

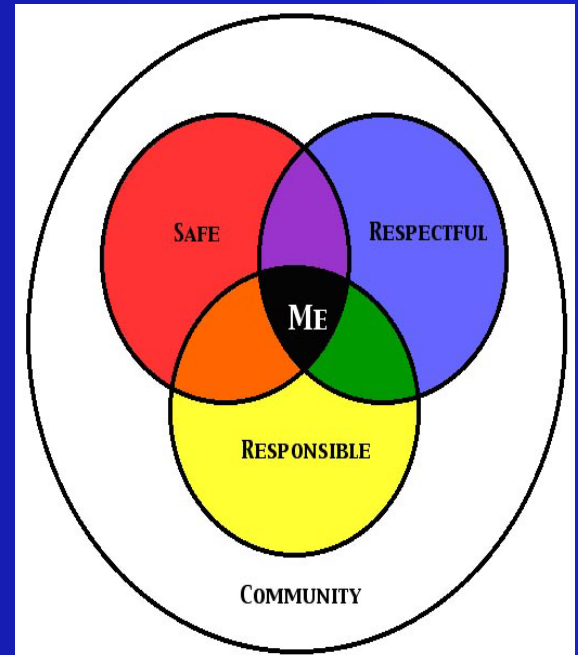
PBIS

The Forbush Model



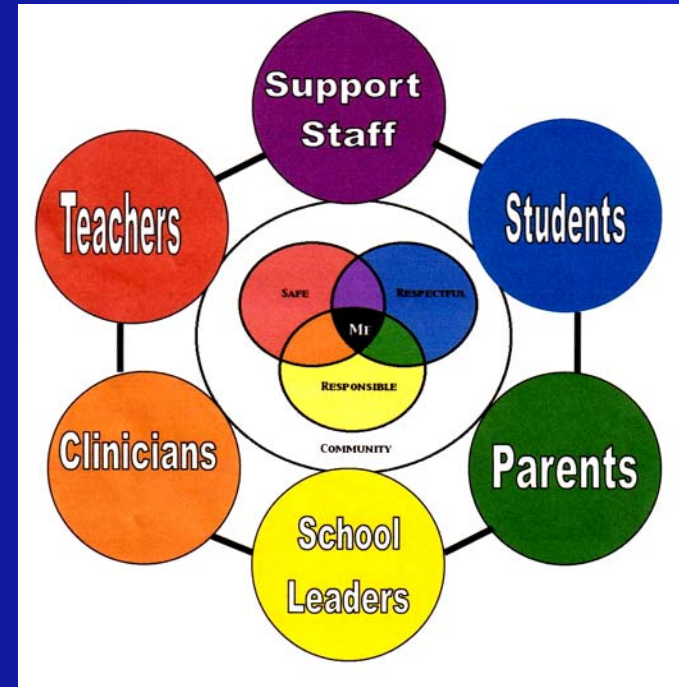
What is PBIS?

- System Wide Approach
 - Framework
 - Integration
- Ongoing and new staff training in PBIS
- Staff reinforcement systems (i.e. “Gotchas”, retreats, employee of the month)
- Parent workshops and home visits
- General behavior intervention plan (in progress)
- PBIS tip of the month



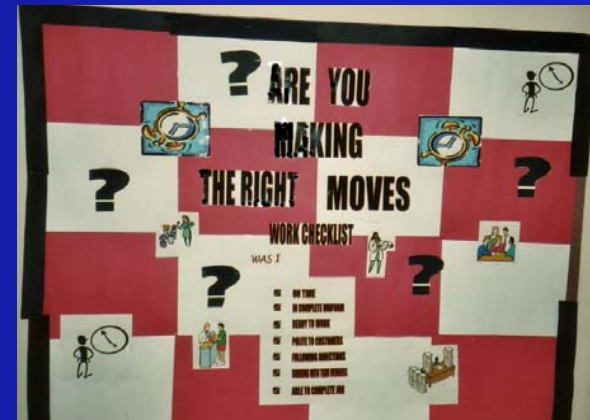
Organizational Framework

- PBIS committee
- Multidisciplinary representation
- On going meetings
- PBIS student committee



Communication

- Update in weekly staff meetings
- Bulletin boards and posters
- Homeroom updates
- PBIS newsletter
- Assemblies



Teaching Positive Behavior

- “Triangle of Choices”
- Anger managements and problem solving strategies
- “Do-overs”
- “Every consequence teaches a lesson”
- “Think Sheets”



Teaching Positive Behavior

- Second Step/Life Skills model-integrated into curriculum
- Skills and strategies reinforced throughout the program.
- “Second Step” newsletter to staff
- Bulletin boards and posters with key phrases



Social Skills Teaching Strategies

- Modeling
- Coaching and cueing
- Storytelling
- Group discussion
- Role-play facilitation
- Transfer of Learning
- Transfer of Training



Second Step Teaches:

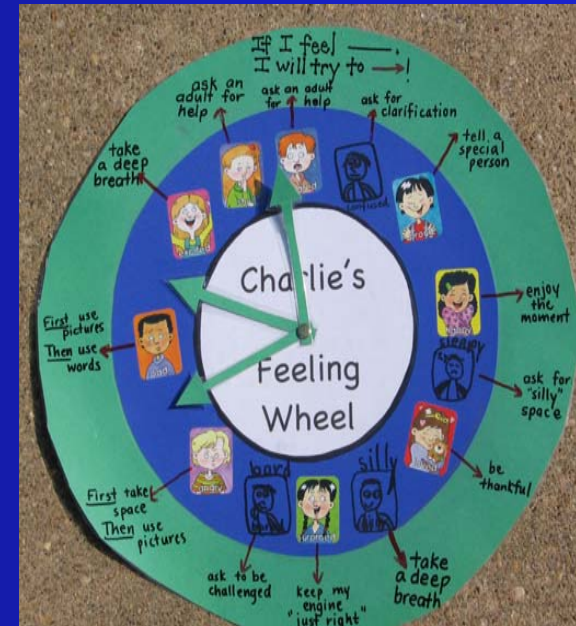
- Empathy Skills
 - Understanding feelings
 - Perspective taking
 - Communicating
- Anger Management
 - Impulse control
 - Cooling down
 - Understanding “Cycle of Anger”

How am I feeling?



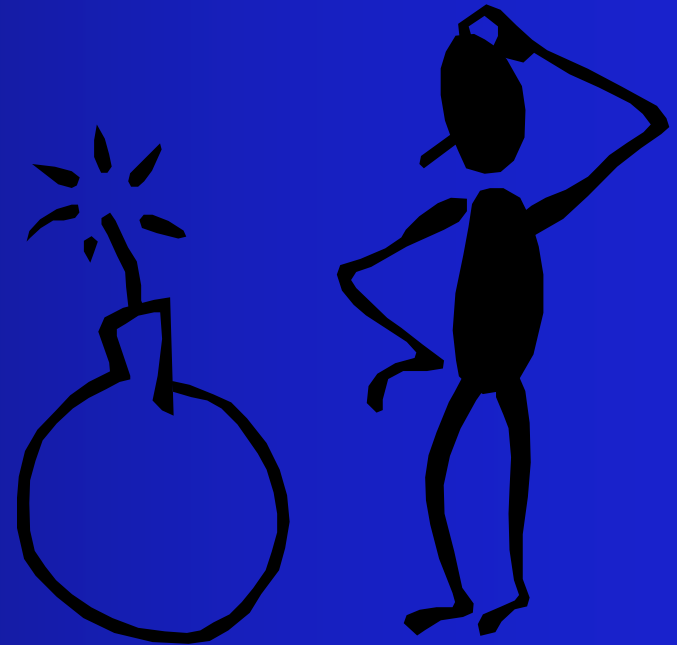
What To Do When You Are Angry

- 1. How does my body feel?
- 2. Calm down:
 - Take 3 deep breaths
 - Count backward slowly
 - Think calming thoughts
 - Talk to myself
- 3. Think out loud to solve the problem.
- 4. Think about it later:
 - Why was I angry?
 - What did I do?
 - What worked?
 - What didn't work
 - What would I do differently?
 - Did I do a good job?



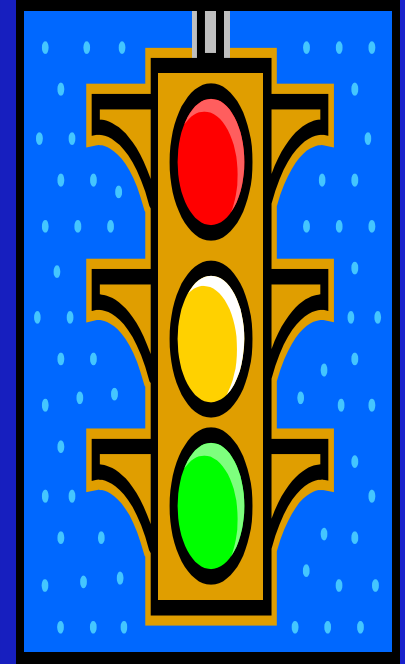
Second Step Teaches

- **Interpersonal Problem Solving**
 - Identifying a problem
 - Brainstorming solutions
 - Evaluating solutions
 - Choosing a solution
- **Behavioral Skills**
 - Dealing with peer pressure
 - Responding to a complaint
 - Responding to an accusation
 - Making a complaint



How to Solve Problems

- 1. What is the Problem?
 - Each person says:
 - What happened
 - How I feel
 - What I need
 - Restate the problem giving both points of view.
- 2. What are some of the solutions?
- 3. For each solution ask:
 - Is it safe?
 - How might people feel?
 - Is it fair?
 - Will it work?
- 4. Choose a solution and use it!
- 5. Is it working? If not, what can we do now?



Alert Program

- Alert teaches students to recognize warning signs before there is a change of arousal states.
- Analogy of a speedometer is used to teach students to describe their own “engine level”.
- Oral, tactile, visual, auditory and olfactory inputs as well as movement help maintain optimal levels of arousal needed for learning.
- Students make changes to arousal level when engine is not “just right” before they lose control.

Slow



Just Right

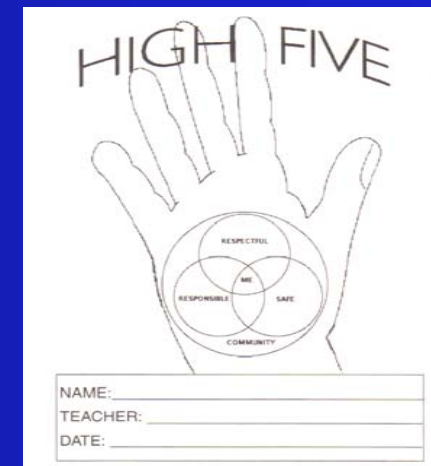


Fast



Recognizing & Reinforcing Positive Behaviors

- Reward activities-school wide, classroom, individual
 - High Fives
 - School Store
 - Level Privileges
 - “Bus Bucks”
 - 3 “Be’s” integrated onto the point card



Recognizing & Reinforcing Positive Behaviors

- Tie into level systems
- Honor Council
 - Meetings
 - Rewards
 - Projects
- Honor level/green level rewards and privileges



Forbush “High 5” Store

Get Off to a Good Start

- Warm Welcome/Greeting each student by name.
- Saturate w/ “High 5’s” in the morning
- Emphasis in homeroom
- Integrate into instruction
 - Diet
 - Adequate sleep
- Use the slogan as often as it applies with students and staff



Resource Room Visits

- Look at the frequency and average duration from your data
- Use think sheets
- Encourage “time-out” in class.
- Reward student for returning to the lesson.
- Reward for quick turnaround in resource for return to class.

Think Sheet
Are You In Control?

Do You--Follow Directions and Stay on Task?
Do You--Respect The Rights of Others?
Do You--Allow other Students to Learn?
Do You--Take Care of the Building, Furniture
and property of others?

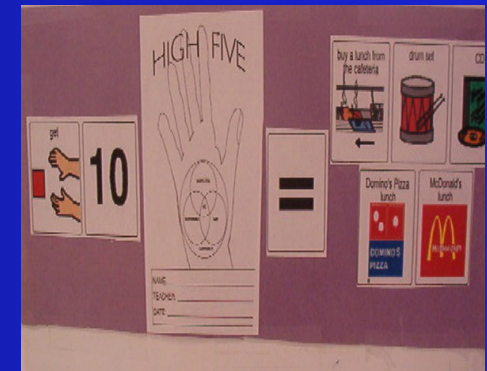
What I did was _____

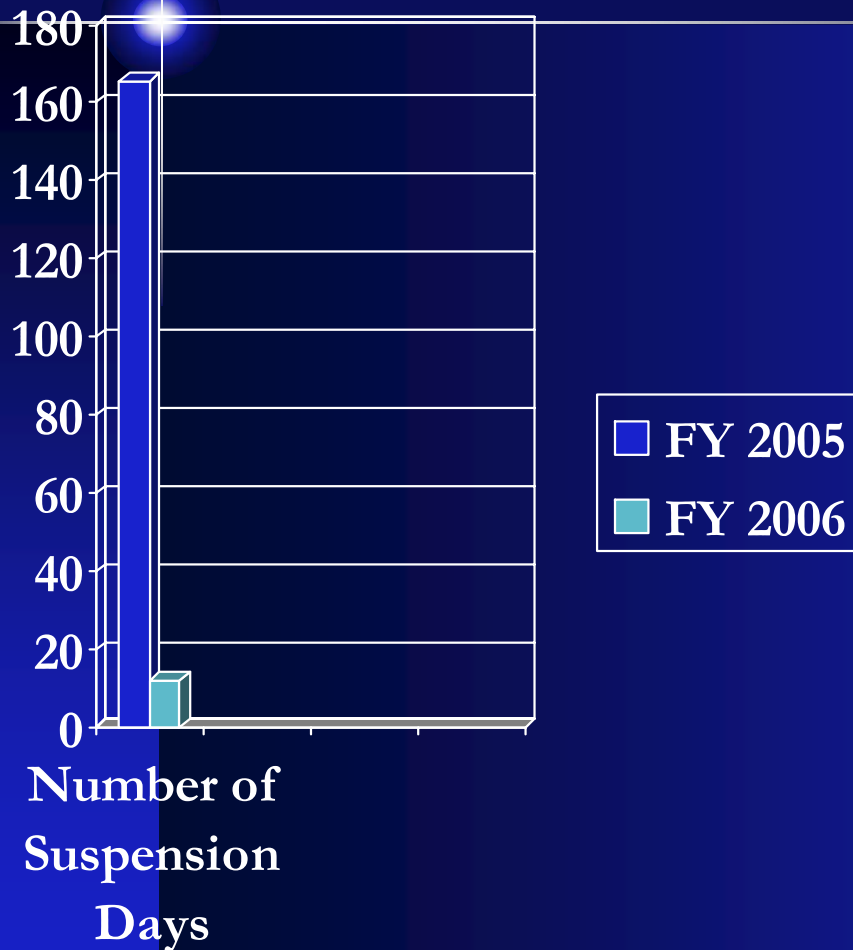
The problem this caused was _____



Red Zone Intervention

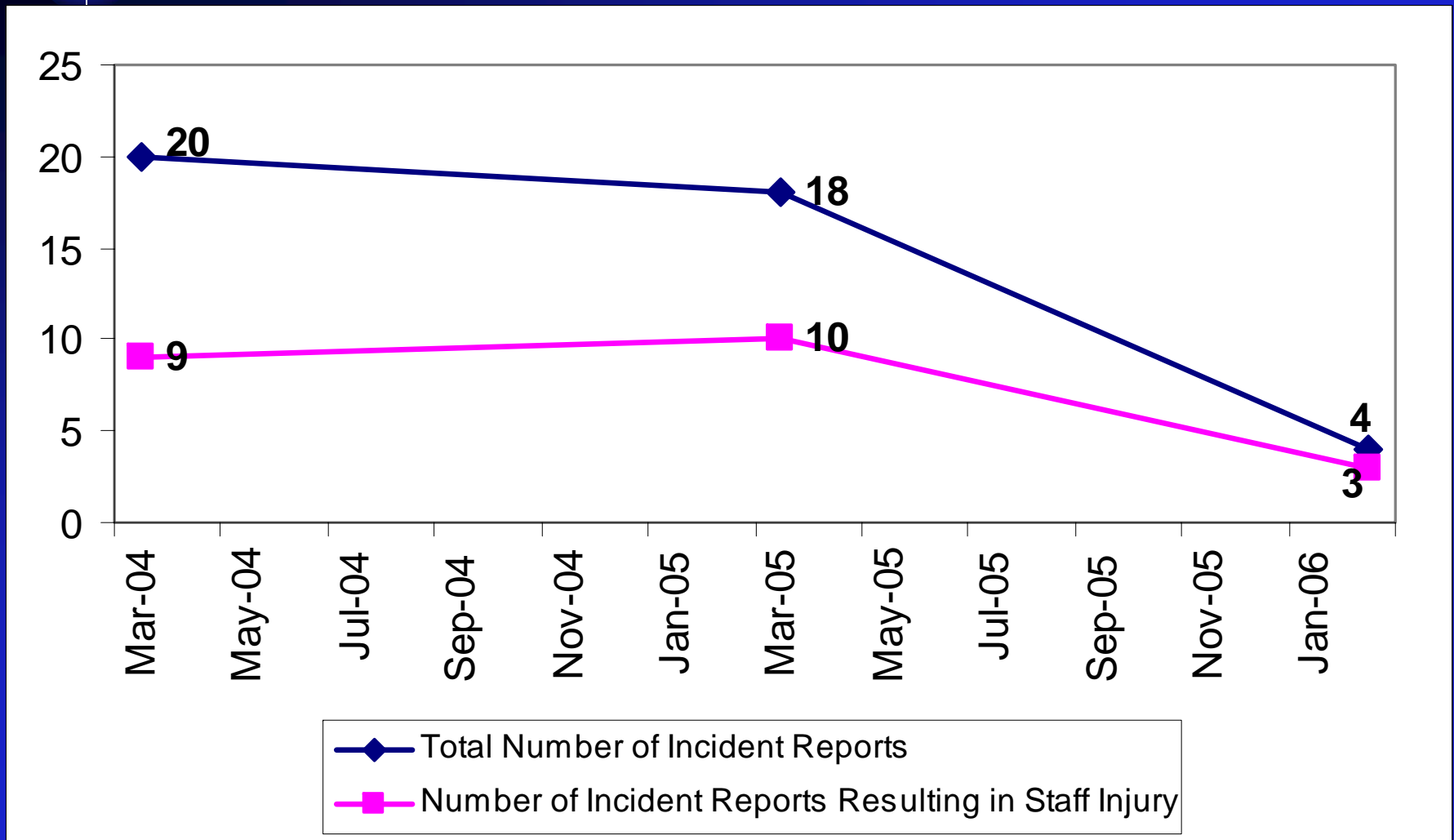
- Data based
- FBA/BIP meeting
- Case conference on “red zone” kids
- Resource room plan for students
 - Individualized
 - Pop-up’s when student is entered into the computer
- Develop individualized behavior intervention program





- Census increased by 27% compared to last year
- Every month in FY 2006, Forbush Day School has averaged between 5 to 30 students over budgeted census
- 82% decrease in number of suspension days
- 153.5 Days of Instructional Time Recovered (based on 6 hour school day)
- 6907 Minutes of Administrator/Resource Time Recovered

Incident Reports by Year





PBIS In Action

