


**Preparing Minnesota's Educators for PBIS:  
Requirements, Practices, and Plans**

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Minnesota Department of Education


MN PBS Collaborators Forum 2018  
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**Agenda**

- Requirements
  - Minnesota's educator licensing requirements
  - National organizations
- Practices
  - PBIS in coursework at the University of St. Thomas
- Plans
  - Increasing PBIS capacity in the state's educator preparation programs




## Requirements in Educator Preparation

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## What Shapes Educator Preparation Programs?

- **Minnesota's educator licensing boards—NECESSARY**
  - Professional Educator Licensing and Standards Board (PELSB)
  - Board Of School Administrators (BOSA)
- **National organizations for**
  - Professions—AT TIMES NECESSARY
    - National Association of School Psychologist (NASP)
    - American Speech-Language-Hearing Association (ASHA)
- **Accreditation—OPTIONAL BUT ALMOST NECESSARY**
  - Council for the Accreditation of Educator Preparation (CAEP) for the preparation program as a whole
    - Specialized Professional Associations (SPA) for individual areas; e.g., Council for Exceptional Children (CEC) for special education

Minnesota  
**PBIS**  Teacher Licensure Requirements

- Minnesota Administrative Rules for Teachers and Other School Professionals, Chapter 8710
  - Standards of Effective Practice (8710.2000)
  - Core Skills for Special Education Teachers (8710.5000)
  - Licensure Specific Standards
    - General Education
      - E.g., Elementary Education (8710.3200), Teachers of Mathematics (8710.3330), Middle Level Endorsement License for Teachers of Social Studies (8710.4600)
    - Special Education (8710.5050-8710.5850)

Minnesota  
**PBIS**  Selected PBIS-Related Standards of Effective Practice

- Understand the principles of effective classroom management and use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom
- Establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole
- Maximize the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals
- Understand the influences of the teacher's behavior on student growth and learning
- Collaborate with other professionals to improve the overall learning environment for students

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Minnesota Board of School Administrators  
Proposed Revision of Licensure Standards

- Three proposed standards address positive approaches to behavior
  - Core C(4) Ensure policies and practices are in place which prevent problem behavior, encourage positive behavior, and respond to student behavior not aligned with expectations in a positive, fair, and unbiased manner
  - Core H(4) Understand and assess the implementation of alternative instructional designs, curriculum, positive approaches to behavior management, and assessment accommodations and modifications as appropriate in all programs
  - Principal B(4) Implement schoolwide policies and practices that encourage positive behavior, and respond to student misconduct in a positive, fair, and unbiased manner

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PBIS Defined in MN Statute  
122A.627

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2017 Minnesota Statutes > EDUCATION CODE: PREKINDERGARTEN - GRADE 12 > Chapter 122A > Section 122A.627

122A.627

2017 Minnesota Statutes

**122A.627 POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS.**

"Positive behavioral interventions and supports" or "PBIS" means an evidence-based framework for preventing problem behavior, providing instruction and support for positive and prosocial behaviors, and supporting social, emotional, and behavioral needs for all students. Schoolwide implementation of PBIS requires training, coaching, and evaluation for school staff to consistently implement the key components that make PBIS effective for all students, including:

- (1) establishing, defining, teaching, and practicing three to five positively stated schoolwide behavioral expectations that are representative of the local community and cultures;
- (2) developing and implementing a consistent system used by all staff to provide positive feedback and acknowledgment for students who display schoolwide behavioral expectations;
- (3) developing and implementing a consistent and specialized support system for students who do not display behaviors representative of schoolwide positive expectations;
- (4) developing a system to support decisions based on data related to student progress, effective implementation of behavioral practices, and screening for students requiring additional behavior supports;
- (5) using a continuum of evidence-based interventions that is integrated and aligned to support academic and behavioral success for all students; and
- (6) using a team-based approach to support effective implementation, monitor progress, and evaluate outcomes.

<https://www.revisor.mn.gov/statutes/?id=122A.627>

122A.628

PDF | Authenticate

**Resources**

Search Minnesota Statutes  
About Minnesota Statutes  
2017 Table of Contents  
2017 Statutes New, Amended or Repealed  
2017 Statutes Topics (Index)

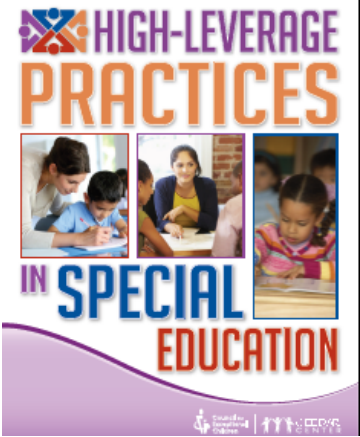
Chapter 122A  
Table of Sections  
Full Chapter Text

Section 122A.627  
Version List

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Minnesota  
**PBIS** Council for Exceptional Children's *High-Leverage Practices in Special Education*


- Social/Emotional/Behavioral High-Leverage Practices
  - Establish a consistent, organized, and respectful learning environment
  - Provide positive and constructive feedback to guide students' learning and behavior
  - Teach social behaviors
  - Conduct functional behavioral assessments to develop individual student behavior support plans
  - [H-LPs in Special Education](#)



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**PBIS** HLP7: Establish a Consistent, Organized, and Respectful Learning Environment


- To build and foster positive relationships, teachers should establish age-appropriate and culturally responsive expectations, routines, and procedures within their classrooms that are positively stated and explicitly taught and practiced across the school year. When students demonstrate mastery and follow established rules and routines, teachers should provide age-appropriate specific performance feedback in meaningful and caring ways. By establishing, following, and reinforcing expectations of all students within the classroom, teachers will reduce the potential for challenging behavior and increase student engagement. When establishing learning environments, teachers should build mutually respectful relationships with students and engage them in setting the classroom climate (e.g., rules and routines); be respectful; and value ethnic, cultural, contextual, and linguistic diversity to foster student engagement across learning environments.



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Practices:  
What PBIS Looks Like  
at an Institution of Higher Education

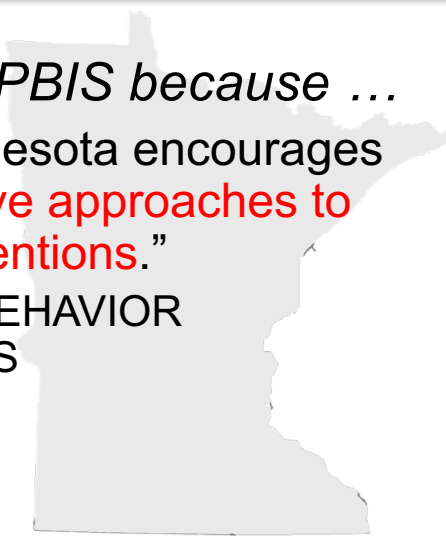
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## Rationale

- *We are teaching PBIS because ...*
  - The state of Minnesota encourages “the use of **positive approaches to behavioral interventions.**”
  - MN 3525.0850 BEHAVIOR INTERVENTIONS



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**PBIS**  **Rationale**

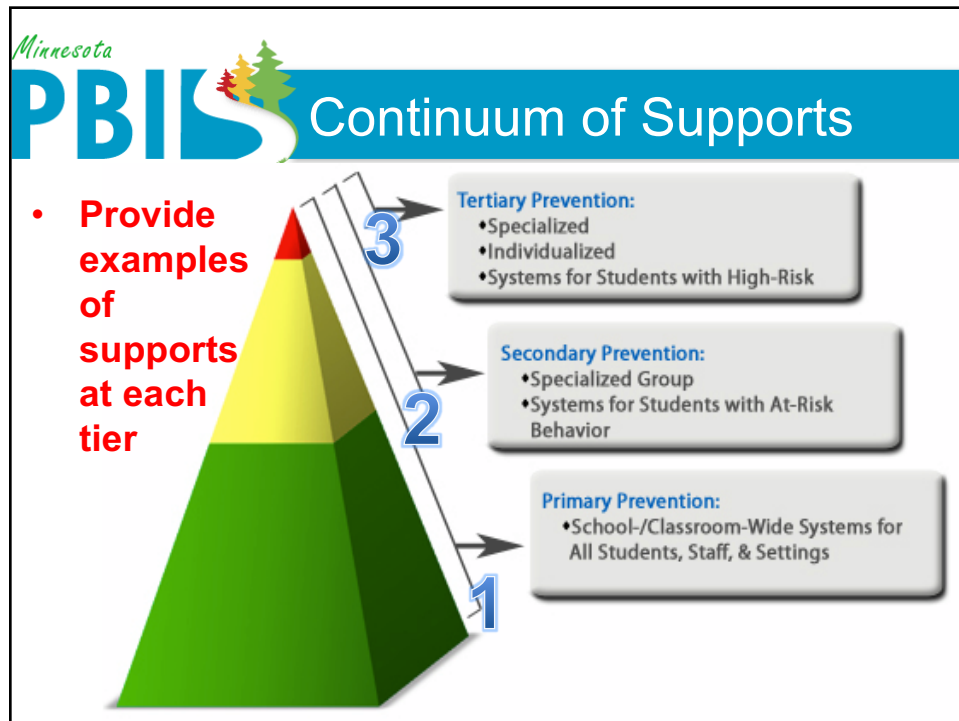
- MN 3525.2810 Subpt. 2
  - INDIVIDUALIZED EDUCATION PROGRAM PLAN
  - B. The IEP team shall:**
    - *(1) in the case of a pupil whose behavior impedes his or her learning or that of others, consider, when appropriate, strategies, including **positive behavioral interventions and supports** to address that behavior;*
    - STAT AUTH: L 1999 c 123 s 19,20 HIST: 26 SR 657; 28 SR 1292  
Current as of 01/31/05

Minnesota  
**PBIS**  **Rationale**

Prevention is Important in Classroom Management

- The less time a teacher spends on discipline problems the more time they have to teach.
- Reactive measures are often time and resource intensive.
  - Each office disciplinary referral requires approximately
    - 10 minutes of administrators time
    - 20 minutes of student time
  - Time would be more productively spent in instruction and implementing proactive, preventive management strategies with a proactive approach.

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## Tier 1: Universal Supports for Primary Prevention

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**PBIS** Case Study

What are the goals of PBIS and what do I have to do?

Teacher

Goal: To improve behavior using positive behavior support

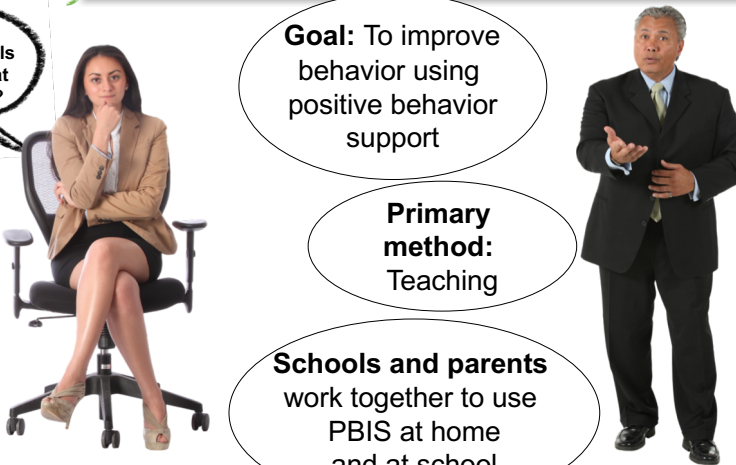
Primary method: Teaching

Schools and parents work together to use PBIS at home and at school

Principal


<http://www.pacer.org/pbis/>

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**PBIS** Human Behavior

Principal, Dr. Gonzalez, explained that the science of human behavior has taught us that students learn better ways of behaving by being taught directly and by receiving informative and positive feedback on their performance.



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**PBIS** PBIS Goals

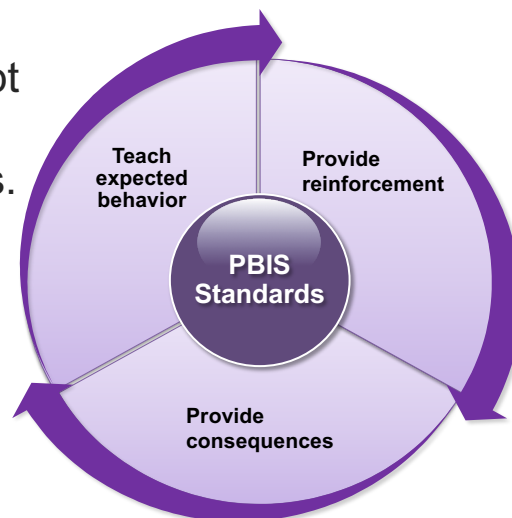
Dr. Gonzalez explained the goals of PBIS:

- Establish a positive, proactive, predictable, and safe learning environment.
- Establish the capacity of school to educate all students.
- Increase instruction time and reduce classroom management time.
- Increase commitment to school.
- Improve parent effectiveness.



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**PBIS** Standards

Schools that adopt PBIS engage in these 3 standards.



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**PBIS** Classroom Plan

Dr. Gonzalez asked his teachers to write a personal classroom management plan based on the district's SW-PBIS plan.


- The rationale being THAT the teacher is perhaps the single most important factor affecting student achievement.
- At least, the single most important factor we can do much about!



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**PBIS** Schoolwide Matrix

Teaching Matrix		SETTING						
		All Settings	Hallways	Playground	Cafeteria	Library	Assembly	Bus
RULES	Respect Self	Be on task. Give your best effort. Be prepared.	Walk.	Have a plan.	Eat all your food. Select healthy foods.	Study, read, compute.	Sit in one spot.	Watch for your stop.
	Respect Others	Be kind. Hands/feet to self. Help/share with others.	Use normal voice volume. Walk to right.	Play safe. Include others. Share equipment.	Practice good table manners	Whisper. Return books.	Listen/watch. Use appropriate applause.	Use a quiet voice. Stay in your seat.
	Respect Property	Recycle. Clean up after self.	Pick up litter. Maintain physical space.	Use equipment properly. Put litter in garbage can.	Replace trays & utensils. Clean up eating area.	Push in chairs. Treat books carefully.	Pick up. Treat chairs appropriately	Wipe your feet. Sit appropriately

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**PBIS** Classroom Plan




Dr. Gonzalez challenged his teachers to develop a classroom plan that includes:

- Rules
- Procedures
- Consequences for following or breaking rules

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**PBIS** Positive Terms

Write 3 to 5 positive rules that tells students what they are to do, rather than telling them what they aren't to do.

- Never assume that if you tell students what not to do, that they automatically know what to do instead so rules must be taught.



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**PBIS** Rules

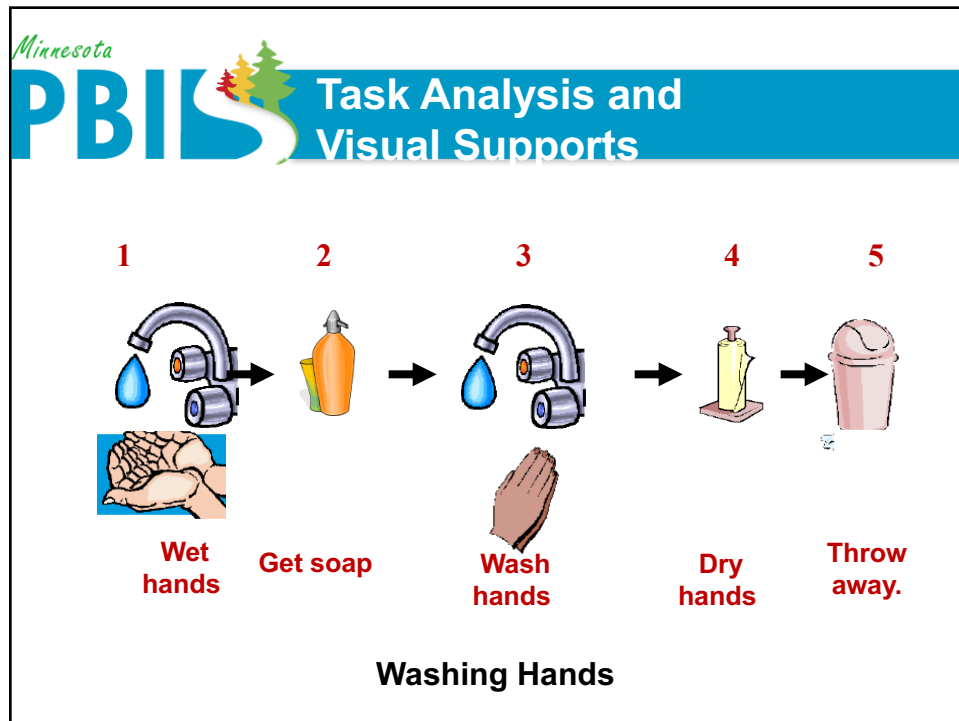


<b>We are quiet.</b>	Talking out, verbal disruption, yelling, or making loud sounds.
<b>We work at our desk.</b>	Out-of-seat without permission, standing up, jumping, or walking around room.
<b>We keep our hands and feet to our self.</b>	Physical contact such as hitting, kicking, pushing, pulling, pinching, throwing objects, & taking property of others.
<b>We complete work.</b>	Not staying on task or completing homework.

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**PBIS** Procedures

Procedures are specific “how tos” and must be taught:

- Entering and exiting the classroom
- Participating in large & small groups
- Completing independent work at desk
- Responding to the quiet signal
- Asking for help
- Using the bathroom
- Sharpening a pencil
- Transitions in the hall
- Break time



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Tier 2:  
Group Supports for Secondary Prevention

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## Targeted Supports

Secondary prevention level of PBIS includes the provision of explicit group instruction in areas.

- Self-regulating behaviors
- Communicating and understanding emotions
- Developing social skills and relationships

When students don't have these skills, they often exhibit challenging behaviors

Objective: Learn evidence-based practices that are effective in changing the developmental trajectory of students with or at risk for social, emotional and behavioral concerns.

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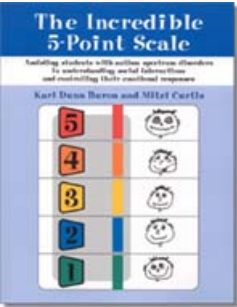
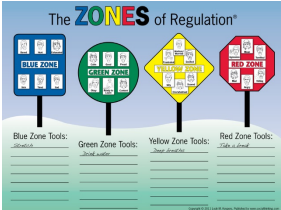
## Teach Skills

Direct Instruction is an evidence based practice.

- o Some students must be directly taught the social information and social skills because they do not learn them without being directly taught. (They don't pick up the natural cues!)
- o Example: Learning concepts such as basic emotions can be taught using traditional direct instruction methods. This includes the use of pictures of the various emotions and the use of modeling, prompting, and reinforcement procedures.

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**PBIS** Teach Regulation

- Visual supports are evidence based practices.
  - The Incredible 5 Point Scale guide uses a visual strategy to teach emotional regulation.
  - The Zones of Regulation is another visual strategy to teach regulation skills.

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**PBIS** Teach Social Skills


1. Introduction
  - Greet and discuss experiences using target skill from the previous session.
2. Instructional Time
  - Teacher introduces topic of instruction; review skills previously learned; & teach new skill.
3. Model
  - Teacher models target skill (teacher, group members, or video modeling). Ask students if there are questions or comments.
4. Practice
  - Students practice new skills (role play).
5. Coach & Prompt
  - Teacher coaches and prompts students to perform skill.
6. Feedback/Problem Solving
  - Teacher provides students feedback on correct use of skill and corrective strategies on skills needing improvement.
7. Reinforce
  - Teachers uses reinforcers to increase the use of the new skill.





Tier 3:  
Individualized Supports in  
Tertiary Prevention

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Objectives

1. Define behavior.
2. Understand the dimensions of behavior.
3. Learn to describe student's behaviors using observable and measurable terminology.
4. Define antecedents and consequences.
5. Learn how to conduct a tier 3 functional behavior assessment.
6. Learn about function of behavior and how to write a hypothesis.
7. Understand the acting out cycle.

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## Define Behavior

What is behavior?

Behavior is defined as **anything we do.**



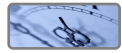
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## Dimensions



1. Frequency: How often a behavior occurs.



2. Duration: How long a behavior lasts.



3. Intensity: How severe a behavior is.



4. Latency: How long it takes a behavior to occur once cued.

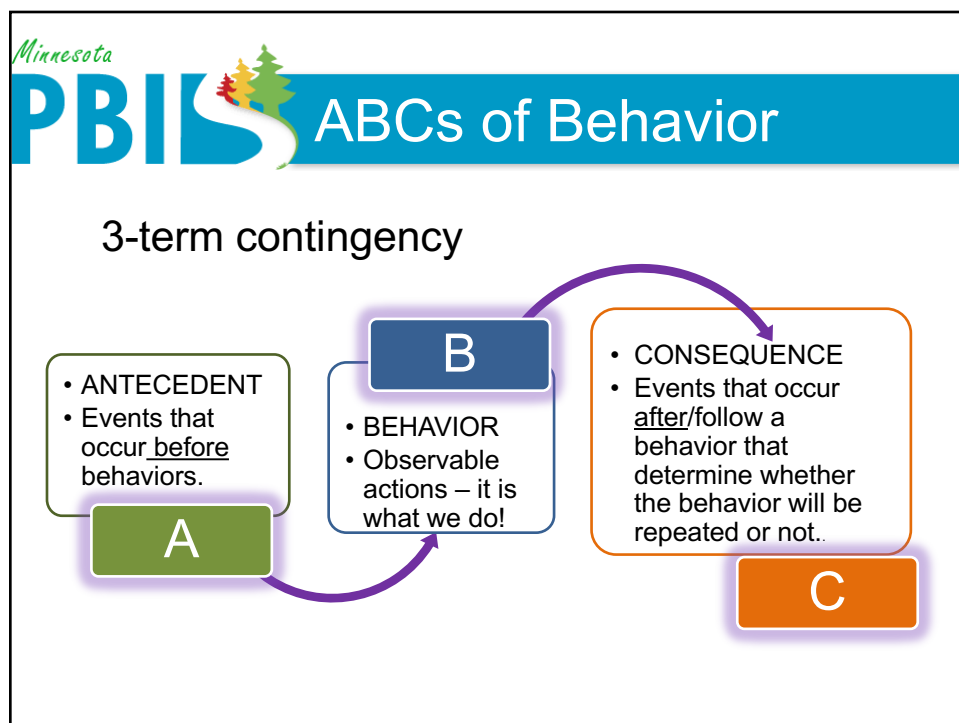


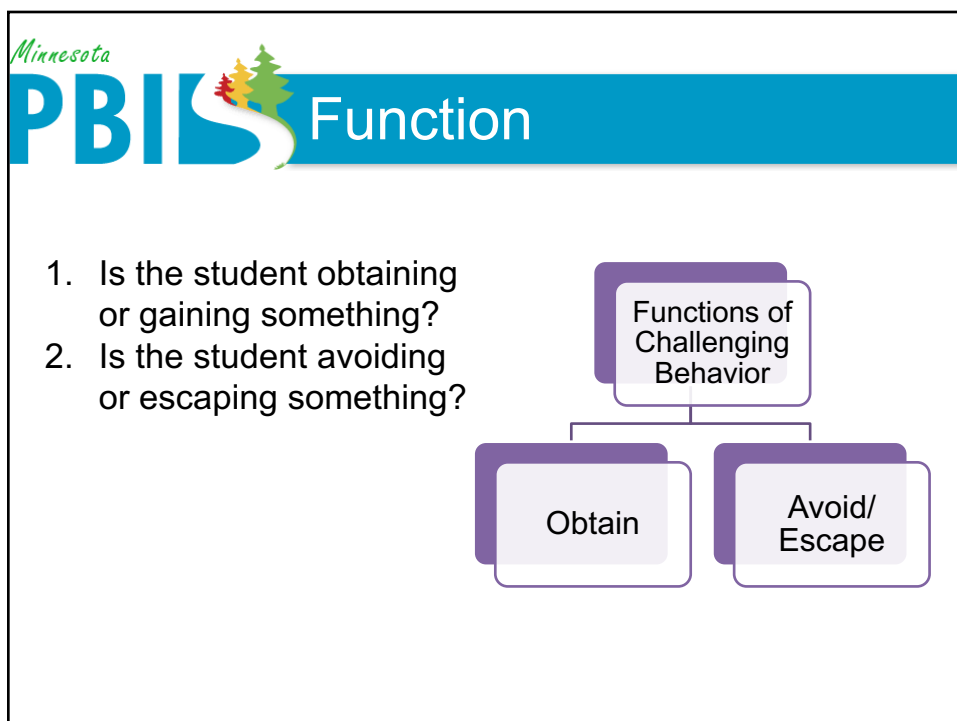
5. Age-Appropriateness: A behavior not typical for age.

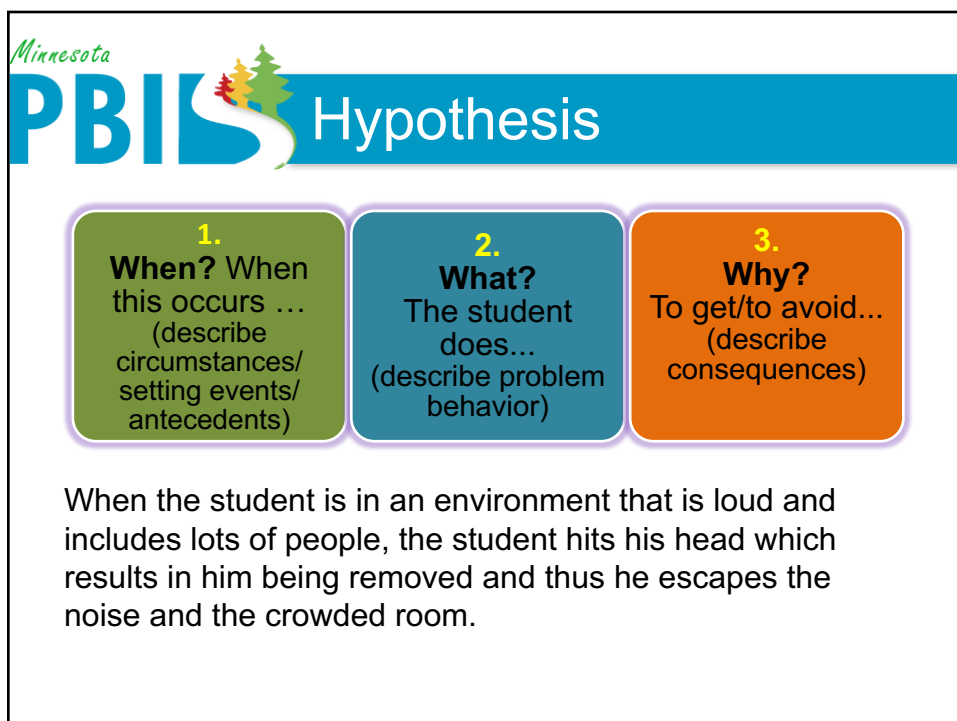
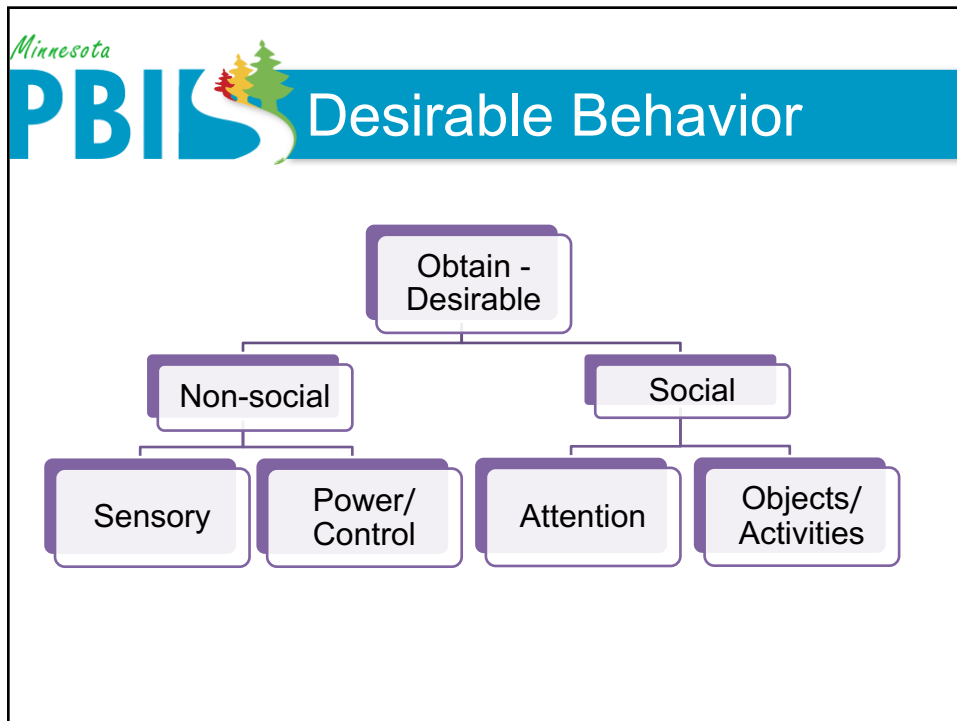


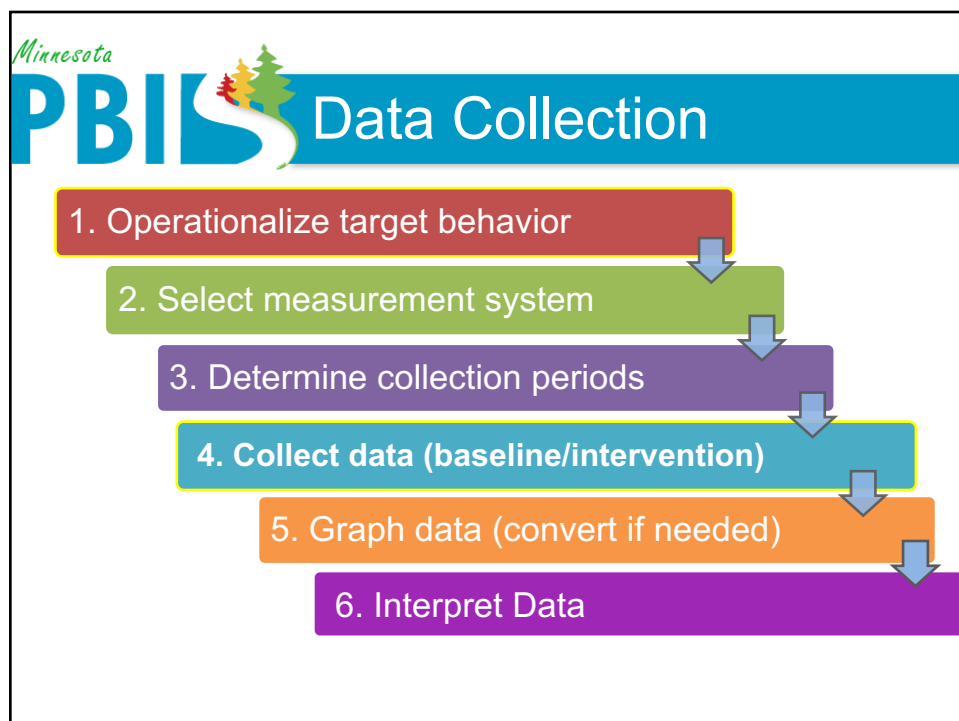
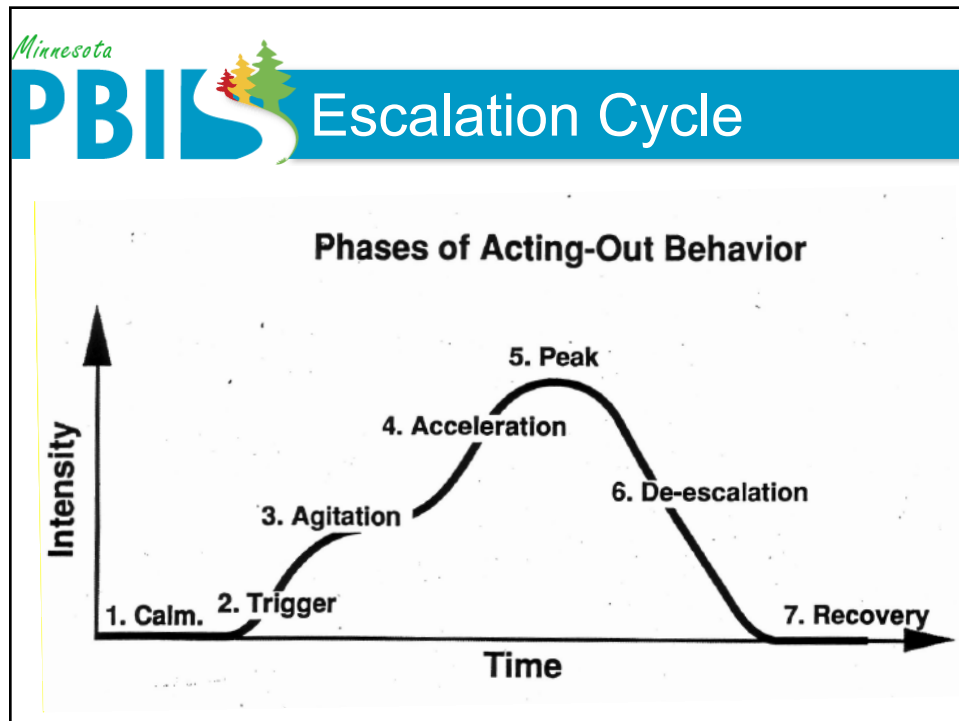
6. Type: A behavior not typical for any age.

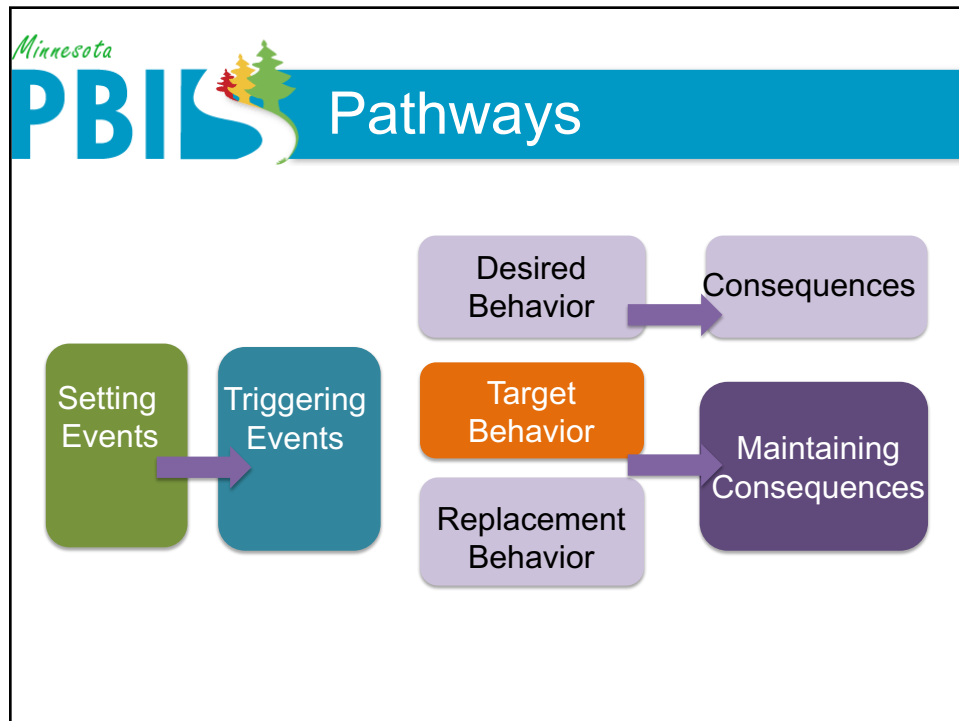
- Describe a minor behavior that becomes problematic due to dimension.













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**PBIS** Prevent-Teach-Reinforce

<b>PREVENT</b> <b>A antecedents</b> Strategies focus on prevention	<b>TEACH</b> <b>B behavior</b> Strategies focus on teaching	<b>REINFORCE</b> <b>C consequences</b> Strategies focus on our responses & reinforcement
Antecedent Strategies	Teaching Strategies	Consequence Strategies
The goal of strategies is to prevent behaviors.	The goal of strategies is to teach replacement & desired behaviors.	The goal of strategies is to reinforce positive behaviors & not reinforce problem behaviors.



## Plans to Increase PBIS Capacity

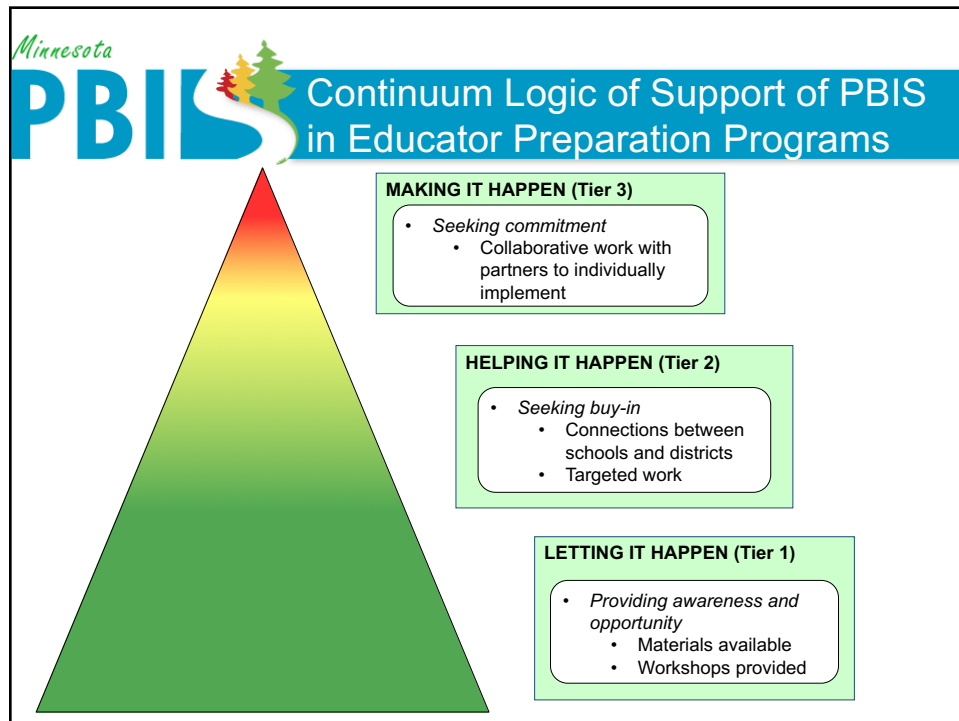
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## PBIS Capacity: The Vision

- Preparation programs will
  - Increase coverage of PBIS competencies
  - Contain at least one faculty member with PBIS expertise
  - Provide at least one faculty member who contributes to Minnesota's PBIS efforts
  - Produce graduates who are competent beginners in PBIS knowledge and skills and with a PBIS disposition who can
    - Support schools already implementing PBIS
    - Serve as catalysts to advocate for the use of PBIS in schools that are not using it






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**PBIS**

## PBIS Presentations in Educator Preparation Programs

- Class presentations over the last two years at
  - Bemidji State University
  - Southwest Minnesota State University
  - University of Minnesota Morris
  - Minnesota State University Moorhead
- This year at MSUM
  - Secondary and elementary education classes
  - North Regional Implementation Project Coordinator and 8 educators from Lake Park Audubon and Moorhead
  - Content
    - PBIS overview
    - Learning stations
      - Rethinking Discipline article, responding to behavior scenarios
      - PBIS in the classroom (e.g., expectations matrix, creating routines and procedures)
      - Feedback and acknowledgement

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**PBIS**  Thank You!

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