



Florida's Positive Behavior Interventions & Supports Project

Unpacking the Standards and PBIS

FLPBIS Online Chat
January 12, 2016
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A Multi-Tiered System of Supports



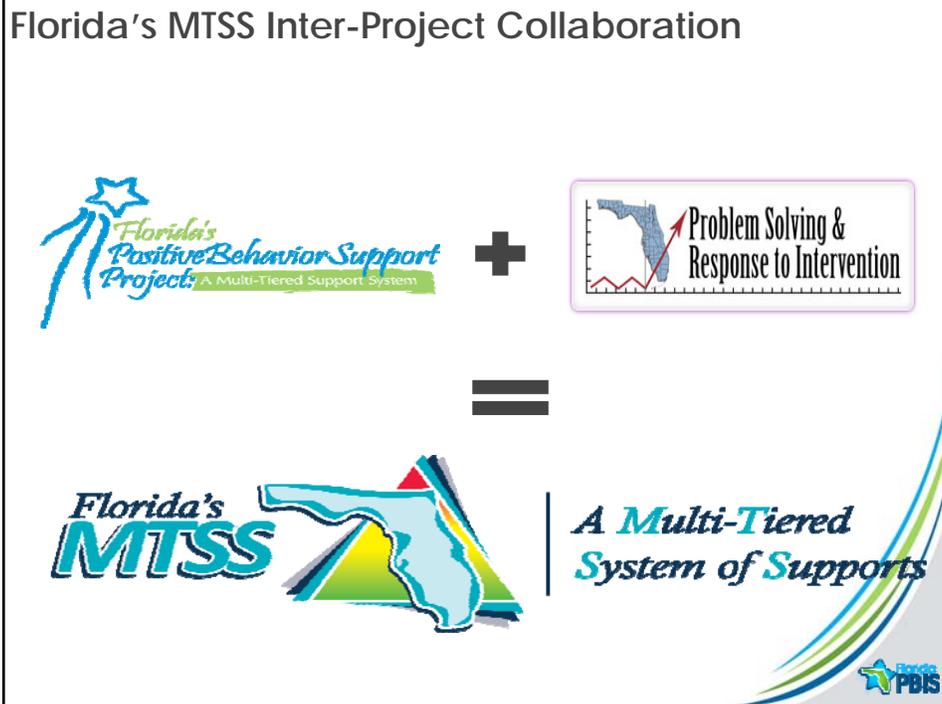
This product was developed by Florida's Positive Behavior Support Project through the University of South Florida, Louis de la Parte Florida Mental Health Institute funded by the State of Florida, Department of Education, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

Objectives

Participants will:

1. Recognize the reciprocal relations between academic and behavior skills.
2. Understand how to develop lesson plans aligned with standards that allow for differentiation of supports for student needs.





“integration” within MTSS



Academic Skills and “Academic Behaviors” are identified for all students

- **(Skill Integration)**

The data are presented in a way that reflect the **relationship** between academic skills and social/emotional behaviors

- **(Data Integration)**

The instruction provided in Tiers 2 and 3 integrates Tier 1 instruction (materials, performance expectations.)

- **(Tier Integration)**

The instruction provided in Tier 1 integrates the effective instructional strategies and performance expectations from Tiers 2 and 3

- **(Tier Integration)**



Tiers of PBS

Tier 3 – (Intensive, Individualized) Processes and procedures reflect school-wide expectations coupled with team-based strategies to address problematic behaviors of individual students

Tier 2 – (Targeted, Supplemental) Processes and procedures address behavioral issues of groups of students with similar behavior problems or behaviors that seem to occur for the same reasons (i.e. attention, escape)

Tier 1 & 2 – (Classroom) Processes and procedures reflect school-wide expectations coupled with pre-planned strategies applied within classrooms

Tier 1 – (Universal, Core) Procedures and processes support behavior intended for all students, staff, across all settings



Academic & Behavior Relations

- Increased rigor may result in escape-maintained problem behaviors.
- Poorly developed or performed intra- and/or inter-personal behavior can interfere with the acquisition or performance of an academic skill.
- Emphasis on collaborative *engagement* among students requires social and interpersonal skills.
- Components of *effective instruction* are similar whether academic or behavioral focus
 - *Rationale, definition (ex/ non-ex), I do (modeling)-we do (supported demonstrations, role-playing)-you do (opportunities to practice with feedback)*





Florida PBIS Florida's Positive Behavior Interventions & Supports Project



Florida Center for INCLUSIVE COMMUNITIES

Integrating academic and behavioral instruction



UNIVERSITY OF SOUTH FLORIDA
COLLEGE OF EDUCATION AL & COMMUNITY SERVICES



FLORIDA DEPARTMENT OF EDUCATION

A Multi-Tiered System of Supports

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FSS or CCSS visual of LA Standards Organization

<p>Reading Strand</p> <ul style="list-style-type: none"> • Literature • Informational Text • Foundational Skills 	<p>Literature and Informational Text</p> <ul style="list-style-type: none"> • Key ideas and details • Craft and structure • Integration of knowledge and ideas • Range of reading and level of text complexity <p>Foundational Skills</p> <ul style="list-style-type: none"> • Print concepts • Phonological awareness • Phonics and word recognition • Fluency
<p>Writing Strand</p>	<ul style="list-style-type: none"> • Text types and purpose • Production and distribution of writing • Research to build and present knowledge • Range of writing
<p>Speaking & Listening Strand</p>	<ul style="list-style-type: none"> • Comprehension and collaboration • Presentation of knowledge of ideas
<p>Language Strand</p>	<ul style="list-style-type: none"> • Conventions of standard English • Knowledge of language • Vocabulary acquisition and use

Unpacking FSS

Step 1	Select a standard or a set of standards.
Step 2	Circle the verbs and action phrases (skills-Do). Record.
Step 3	Underline the nouns and noun phrases (knowledge and understanding-K and U). Record.
Step 4	Determine pre-requisite skills implied within the standard. Record.
Step 5	Determine instructional implications of the standard. Record.

Reflection: Pre-requisite skills implied within the standard

- Active listening skills
- Social skills (verbal and non-verbal)
- Understand, follow rules
- Initiation skills
- Focus, attention, and self-regulation
- Planning and problem solving skills
- Perspective taking
- Critical thinking skills
- Organization and synthesis of orally and visually presented information
- Appreciation of diversity
- Negotiation and conflict resolution



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Examples of aligning academic and behavioral instruction

A Multi-Tiered System of Supports

Tier 1 Behavioral Curriculum and Instruction for All Students: PBIS

- Schoolwide expectations
- Rules for specific settings
- Classroom rules
- Classroom procedures
- Social and inter-personal skills needed for participating in the instruction effectively



Tier 1 Expectations and Classroom Rules

ROAR
Expectations/Definitions

Respectful

- Do Unto Others
- Value Yourself & Others
- Be Honest
- Good Manners

Optimistic

- I Can & I Will!
- Believe in Yourself

Ambitious

- Goal Oriented
- Do Your Best
- Never Give Up

Responsible

- Be Safe
- Do Your Job!

How do these align with the FSS?

Increased student collaboration

Student diversity

Challenge and rigor

Student responsibility for learning

Tier 1 Expectations and Classroom Rules

ROAR
Expectations/Classroom Rules

Respectful

- Listen when others are talking
- Quietly raise hand and wait to be acknowledged.

Optimistic

- Believe in Yourself

Ambitious

- Come to class prepared and with materials and a positive attitude

Responsible

- Stay in assigned areas

How do these align with the FSS?

Presentation of Knowledge and Ideas:

- **Present** information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Tier 1 Expectations and Rules

PBS Classroom Management Plan – Ms. Peach

Teacher: Ms. Peach		Date: January 2016
Tier 1 Expectations (Tigers ROAR)		Classroom Rules
<i>3-5 observable, positively stated behaviors aligned with expectations</i>		
1. Respect	Use quiet, indoor voices	
2. Organization	Have all necessary materials ready prior to the start of class	
3. Attitude	Listen when others are speaking	
4. Responsible	Be on time to class	
Procedures		
<i>Clearly described and visibly posted</i>		
Restroom: 1) Use the restroom prior to coming to class, or 2) Students may use the restroom only during individual seatwork 3) Sign sheet and take 'tag' to leave class and sign back in and replace tag on hook upon returning to class		
Homework: Place completed homework assignments in the bin labeled 'Homework' prior to starting bell work		
Lunch Prep: 1) Put materials away in proper place 2) Secure lunch money or ticket 3) Push in chair and line up when called		



Critical Elements of Lesson Plans

Gradual Release	Steps
I DO Explicit Instruction	<ul style="list-style-type: none"> • Define the behavior (skill, rule, procedure) and give rationale for why that's important linked with students' long-term goals <ul style="list-style-type: none"> • Include examples, non-examples • Model the skill • Guided practice • Role plays • Opportunities for practice with <i>feedback</i> (positive reinforcement) • Independent practice • Peer collaboration • Self-assessment and reflection
WE DO	
YOU DO	



Sample: Lesson Plan for Teaching Rules (Skill Level)

1. Setting - Cafeteria

2. List Expectations (Circle those that apply to this setting)

1. Be Safe
2. Follow directions
3. Be Respectful
- 4.
- 5.

3. Activity: Reviewing Expectations

- Discuss the Tier 1 expectations while presenting student generated posters, icons, and/or photographs

4. Generate Specific Rules for Setting:

Expectation 1: Be Safe

Rule A:	Example	Non-example
• Leave length of 2 hands between you & person in front of you in line	Student stands a good distance behind others	Student bumps into student next to him
Rule B:	Example	Non-example
• Touch only items you want & need	Student picks up plate with desired food item	Student picks up apple to show others
Rule C:	Example	Non-example
Rule D:	Example	Non-example

Expectation 2: Follow Directions

Rule A:	Example	Non-example
• Bring your money or lunch ticket	Student has ticket/money	Student does not have ticket/money
Rule B:	Example	Non-example
• Decide what you want to eat	Student orders pizza when asked	Student looks at menu for 5 minutes

Integrate this information with the academic lesson planning process that teachers are already doing

Linking Behavioral Instruction with Academic Instruction

SOCIAL SKILLS	INSTRUCTIONAL STRATEGIES							
	Peer Collaboration	Concept Maps/Graphic Organizers	Debates/Perspective-Taking	Generating/Testing Hypotheses	Student Demonstrations and Responding	Self-Monitoring	Games	Questioning
Listening (A, E)	X	X	X	X	X		X	X
Starting/Beginning a Conversation (A, E)	X		X					
Having a Conversation (A)	X		X					
Convincing Others (A)	X		X	X				
Negotiating (A, E)	X		X	X				
Using Self-Control (A, E)	X	X	X					
Responding to Persuasion (A)	X		X					
Contributing to Discussions (E)	X	X	X		X			
Asking a Question (A, E)	X	X	X	X				X
Giving a Compliment (A, E)	X							
Accepting a Compliment	X							
Asking for Help (A, E)	X	X		X	X	X	X	X
Giving Instruction	X							
Following Instructions	X	X	X	X	X	X	X	X
Apologizing	X							
Expressing Emotions (A, E)	X		X		X			
Understanding Emotions of Others (A, E)	X		X		X			
Dealing with Anger (E)	X					X	X	X
Dealing with Someone Else's Anger (A, E)	X						X	
Helping Others (A)	X	X		X	X			
Standing Up for Your Rights (A)	X		X		X			
Answering a Complaint (A, E)	X							
Responding to a Complaint (A)	X					X	X	
Dealing with Contradictory Messages (A)	X		X	X				X
Dealing with an Accusation (A, E)	X							
Dealing with Group Pressure (A, E)	X							
Saying Thank You (A, E)	X							
Bringing Materials to Class (E)	X	X	X	X	X	X		
Offering Help to a Classmate (E)	X	X		X	X		X	

Implied skills identified in step 4 of unpacking process

A = Skillstreaming the Adolescent, McGinnis, E.T. & Goldstein, A.P. E = Skillstreaming the Elementary Child, McGinnis, E.T. & Goldstein, A.P.
 MTSS Classroom Coaching Guide: Instruction Section 3 Page 8

Linking Behavioral Instruction with Academic Instruction

- Handout #1 as an example.
- Merge academic and behavior lesson plans
 - Use existing PBIS lesson plans and resources to integrate critical elements into the academic lesson plan
 - PBIS behavior lesson plans reviewing expectations and rules
 - Skillstreaming
- Use effective instructional strategies to explicitly teach behaviors as they relate the academic instructional activities.
- Ensure individual student needs are addressed in lesson plans.



Video Exemplar: Explicit behavioral instruction integrated into the academic lesson plan and delivery

- <http://explicitinstruction.org/video-elementary/elementary-video-1/>
- Look for as you watch video:
 - Explicit review of expectations for appropriate behavior that include elements of effective instruction (modeling, opportunities for practice, specific feedback)
 - Explicit review of appropriate behaviors that are directly tied to the academic content (e.g., expectations for choral responding that include opportunities for practice and feedback; expectations for small group work that include opportunities for practice and feedback)
 - Differentiated behavioral strategies and instruction that meet individual student needs (e.g., use of personal names, use of planned ignoring/proximity for squirrely student in the front)
 - Use of preventative strategies (moving students to minimize potential problems with upcoming partner work; acknowledging distractions in back of room), specific and positive praise is used strategically throughout video
 - Others?

Integrating Behavior Lesson Plans into Academic Lesson Plans (Handout)

- Revised CPALMs Lesson Plan
 - Grades 6-8; Nine 50-min. sessions
 - Aligned to Language Arts standards
 - Biography project
 - **Student Objectives:**
 - Learn to ask relevant questions before beginning a research project
 - Learn to take notes and categorize information as they create graphic organizers
 - Improve comprehension as they read and skim text for main ideas and details
 - Develop research skills (book and internet) with purpose of teaching the class what they have learned
 - Think critically as they use rubrics and written feedback to evaluate their classmates and themselves.
 - Original lesson plan indicated in *black ink*
 - Revised lesson plan indicated in *red ink* that includes considerations for integrating behavioral instruction for all
 - Revised lesson plan indicated in *blue ink* that includes considerations for integrating behavioral instruction to meet individual student needs

Session 1: Introduction and planning

- **Prior to beginning lecture review schoolwide expectations and classroom rules for appropriate behavior specific to large group instruction (what does paying attention look like/not look like; appropriate ways of asking for help/asking a question) and reviewing/reminding the incentive strategies used during that time. Plan strategies for ensuring large group instruction of appropriate behavior and incentive/reinforcement strategies used include specific strategies aligned with student needs identified in IEPs (e.g., Review self-monitoring procedures, signals to begin/end self-monitoring procedures, and has necessary materials).**
- Ask students what a biography is and show an example of one. Ask them what sort of things they would expect to find out about a person's life in a biography.
- **Before small group discussion be sure to prep small group behavioral expectations and signal for transition back to large group work.**
- Share a biography of Martin Luther King, Jr. and ask students to work in pairs to generate questions about his life. Ask for their ideas for how this information might be categorized (such as childhood events, turning points, things he is famous for,
 - ways that he demonstrated the schoolwide expectations (i.e., how did he demonstrate respect, responsibility, safety, did he create rules for appropriate behavior in his work with others?)
- Have students brainstorm famous people who might have biographies written about them, and write student responses on the board.
- Pass out the graphic organizer and discuss how categories and subcategories can be used to summarize a person's life achievements. In the sample for Martin Luther King, Jr., categories include "childhood and young adult," "beginning of his career," "turning points," "march on Washington," "what he wrote," and "assassination." Have each student narrow the list on the board to three famous people they might like to study (they will narrow it down to one during the next session, depending on availability of biographies).
- **Before small group discussion be sure to prep small group behavioral expectations, specific tasks and expected outcomes of the activity and signal for transition back to large group work. Plan strategies for ensuring the needs of students with IEPs are met.**
- Pair off students to discuss the people they're interested in researching. Have them ask each other what they already know about the people. What things do they not know but want to find out? Have students work together to help each other generate questions about each of the people they would like to learn more about.

Sessions 2-5: Library research and biography reading

1. Before transitioning to new environment, review expectations for library or classroom library and include strategies to ensure students with IEPs/BIPs are successful.
2. Using your classroom or school library, have each student check out a biography of a famous person. The biography should be about one of the three people on the student's list from Session 1.
3. Pass out the Web Rubric and go over expectations and criteria with students.
4. Consider adding requirement related to identifying moments, experiences, achievements, etc. when the person demonstrated the tier 1 expectations.
5. Web has categories that fit with the information written about the person and are easily understood by the reader. Each category has supporting information that helps the reader understand the details of the person's life. The writing is clear with no spelling or grammatical errors. Each bubble gives brief, clear information. Web shows the main achievements of the person's life based on the student's interpretation.
6. Use the sample web for Martin Luther King, Jr. to model for students how each item of the rubric applies to the creation of the web.
7. Ask students to skim (or preread) their biographies, focusing on the questions they generated during Session 1 about the selected person.
8. Before transitioning them to group work, review behavioral expectations for small group work and strategies for students with IEPs/BIPs.
9. Then have students work with their partners to group the information they find into appropriate categories and start a rough draft of their webs.
10. For homework (and, if time, in class), have students read independently as they complete their webs. Students can also use the list of suggested websites to add to their webs.
11. When the webs are complete, have each student use the Web Rubric to evaluate his or her own web.
12. Have each student share his or her web with a partner and give each other feedback and suggestions for improvement. The partner can fill out the same rubric using a different color.
13. Consider what behavioral skills/lesson plans might need to be reviewed prior to this activity? Consider Skillstreaming lesson plan providing and accepting feedback from peers. Plan strategies to ensure students with IEPs/BIPs are successful.
14. Collect the students' webs, review them, and use the same rubric with another color to make suggestions for improvement.

Session 6: After reading

1. Return the rubrics to students, giving them time to review the comments from you and their partners. Allow them the opportunity to make revisions to their webs.
2. Consider what behavioral skills/lesson plans might need to be reviewed prior to this activity? Consider *Providing and Accepting Feedback from Peers* (Skillstreaming Elementary and Adolescent).
3. Have students copy their webs neatly onto butcher paper and prepare for the class presentation, writing notes or key words and phrases on index cards to help them remember what they will say.
4. Consider what behavioral skills/lessons you might need to review prior to this activity. Consider the following from Skillstreaming Elementary and Adolescent:
 - a. *Communicating with Others,*
 - b. *Use Initiating a Conversation and Having a Conversation,*
 - c. *Contributing to Discussions with Others* (as a starting point for discussing presentation style including eye contact, volume and inflection in voice, relaxing yet confident body language, etc.),
 - d. *Asking a Question,*
 - e. *Listening to Others*
 - f. Relaxation and coping strategies (especially for those that might be nervous in front of groups).

Sessions 7-9: Class presentations

1. As students give the class presentations, have other students use the Oral Presentation Peer Feedback Form to write their feedback.
 2. Consider what behavioral skills/lesson plans might need to be reviewed prior to this activity? Consider *Providing and Accepting Feedback from Peers* (Skillstreaming Elementary and Adolescent).
 3. Collect the feedback forms, review and check them for inappropriate comments, and give each set to the corresponding presenter.
- EXTENSIONS
 - Have students use their webs and the online Bio-Cube tool to plan and write biographies of the person they have researched. When they are finished, ask students to share the books with a younger class.
 - What behavioral skills may need to be reviewed prior to sharing books with younger class?



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Thank You!!!

Questions?

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