



# PBIS: The Impact of Policy & Practice on Students/Communities

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# INTRODUCTION

- ▶ Dr. Arletta Frazier-Tucker

- ▶ Assistant Professor at Concordia University
- ▶ Served over 10 years as an extraordinary leadership and public service in the area of human service/social work
- ▶ Also, served in higher education as an adjunct instructor at Gateway Technical College, Springfield College and University of Wisconsin Parkside.
- ▶ Through Dr. Frazier-Tucker's consultant firm, conducted a full conference on the awareness of the crisis black boys in the state of Wisconsin

- ▶ Dr. Dornicho Pulliam

- ▶ Assistant Professor at Concordia University
- ▶ Was an assistant principal in Milwaukee Public School for four years.
- ▶ Prior to being an assistant principal, she was a school social worker in MPS for six years.
- ▶ Also, served in higher education as an adjunct instructor for Springfield College and Concordia University.
- ▶ Served over 17 years as an exemplary leader and community service in the area of social work



# FIST TO FIVE

- ▶ Your experience with PBIS is?
  - ▶ 5 – Excellent
  - ▶ 4 – Good
  - ▶ 3 – Okay
  - ▶ 2 – Not Good
  - ▶ 1 – Bad
  - ▶ 0 - Horrible



# ATTENTION SIGNAL



➤ I SAY:

- “1, 2, 3 Eyes on me”
- “If you can hear my voice clap once”
- “Ready to Rock”
- “Hocus Pocus”

YOU SAY:

- “1, 2, 3 Eyes on you”
- “You clap”
- “Ready to Roll”
- “Everyone Focus”



# LEARNING OBJECTIVES

- Understand the meaning of Positive Behavior Interventions Supports (PBIS).
  - Identify how PBIS impacts students and the community with a comprehensive review on policy and practice that affect the people.
  - Articulate the impact that PBIS has on the diversity and inclusion of regular education and special education students.
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# PBIS

P - POSITIVE

B - BEHAVIOR

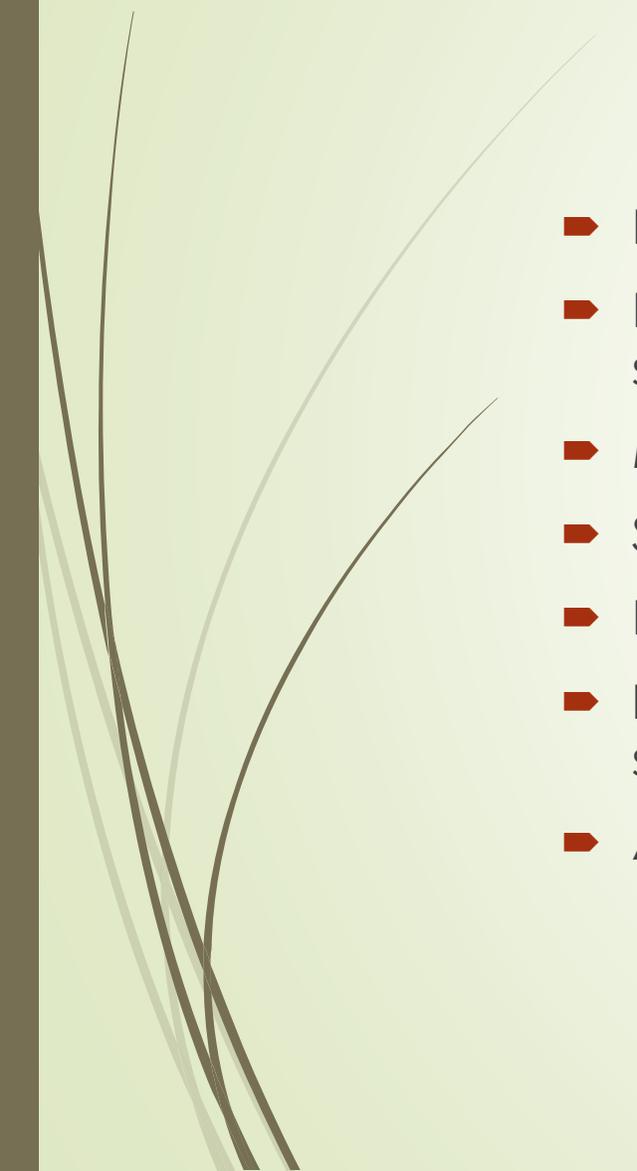
I - INTERVENTION

S - SUPPORTS

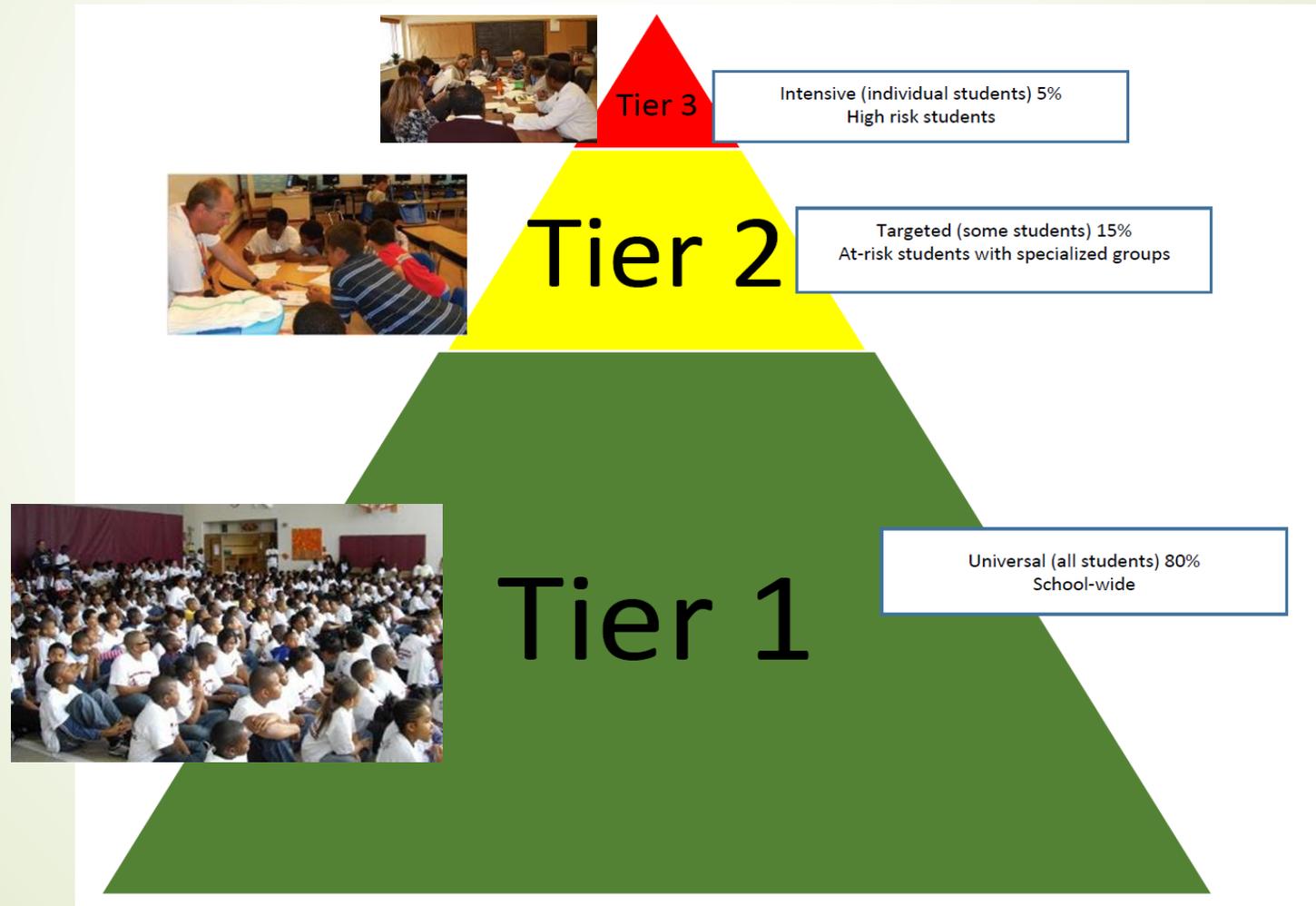




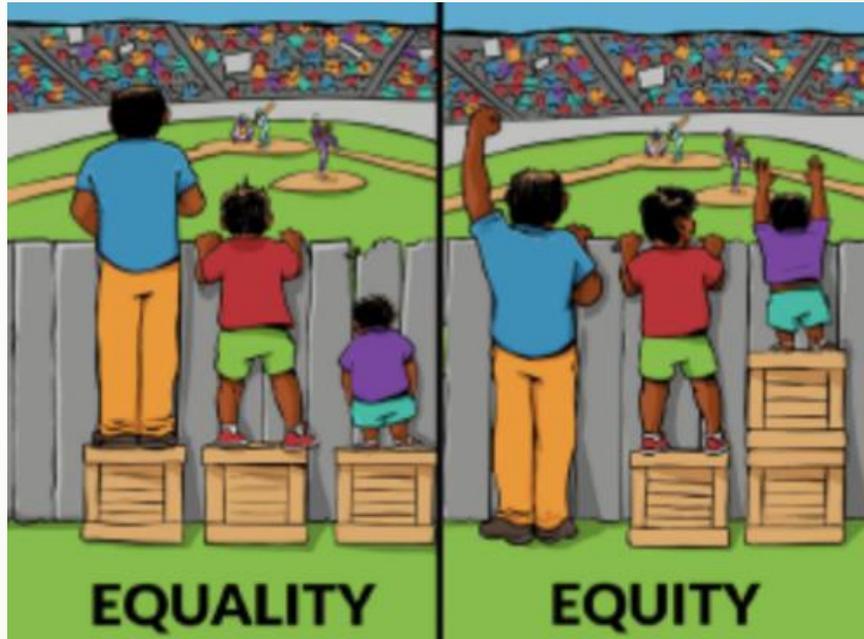
# DEFINITION OF PBIS

- ▶ Positive Behavior Intervention & Supports (PBIS) is a framework
  - ▶ Evidence-based interventions to achieve academic and behavior for student's success.
  - ▶ Multi-tiered framework that is implemented in schools
  - ▶ School wide initiative
  - ▶ PBIS helps to improve positive behavior for all students
  - ▶ Interventions and strategies are implemented with fidelity which decreases student's behavioral referrals, suspensions, & improves student's outcomes
  - ▶ All stakeholders play a critical part in implementing PBIS with fidelity
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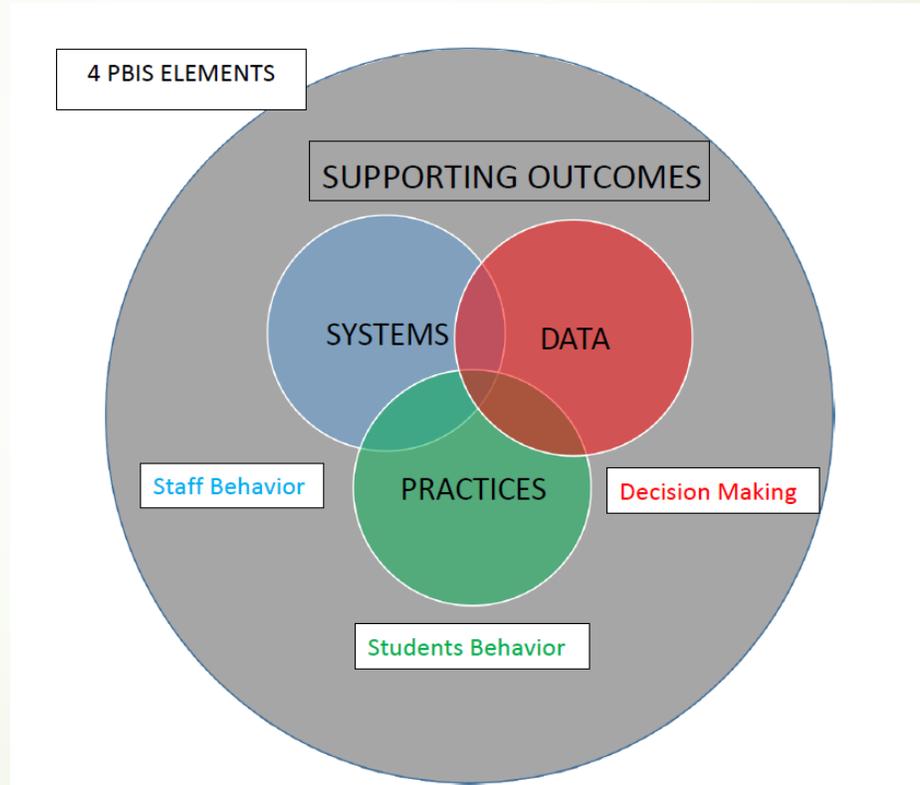
# TIERED MODEL FOR SUPPORT



# EQUALITY VS. EQUITY



# 4 PBIS ELEMENTS





# HISTORY OF PBIS

- ▶ In the 80's, researchers from the University of Oregon began their research for the need to improve effective behavioral intervention for students with behavior disorders.
- ▶ The researcher determined that the focus need to be on prevention, research-based practices, data-based decision-making, school-wide system, and student's outcomes.
- ▶ In the 90s, the reauthorization of the Individuals with Disabilities Education Act was granted to establish the National Center on Positive Behavior Intervention and Supports.
- ▶ Congress recognized the potential of PBIS; therefore IDEA's requires the IEP (Individualized Education Plan) team to consider the use of PBIS and to use FBA (Functional Behavioral Assessment).



# EQUITY & DIVERSITY

## INCLUSION & DIVERSITY WITH PBIS

**Inclusion** – ALL children with or without disabilities that is learning together.

**Diversity** – the condition of having or being composed of differing elements, the inclusion of different types of people (such as people of different races or cultures) in a group or organization. Source: [www.merriam-webster.com](http://www.merriam-webster.com)

### What do you need to know when incorporating inclusion & diversity when implementing PBIS?

What does inclusion & diversity means?

Do the children in your school come from a culturally diverse background?

What are my perceptions of students from different racial or ethnic group?

### What ALL stakeholders need to know for PBIS to be successful?

Effective, respectful, positive & supportive stakeholder

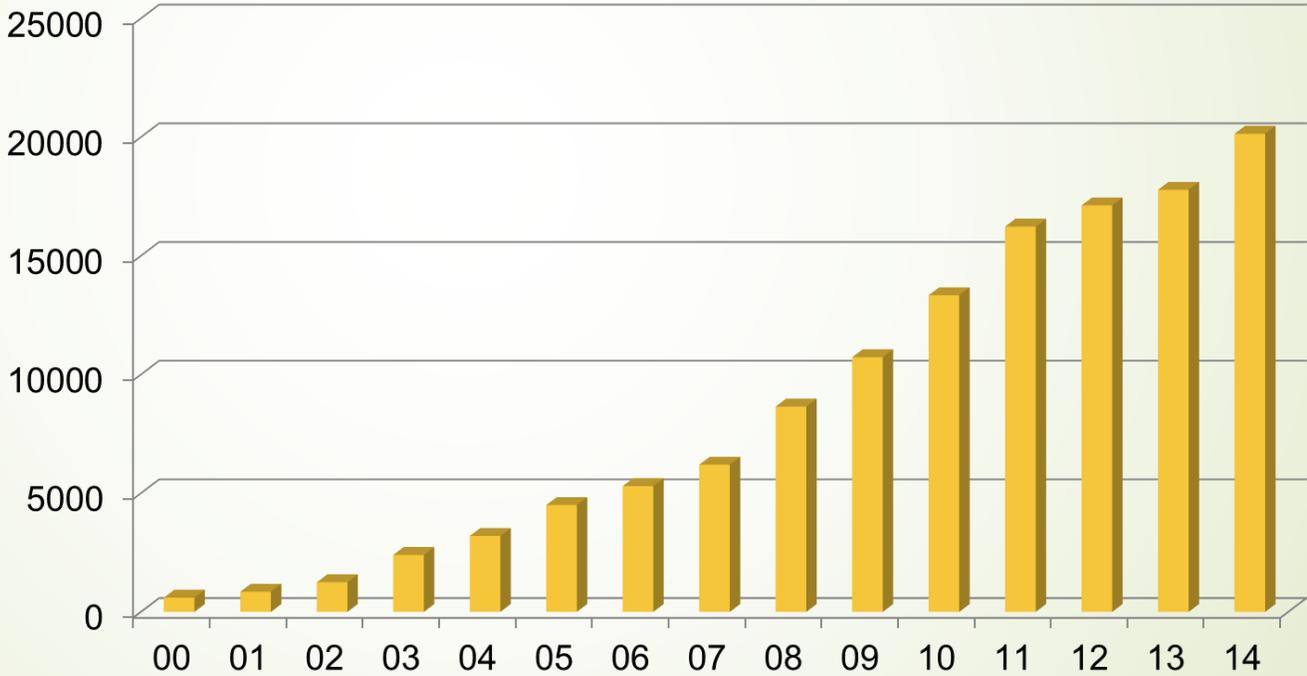
Integrated with multi-cultural education principles and approaches

Show & teach students how you want them behave

Clear expectations & Positive feedback

# PBIS IMPLEMENTED NATIONALLY

Number of Schools Implementing PBIS Nationally



# Positive Behavior Support for Family

- The term “**parent involvement**” is used to describe participation by a child’s primary caretaker(s) – whether that is a single parent, two parents, grandparents, foster parents, or an older sibling. More broadly, many parent involvement programs also address the needs of the entire family and include younger siblings and

## **Family Involvement has a positive effect on student behavior**

- When families are involved, students exhibit more positive attitudes and behavior.
- When students report feeling support from both home and school, they have more self-confidence, feel school is more important, and they tend to do better in school.
- Student at-risk behaviors such as alcohol use, violence, and other anti-social behaviors decrease as parent involvement increases.
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# Positive Behavior Support for Family

- ▶ Enhancing Progress for Meaningful Family Engagement in all Aspects of Positive Behavioral Interventions and Supports and Multi-Tiered Systems of Support.
- ▶ Innovative ideas for involving families in programming within tiered system at each level of prevention (Tiers 1, 2, and 3) are presented, including having photos of family members and images of various cultures in classrooms, having an “open-door” policy for family visits, developing parent information centers, training parents and having them wear “ask me about PBIS” buttons, and having meetings with families in their homes and community settings.



# Parental Involvement

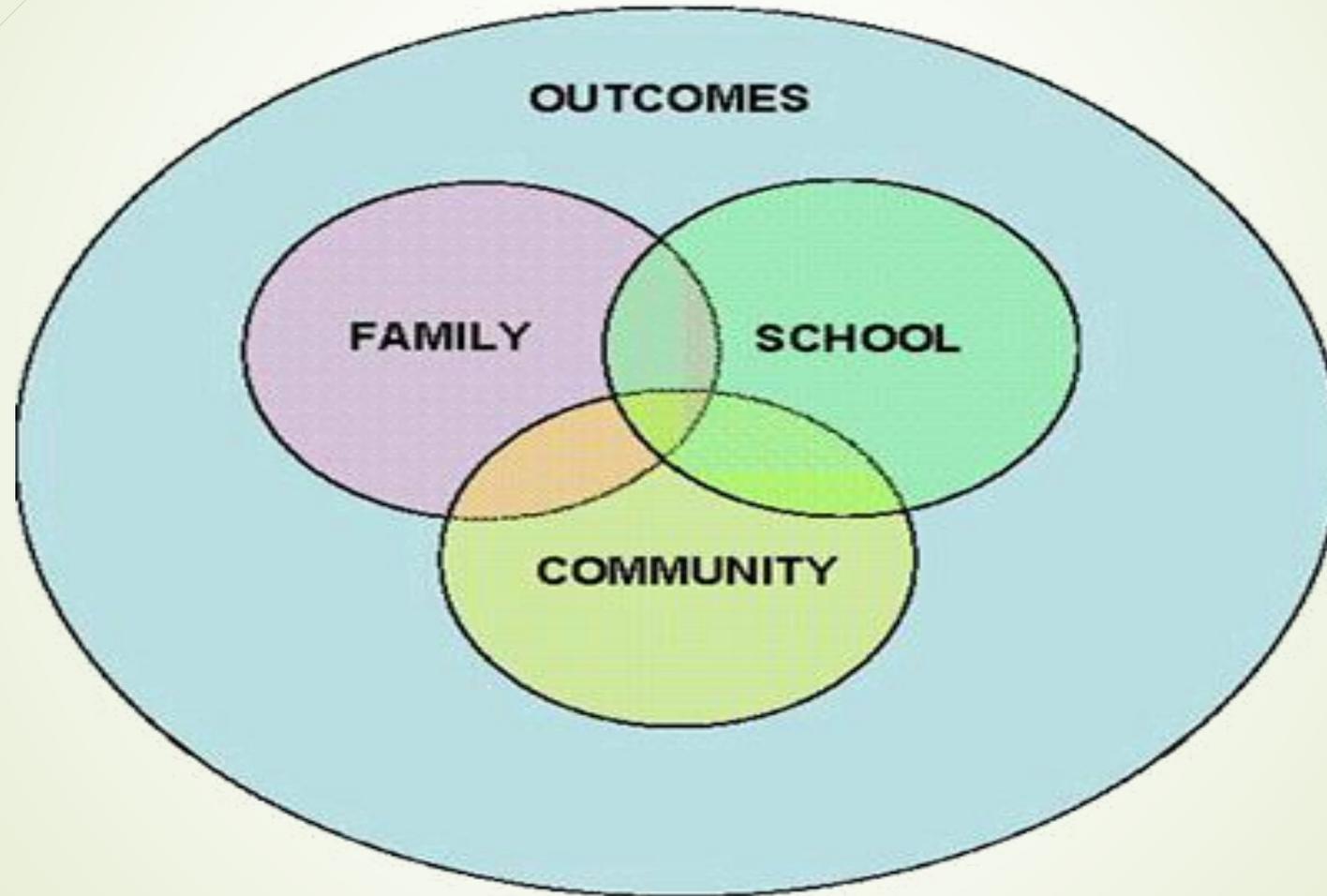
PARENTAL INVOLVEMENT-The term 'parental involvement' means the **participation of parents in regular**, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring ...

- ▶ that parents play an integral role in assisting their child's learning;
- ▶ that parents are encouraged to be actively involved in their child's education at school;
- ▶ that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child;

## The Importance of Family Involvement

- ▶ The evidence is now beyond dispute. When schools and families work together to support learning, children tend to succeed not just in school, but also throughout life.

# Overlapping Scopes of Influence





# Reflection

- **What do you see as the benefits of School, Family & Community Partnerships (or Family Involvement)?**
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# Why Focus on Family Involvement?

- ▶ Required in IDEA
  - ▶ Builds positive relationships
  - ▶ Encourages new behaviors
  - ▶ Reinforces skills (maintenance)
  - ▶ Increases self-satisfaction and optimism among youth, parents, and teachers
- 



# Best-Practices to Meaningfully Involve Families

## Prepare staff to work with families

- Help those who work with families take different perspectives on situations by discussing hypothetical cases from different family members' points of view.
- Ask staff to evaluate their own assumptions and beliefs about the families with whom they work.
- Develop staff communication skills.
- Provide staff time to process with others difficult conversations or situations.



# Help families create homes that get children ready to learn

- ▶ Enable families to share information with the school about culture, background, children's talents and needs.
- ▶ Find out where to refer parents/guardians for family support programs that help with health, nutrition or other services.
- ▶ Participate in neighborhood meetings to help families understand schools and to help schools understand families.



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# Recruit and organize family help and support

- ▶ Arrange to use parent/guardian and community volunteers in your classroom. Recruit widely so that all families know their contributions are welcome. Provide training, and match time and talent with the work to be done
- ▶ Communicate with parents/guardians at the beginning of each year to identify talents, times and locations of volunteers



# Focus on recruitment and commitment

- ▶ Recruit families through face-to-face visits.
- ▶ Ask current and former participants to help with recruitment.
- ▶ Hold meetings for parents during nontraditional hours, including weekends and evenings about PBIS.
- ▶ Provide transportation, infant care, and meals at meetings.

## Let families know the best ways to help students learn

- ▶ If students have several teachers, coordinate homework assignments.
- ▶ Provide calendars with activities for parents/guardians and students at home.
- ▶ Ask families to participate in **setting student goals each year**, and help them look ahead to college or work.



# Seek out and use community resources that can strengthen school programs

- ▶ Help match community contributions to school goals; align child and family services with learning standards.
- ▶ As a class or school, have students, families and staff provide service to the community. Among the possibilities are recycling, art, music, or drama performances.
- ▶ Bring alumni back to participate in school programs for students.
- ▶ Develop a menu of PBIS Incentives that includes community giveaways.

## **School, Family & Community Partnership efforts should help families...**

- ▶ Get a clear idea of what their children are learning and doing in the school
- ▶ Promote high standards for student work
- ▶ Gain skills to help their children at home
- ▶ Understand what good teaching looks like
- ▶ Discuss how to improve student progress



# QUESTIONS





# REFERENCES

- ▶ IDEA - Building The Legacy of IDEA 2004. (n.d.). Retrieved March 08, 2016, from <http://idea.ed.gov/explore>.
  - ▶ Sugai, G., & Horner, R. (2002). Introduction to the special series on positive behavior support in schools. *Journal of emotional & behavioral disorders*, 10(3), 130 -136.
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