, even if they struggle to meet expectations all the time. Reward these students with some “ down time” or a Fun Friday activity. *Students at the lower end of this spectrum will likely be your tier 3 students in the other pyramid.

Step 8 - Step 8: Advertise your PBIS Program and PBIS-Related Events!



Introduce your behavior expectations as early in the school year as you can.

Set specific dates aside for PBIS-related events and have celebrations at least once per semester. (This is why having an invested administrator is so important!) They can help you make a calendar!

Best practice is to keep behavior celebrations separate from academics and attendance.

Have one of these events per quarter if possible. You can do these events at the end of a quarter, while having expectation assemblies at the beginning.

Step 8 - Step 8: Advertise your PBIS Program and PBIS-Related Events!

Encourage teachers to have small celebrations at first - for example, set a class-wide goal of 25 points per class and offer 15 minutes of free or playtime as each class reaches that goal.

Recommend teachers have a treasure box or set up a class store and let individuals pick something when they reach 10 points.

Open a school store in the cafeteria where students can use their “ money” to purchase food items, drinks, school supplies and school gear!

During awards ceremonies, recognize students who have consistently met or exceeded expectations throughout the year.

PIRATE BUCKS MENU

You may use your Pirate Bucks to buy any of the items from this menu.

Privileges

Bean Bag Chairs	3
Rolly Chair	3
Big Comfy Chair	5

Perks

Sit with a friend for a period	15
Homework Pass	10
Line Up at the Door 1 minutes early	15
*Create your own reward	20

Renting Materials

Forgot your materials? I will give you some... but it'll cost you!

New Vocabulary Sheet	5
Lost Classwork	5
Pencil/Pen	2
New Set of Cornell Notes	3
Paper	2

Have other suggestions? Drop your ideas into the PBIS Suggestion folder in the front of my classroom!

All student created rewards must be approved by the teacher. Student created rewards are subject to change!

- Reward
- Groups
- My Activity
- Stores
- Events
- Raffles
- Referrals
- CICO Teacher 6
- CICO Coach
- Announcements
- Teacher Rewards
- Reports
- Students
- Staff
- ID Badges
- Parent Link
- Login Auth Codes
- Settings !

Materials

	Name	Item ID	Price	Description	Out of Stock	Quantity	Edit	Photo	Show In List
	Pencil Top Erasers	1502	10	Cute animal pencil toppers.		50			
	Pen	1499	5	Available in black ink only.		N/A			
	Mini-notebook	255	15	Great for a planner or assignment tracker!		19			
	Highlighter	254	10	Available in 6 different colors!		48			

Perks!

	Name	Item ID	Price	Description	Out of Stock	Quantity	Edit	Photo	Show In List
	5 Minute Time	260	15	Take a five minute break during the class period to check your		N/A			

- Reward
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	Name	Item ID	Price	Description	Out of Stock	Quantity	Edit	Photo	Show In List
	5 Minute Time Out Pass	260	15	Take a five minute break during the class period to check your phone, get a drink, use the bathroom etc.		N/A			
	Extra Bathroom Pass	1503	30	Buy an extra bathroom pass if you run out. Limit 1 per student per quarter.		N/A			
	Positive Communication Home	1009	10	Ask me to send a positive note or make a positive phone call home!		N/A			
	Tardy Forgiveness	1006	20	Have one tardy forgiven. (One per student per quarter, first 5 minutes of class only).		N/A			
	Vending Machine Visit	1350	15	Trip to vending machine. Student must be back within 5 minutes.		N/A			
	Sit with a friend for a period.	214	20	Sit with one of your friends for a class period.		N/A			

- Reward
- Groups
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- Settings !

Event Tickets

High School

25 i



AM /PM Announcer

35 i



Class Color Shirt

Main Category

100 i



Assigned Parking Space

5 i



Miscellaneous Sale Box

25 i



MS AM/PM Announcer

CHECK OUT

- Reward
- Groups
- My Activity
- Stores
- Events
- Raffles
- Referrals
- CICO Teacher 6
- CICO Coach
- Announcements
- Teacher Rewards
- Reports
- Students
- Staff
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- Parent Link
- Login Auth Codes
- Settings !

School supplies

<p>25</p>  <p>Calculator</p>	<p>15</p>  <p>Folders</p>	<p>25</p>  <p>Index Card Notebook</p>	<p>25</p>  <p>Large Eraser</p>	<p>50</p>  <p>Locker Pack</p>	<p>30</p>  <p>Locker Pencil Holder</p>
<p>50</p>  <p>Locker Shelf</p>	<p>30</p>  <p>Notebooks</p>	<p>30</p>  <p>Pencil Pack</p>	<p>5</p>  <p>Pencil Topper Eraser</p>	<p>5</p>  <p>Pens, Pencils</p>	<p>25</p>  <p>Ruler Bracelet</p>
<p>15</p>  <p>Rulers</p>	<p>25</p>  <p>Stapler</p>				

CHECK OUT

Step 9: Recognize your Staff!

Students are not the only ones who should be recognized!

Offer incentive options for teachers who support the PBIS program and its growth!

Have a raffle during staff meetings or simply give acknowledge them during morning announcements!

Give students the opportunity to give shout-outs to their teachers!





Materials

- | | | | | | | | | |
|---|---|---|--|--|---|--|--|--|
| 
\$10 Extra Copies
50 | 
\$5 Added to Class Account
30 | 
3 Additional Printed Posters
35 | 
Chart Paper Pad
75 | 
Copy Paper
40 | 
Coyote Spirit Coupon
30 | 
expo liquid
15 | 
Expo Marker Pack
25 | |
| 
Keurig Coffee Goodie Bag
50 | 
Markers
25 | 
Misc Student Supplies
15 | 
Pens
25 | 
Post it Notes -
20 | 
Premium Parking
250 | 
School Spirit Jacket
225 | 
School Spirit Polo
150 | |
| 
Supply Surprise Bag
50 | 
Sweet and Salty
30 | 
White Out
30 | | | | | | |

Check Out

Step 10: Share your expectations and victories with families and local businesses!

Get the community involved!

In my opinion, these community representatives play a critical role in determining the effectiveness of PBIS in general.

If students genuinely internalize the principles and expectations that they are held to while in school, then it will carry out into the “ real-world” and will be visible to those outside of a school setting.

Go to your local establishments or other businesses and ask them for donations, coupons or vouchers. Create a sponsor award that they can display! Advertise for them on your school’s social media outlets if possible.

You can even involve community members by allowing them to reward students for behaving appropriately in public or in their communities! (Think of a “ community currency” that can be shared in your immediate area!)

Conclusion

Designing and implementing a PBIS program is no easy feat.

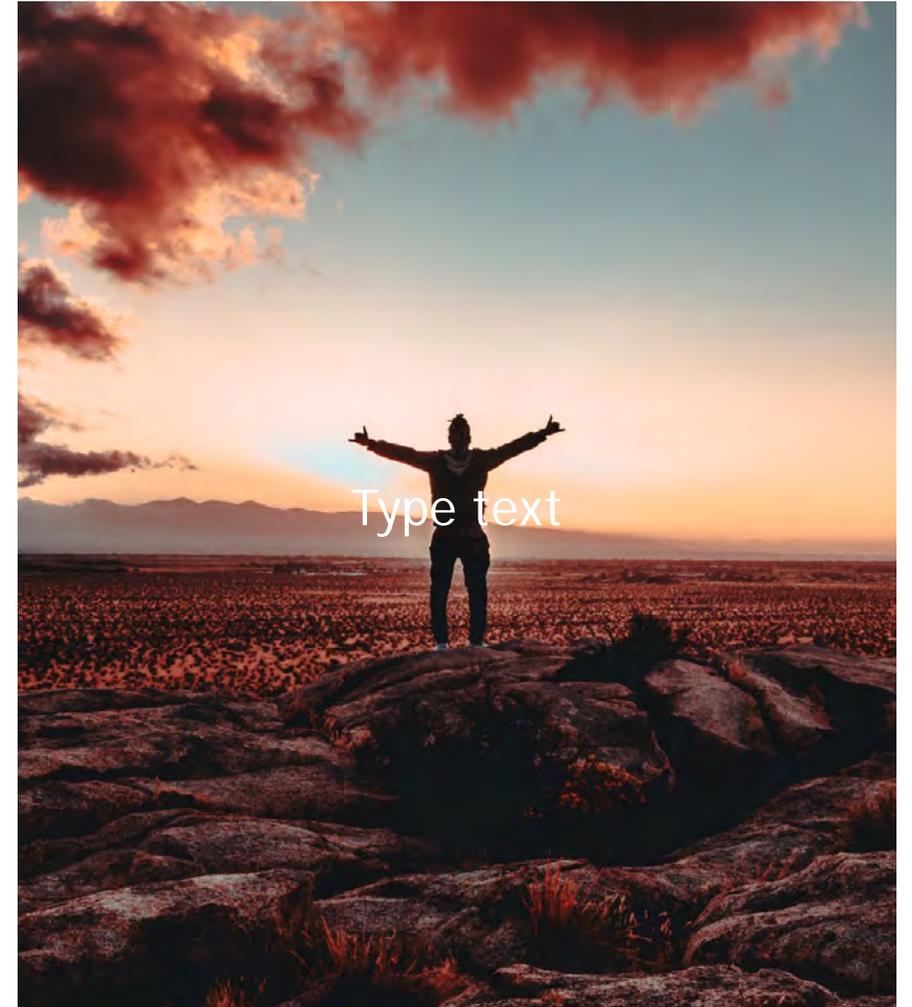
It requires dedication, commitment and support from the school community and beyond.

The administration must commit to nurturing the program and supporting its champions, teachers must commit to explicitly teaching behavioral expectations and providing help to students in need, and students must commit to doing their best every day.

Although PBIS is primarily used in schools, the benefits can extend well beyond the school setting.

The most fundamental principal of PBIS is to identify and define core values that each student can internalize.

If students truly embrace these values, it will be reflected in the community and everything else they do.



Type text

And remember...



**You catch more flies with honey
than you do with vinegar.**

Questions & Answers

