

Student Behavior:

Policies and Positive Behavior Interventions and Support (Part I)

School Board Meeting
San Mateo-Foster City School District
October 25, 2018

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SERIES OF THREE PRESENTATIONS

- I. Student Behavior: Policies, and Overview of Positive Behavior Interventions and Supports
- II. PBIS in San Mateo-Foster City Schools
- III. Student Support Teams

- ▶ Guiding Principles for All SMFCSD School Communities
 - ▶ Respect
 - ▶ Responsibility
 - ▶ Appreciation of Differences
 - ▶ Honesty
 - ▶ Safety
 - ▶ Life-long Learning
- ▶ Board Policy/Administrative Regulations (5000 Series)
 - ▶ Schools develop age-appropriate strategies for correcting student behavior
 - ▶ First use alternative disciplinary strategies, that keep students in school
 - ▶ Use of suspension/expulsion only when other strategies are not successful

STUDENT BEHAVIOR POLICIES AND PRACTICES

- Conference with Student and Parents/Guardians
- Intervention-related teams (SST/Guidance)
- Teaching of Pro-social behavior skills or anger management or conflict resolution
- Restorative justice program
- Recess restriction/Detention
- Community service

- Suspension/Expulsion

DISCIPLINE STRATEGIES

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS)

University of Oregon 1994

Currently being implemented in over 26,000 schools in the US and internationally

Schoolwide PBIS is:

A multi-tiered framework for establishing the **system of supports** needed for a school to achieve positive behavioral, social AND academic outcomes for all students.



PBIS IS:

a framework for decision-making

Successfully implementing PBIS (or any new idea) is a process—not a single event—that occurs in:

- multiple stages of planning
- purposeful action and
- evaluating effectiveness/success

- **Consistency Matters**

Experimental Research on PBIS

Implementation of PBIS Results In:

- 1.Reduction in **problem behavior**
- 2.Increased **academic performance**
- 3.Increased **attendance**
- 4.Improved perception of **safety**
- 5.Reduction in **bullying behaviors**
- 6.Improved **organizational efficiency**
- 7.Reduction in **staff turnover**
- 8.Increased perception of **teacher efficacy**
- 9.Improved **Social Emotional competence**

Bradshaw, C.P., K. ... & Leaf, P.J. (2009). Altering school climate through school-wide Positive Behavior Interventions and Supports: Results from a group-randomized effectiveness trial. *Prevention Science*, 10(1), 1-10.

Bradshaw, C.P., ...
Behavioral
Psychology

Bradshaw, C.P., ...
Interventions
elementary

Bradshaw, C.P., ...
Positive
randomized

Bradshaw, C.P., ...
support

Horner, R.H., ...
list
Journal of

Horner, R.H., ...
support

Ross, S.W., ...
Journal of

Waasdos, ...
Support
Pediatrics

Bradshaw, C.P., Pas, G., Goldweber, R., ...

Freeman, J., Simonsen, B., McCoach D.B., Sugar, C., ...
of School-wide

Positive Behavior Interventions and Supports on Academic, Attendance, and Behavior Outcomes in High Schools.

PBIS Big Ideas

- Commitment to serve ALL students
- Proactive is better than **Reactive**
- Teach → Social Behavior like we teach Academics
- Increased participation in school & academic success
 - **LIMIT LOSS OF INSTRUCTIONAL TIME**
- Prevention of undesirable behaviors
- Acknowledging positive behavior
- Arranging consistent consequences for problem behaviors
- Collecting and **using** data for decision-making
- **Continuum** of interventions

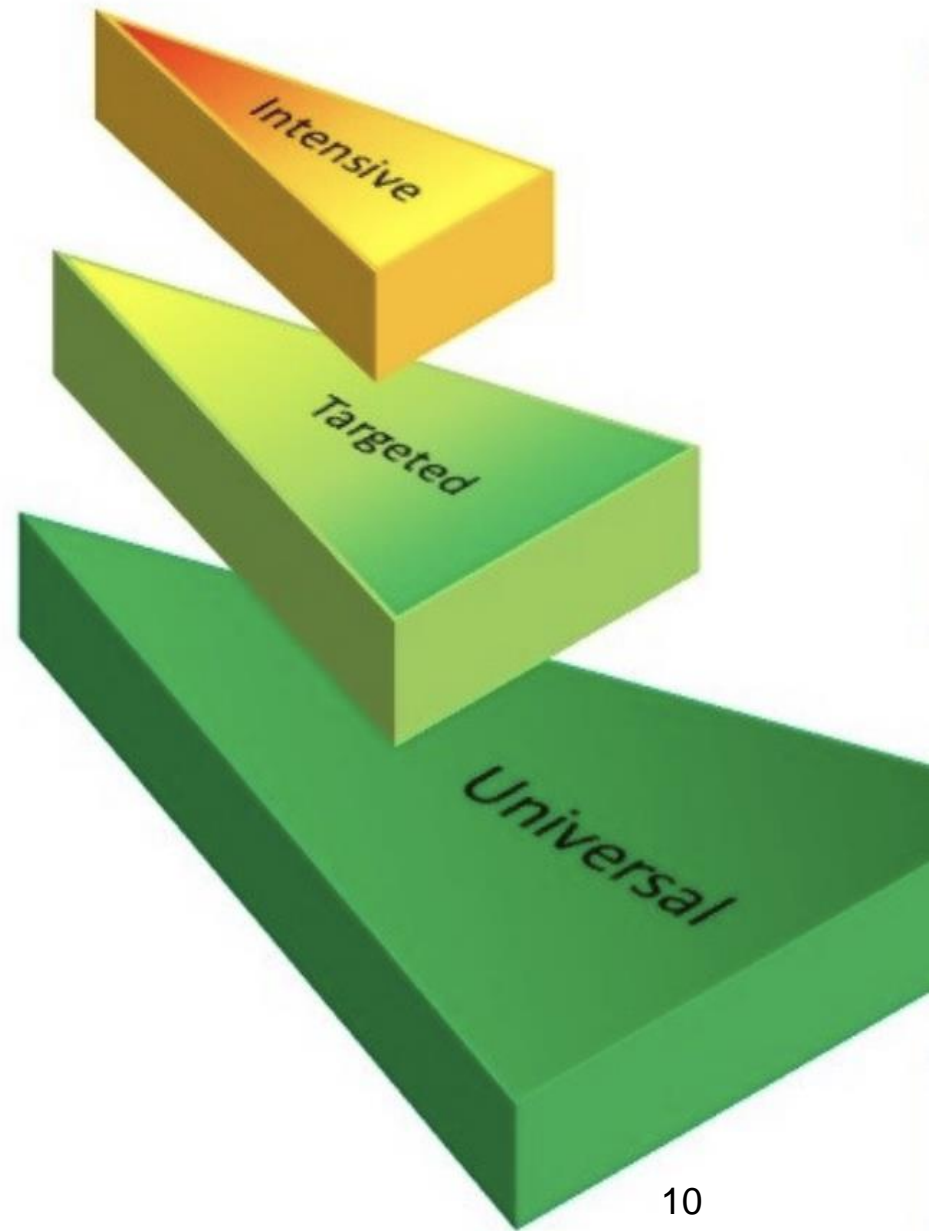
Sprague and Horner, 2007

Layered Supports

Every student receives
Universal supports

Some students also receive
Targeted supports

Few students also receive
Intensive supports



Defining Expectations

Guided by schoolwide core values

Specific to each setting

Positively stated

Focus on clear, specific behaviors

Expectation	At SCHOOL it looks like...	At HOME it looks like...	In my NEIGHBORHOOD it looks like...
Be Safe	<ul style="list-style-type: none"> • Keep hands and feet to self • Tell an adult if there is a problem 	<ul style="list-style-type: none"> • Protect your friends and family • Always let your parents know where you are 	<ul style="list-style-type: none"> • Stick up for your friends • Tell an adult if you don't feel safe • Always obey traffic/road laws
Be Respectful	<ul style="list-style-type: none"> • Treat others how you want to be treated • Include others • Listen to adults 	<ul style="list-style-type: none"> • Text parent back within 10m • Use appropriate language, manners • Be mindful of family values 	<ul style="list-style-type: none"> • Keep public places beautiful! • Help others
Be Responsible	<ul style="list-style-type: none"> • Do my own work • Personal best • Follow directions • Clean up messes 	<ul style="list-style-type: none"> • Help your family out • Own your mistakes • Share credit for successes 	<ul style="list-style-type: none"> • Have each other's backs • Own your mistakes • Check in about what to do

Post School Core Values/Expectations

- Prompts staff & students to acknowledge positive behavior
- Increases accountability for staff and students to use common language
- Signs can reduce personal focus of confrontation
 - Post visibly in all common areas

Environmental Redesign

Prevent problems & Set up Success

- **Examples:**
 - Need more waste baskets in bathrooms
 - Check tables & traffic patterns in cafeteria
 - Add another garbage & recycling station for lunch dismissal to reduce congestion
 - Reduce long wait in lines



TEACH THE BEHAVIORS WE WANT TO SEE...

*THE FUNDAMENTAL PURPOSE OF PBIS IS
TO MAKE
SCHOOLS MORE EFFECTIVE LEARNING
ENVIRONMENTS (PREDICTABLE,
CONSISTENT, POSITIVE, AND SAFE)*

THANK YOU

QUESTIONS?