



Positive Behavioral Interventions and Supports (PBIS) in the Era of HB 318

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Agenda

Core Components of PBIS

Federal and State Supports for PBIS

PBIS and teacher preparation

Core Components of PBIS



Teaching Appropriate Behavior

“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.*”

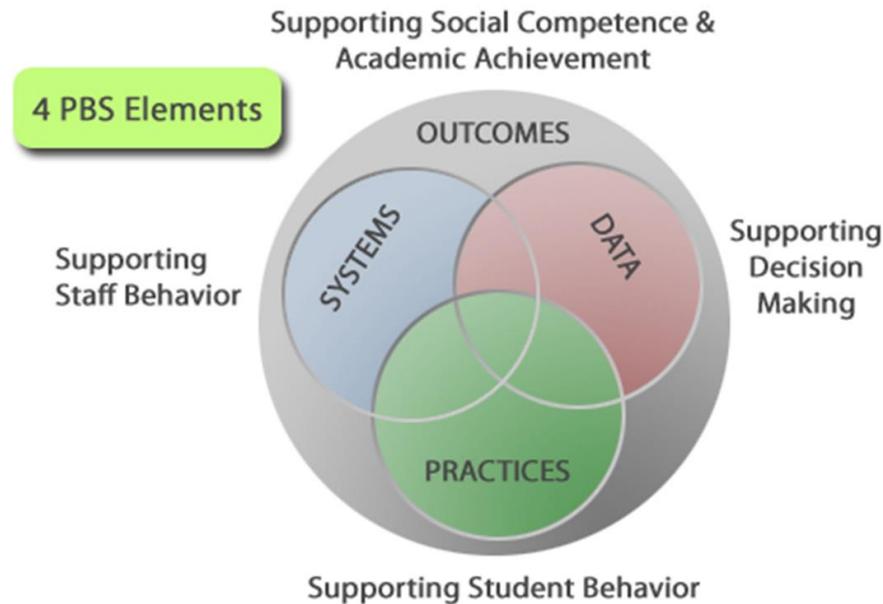
“If a child doesn’t know how to behave, *we... ..teach?*
...punish?”

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

(Herner, NASDSE, 1998)

PBIS Is...

A decision-making framework that guides selection and implementation of evidence based practices for improving social competence and academic achievement



PBIS is a Process

It is More than Practices/Programs

Positive Behavioral Interventions and Supports

Framework

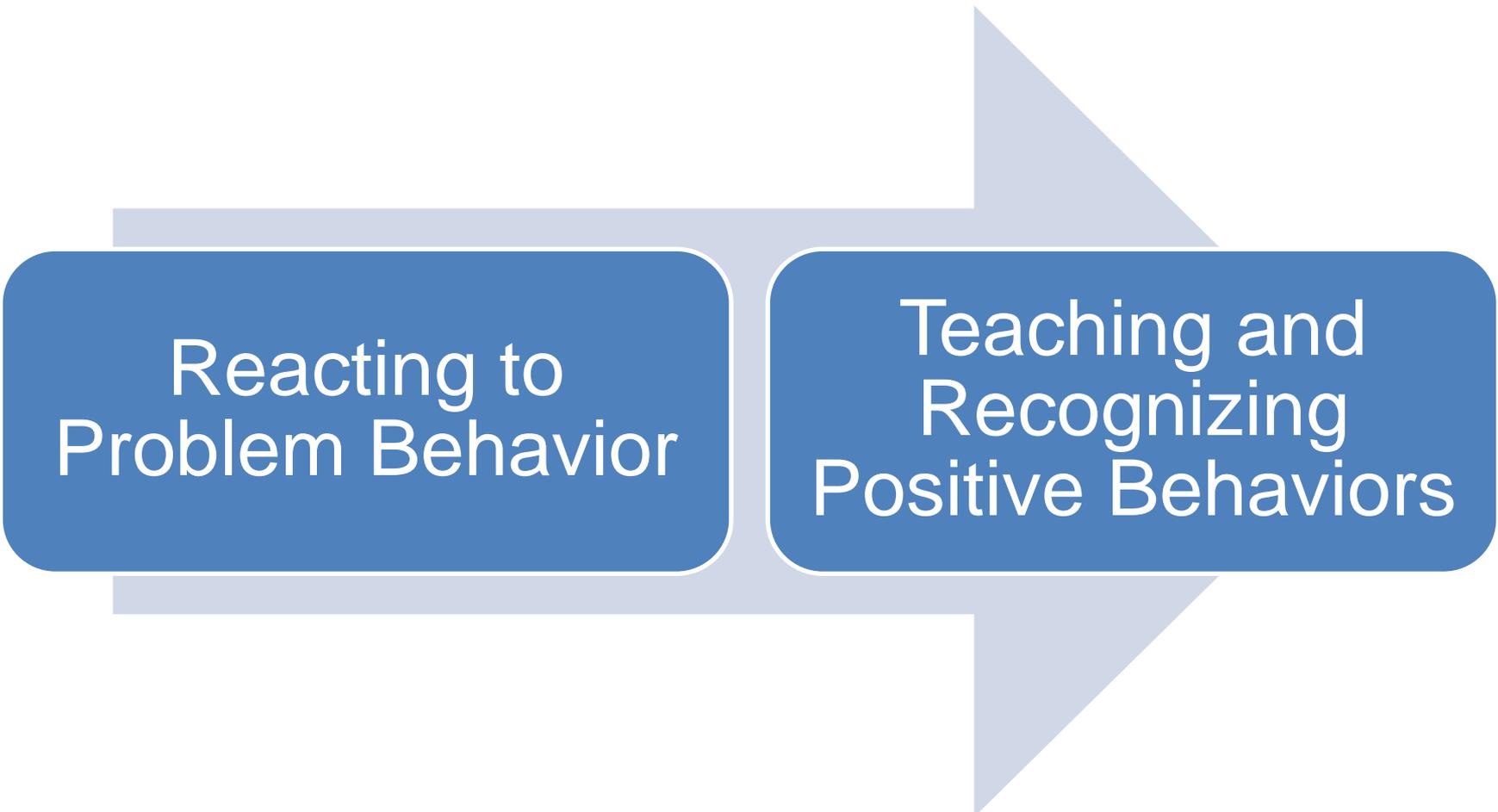
Systems

**Data
Driven**

**Evidence-
Based
Practices**

Outcomes

Paradigm Shift



Reacting to
Problem Behavior

Teaching and
Recognizing
Positive Behaviors

Is This How You Would Teach It?

Academic Skill: **Addition**

- $2+2$ is not 1
- $2+2$ is not 2
- $2+2$ is not 3
- $2+2$ is not 5
- $2+2$ is not 6
- $2+2$ is not 7
- Etc. . .

Behavior: **Peer Relations**

- No elbowing others
- No kicking
- No hitting
- No pinching
- No biting
- No scratching
- Etc. . .

PBIS is about Adult Behavior

Adults create the environments that help students succeed.



PBIS is NOT

Packaged curriculum or manualized program



Only about tokens and rewards

Limited to specific group of students

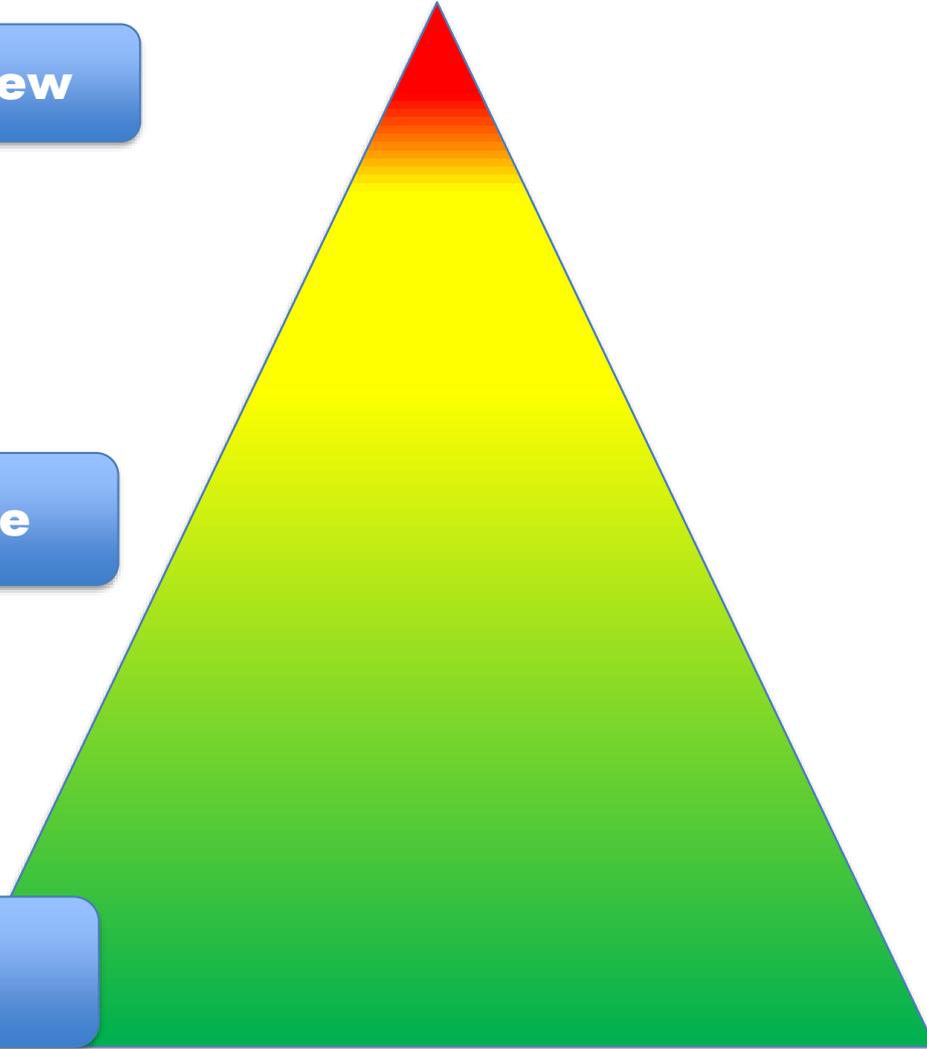
Against discipline

Continuum of Supports

Tier III : Few

Tier II : Some

Tier I : All



Tier I: Primary Supports

My university's teacher preparation program strives to produce graduates who are _____

Primary Supports

3-5 School-Wide Expectations

Teach Across All Settings

Reinforce Success





Trustworthy - Stay in designated area

Respectful - Keep hands & feet to yourself

Responsible - Use equipment properly

Fair - Use good sportmanship

Caring - Include others

Good Citizens - Line up quietly and quickly



Trustworthy-Use equipment properly
Respectful - Use quiet voices
Responsible - Wash hands
Fair - Take your turn
Caring - Respect Privacy
Good Citizens - Clean up after yourself

Teach Behavior Expectations Across All Settings



Recognize and Reinforce Expected Behavior

- Verbal praise/feedback
- Caught being good tickets
- Privileges or tangible reinforcers

Considerations:

- Higher rate of positive to negative feedback
- Timely, specific feedback increases learning
- Link feedback to behaviors and expectations

Is Reinforcement Bribing?

But wait, isn't giving awards or praise bribing students? Shouldn't we just punish misbehavior, or expect students to behavior without praise or rewards?

What About The Overjustification Effect?

Rewards are effective when:

- Used to build new skills or sustain desired skills, with
- Contingent delivery of rewards for specific behavior, and
- Gradually faded over time

Akin-Little, Eckert, Lovett, & Little (2004) as presented in Horner & Goodman (n.d.)

What About The Overjustification Effect?

“Our results suggest that in general, rewards **are not harmful to motivation to perform a task.** ...When rewards are linked to level of performance, measures of intrinsic motivation increase or do not differ from a nonrewarded control group.”

Cameron, Banko & Pierce (2001) synthesis of meta-analyses on the topic

Tier II: Secondary Supports

Used *with* Primary Supports

Targeted

Rapid



Tier III: Tertiary Supports

Used *with* Primary Supports

Individualized

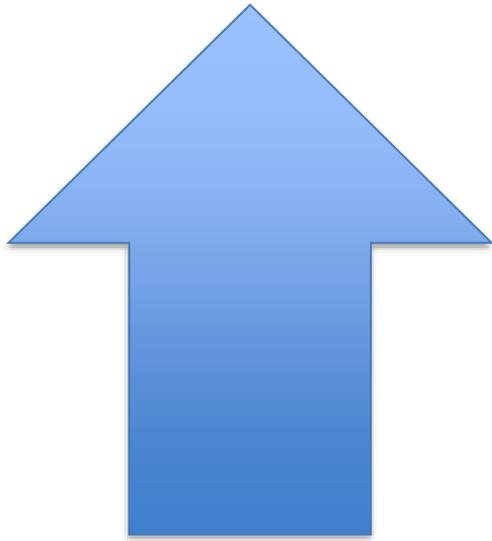
Intensive



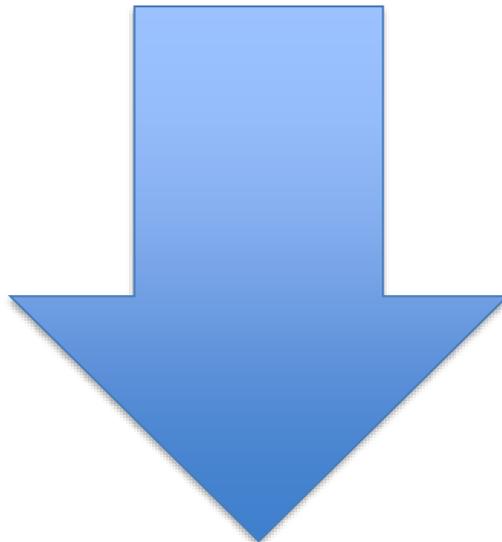
Research on the Effectiveness of PBIS



Outcomes Associated with PBIS



Prosocial behavior
Perception of safety
Attendance
Achievement
Teacher self-efficacy
Staff affiliations



Discipline referrals
Problem behaviors
Suspensions
Bullying
Administrator time spent on discipline

Ohio Research

Noltemeyer, Palmer, James & Petrasek (2018)

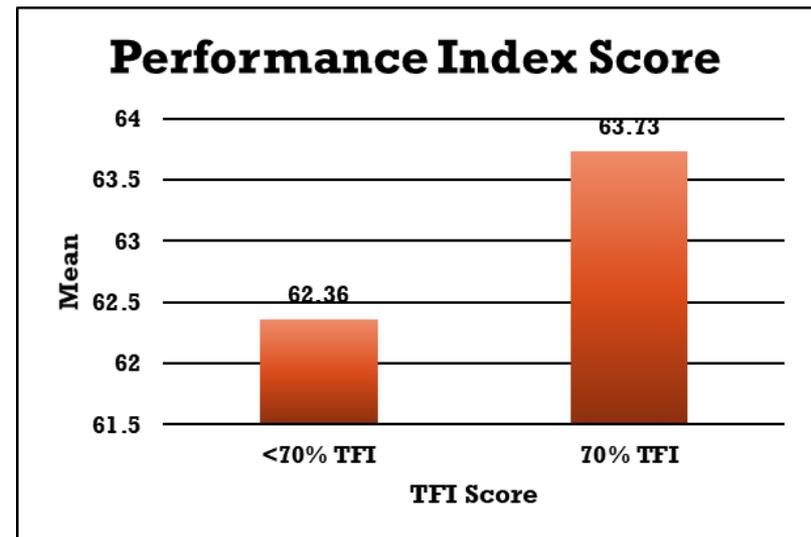
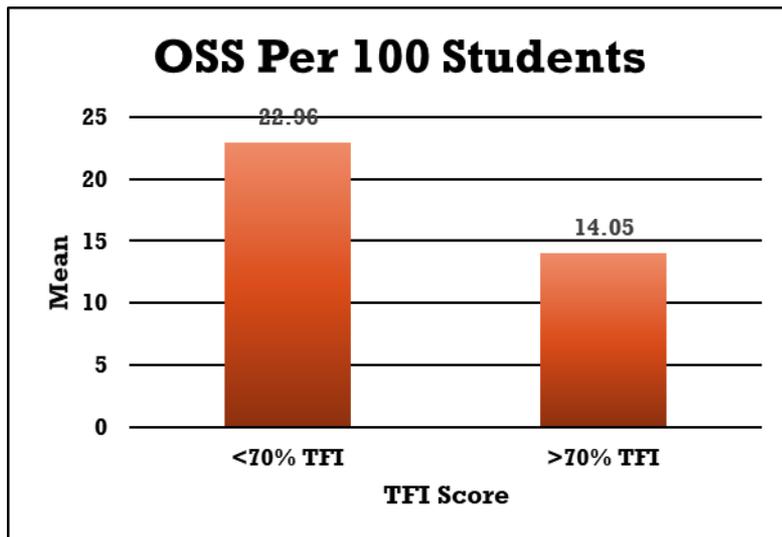
Purpose: To determine if differences exist in discipline and academic outcomes based on school-wide PBIS, measured by TFI.

Methods: 153 Schools from 55 districts

Ohio Research

Results: Higher implementing schools had significantly lower out of school suspensions per 100 students.

A significant trend was not evidenced for the academic achievement outcome variable



Federal and Local Context Supporting PBIS



Ohio's PBIS Efforts

Ohio's School Climate Transformation Grant

- Over 155 PBIS Trainings were held in Ohio last year, which were attended by staff from 386 schools.
- Over 200 Ohio Schools are implementing PBIS with fidelity.

Components Pointing to PBIS

FEDERAL

Every Student Succeeds Act (ESSA)

President's: Now Is the Time and Rethink Discipline

OSEP Dear Colleague Letter

STATE OF OHIO

Ohio Administrative Revised Code 3301-35-15

State Board Resolution: Student Suspensions

SAFE Act (House Bill 318)

Supporting Alternatives for Education (SAFE) Act

Passed in 2018

School safety and security

School climate and supports related to suspension, expulsion and removal

School Safety and Security

1

Establishes qualifications and training requirements for school resource officers

Grant funds for public schools for school safety and security

Climate and Behavioral Supports

2

Each school district must implement a PBIS Framework

Training requirements for districts and teacher training programs

Grant funds for PBIS and social and emotional learning

PBIS Training Requirements



Each school district shall provide professional development or continuing education in PBIS.



Applies all district administrators who serve students in any grades pre-K through grade 3.

PBIS Training Requirements



3

Applies to any district teachers who teach in buildings that serve students in any of grades pre-K through grade 3.



4

Monitored by the local professional development committee (LPDC).

PBIS Training Requirements



Ohio teacher preparation programs must include a semester course or equivalent in:

- Positive behavior intervention and supports
- Social-emotional development
- Effective classroom practices to address behavior
- Impact of trauma

What This Means For Teacher Education



Why Is This Important For Teacher Educators?

58 percent of pre-K to 12 grade teacher reported that disrupted instruction occurred “most of the time or fairly often”

Over 40 percent of surveyed new teachers reported feeling not prepared to handle classroom management or discipline

Classroom management was the top problem reported by teachers in a 2013 survey

See Greenberg, Putman, & Walsh (2014)

A Study Of 122 Teacher Prep Programs Revealed...



“Most programs can correctly claim to cover classroom management...However, instruction and practice on classroom management strategies are often **scattered throughout the curriculum**, rarely receiving the connected and concentrated focus they deserve.”

Greenberg, Putman, & Walsh (2014)

A Study Of 122 Teacher Prep Programs Revealed...



“Most teacher preparation programs **do not draw from research** when deciding which classroom management strategies are most likely to be effective and therefore taught and practiced.”

Greenberg, Putman, & Walsh (2014)

A Study Of 122 Teacher Prep Programs Revealed...



“Instruction is generally divorced from practice...with little evidence that what gets taught gets practiced. Only one-third of programs require the practice of classroom management skills as they are learned.”

Greenberg, Putman, & Walsh (2014)

Think-Pair-Share

What excites you or concerns you about including PBIS in the teacher preparation curriculum?

Questions or Comments

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PBIS Resources

Education.ohio.gov Search: PBIS

National PBIS Page www.pbis.org

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