Main Menu-Critical Features

- Establish Commitment
- Establish and Maintain Team
- Self Assessment
- Establish, Define and Teach School-Wide Expectations
- Establish On-Going System of Rewards
- Establish System for Responding to Behavioral Violation
- Establish Information System
- Build Capacity for Function-Based Support
- Build District Level Capacity
- Build Family and Community Collaboration

ACTION PLAN
MARKETING PLAN
RESOURCES
PRESENTATIONS
FORMS
1. Establish Commitment

a. Administrator Commitment
   Defined
   Guiding Questions

b. Building Faculty Involvement
   Defined
   Jenifer Elementary Example 1
   Jenifer Elementary Example 2

c. Training Module:
   Building Faculty Involvement
1. Establish Commitment

Administrator Commitment

Defined

- Admin attends meetings 90% of the time
- Admin provides funding for PBIS activities
- Admin puts time on staff agenda for PBIS updates
- Admin actively promotes PBIS as priority, integrates with other initiatives/improvement activities

1. Establish Commitment

a. Administrator Commitment

Guiding Questions

- Will resources (people, time, materials, space) need to be allocated or reallocated to successfully support the implementation of the new procedures/practices?
- For training?
- For supervision?
- For evaluation?
Module 3: Building Faculty Involvement

Objectives
- Understand why staff need to be committed to decreasing problem behaviors and increasing academic behaviors
- Identify four approaches to gain faculty buy-in to the school-wide PBS process
- Develop a plan to get buy-in and build ownership across faculty

Decreasing Problem Behaviors
- Staff commitment is essential
- Faculty and staff are critical stakeholders
- 80% buy-in must be secured
- 3-5 year process

Faculty Are Familiar with the Behavior Problems
- Communication is essential in this process
- Open communication will allow faculty to feel as though they are part of the change process
- Faculty will begin to understand what is happening across campus
- Frequent communication opens dialogue for problem-solving across campus

Strategies
- Use the existing database
- Use a team planning process
- Conduct staff surveys
- Develop an "election" process for the completed plan

Use the Existing Database
- Where behaviors are occurring (i.e., setting)
- What types of behaviors are occurring
- What types of consequence was delivered to discipline students
- When problems behaviors occur most frequently
- How many discipline referrals, suspensions, and/or expulsions occurred last school year
- How many faculty are absent daily
- Other (loss of instruction time, student absences, etc.)
Time Cost of a Discipline Referral
(Avg. 45 minutes per incident)

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<thead>
<tr>
<th></th>
<th>1000 Referrals/yr</th>
<th>2000 Referrals/yr</th>
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<tr>
<td>Administrator</td>
<td>500 Hours</td>
<td>1000 Hours</td>
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<td>Student</td>
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<td>Totals</td>
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<td>3000 Hours</td>
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Instructional Days Lost (August-March)

Instructional Days Lost Per 100 Students

How to Use the Data to Get Faculty Buy-in

- Share visuals (graphs) with faculty on a regular basis
- The visuals are a powerful tool:
  - To let staff know the extra work they are doing is paying off
  - To show specific areas that may need a more intense focus
- Emphasize the “Team” process

Average Referrals Per Day Per Month

Multi Year Office Referrals per Day Per Month
Use a Team Planning Process

- Planning Alternative Tomorrows with Hope (PATH) is a way for diverse people who share a common need to align their...
- School's vision, purposes, and goals
- Understanding of a situation and its possibilities for hopeful action
- Actions for change, mutual support, personal and team development, and learning

P.A.T.H.

- PATH Allows Teams to...
  - Make a commitment that change will be accomplished
  - Develop an action plan of steps that need to take place in order to insure change
- PATH is Not...
  - The answer to all problems
  - A guarantee
  - A quick fix solution to complex human and/or organizational problems

Identify Common Values

- With this frame, we want to help the team identify their dream for the future, including all the ideas, values, and things that are important to them in developing an ideal school.
- List anything that is important for the team to realize the kind of school they desire.

Conduct Staff Surveys

- Staff surveys are an efficient way to:
  - Obtain staff feedback
  - Create involvement without holding more meetings
  - Generate new ideas
  - Build a sense of faculty ownership

Sample Staff Survey Item

- Check the OUTCOMES below that you would like to achieve at our school...
  - Increase in attendance
  - Improvement in academic performance
  - Increase in the number of appropriate student behaviors
  - Students and teachers report a more positive and calm environment
  - Reduction in the number of behavioral disruptions, referrals, and incident reports
**What Other Schools Have Found to Be Effective**

- Faculty Retreat - day before official pre-planning
- After the overview at a faculty meeting staff signs on chart paper labeled Yes/No/Need
- More Information
- Show sections of the school-wide video

**Supporting Systemic Change**

- Those involved in the school must share:
  - A common dissatisfaction with the processes and outcomes of the current system
  - A vision of what they would like to see replace it
- Problems occur when the system lacks the knowledge of how to initiate change or when there is disagreement about how change should take place

**Challenges**

- Reasons for making changes are not perceived as compelling enough
- Staff feel a lack of ownership in the process
- Insufficient modeling from leadership
- Staff lack a clear vision of how the changes will impact them personally
- Insufficient system of support

**Solutions**

- Develop a common understanding
- Enlist leaders with integrity, authority, resources and willingness to assist
- Expect, respect and respond to resistance (encourage questions and discussion)
- Clarify how changes align with other initiatives
- Emphasize clear and imminent consequences for not changing
- Emphasize benefits
  - Consistency of time/effort
  - Alignment of processes/goals
  - Greater professional accountability
- Stay in touch with peer leaders during the change process

**Reflection Questions**

Answer these questions about your SW-PBS team:

1. About what percent of your staff have bought into PBS?
2. What did or did not work to get faculty buy-in?
3. What does your team need to do to get more faculty input on the critical elements?
4. How does your team share data with the faculty?
5. What strategies might help you get greater faculty buy-in?
2. Establish and Maintain Team

- Defined
- Work Smarter~Chart
- Work Smarter~Recommendations
- Work Smarter doc
- Guiding Questions
- Training Module- Collaboration and Operation
2. Establish and Maintain Team

Defined

- Team established (representative)
  - Team includes: grade level teachers, special area, paraprofessionals, parents, special ed, school counselor, non classroom monitors,
  - Team has established a clear mission/purpose

- Team has regular meeting schedule, effective operating procedures
  - Agenda is used, coach is notified of meeting time, admin present to approve activities/decisions

- Committee/Workgroup review completed/updated annually
  - PBIS team has clearly defined objectives/outcomes

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<tr>
<th>Committee/Work Group</th>
<th>Purpose</th>
<th>Expected Outcome</th>
<th>Target Group</th>
<th>Membership</th>
<th>Relation to School Mission &amp; School Improvement Plan</th>
<th>Priority</th>
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</table>
2. Establish and Maintain Team

Work Smarter
Recommendations

1. What committees/work groups can we eliminate?
2. What committees/work groups can we combine?
3. What committees/work groups need to be supported for improved outcomes and sustained functioning?
4. What would an organizational chart that shows the relationship between each of our recommended committees/work groups look like?

2. Establish and Maintain Team

Guiding Questions

1. Do we have representation of our school staff? Who else needs to be included?
2. Who is our team leader?
3. What are the roles and responsibilities of the team leader?
4. What training is necessary for the new procedures and practices to be implemented?
   • Does non-certified staff require special training? How will that be provided?
   • Who will do the training / coaching?
   • How will feedback be provided to training recipients?
5. What type of on-going support is needed to support staff in implementation?
6. How will the new procedures and practices be communicated to parents?
Module 2: Establishing a Foundation for Collaboration and Operation

**Objectives**
- Understand the importance of collaborative learning
- Understand the characteristics of effective team collaboration
- Identify critical team roles and responsibilities
- Identify how to support team members to participate on the school-wide PBS team
- Understand how to align PBS and school's mission and improvement plan
- Identify how to "work smarter, not harder"

Teaming allows you to:
- Look at old issues from a NEW perspective
- Explore the validity of "first impressions"
- Stimulate creativity
- Think outside-the-box

Have you ever been part of this team?
- No agenda is prepared
- Meeting starts late
- No time schedule has been set for the meeting
- No one is prepared
- No facilitator is identified
- No one agrees on anything
- No action plan is developed
- Everyone is off task
- Negative tone throughout the meeting

Establishing a Foundation for Collaboration and Operation
- Necessary first step
- Without this many schools cannot sustain long-term change

A School-based PBS Team
- School Advisory Council must be committed to school-wide PBS and actively participate on the team
- PBS team should remain small (3-8 participants)
- Consider representatives that include: administration, general education teachers, special education teachers, guidance, specials teachers, parents...
- Consider Core Team versus Peripheral Team
School PBS Team Roles and Responsibilities:

- Develop the school-wide PBS action plan
- Monitor behavior data
- Hold regular team meetings (at least monthly)
- Maintain communication with staff and coach
- Evaluate progress
- Report outcomes to Coach/Facilitator & District Coordinator

Team Roles and Responsibilities:

- **Team Leader**: start the meeting, review the purpose of the meeting, facilitates the meeting by keeping the team focused on each step
- **Recorder**: responsible for transcribing the team's responses on flip chart paper, transparency, or team agenda/minutes form
- **Timekeeper**: responsible for monitoring the amount of time available to discuss the case and keeps the team aware of time limits for giving "warnings" (i.e., 10 minutes left)
- **Data Specialist**: trained in entering and accessing data from the PBS or your school's current data system
- **Coach/Facilitator**: district level (administrative) or school-based (practitioner); individual that facilitates the team through the process, becomes the school's main contact

Coaches' Roles & Responsibilities:

- May be district-level personnel who have freedom to move across schools
- Are familiar with the school-wide process
- Facilitate teams throughout the process (i.e., ensure critical elements are in place)
- Attend all trainings/meetings with their respective school-based teams
- Co-train with PBS Project in subsequent school years
- Are active and involved team members
- Are the main contact person for the school-based team
- Report to the District Coordinator

Administration's Roles and Responsibilities:

- All administrators are encouraged to participate in the process
- Administrator should play an active role in the school-wide PBS change process
- Administrators should actively communicate their commitment to the process
- Administrator should be familiar with school's current data and reporting system
- If a principal is not committed to the change process, it is unwise to move forward in the process

Team Member with Behavioral Expertise:

- Important to involve one individual from the school district office with training or experience in behavior support
- This may include a school psychologist, behavior specialist/analyst, or counselor
- Utilize staff members with varied experiences as resources

Strategies:

- The behavior expert will be one of the primary resources for developing the school-wide plan
- Behavior expert may take a lead role in the process because of his/her training and skills:
  - Practical foundations of PBS
  - Knowledge of data collection and data analysis
  - Capacity to design and implement comprehensive plans
School-based PBS Team Meets Frequently

- During initial planning, teams may need to meet more often
- Team should meet at least once a month to:
  - Analyze existing data
  - Make changes to the existing database
  - Problem-solve solutions to critical issues
  - Begin to outline actions for the development of a plan

Enhancing Meeting Success

- Administrator identifies how to free staff time for participation on the PBS Team
- Clearly schedule meeting dates and times
- Administrators remind staff of the significant impact and ultimate success

School Improvement Plan

- Schools must be committed to improving behavior
- One of the top priorities
- Make sure the SIP addresses issues of student behavior – maybe able to access SIP $$$
- SIP needs to be aligned with the school’s mission statement
- Review content of SIP with all faculty and staff

** Inconsistency and lack of direction can impede overall school improvement

Getting Started on School-wide

- Investigate current programs in place
- Identify current procedures and policies in place
- Realign committees to more effectively address behavioral concerns

Preparation for Working Smarter Not Harder

- Allows schools to identify the multiple committees within their school
- Helps in identifying purposes, outcomes, target groups, and staff
- Assists schools in addressing, evaluating, and restructuring committees and initiatives to address school improvement plan
- Important for schools to identify that school-wide PBS is integrated into existing committees and initiatives

First Steps to Working Smarter

- School Mission Statement
  Examine the mission statement for school-wide goals such as safety, citizenship, and success
- Other School-wide Programs
  Use the Working Smarter activity form to determine common goals across multiple school program initiatives
3. Self Assessment

a. Defined
b. Staff Survey~Individual School Summary Reports
c. Staff Survey~Comparative Summaries Reports
d. Staff Survey~Analysis of School Wide System Report
e. Guiding Questions
3. Self-Assessment

Defined

• Team Team/faculty complete PBIS survey (completed annually)
  • Self Assessment is used to write annual action plan
  • Results are shared with staff
• Team summarizes existing school discipline data

Implementation plan developed:

• Strengths, areas of immediate focus & action plan are identified
  • Schedule/plans for teaching staff the discipline & data system are developed
  • Team makes it easy for staff to implement and responds to feedback
  • Schedule for rewards/incentives for the year is planned
  • Plans for orienting incoming staff and students are developed
  • Plans for involving family and community are developed

3. Self-Assessment

Individual School Summary Report

Individual school summaries are grouped by survey dates with the most recent first. For each self-assessment system (school-wide, nonclassroom, classroom, and individual), a table displays the percentage of respondents who answered "In Place", "Partially in Place", and "Not in Place" for current status and "High", "Medium", and "Low" for improvement priority. Bar charts of these figures can be displayed for each survey.
3. Self-Assessment
Comparative Summaries Report

This report compares surveys conducted on different dates up to a maximum of five. The report compares the reported status and improvement priority of each self-assessment system on each date. A bar chart comparing the current status of each system on each date, and another comparing the improvement priorities, can be generated.

3. Self-Assessment
Analysis of School-Wide System Report

This report includes a chart with bars for percent In Place, Partially In Place, and Not In Place for each of the elements below for each year, plus the implementation average for each year. The numbers in parentheses show the survey question(s) used to generate that information. This analysis can be aligned with the School-wide Evaluation Tool (SET) results.

- Expectations defined (question 1)
- Expectations taught (2)
- Reward system (3)
- Violations system (4-6)
- Monitoring (10-12)
- Management (8, 14-16)
- District support (17-18)
3. Self-Assessment

Guiding Questions

• Have you completed Self Assessment?
• Yes!
  – If you completed online version, have you viewed or printed the report?
• No!
  – When will you complete the survey with your staff?

• When will you provide feedback to your faculty and staff?
• What discipline data/information do you have from last year that will guide your action plan activities?
4. Establish, Define and Teach School-Wide Expectations

- Defined
- Example Expectations
- Teaching Expectations
- Example Teaching Matrix
- Blank Teaching Matrix
- Cool Tool
- Non Classroom Settings and Active Supervision
- Guiding Questions
- Training Modules
  Expectations and Rules Teaching Appropriate Behavior
4. Establish, Define and Teach School-wide Expectations

Defined

- 3-5 school-wide behavior expectations are defined and posted in all areas of building.
- Expectations apply to both staff and students
- Posters are similar, paired with icon and highly visible
- School-wide teaching matrix developed.
- Rules developed for specific settings
- Rules are linked to expectations

<table>
<thead>
<tr>
<th>Rule Expectation</th>
<th>Routine/Setting</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Classroom</td>
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<tr>
<td></td>
<td>Hallway</td>
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<td>Cafeteria</td>
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<td></td>
<td>Playground</td>
</tr>
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<td></td>
<td>Bus</td>
</tr>
</tbody>
</table>
4. Establish, Define and Teach School-wide Expectations

- Teach the expectations to ALL students
  - Teaching plans for school-wide expectations are developed.
  - A behavioral curriculum includes concept and skill level instruction
  - Lessons include examples and non-examples
  - Strategies for use by families/community are developed
  - Faculty/staff and students are involved in development
- School-wide behavioral expectations taught directly & formally.
  - Lessons are embedded into subject area curriculum
  - Schedule/plans for teaching staff the lesson plans for students are developed
  - Booster sessions for students and staff are scheduled/planned
- Teach the expectations in ALL settings
- Allow students a chance to practice behaviors

*Introducing PBIS to Students-North Point High School*

EAGLE BUCKS give you the credit you deserve for your positive actions.
4. Establish, Define and Teach School-wide Expectations

3 slides

- High 5's
  - Be respectful
  - Be responsible
  - Be there, be ready
  - Follow directions
  - Hands/feet to self
- The Respect School
  - Respect others
  - Respect property
  - Respect yourself
- Formula 4 Success =
  - Respect
  - Responsibility
  - Ready-to-learn
  - Re-thinking
- The 5 Be's
  - Be kind
  - Be safe
  - Be cooperative
  - Be respectful
  - Be peaceful
- Code of Conduct
  - I am respectful
  - I am responsible
  - I am safe
  - I am prepared
- Respect + Responsibility = Pride
  - Show respect
  - Show responsibility

4. Establish, Define and Teach School-wide Expectations
Tenets of Kenwood Pride

- Be there and prepared
- Live responsibly
- Uphold integrity
- Earn and give respect

Example Teaching Matrix - 3 slides

<table>
<thead>
<tr>
<th>CODE OF CONDUCT</th>
<th>CLASSROOMS AND ALL SETTINGS</th>
<th>HALLWAYS</th>
<th>SUB</th>
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</thead>
</table>
| I am RESPECTFUL | - Listen politely
  - Raise hand to speak
  - Speak respectfully
  - Use kind words
  - Ask permission to use things | - Walk silently
  - Keep hallway neat and clean
  - Keep hands off walls and displays | - Use a quiet voice
  - Speak nicely to others |
| I am RESPONSIBLE | - Follow directions
  - Make good choices
  - Accept consequences | - Follow directions
  - Make good choices
  - Accept consequences | |
| I am SAFE | - Keep hands and feet to self
  - Stay in assigned area
  - Sit in chair safely
  - Use furniture and supplies appropriately | - Walk in single, straight line
  - Keep a reasonable distance between self and others
  - Walk safely up and down stairs
  - Keep hands and feet to self | - Stay in your seat
  - Keep seat belt buckled
  - Keep hands and objects inside the bus
  - Keep hands and feet to self |
| I am PREPARED | - Quiet prepared
  - Work carefully
  - Complete your work
  - Do your best | - Walk with a purpose
  - Face forward with hands at your sides | - Be on time outside waiting
  - Sit in assigned seat
  - Buckle your seat belt |
### NORTH POINT PBIS BEHAVIOR MATRIX

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<th>Class</th>
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<th>Bed</th>
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### Example Teaching Matrix

**THE CHILDREN'S GUILD**

- **Rule Expectation**
  - Respect
  - Use appropriate language
  - Follow procedures
  - Walk quietly
  - Help

- **Classroom**
  - Follow rules
  - Use appropriate language
  - Respect

- **Cafeteria**
  - Stay in line
  - Follow procedures

- **Bathroom**
  - Use sink and toilet
  - Keep toilet seat closed

- **Bus/Van**
  - Sit in seat
  - Don't throw trash

- **Hallway**
  - Follow procedures
## Teaching Matrix: Example

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<tr>
<th>expectation</th>
<th>all settings</th>
<th>hallways</th>
<th>playgrounds</th>
<th>cafeteria</th>
<th>library/computer lab</th>
<th>assembly</th>
<th>bus</th>
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</thead>
<tbody>
<tr>
<td>respect ourselves</td>
<td>be on task. give your best effort. be prepared.</td>
<td>walk.</td>
<td>have a plan.</td>
<td>eat all your food. select healthy foods.</td>
<td>study, read, compute.</td>
<td>sit in one spot.</td>
<td>watch for your stop.</td>
</tr>
<tr>
<td>respect others</td>
<td>be kind. hands/feet to self. help/share with others.</td>
<td>use normal voice volume. walk to right.</td>
<td>play safe. include others. share equipment.</td>
<td>practice good table manners</td>
<td>whisper. return books.</td>
<td>listen/watch. use appropriate applause.</td>
<td>use a quiet voice. stay in your seat.</td>
</tr>
<tr>
<td>respect property</td>
<td>recycle. clean up after self.</td>
<td>pick up litter. maintain physical space.</td>
<td>use equipment properly. put litter in garbage can.</td>
<td>replace trays &amp; utensils. clean up eating area.</td>
<td>push in chairs. treat books carefully.</td>
<td>pick up. treat chairs appropriately.</td>
<td>wipe your feet. sit appropriately.</td>
</tr>
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<td>Cafeteria</td>
<td>Common Area</td>
<td>Hallways</td>
<td>Parking Lot</td>
<td>Library &amp; Computer Lab</td>
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"Cool Tool"

**Skill Name**
*Getting Help*
(How to ask for assistance for difficulty tasks)

**Teaching Examples**
1. When you’re working on a math problem that you can’t figure out, raise your hand and wait until the teacher can help you.
2. You and a friend are working together on a science experiment but you are missing a piece of lab equipment, ask the teacher for the missing equipment.
3. You are reading a story but you don’t know the meaning of most of the words, ask the teacher to read and explain the word.

**Kid Activity**
1. Ask 2-3 students to give an example of a situation in which they needed help to complete a task, activity, or direction.
2. Ask students to indicate or show how they could get help.
3. Encourage and support appropriate discussion/responses. Minimize attention for inappropriate responses.

**After the Lesson**
(During the Day)
1. Just before giving students difficult or new task, direction, or activity, ask them to tell you how they could get help if they have difficulty (repetition).
2. When you see students having difficulty with a task (e.g., off task, complaining), ask them to indicate that they need help (reminder).
3. Whenever a student gets help the correct way, provide specific praise to the student.

4. Establish, Define and Teach School-wide Expectations

**Guiding Questions**

- What lessons will be necessary to teach the students the desired behavior?
  - Who will develop the lesson plans?
  - How will instruction be provided?
  - How will students practice the desired behavior?
  - How will feedback be provided to the students on the performance of their behavior?
- What routines need to be developed to support the desired behavior, improve transitions or movement, or eliminate problems in the environment?
  - How will the routines be taught to the students and staff?
  - How will the students practice the routines with feedback?
- What are the supervision requirements needed to support the student behavior?
  - Have adult expectations been clearly defined and communicated?
  - Has a supervision schedule been developed and clearly communicated?
  - Have "problem spots" been identified that require additional supervision?
Module 10: Identifying School-wide Expectations and Rules for Unique Settings

Objectives
- Define school-wide expectations
- Understand guidelines for developing school-wide expectations
- Understand the differences between expectations and rules
- Identify strategies to determine your school-wide expectations
- Develop 3-5 expectations for your school
- Define rules for unique settings
- Understand why rules are important

School-wide Expectations
- **Definition:**
  - A list of specific, positively stated behaviors that are desired of all faculty and students
  - Also referred to as concepts
  - These expectations should be in line with the school's mission statement and should be taught to all faculty, students, and families

Rules for Unique Settings
- **Definition:**
  - Specific skills you want students to exhibit and the procedures you want students to follow in specific settings

What Is Gained by Identifying Rules?
- Uniform instruction across multiple programs and settings within the school
- Communication among staff members
- Communication with parents
- Curriculum design
- Legal, ethical, and professional accountability

How Are Expectations and Rules Similar?
- Both should be limited in number (3-5)
- Both should be positively stated
- Both should be aligned with the school's mission statement & policies
- Both should clarify criteria for successful performance
How Are Expectations and Rules Different?

- Expectations are broadly stated
- Expectations apply to all people in all settings
- Expectations describe the general ways that people will behave

Differences continued...

- Rules describe specific behaviors
  - Observable
  - Measurable
- Rules may apply to a limited number of settings
- Rules clarify behaviors for specific settings

When Identifying Expectations

- Consider existing data summaries
  - Discipline
  - Academic
- Identify common goals
  - Mission Statement
  - Other School-based Programs
- Identify characteristics of an ideal student

Example: Grover Middle School

- Grover Middle School serves 2053 students
- Last year they had 3,150 discipline referrals
- Referrals from:
  - Classroom = 2,012
  - Cafeteria = 507
  - Hall = 134
  - Bus Circle AM = 312
  - Bus Circle PM = 185

Example: Grover Middle School

- Top 2 Occurring Behaviors in each area:
  - Classroom = Disruption and Disrespect
  - Cafeteria = Disruption and Disrespect
  - Hall = Disruption and Safety Violations
  - Bus Circle AM = Fighting and Disrespect
  - Bus Circle PM = Disrespect and Safety Violations
- Academic Achievement:
  - Stanford Nine =
    - 20% Above Average
    - 40% Average
    - 40% Below Average
- Report Card Grades:
  - 10% B's
  - 30% C's
  - 30% Honor Roll
  - 30% 2.0 GPA
  - 30% Failing

Characteristics of an Ideal Student

- Identifying the characteristics of an ideal student is a beneficial process for
  - Teams that are having difficulty reaching consensus
  - Teams that are having difficulty building consensus among the faculty
  - Facilitating consensus with parent groups
  - Facilitating student "buy-in"
Guidelines for Identifying Expectations

- Identify behaviors expected of all students and staff in all settings
- Select 3 to 5 behaviors
- State expectations in positive terms
- Select expectations that are general enough to be applicable in multiple settings but specific enough to be of assistance in generating rules for targeted settings

Which Guidelines Were Not Followed in These Examples?

- Don't run
- Raise your hand and wait to be recognized before speaking
- Be good
- No talking
- Stay in your seat
- Act like ladies and gentlemen

Which Ones Are Expectations? Which Ones Are Rules?

- Have tolerance
- Place food items in their proper containers
- Remain seated during instruction.
- Use an inside voice
- Keep all four legs of your chair on the floor
- Show self-control
- Be a problem solver

Sebastian Elementary School
Sea Turtles are TURTLEIFFIC
Act Safely
Be Responsible
Care for self, others, and the environment

Follow-Up

- Go to the questions at the end of the module.
- Your answers will be submitted and can be used to assist your team and plan for ongoing technical assistance.

Reflection Questions

Answer these questions about your SW-PBS team:
1. Do you understand the differences between "Expectations" and "Rules"? If not, what questions do you have regarding the differences between "Expectations" and "Rules"?
2. Has your PBS team developed a maximum of 5 positively stated School-wide Expectations?
3. How did your school identify its 3-5 Expectations?
Reflection Questions

Answer these questions about your SW-PBS team:

4. Does your school have 3-5 positively stated rules for specific settings? Looking at your rules you have in place for specific settings and the data you collected does your team need to review and revise any of the rules?

5. Does your PSS team have visual reminders of your agreed upon rules in the settings where they will apply? If yes, please describe.
Module 11: Developing a System for Teaching Appropriate Behavior

Objectives
- Understand why and how to teach appropriate behavior
- Identify how to develop lesson plans for teaching school-wide expectations and rules
- Identify how to embed expectations in the curriculum
- Explore creative ways to teach behavior
- Understand how to use data to make decisions about teaching

Behavioral Errors
More often occur because:
- Students do not have appropriate skills—"Skill Deficits"
- Students do not know when to use skills
- Students have not been taught specific classroom procedures and routines
- Skills are not taught in context

"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..."  
"Why can't we teach the most important of all skills—emotionally?"  
(Horner, 1998)

Why Develop a System for Teaching Behavior?
- Behaviors are prerequisites for academics
- Procedures and routines create structure
- Repetition is key to learning new skills:
  - For a child to learn something new, it needs to be repeated on average 8 times
  - For a child to unlearn an old behavior and replace with a new behavior, the new behavior must be repeated on average 28 times (Harry Wong)
Why Develop a System for Teaching Behavior?

- We can no longer assume:
  - Students know the expectations/rules and appropriate ways to behave
  - Students will learn appropriate behaviors quickly and effectively without consistent practice and modeling

How Do We Teach Behavior?

- Introductory Events
  - Teaching school to expectations and rules
- On-going Direct Instruction
  - Specially designed lessons, character education
- Embedding in Other Curriculum
- Booster Trainings
- Keeping it Out There
  - Visual Displays — posters, agenda covers
  - Daily announcements

Introductory Events

- All faculty and student's participate
- Decide on method that will be most effective for your school
- Consider Importance/Impact - Activity/event should be a high priority... not given a few minutes in some other activity

Creative Ideas: "Putting it Into Practice"

- Provide initial lesson plans and/or lesson plan format for teachers to begin teaching behavior
- Build on what you have (i.e. character ed.)
- Develop a system for expanding behavior lesson plan ideas throughout the year
- Determine the minimum requirements for teaching behavior (i.e. how often)
Lesson Plans: Two Levels

Level 1: Concept Development (Expectations)
- Broad expectations
- Applicable to all settings

Level 2: Skills (Rules)
- Observable behaviors
- Rules for specific settings

Guidelines for Teaching

Expectations and Rules: Mr. Michael's Class

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Respectful of Self and Others</td>
<td>Use a positive voice and language</td>
</tr>
<tr>
<td></td>
<td>Raise your hand to share your ideas</td>
</tr>
<tr>
<td>Follow Directions of All School Staff</td>
<td>Complete all assigned tasks</td>
</tr>
<tr>
<td>Stay Safe</td>
<td>Stay in assigned area</td>
</tr>
<tr>
<td></td>
<td>Keep hands and feet to yourself</td>
</tr>
</tbody>
</table>

Strategies for Success

- Describe specific, observable behaviors for each expectation
- Plan for modeling the desired behaviors
- Provide students with written and graphic cues in the setting where the behaviors are expected
- Acknowledge efforts
- Plan to re-teach and restructure teaching
- Allow students to participate in the development process
- Use “teachable” moments that arise in core subject areas and in non-academic times

Why embed expectations into curriculum?

- Behavior curriculum does not have to be separate
- Helps to eliminate time crunches
- Provides a rationale for student: helps students to see how the expectations fit into everyday life
- Meets best practices approach
  - Hands on activities
  - Meets all learning styles (oral, visual, kinesthetic)
  - Higher order learning activates (synthesize, analyze, etc.)

Teach As You Teach Core Academics:

- Define in terms that students will understand
- List critical attributes
- Provide examples and non-examples
- Enhance concept development
- Check for understanding
- Extend concept development
- Acknowledge efforts
- Re-teach and restructure teaching
Embedding Expectations into Current Daily Curriculum

**Social Studies**
- Have students research different cultures to find out how they define "Respectful"
- Talk about how different historical events occurred because of conflict and come up with solutions on how the conflict could have been resolved

**Language Arts and Reading**
- Use a novel that has an expectation as a theme
- Discuss characters in a novel and how they did not show respect, then have the students write the story with the character showing respect
- Have the students develop their own expectations and/ or rules and then have them write a persuasive essay or debate why theirs should be used instead of the school's

**Fine Arts (Music, Art, Computers, Graphics)**
- When choosing a school play, choose one with a theme centered around one of the school expectations or write your own play
- Have the students compose a song/rap with the expectation
- Have students come up with a campaign for promoting expectations to the entire student body

**Science and/or Math**
- Have students develop a hypothesis about what they think are the top behavior problems at school. Have them survey students, parents, & teachers; make graphs and reach a conclusion about the hypothesis
- Have the students count the number of tickets redeemed monthly for prizes & graph them. You can include ratio of number of tickets to student, # of tickets per teacher, etc.

*THOMPSON ELEMENTARY EXPECTATIONS*
- We are safe
- We are responsible
- We are respectful
- We are responsible
Using Data to Make Decisions about Teaching

- Your school's expectations are:
  - Show Respect
  - Be an Active Learner
  - Be Prepared
  - Show Self-Control

- Each month your school focuses on teaching one expectation: during homeroom and in the ISS room.

Booster Trainings

- There will be times when we all need a more intensive refresher across campus.
  - When might those times be?
  - What will the format booster training look like?
- How will you introduce/teach new students and staff?
Follow-Up

- Go to the questions at the end of the module
- Your answers to these questions will be submitted and can be used to assist the team and plan for on-going technical assistance

Reflection Questions

Answer these questions about your SW-PBS team:

1. Do you understand why it is necessary that the faculty at your school teach students the appropriate way to behave? If not, what questions do you still have regarding why faculty need to teach students the appropriate way to behave?

2. How has the faculty at your school taught the students on your campus the school-wide expectations and rules?

3. How effective is this format for teaching the students the expectations and rules? What suggestions do you have for your team to improve how the expectations are taught to the students? What suggestions do you have for your team to improve how the rules are taught to the students?
5. Establish On-Going System of Rewards

- Defined
- Examples
- Guiding Questions
- Training Module-Reward System
5. Establish On-Going System of Rewards

System for rewarding student behavior is established.
- Rewards are linked to expectations
- Rewards are varied to maintain student interest
- System includes opportunities for naturally occurring reinforcement
- Ratios of reinforcement to corrections are high (4:1 ratio established)
- Students are involved in identifying/developing incentives
- The system includes incentives for staff/faculty.

---

5. Establish On-Going System of Rewards

*Cougar Traits in the Community*

Student Name ____________________________

Displayed the Cougar Trait of:
- Respect
- Responsibility
- Caring
- Citizenship

(Circle the trait you observed)

Signature ______________________________

If you would like to write on the back the details of what you observed feel free! Thank you for supporting our youth.

---

*Coupons or Eagle Bucks give students access to privileges such as:*

- High Fives, Gotchas
- Traveling Passport
- Super Sub Slips, Bus Bucks
- Teacher Helper
- Back/In Front of bus
- Free homework coupon
- Discount school store, grab bag
- Early dismissal/Late arrival
- First/Last in Line
- Video store coupon, free files
- Positive Office Referrals
- Extra dessert
- Class event
- G.O.O.S.E (get out of school early)
- I-Free Period
- Lunch with Teacher/Admin
- Golden Trash Can
- Coffee Coupon
- Golden Plunger
- Give Em' a Hand
- Discount to Sporting Events
- Extended Lunch
- Picnic Lunch
5. Establish On-Going System of Rewards

Guiding Questions

- How will the students be encouraged to use the desired behavior?
  - What reinforcement will be used?
  - How will it be communicated to adults?
  - How will adults be encouraged to use the reinforcement system?
  - What criteria will determine when to fade any contrived reinforcement system?
Module 12: Developing a School-wide Reward System

Objectives
- Understand why it is important to develop a school-wide reward system
- Identify the guidelines for developing a school-wide reward system
- Learn to use a reward system self-check
- Develop a school-wide reward system

Why Develop a School-wide Reward System?
- Increases the likelihood that desired behaviors will be repeated
- Focuses staff and student attention on desired behaviors
- Fosters a positive school climate
- Reduces the need for engaging in time consuming disciplinary measures

Types of Rewards
- Social
- Activity
- Sensory
- Escape
- Tangible
  - Edibles
  - Materials
  - Tokens

Reward System Guidelines
- Keep it simple
- Provide staff with opportunities to recognize students in common areas who are not in their classes
- Include information and encouraging messages on daily announcements
- Rewards should target 85-95% of students

Guidelines
- Reward frequently in the beginning
- Reward contingent on desired behavior
- Refrain from threatening the loss of rewards as a strategy for motivating desired behaviors
- Refrain from taking earned items or activities away from a student
- Students should be eligible to earn rewards throughout the day contingent upon appropriate behavior
Challenges

- Remaining focused on the positive
- Providing meaningful rewards
- Maintaining consistency with all staff
- Tracking your reward system

Solutions

- Keep ratios of reinforcement to correction high (4:1)
- Involve students on your team to help with meaningful rewards
- Provide reward system trainings to staff annually and plan for booster trainings as needed
- Develop data-based system for monitoring and documenting appropriate behaviors

Meeting Token System Challenges

- Token System:
  - Refers to a reward system that works in the same manner as money, where a “token” can be redeemed for “things” or “experiences”
- If tangible tokens are used:
  - Ensure an adequate supply
  - Take steps to prohibit counterfeiting
  - Develop a system for “spending” tokens
  - Establish an efficient system of record keeping

Tips for Teachers

- Why traditional rewards (i.e., stickers, cookies...) don’t work for some students:
  - The reward is not preferred by the student
  - Give the student choices
    - Offer 3 choices for the reward and allow the student to pick the one he likes best
    - This option will ensure the reward is preferred and give the student a sense of ownership

Example:
How to provide a reward

Staff trained to immediately acknowledge:
- Name behavior and expectation observed
- Give positive verbal/social acknowledgement
- Give out token for access to reward system

What Have Other Schools Found to be Effective?

- School bucks to use in a school store on a regular basis (weekly)
- “Caught Being Good” certificates
- Buttons with school logo on front and number on back—used in lottery drawings once a week or twice a month
- “No Tardy Party”
- 12 day “No Violence Count”
- http://www.kpbs.sit.edu/freebies2003/freebies.htm
Other Effective Strategies

- Positive parent telephone contacts with students present
- Coupons (purchased with established numbers of tokens) for the following:
  - Extra P.E., art, music
  - Board game day
  - Can use at a school carnival instead of money
  - No homework coupon (use with caution)
  - Free entrance into a sporting event/dance
  - Early release pass

Rewarding Staff

- Keeping staff motivated is just as important to the PBS process as motivating students
- Utilize community resources and local businesses
- Incentives for staff that have worked at other schools include:
  - After School Ice Cream Social
  - Leave 5 minutes early pass
  - Special Parking Spots
  - Recognition at faculty meetings

Reward System Self-Check

- Clearly defined criteria for earning rewards
- Portable for use in multiple settings
- Flexible enough to meet the needs of diverse students
- Contingent access to rewards
- Supportive of and aligned with the data collection system

Rewarding System Self-Check

- Varied to maintain student interest
- Supportive of behavioral and academic success
- Meaningful back-up reinforcers
- Age-appropriate
- Plan for encouraging and monitoring staff use of reward system
**Reward System Self-Check**

- Hierarchical: Small increments of success are recognized with small rewards
- Opportunities for naturally occurring reinforcement in multiple settings are promoted
- The system is simple to use

**Points to Remember**

- Emphasize the following:
  - The importance of enhancing social skills
  - The link between appropriate behavior and academic success
  - The link between School-wide Positive Behavior Support and other school-wide initiatives (e.g., multicultural education & character education)

**Reflection Questions**

Answer these questions about your SW-PBS team:

1. Has your PBS team developed a Reward System for recognizing desired student outcomes?
2. Is the current Reward System: (Answer either "Yes" or "No" to each part)
   a. easy to incorporate into daily activities?
   b. portable enough so teachers can recognize students who are not in their classes?
   c. only allowing for rewards to be delivered contingent on desired behavior?
   d. refraining from threatening the loss of rewards?
   e. allowing for all students to be eligible to earn rewards throughout the day everyday?
   f. using an array of rewards to maintain student interest?
3. What are the strengths of the Reward System? What areas need to be improved? What are some suggestions that you have to improve the Reward System?
4. Does the current Reward System have an opportunity for teachers and staff to earn rewards? What is your personal philosophy on providing rewards to students for the display of appropriate behavior?
6. Establish System for Responding to Behavioral Violations

- Defined
- Office v Classroom Managed Activity
- Behavior Definitions
- South Frederick Referral Process Example
- Arundel Flow Chart Example
- Guiding Questions
- Training Module
  Developing Effective Consequences
6. Establish System to Respond to Behavioral Violations

Defined

Staff and Administration agree on what problems are office managed and what problems are staff managed.

- Clearly identified major/minor behaviors
- Suggested array of appropriate responses to minor (classroom managed behaviors)
- Suggested array of appropriate responses to major (office managed) behaviors
- Clearly defined & consistent consequences and procedures for undesirable behaviors are developed
- Process includes documentation procedures

6. Establish System to Respond to Behavioral Violations

Office Managed v Classroom Managed - Suggested Activity

Staff and Administration agree on what problems are office managed and what problems are staff managed.

During a staff meeting take a list of behaviors and categorize as either a Major, Minor or crisis event. Some behaviors may fall under more than one heading. Once staff and administration make agreements, establish referral procedures /expectations for teachers. Staff need to feel some ownership for the development to secure 80% buy in. Ask for short term commitment. After the initial month, provide data summaries and revise as needed based on staff feedback.
### Minor Problem Behavior

<table>
<thead>
<tr>
<th>Minor Problem Behavior</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inappropriate verbal language</td>
<td>Low intensity instance of inappropriate language</td>
</tr>
<tr>
<td>Physical contact</td>
<td>Non-serious, but inappropriate physical contact</td>
</tr>
<tr>
<td>Disobedience/ disrespect/ non-compliance</td>
<td>Brief or low-intensity failure to respond to adult requests</td>
</tr>
<tr>
<td>Disruption</td>
<td>Low-intensity, but inappropriate disruption</td>
</tr>
<tr>
<td>Property misuse</td>
<td>Low-intensity misuse of property</td>
</tr>
<tr>
<td>Other</td>
<td>Any other minor problem behaviors that do not fall within the above categories</td>
</tr>
</tbody>
</table>

### Major Problem Behavior

<table>
<thead>
<tr>
<th>Major Problem Behavior</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abusive language/ inappropriate language/ profanity</td>
<td>Verbal messages that include swearing, name calling or use of words in an inappropriate way.</td>
</tr>
<tr>
<td>Alcohol</td>
<td>Student is in possession of or is using alcohol.</td>
</tr>
<tr>
<td>Arson</td>
<td>Student plans and/or participates in malicious burning of property.</td>
</tr>
<tr>
<td>Bomb threat/ False alarm</td>
<td>Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.</td>
</tr>
<tr>
<td>Combustibles</td>
<td>Student is in possession of substances, objects readily capable of causing bodily harm and/or property damage (match, lighter, firecracker, gasoline, lighter fluid).</td>
</tr>
<tr>
<td>Defiance/ disrespect/ insubordination/ non-compliance</td>
<td>Refusal to follow adult directions, talking back and/or socially rude interactions.</td>
</tr>
<tr>
<td>Disruption</td>
<td>Behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming, noise with materials, horseplay or roughhousing; and/or sustained out-of-seat behavior.</td>
</tr>
<tr>
<td>Dress Code Violation</td>
<td>Student wears clothing that does not fit within the dress code guidelines practiced by the school/district.</td>
</tr>
<tr>
<td>Fighting/ physical aggression</td>
<td>Actions involving serious physical contact where injury may occur (e.g., hitting, punching, biting with an object, kicking, hair pulling, scratching, etc.).</td>
</tr>
<tr>
<td>Forgery/ theft</td>
<td>Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without that person's permission.</td>
</tr>
</tbody>
</table>
### 6. Establish System to Respond to Behavioral Violations

<table>
<thead>
<tr>
<th>Major Problem Behavior</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harassment/ bullying</td>
<td>Student delivers disrespectful messages (verbal or gestures) to another person that includes threats and intimidation, unwanted physical contact, obscene gestures, pictures, or written notes. Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin, sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.</td>
</tr>
<tr>
<td>Lying/ Cheating</td>
<td>Student delivers a message that is untrue and/or deliberately violates rules.</td>
</tr>
<tr>
<td>Other</td>
<td>Problem behavior causing this referral is not listed above. Staff using this area will specify the problem behavior observed.</td>
</tr>
<tr>
<td>Other Drugs</td>
<td>Student is in possession of or is using illegal drugs/substances or inhalants.</td>
</tr>
<tr>
<td>Property Damage</td>
<td>Student deliberately impairs the usefulness of property.</td>
</tr>
<tr>
<td>Skip class/ truancy</td>
<td>Student leaves class/school without permission or stays out of class/school without permission.</td>
</tr>
<tr>
<td>Tardy</td>
<td>Student is late to class or the start of the school day.</td>
</tr>
<tr>
<td>Tobacco</td>
<td>Student is in possession of or is using tobacco.</td>
</tr>
<tr>
<td>Vandalism/Property Damage</td>
<td>Student participates in an activity that results in substantial destruction or disfiguration of property.</td>
</tr>
<tr>
<td>Weapons</td>
<td>Student is in possession of knives or guns (real or look alikes), or other objects readily capable of causing bodily harm.</td>
</tr>
</tbody>
</table>

**Extra Info:**

Extra Info is a field that SWAMP offers for schools to define problem behavior at a more specific level. Schools have three options available for Extra Info codes. Examples are listed below:

- **Extra Info 1:** Harassment
  - Specify the type of harassment observed: verbal, racial, sexual, religious, other.

- **Extra Info 2:** Homeroom Teacher
  - Specify the homeroom teacher.

### Locations

<table>
<thead>
<tr>
<th>Location</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bathroom/restroom</td>
<td>Areas used by students for taking care of personal needs.</td>
</tr>
<tr>
<td>Bus area</td>
<td>The area used for bus loading and unloading.</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>The area used for breakfast and lunch.</td>
</tr>
<tr>
<td>Classroom</td>
<td>Classrooms used for instructional purposes.</td>
</tr>
<tr>
<td>Commons/common area</td>
<td>Areas shared by students and staff for specific activities.</td>
</tr>
<tr>
<td>Gym</td>
<td>Areas used for physical education activities.</td>
</tr>
<tr>
<td>Hallway/ breezeway</td>
<td>Areas designated for passing from one activity/class to another.</td>
</tr>
<tr>
<td>Library</td>
<td>The area designated for research and study.</td>
</tr>
<tr>
<td>Office</td>
<td>The area used by school staff for primary school business and management.</td>
</tr>
<tr>
<td>On Bus</td>
<td>Inside the bus at anytime.</td>
</tr>
<tr>
<td>Other</td>
<td>Location for referral occurs is a location that is not listed above. Staff using this area will specify the location for the problem.</td>
</tr>
<tr>
<td>Parking Lot</td>
<td>Areas used for parking vehicles during school hours.</td>
</tr>
<tr>
<td>Playground</td>
<td>The outside area used for recess breaks.</td>
</tr>
<tr>
<td>Special event/assembly/field trip</td>
<td>Infrequent activities that occur in and/or use of school.</td>
</tr>
</tbody>
</table>
6. Establish System to Respond to Behavioral Violations

<table>
<thead>
<tr>
<th>Possible Motivation</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avoid adult</td>
<td>Student engages in problem behaviors to get away from adult(s).</td>
</tr>
<tr>
<td>Avoid peer(s)</td>
<td>Student engages in problem behavior(s) to get away from/ escape peer(s).</td>
</tr>
<tr>
<td>Avoid tasks/ activities</td>
<td>Student engages in problem behavior(s) to get away/ escape from tasks/</td>
</tr>
<tr>
<td></td>
<td>activities</td>
</tr>
<tr>
<td>Don't know</td>
<td>Student engages in problem behavior(s) for unclear reasons.</td>
</tr>
<tr>
<td>Obtain adult attention</td>
<td>Student engages in problem behavior(s) to gain adult(s) attention.</td>
</tr>
<tr>
<td>Obtain items/ activities</td>
<td>Student engages in problem behavior(s) to gain items/ and/or activities.</td>
</tr>
<tr>
<td>Obtain peer attention</td>
<td>Student engages in problem behavior(s) to gain peer(s) attention.</td>
</tr>
<tr>
<td>Other</td>
<td>Possible motivation for referral is not listed above. Staff using this area</td>
</tr>
<tr>
<td></td>
<td>will specify the possible motivation for this student's problem behavior.</td>
</tr>
</tbody>
</table>

6. Establish System to Respond to Behavioral Violations

<table>
<thead>
<tr>
<th>Others Involved</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>Student engaged in problem behavior incident alone.</td>
</tr>
<tr>
<td>Peers</td>
<td>Student engaged in problem behavior incident with peer(s).</td>
</tr>
<tr>
<td>Staff</td>
<td>Student engaged in problem behavior incident with staff.</td>
</tr>
<tr>
<td>Substitute</td>
<td>Student engaged in problem behavior incident with substitute.</td>
</tr>
<tr>
<td>Teacher</td>
<td>Student engaged in problem behavior incident with teacher.</td>
</tr>
<tr>
<td>Unknown</td>
<td>It is unclear if any others were involved in incident.</td>
</tr>
<tr>
<td>Other</td>
<td>Student engaged in problem behavior with persons not listed above.</td>
</tr>
</tbody>
</table>
6. Establish System to Respond to Behavioral Violations

<table>
<thead>
<tr>
<th>Administrative Decision</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus Suspension</td>
<td>Consequence for referral results in a 1-3 day period when student is not allowed on the bus.</td>
</tr>
<tr>
<td>Conference with Student</td>
<td>Consequence for referral results in student meeting with administrator, teacher, and/or parent (in any combination).</td>
</tr>
<tr>
<td>Expulsion</td>
<td>Consequence for referral results in student being dismissed from school for one or more days.</td>
</tr>
<tr>
<td>Individualized instruction</td>
<td>Consequence for referral results in student receiving individualized instruction specifically related to the student's problem behaviors.</td>
</tr>
<tr>
<td>In-school suspension</td>
<td>Consequence for referral results in a period of time spent away from scheduled activities/classes during the school day.</td>
</tr>
<tr>
<td>Loss of privilege</td>
<td>Consequence for referral results in student being unable to participate in some type of privilege.</td>
</tr>
<tr>
<td>Other</td>
<td>Consequence for referral results in administrative decision not listed above. Staff using this area will specify the administrative action taken.</td>
</tr>
<tr>
<td>Out-of-school suspension</td>
<td>Consequence for referral results in a 1-3 day period when student is not allowed on campus.</td>
</tr>
<tr>
<td>Parent contact</td>
<td>Consequence for referral results in parent communication by phone, email, or person to person about the problem.</td>
</tr>
<tr>
<td>Restitution</td>
<td>Consequence for referral results in expelling or expelling for loss, damage, or injury.</td>
</tr>
<tr>
<td>Saturday School</td>
<td>Consequence for referral results in student attending classes on a Saturday.</td>
</tr>
<tr>
<td>Time in office</td>
<td>Consequence for referral results in student spending time in the office away from scheduled activities/classes.</td>
</tr>
<tr>
<td>Time out/detention</td>
<td>Consequence for referral results in student spending time in a specified area away from scheduled activities/classes.</td>
</tr>
</tbody>
</table>

6. Establish System to Respond to Behavioral Violations

Example (3 slides)

Procedures for Rule Violations at South Frederick

Level 1

<table>
<thead>
<tr>
<th>Definition</th>
<th>Examples</th>
<th>Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviors that: 1. do not require administrator involvement and 2. do not significantly violate the rights of others and 3. do not appear chronic</td>
<td>* refusing to follow directions * crying * yelling * talking in class during an individual assignment * refusing to do class work * not paying attention in class * using inappropriate language (an isolated incident) * making inappropriate notes</td>
<td>1. Inform student of rule violated 2. Describe expected behavior 3. Contact parent if necessary 4. Detach and reteach school-wide behavioral expectation</td>
</tr>
</tbody>
</table>
6. Establish System to Respond to Behavioral Violations

Example

Procedures for Rule Violations at South Frederick

Level 2

<table>
<thead>
<tr>
<th>Definition</th>
<th>Examples</th>
<th>Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviors that: 1. significantly violate the rights of others or 2. put others at risk of harm or 3. are chronic Level One behaviors</td>
<td>* arguing with teacher/talking back * throwing materials on the floor * talking on a regular basis * refusing to follow directions on a regular basis * continued use of inappropriate language</td>
<td>1. Inform student of rule violated 2. Describe expected behavior 3. Complete Documentation Form 4. Contact parent 5. Submit Documentation Form to Student Support</td>
</tr>
</tbody>
</table>

Level 3

<table>
<thead>
<tr>
<th>Definition</th>
<th>Examples</th>
<th>Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviors that: 1. violate FCPS policies or 2. violate Maryland policies or laws or 3. are chronic Level Two behaviors or 4. require administrator involvement</td>
<td>* see list of Definition of Major Behaviors * drawing pictures that illustrate violent behaviors towards others * writing or drawing that suggests suicidal behaviors * making threats of suicide * purposefully hitting a teacher or student * throwing classroom objects at others * self-inflicting wounds * spitting or biting * leaving assigned area/runing from class * making racial, ethnic, religious, or sexual slurs * possessing weapon or look-alike weapon</td>
<td>1. Inform student of rule violated 2. Describe expected behavior 3. Complete Office Referral Form 4. Send student to office with Referral Form and attach any relevant Documentation Forms</td>
</tr>
</tbody>
</table>
6. Establish System to Respond to Behavioral Violations

Example
Arundel High School

Observe Problem Behavior

Warning/Conference with Student

No

in behavior office managed?

Yes

Write referral to office

Complete Minor Incident Report

Classroom Managed

- Reprimand
- Classroom Suspension
- Contact Parent
- Behavior Expectation Agreement
- Student to Serve a Suspension

Office Managed

- Expelled
- Placing in Unrelated Placement
- Expulsion
- Administrators
- Dealing with Student
- Disciplinary Consequences
- Involvement of Student

Administrator determines consequences

A-im identifies follow through as consequence

Administor provides further feedback

SIDE BAR on Minor Incident Reports

- Terms like when student does not respond to reprimands, re-education, or verbal warning
- Give written, file a report with administrator
- Identify when to refer behavior (e.g., urge referral, complete behavior assessment writing, or change)

Guiding Questions

- How will corrections be made for inappropriate behavior?
- Do the procedures take an instructional approach?
- Do the procedures provide additional opportunities for practice with feedback?
- Have a continuum of responses been identified to the staff?
Module 9: Developing Effective Consequences

Objectives

- Understand why traditional consequences may not be effective for many students
- Understand the rationale for developing a continuum of discipline procedures
- Develop a continuum of effective consequences for problem behavior
- Identify effective strategies for maintaining classroom instruction when problem behaviors occur

What is the Purpose of Developing Consequences?

- The more students know the rules and consequences for misbehavior and are aware that the rules in a school are applied fairly under a "system of laws," the less victimization and disorder is present in the school (Mayer & Leone, 1999).

Why aren't traditional Consequences Effective?

- They have not been aligned with:
  - School-wide expectations
  - Clearly defined rules
  - A system for teaching expectations and rules
  - A system for rewarding appropriate behaviors

Why aren't traditional Consequences effective for Some Students?

- Not related to the function of the behavior!
- If a student tries to avoid a task by disrupting and the teacher sends him to the office or to time out, then...
  - the behavior has served its function
  - the task has been avoided, and
  - the student will see no need to change

School-Wide Plan

- The absence of a school-wide plan may lead to:
  - Inconsistent administration of consequences
  - Exclusionary practices that encourage further misbehavior through escape
  - Disproportionate amounts of staff time and attention to inappropriate behaviors
  - Miscommunication among staff, administration, students, and parents
  - Over reliance on punishment of problem behaviors
School Wide Plan

Without a school-wide plan, we may not address the needs of students who:

- prefer exclusionary consequences to completing a particular task
- have more fun when they misbehave than when they follow school rules
- want adult attention and have found that misbehaving is a quick way to get it
- have not learned the expected behaviors

When Developing Consequences...

- Clearly identify where various behaviors will be managed (classroom vs. office referral)
- Develop an array of responses to problem behaviors
- Include opportunities in the array of consequences for students to learn and/or practice more acceptable behaviors

Continuum of Discipline Procedures

Defined
- A hierarchy of discipline procedures for given rule violations

Purpose
- To align the consequences with the rule violation. The same consequence should not follow all rule violations occurring on campus. Therefore, a hierarchy from least to most severe consequences should be aligned with rule violations that are deemed as least to most severe in nature

SWIS III Administrative Decisions

**Referred to as “Determining Consequences”**

- SWIS III includes the following decisions with appropriate definitions:
  - Conference with student
  - Individualized instruction
  - Loss of privilege
  - Other
  - Out-of-school suspensions
  - Saturday School
  - Expulsion
  - In-school suspension
  - Time out/detention
  - Parent contact
  - Time in office

Administrative Decisions

- The list does not contain all possible decisions (unique responses to unique situations)
- Each school should arrange the list in a hierarchy from least to most severe

When Developing Consequences...

Develop a system for notifying:
- staff involved with the discipline of a particular student
- parents to avoid inconsistencies
- students of their responsibilities with regard to consequences if the intervention will not be administered immediately
- AVOID long delays between the notification of misbehavior and the implementation of a disciplinary action
When Developing Consequences...

- Establish minimum disciplinary actions for each behavior that requires an office referral
- Notify staff, students, and parents that administrators may extend disciplinary actions beyond the minimum if the behavior is excessive
- Refrain from establishing a policy of revoking previously earned rewards

Example: When delivering consequences

Staff trained to immediately correct:
- Name problem behavior
- State school-wide expected behavior
- Model expected behavior
- Ask student to demonstrate behavior
- Provide acknowledgement to student

Staff trained to administer consequence:
- Follow procedures based on major/minor

Challenges

- Aligning consequences with other components of the school-wide positive behavior support plan
- Communicating among staff and administration
- Communicating with parents
- Developing a hierarchy of consequences
- Maintaining consistency in delivery of consequences

Solutions

- Provide opportunities for staff, families, and students to contribute ideas
- Align plans for consequences with other components of the school-wide plan
- Streamline documentation procedures to facilitate communication
- Train all staff and administrators in procedures to maintain consistency
- Identify each person's role in the process

Solutions

- Train multiple staff to assume responsibilities for detention, in-school-suspension, and other disciplinary processes
- Plan for other staff to assume the roles of people who are absent
- Tape training sessions and keep training materials on file for use during booster sessions and with newly hired staff
- Notify all parents of the new discipline procedures
- Plan lessons to inform students of the discipline policies and procedures
Points to Remember

- Differentiate behaviors that are to be managed in the classroom (minor) and behaviors that will generate office referrals (majors)
- Establish a system that matches the intensity of the disciplinary action with the severity of the behavior
  - Example: fighting = suspension
  - Example: tardy = conference and detention
- Maintain consistent responses to rule violations

Effective Strategies for Handling Problem Behavior

- Including effective interventions at the classroom level:
  - Re-teach the expectations/rules
  - Peer mediation
  - Student contracts
  - Provide choices
  - Remove tempting items from the classroom
  - Let the student "save face"
  - Failure to earn a privilege
  - Restitution/Apology
  - Reward alternate positive behavior

Reflection Questions

Answer these questions about your SW-PBS team:

1. Does your team need to review the consequence for behaviors labeled as "major"?
2. Does your team need to review and revise the consequences for behaviors labeled as "minor"? If yes, what consequences need to be added to the list?
3. Do you think consequences are delivered consistently across all teachers on campus?

Reflection Questions

Answer these questions about your SW-PBS team:

4. Do you think administrators deliver consequences consistently across all students?
5. Has your team look at your data to determine if all possible consequences are being utilized? If yes, what did your team discover?
6. How can your team help the faculty learn more effective strategies when dealing with "minor" behavior problems?
7. Establish Information System

- Defined
- SWIS Readiness
- Example Office Referral Form
- Data Based Decision Making
- Example Data Presentation to Update Staff
- Using Cost Benefit to Update Staff
- Using the Triangle to Update Staff
- Guiding Questions
- Training Modules
7. Establish Information System

- Data collection is easy, efficient, relevant
- Add'l data collected (attendance, grades, faculty attendance, surveys)
- Data entered weekly (minimum)
- Data analyzed monthly (minimum)
- Data shared with team and faculty monthly (minimum)
- Office referral form lists: (a) student/grade (b) date/time, (c) referring staff, (d) problem behavior, (e) location, (f) persons involved, (g) probable motivation, and (h) consequences

- Data Based Decision Making—"The Big 5"
  - Referrals by problem behavior
  - Referrals by location
  - Referrals by student
  - Referrals by time of day
  - Number of referrals per day

---

7. Establish Information System

**SWIS Readiness Checklist**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Tasks to Complete</th>
<th>Who Will Complete</th>
<th>By When</th>
<th>Date of Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. School-wide discipline is one of the top three goals for the school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Administrative support for the implementation and use of SWIS™ is available.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. A behavior support team exists, and they review referral data at least once a month.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The school uses an office discipline referral form that is compatible with SWIS™ referral entry.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The school has a referral office discipline referral procedure that includes:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Definitions for behavior meeting referral criteria</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. A referral form for referring discipline behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Data entry is scheduled and scheduled to enter the office referral data will be entered in within a week at all times.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Three people within the school are identified to receive at least 3 ½ hour training on the use of SWIS™.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The school has computer access to the Internet and one of the following web browsers (Internet Explorer 6.1 or higher for PC, Internet Explorer 5 or higher for Mac, Safari 1.0 or higher, Mozilla 1.5 or higher, Firefox 1.0 or higher, Netscape 6.1 or higher)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. The school agrees on-going training for the team receiving SWIS™ data on use of SWIS™ information for discipline decision-making</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. The school district agrees to provide a facilitator who will work with school personnel on data collection and decision-making procedures.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
7. Establish Information System

2 slides

Office Referral Form

<table>
<thead>
<tr>
<th>Problem Behavior</th>
<th>Possible Motivation</th>
<th>Administrative Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor</td>
<td>Obtains peer attention</td>
<td>Class of privilege</td>
</tr>
<tr>
<td>Inappropriate language</td>
<td>Obtains adult attention</td>
<td>Office in office</td>
</tr>
<tr>
<td>Physical contact</td>
<td>Obtains&gt;Lorem&lt;/p&gt;adevior</td>
<td>Guidance with student</td>
</tr>
<tr>
<td>Defiant</td>
<td>Overdue (days)</td>
<td>Parent Contact</td>
</tr>
<tr>
<td>Disruptive</td>
<td>Avoid Adult</td>
<td>Child-referred instruction</td>
</tr>
<tr>
<td>Property misuse</td>
<td>Avoid task or activity</td>
<td>Clinically suspended (___ days)</td>
</tr>
<tr>
<td>Other</td>
<td>Don't know</td>
<td>Out of school suspension (___ days)</td>
</tr>
<tr>
<td>Major</td>
<td>Other</td>
<td>Other</td>
</tr>
<tr>
<td>Obscene language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fighting/Physical aggression</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obstructing/Obstructing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disruptive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Others Involved in Incident: [ ] None [ ] Peers [ ] Staff [ ] Teacher [ ] Substitute [ ] Unknown [ ] Other

Other comments: [ ] I need to talk to the students’ teacher [ ] I need to talk to the administrator

Parent Signature: ___________________________ Date: ____________

All minors are filed with classroom teacher. Three minors equal a major.

All majors require administrative decision and parent signature.
Cost-Benefit Analysis

COST/BENEFIT ANALYSIS WORKSHEET

Enter info below

<table>
<thead>
<tr>
<th>School name</th>
<th>Robert Moten Elementary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of referrals November 2005</td>
<td>132</td>
</tr>
<tr>
<td>Number of referrals April 2006</td>
<td>61</td>
</tr>
<tr>
<td>Average # of minutes student is out of class due to referral</td>
<td>22</td>
</tr>
<tr>
<td>Average # of minutes staff need to process referral</td>
<td>5</td>
</tr>
</tbody>
</table>

7. Establish Information System

Guiding Questions

- What data be collected and reviewed for formative evaluation?
  - How will data be collected?
  - How and who will review the data?
  - How will implementation integrity be evaluated?
  - How will adjustments be determined based on formative evaluation?
  - How will formative and summative evaluations be presented to the staff?
- How will student outcomes be measured?
  - How will outcome data be collected?
  - How will data be reviewed?
- How will adult perceptions be measured?
  - Teacher social validity?
  - Staff social validity?
  - Parent social validity?
- How will effectiveness of supporting systems be evaluated?
- How will cost benefit of procedures/practices be evaluated?
General Questions for Monthly/Annual Decisions

Your team should always be looking at your data to determine next steps. These questions will assist your team in this process.

- **how are we doing to date? Look at...**
  - # referrals per day per month.
  - What patterns are apparent across months?
  - # referrals by student
  - Are concerns individual or school-wide?
  - # referrals by location.
  - Where are referrals coming from?
  - # kinds of problem behaviors
  - What problems are most common?
  - # problem behaviors by time of day
  - When are most problem behaviors occurring?

- **do we have a problem?**

- **how do we want it to look in the future?**

- **What should we do next?**
  - All's well
    - What can we eliminate?
    - How can we make current activities more efficient?
    - What needs to be addressed next?
  - So-so
    - What is and is not working?
    - What can we do to increase the efficiency, effectiveness, or relevance of what we are doing?
  - Not well
    - What is and is not working?
    - What can we do to improve what we are currently doing?
    - Do we need to look at other information to understand what to do next?
    - What other strategies do we need to look at?

- **how will we know if it is working?**
PBIS at Robert Moton Elementary School

Pam Meyers
Frank Fiore
Kimberly Murtiz
May 18, 2006

About Robert Moton Elementary

- Location: Westminster, MD Carroll County
- Grade Levels: Pre-Kindergarten - Grade 5
- Student Population: 453 students total
- 156 qualify for free/reduced meals
- 47 receive title I services
- 135 receive special education services
  - Special education regional center - provide education services to students whose needs could not be met in their home school
- Ethnic breakdown:
  - 369 white, 46 African American, 24 Hispanic, 12 Asian and 2 American Indian Alaskan

PBIS at RMES

- The process of making the commitment to PBIS
- Fine-tuning what PBIS would look like at RMES.
What does PBIS look like at RMES?

Posters
Tickets

DATA

- Data collected since August/September 2006
  - SWIS, Excel, etc.

Yearly Support Room Data
The “Big 5”

- Location: 78% of the problem behaviors occur within the classroom
- Time: 12-2:00
- Problem Behavior: The top 3 behaviors:
  - Defiance/Disrespect/Insubordination/Non-compliance
  - Fighting/Physical Aggression
  - Disruption

---

Average number of referrals/day

![Bar graph showing average number of referrals per day by month]

- September: 7
- October: 6
- November: 5
- December: 4
- January: 3
- February: 2
- March: 1
- April: 1
- May: 0
- June: 0

---

Number of RRR Tickets

<table>
<thead>
<tr>
<th>Quarter</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>306</td>
<td>289</td>
<td>278</td>
<td>236</td>
<td>110</td>
<td>193</td>
<td>1412</td>
</tr>
<tr>
<td>Two</td>
<td>678</td>
<td>526</td>
<td>423</td>
<td>278</td>
<td>147</td>
<td>191</td>
<td>2243</td>
</tr>
<tr>
<td>Overall</td>
<td>984</td>
<td>815</td>
<td>701</td>
<td>514</td>
<td>257</td>
<td>384</td>
<td>3655</td>
</tr>
</tbody>
</table>
Triangle of Student Referrals:
August/September 2005

Triangle of Student Referrals:
April 2006

Suspension Data

- Suspensions have ranged from 1-10 per month.
Positive Data

- 55 staff (over ¼) have been recognized and rewarded for acknowledging students exhibiting the RRR behaviors.
- 3,655 RRR coupon given from 09/05-1/06
- 400 students (90%) earned the privilege to attend each quarterly celebration
- Nominated (and met criteria) for a PBIS exemplar school of the year
- Number of referrals decreased from a high of 132 in November to a low of 61 in April

Cost-Benefit Analysis

<table>
<thead>
<tr>
<th>Enter info below</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School year</td>
<td>Last</td>
</tr>
<tr>
<td>Number of referrals November 2008</td>
<td>133</td>
</tr>
<tr>
<td>Number of referrals April 2008</td>
<td>61</td>
</tr>
<tr>
<td>Percentage of referrals students in need of change due</td>
<td>22</td>
</tr>
<tr>
<td>to behavior</td>
<td></td>
</tr>
<tr>
<td>Average of students staff need in progress referrals</td>
<td>5</td>
</tr>
</tbody>
</table>

Using data for decision-making

- Continuum of support provided to students
- Staff development provided in response to staff requests (+35 staff attended a presentation on dealing with students who have significant problem behaviors.
- Movement of the support room
- Discipline committee
SET EVALUATION

- April 2006, SET was conducted
- RMES scored a 90%
- 2 recommendations:
  - Lesson plans to teach RRR behaviors
  - Consistent responses for responding to problem behaviors
Developing a Data System (with audio)

- **Part 1** Establishing a Data Based Decision Making System
- **Part 2** Defining Problem Behaviors
- **Part 3** Developing Behavior Tracking Forms
- **Part 4** Office Referral Forms and Classroom Tracking Forms
- **Part 5** Developing a Coherent Office Referral Process
Module 4: Establishing a Data-based Decision-making System

Objectives
- Understand the rationale for establishing a data-based decision-making system
- Identify types of data to be collected
- Identify characteristics of a useful data system
- Define problem behaviors
- Identify characteristics of a SWIS compatible discipline referral form
- Develop a discipline referral form and process
- Identify behaviors to be managed in office vs. classroom
- Understand how to use data for decision-making

Data-based Decision-making
- Prior to making changes within the school environment, it is important to know what needs to be changed
- Information about what is going on has to be accurate and useful for identifying problems
- Analyze problems so that interventions can be effective and efficient

Reasons to Collect Data
- Essential for good decision-making
- Professional accountability
- Decisions made with accurate data are more likely to be:
  (a) Implemented
  (b) Effective

Consider your Current System
- Look at current data-base system for tracking student behavior
- Evaluate current system; it may or may not be effective and efficient
- Identify whether teachers are following the current plan for completing referrals
- Interview teachers on their perceptions regarding the school's procedures for responding to problem behavior
Data Collected Are Meaningful
(Functional)

- Information collected should be meaningful to the school
- Proactive school year planning
- Data should be available for team decision-making throughout the year

What Data to Collect?

- Use what you have
  - Office discipline referrals/detentions
  - Suspensions/expulsions
  - Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs

Critical Questions

- How many referrals are there:
  - per day each month?
  - based on location?
  - based on the type of behavior?
  - by student?
  - by time of day?
  - originating from ESE and general education?
- What is the range of consequences provided based on the type of behavior exhibited?

Meaningful Data

Can your current data system calculate the following......

Average Referrals per Day per Month

![Bar chart showing average referrals per day per month.](chart.png)
When to Enter Data

- Recommended that data are entered daily, but at least weekly (at a minimum)
- With a school-wide data collection system, schools are better prepared to respond proactively to situations
- Schools can begin to identify problems and generate solutions
- Monitor and evaluate success of interventions

When to Analyze Data

- When information is entered daily, it is easier for schools to analyze the data and make school-wide interventions based on the results
- If the data are analyzed frequently, then the team can begin the problem-solving process and make data-based decisions

More Frequent Data Analysis

- It may be necessary to analyze some data more than once a month
- Allows the team to see if specific interventions are working
- Some data on particular students are reviewed more frequently for counseling and parental contacts
- Reviewing specific behavior incidents more frequently provides further clues regarding effective interventions

Data-Based (Guided) Decision-making

- Provide teams with access to comprehensive, accurate, and timely data
- Impacts behavior in the entire school, in classroom settings, of targeted groups and of individual students
- Increase the probability that systems changes and interventions will be more successful
- Provide a resource for evaluating effectiveness

Data System Self-check

- The information collected allow the school team to understand when, where, who, why, and what of problem behaviors
- The data are gathered continuously—every day, throughout the day
- The data should be an embedded part of the school cycle, not something "extra"
- The people who collect and summarize the data see that they are used for decision-making

Data System Self-check

- The data are used for decision-making
- The data are very easy to collect (1% of staff time)
- The data are accurate and valid
- The data should be summarized prior to meetings of decision-makers (e.g., weekly)
- The data are available when decisions need to be made
- Different data needs are identified for a school building versus a school district
Follow-Up

- Go to the questions at the end of the module.
- Your answers will be submitted to your PBS contact to assist with planning ongoing technical assistance activities with your team.

Reflection Questions

Answer these questions about your SW-PBS team:
1. What is the current data-based decision-making system used by your team? (Ex. TERMS, SALS, SWIS, Gateway R.) Can the data system be used to assist your team in making data-based decisions? Explain why or why not.
2. How often does your team look at the data?
3. What does your team look at?
4. Do you think the team understands how to use data to make decisions? Explain why or why not?
5. Is your discipline data an accurate reflection of what is happening across campus?

Reflection Questions

Answer these questions about your SW-PBS team:
6. Can your Data System answer the following questions? Answer either "Yes" or "No" for each part:
   a. How many referrals are there per day, week, month?
   b. How many referrals are there based on location?
   c. How many referrals are there based on type of behavior?
   d. How many referrals are there by individual students?
   e. How many referrals are there based on time of day?
   f. How many referrals are generated in ECE and General Education?
7. What needs to change in your data system, entry or output to help your team make decisions?
Module 5: Developing Appropriate Definitions of Problem Behaviors

Appropriate Definitions of Problem Behaviors

- What one teacher may consider disrespectful, may not be disrespectful to another teacher. For that reason, problem behaviors must be operationally defined.

Definitions of Problem Behaviors

- All problem behaviors are covered and none of the definitions overlap
- Consistent definitions make data collection much more accurate and reliable
- The addition of minor problem behaviors assists in the summary of minor infractions

SWIS III Compatible Definitions

- A complete list of problem behaviors, as well as locations, possible motivations, others involved, and administrative decisions are all operationally defined on the SWIS website (www.swis.org)
Reflection Questions

Answer these questions about your SW-PBS team:

1. Are all terms on your discipline referral defined?
2. Did you get faculty input on the definitions?
3. Do you need to review and revise any definitions of problem behavior? If yes, which ones?
4. Do the faculty know and consistently use the definitions? If no, how can your team review the definitions with the faculty?
Module 6: Developing Behavior Tracking Forms

Characteristics of a "SWIS II" Compatible Referral Form

- A clear distinction must exist between problem behaviors that are staff-managed (minor) versus problem behaviors that are office-managed or crisis (major).

Major Discipline Incidents

- Defined
  - Discipline incidents that must be handled by the administration. These may include but are not limited to: physical fights, property damage, drugs, weapons, tobacco, etc.

- Purpose
  - Once problem behaviors are operationally defined, it is essential that the team distinguish the major discipline incidents from the minor to determine the appropriate consequence.

Minor Discipline Incidents

- Defined
  - Discipline incidents that can be handled by the classroom teacher and usually do not warrant a discipline referral to the office. These may include but are not limited to: tardiness to class, lack of classroom material, incomplete classroom assignments, gum chewing, etc.

- Purpose
  - To determine appropriate consequence and where the consequence should be delivered.

* These incidents are still tracked but the consequence is delivered in the classroom.

Emergency or Crisis Incidents

- Defined*
  - Disciplinary incidents that require immediate response from administration and/or crisis response team. These incidents may cause short-term change to a school's Positive Behavior Support Plan and may include, but are not limited to: Bomb Threats, Weapons Alerts, Intruder, Fire Evacuations, etc.

* These incidents do not necessarily result in an ODR

- Purpose
  - Maintain order and safety during emergency situations

* Each school is urged to consult their district and school policies for emergency/crisis incidents
Reflection Questions

Answer these questions about your SW-PBS team:

1. Do you have all your discipline incidents categorized as major, minor or crisis?

2. Do you need to review and revise which items are categorized as major, minor or crisis?

3. Do the faculty at your school know which behaviors are major, minor or crisis? If no, how can your team review the major, minor and crisis incidents?
Module 7: Office Discipline Referral Forms & Classroom Behavior Tracking Forms

Compatible Referral Form
The following categories must be included on the form:

- Student's Name
- Date
- Time of Incident
- Student's Teacher (optional)
- Student's Grade Level
- Referring Staff
- Location of Incident
- Problem Behavior
- Possible Motivation
- Others Involved
- Administrative Decision*
- Other Comments
- No more than 3 extra info.
* Will be discussed in a future module

Characteristics of a SWIS III Compatible Referral Form

- Student's Name
- Date
- Time of Incident
- Student's Teacher (optional)
- Student's Grade Level
- Referring Staff
- Location of Incident
- Problem Behavior
- Possible Motivation
- Others Involved
- Administrative Decision*
- Other Comments
- No more than 3 extra info.
* Will be discussed in a future module

Developing the ODF

Challenges:
- County required form
- The form is not filled out correctly

Solutions:
- Create a supplemental form with additional information
- Re-train faculty or return to faculty to fill out completely before processing
### Goal of the Tracking Form

Collect data that are necessary to identify effective ways of changing inappropriate classroom behavior (minor) before it results in an office discipline referral (major).

### Classroom Tracking Forms

- Classroom behaviors take up considerable amounts of teacher time that could be better spent on instruction.
- Forms assist in identifying the pattern of behavior and determining interventions that will be most effective for the student(s).

### Reflection Questions

1. Does your referral form have the following, “Yes” or “No” for each part?
   a. Student’s Name?
   b. Student’s Ethnicity?
   c. Grade Level?
   d. Teacher?
   e. Time?
   f. Referring Staff?
   g. Incident Type?
   h. Location?
   i. Motivation?
   j. Others Involved?
   k. Administrative Decision?

2. Does the staff at your school consistently fill out the form correctly? If not, provide some suggestions for ways to retrain the staff.
3. Does your school use a minor or classroom behavior tracking form?
4. If you answered “Yes” to question 3:
   a. Staff consistently using the form?
   b. Staff correctly using the form?
   c. Staff correctly using the minor form?

If you answered “No” to either part of 4a, what are some suggestions for retraining your staff on using the minor form?
Module 8: Developing a Coherent Office Discipline Referral Process

Office Discipline Referral Process

- Evaluate current discipline process and procedures
- Is the discipline referral process meaningful and effective?
- Identify whether teachers are following the current plan for completing referrals
- Interview teachers on their perceptions regarding the school's responsiveness to problem behavior

Discipline Referral Process

- The next step in establishing a data-based decision-making system is to ensure that a school has a predictable Discipline Referral Process. This process must be defined, taught, and agreed upon with all staff, and must include definitions for:
  - major discipline incidents
  - minor discipline incidents
  - emergency or crisis incidents
  - a continuum of discipline procedures

Developing a Coherent Discipline Referral Process

- Once your school has developed appropriate definitions of major, minor, and crisis incidents, it is necessary to develop a coherent referral process
  - The process can be either narrative or graphic (see examples on following pages)
  - All staff must be trained on the appropriate process

The Completed Office Discipline Referral Process

- Contains definitions of major discipline incidents, minor discipline incidents, crisis incidents, a continuum of discipline procedures
- Can be summarized in a narrative or graphic form
- Is presented to all staff for approval
- Is trained to all staff
Using Data for On-going Problem Solving

• Use data in "decision layers"
  • Is there a problem?
  • What "system(s)" are problematic
  • What individuals (individual units) are problematic?
• Don't drown in the data
• It's "OK" to be doing well
• Be efficient

Is there a problem?

• Office Referrals per Day per Month
• Attendance
• Faculty Reports
• Additional data

Total Ref versus Ref/Day/Mo
NV High School

Using total number of referrals
Total Ref versus Ref/Day/Mo

Same data using average number of referrals per day.

Office Referrals per Day per Month

Office Referrals per Day per Month

Office Referrals per Day per Month

Office Referrals per Day per Month

Interpreting Office Referral Data:
Is there a problem?

- Absolute level (depending on size of school)
  - Middle Schools (>10)
  - Elementary Schools (>3)
- Trends
  - Peaks before breaks?
  - Gradual increasing trend across year?
- Compare levels to last year
- Improvement?
Is there a problem? #1
Maintain - Modify - Terminate

Office Referrals per Day per Month
This Year

Is there a problem? #2
Maintain - Modify - Terminate

Office Referrals per Day per Month
This Year (Middle

Is there a problem? #3
Maintain - Modify - Terminate

Office Referrals per Day per Month
Last Year and This Year

Is there a problem? #4
Maintain - Modify - Terminate

Office Referrals per Day per Month
Last Year and This Year

What Systems are Problematic?

- Referrals by problem behavior?
  - What problem behaviors are most common?
- Referrals by location?
  - Are there specific problem locations?
- Referrals by student?
  - Are there many students receiving referrals or only a small number of students with many referrals?
- Referrals by time of day?
  - Are there specific times when problems occur?
Referrals by Time of Day

Combining Information
- Is there a problem?
  - What data did you use?
- What systems are problematic?
- Where do you need to focus?
  - The next level of information needed
- What information is NOT needed?

How to Identify Individuals and Areas that Present Problems?
- Individual student data
- Direct observation
- Faculty/Staff report

Designing Solutions
- If many students are making the same mistake, it typically is the system that needs to change, not the students.
- Teach, monitor and reward before relying on punishment.

Reflection Questions
Answer these questions about your SW-FBS team:
1. Has your FBS team developed a coherent discipline referral process that includes procedures for handling minor, major, and crisis situations?
2. Has the discipline referral process been reviewed with all faculty this school year?
3. Are all faculty following the current discipline referral process? Explain why or why not.
4. If faculty are not following the process what do you think needs to be done so that all faculty are following it? Do you think the team needs to review and possible revise the process? If yes, what suggestions do you have to make it better?
8. Build Capacity for Function Based Support

- Personnel with behavioral expertise are identified & involved.

- At least one individual on the PBIS team who has training or experience in behavior support (i.e. school psych, behavior specialist, counselor with skills including practical foundations of behavior support, experience with data collection and data analysis, capacity to design and implement comprehensive plans).

- Plan developed to identify and establish systems for teacher support, functional assessment & support plan development & implementation. Students identified through multiple data sources, teacher/parent request. Teachers feel supported by SW team. Response time to request within 24 hours. Focus of support is preventative, educative, functional, data based, empirically valid, collaborative and tied to SW, classroom and individual support programs.
9. Build District Level Capacity

a. Defined

b. District Examples

c. Guiding Questions
9. District Commitment and Capacity

- District supports and is invested in PBIS
- District identifies Behavior Support Coach to provide on site technical assistance and support to leadership team
- District influences policy
- Allocate money for building and maintaining school-wide behavioral support.
  - PBIS is high on list of priorities and activities, printing costs, FTE is funded adequately
  - Identify a facilitator (coach) who connects the school with district-wide PBIS efforts, attends team meetings and provides technical assistance.
- Write a professional development plan for increasing technical skills in the area of effective behavioral support and team-work.
- School data drives professional development plan, training topics and schedule is embedded with annual action plan Other initiatives are integrated with PBIS

9. District Commitment and Capacity

* How will the new procedures, practices, and systems of support be translated into policy?
10. Build Family and Community Collaboration

a. Family Engagement Checklist
## Family Engagement Checklist

**Muscott & Mann, 2004**

<table>
<thead>
<tr>
<th>STATUS:</th>
<th>TASK</th>
<th>PRIORITY:</th>
</tr>
</thead>
<tbody>
<tr>
<td>In place</td>
<td></td>
<td>High</td>
</tr>
<tr>
<td>Partially in place</td>
<td></td>
<td>Medium</td>
</tr>
<tr>
<td>Not in place</td>
<td></td>
<td>Low</td>
</tr>
</tbody>
</table>

### Climate

1. There is a process for assessing how welcomed, valued, and satisfied parents are in and with the school.

2. There is a plan for addressing ways to help families feel welcomed and valued.

3. There is a plan for training all staff to work collaboratively and respectfully with families.

4. Plans for addressing ways to help families feel welcomed and valued address diverse families including those with students in the universal, targeted and intensive levels of PBIS.

### Parent Involvement in Learning Activities at Home

5. There is a process for assessing parents’ opinions about their own involvement in learning activities at home.

6. There is a plan or set of activities for helping families to support their child’s learning at home.

7. The plan includes activities for helping diverse families, including those with students in the universal, targeted and intensive levels of PBIS, support their child’s learning.

### Communication with Parents/Families

8. There is a process for assessing parents’ opinions about how well schools communicate with them.

9. There is a plan for communicating with families in varied and helpful ways.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10.</td>
<td>The plan includes activities for communicating with diverse families, including those with students in the universal, targeted and intensive levels of PBIS, about important school/home matters including discipline.</td>
</tr>
<tr>
<td></td>
<td><strong>Parent/Family Involvement at School (Volunteering, Assisting)</strong></td>
</tr>
<tr>
<td>11.</td>
<td>There is a process for assessing parents’ opinions about how they can support schools through their involvement at school.</td>
</tr>
<tr>
<td>12.</td>
<td>There is a plan for how parents can be involved in supporting learning at school through volunteering and assisting.</td>
</tr>
<tr>
<td>13.</td>
<td>The plan for parental involvement in school activities addresses how diverse families, including those with students in the universal, targeted and intensive levels of PBIS, can participate.</td>
</tr>
<tr>
<td></td>
<td><strong>Parent/Family Involvement in Decision-Making</strong></td>
</tr>
<tr>
<td>14.</td>
<td>There is a process for assessing parents’ opinions about the extent to which they are encouraged to participate in decision-making committees and activities (e.g., leadership teams).</td>
</tr>
<tr>
<td>15.</td>
<td>There is a plan for encouraging and supporting parent participation in decision-making committees and activities.</td>
</tr>
<tr>
<td>16.</td>
<td>The plan for parental participation in decision-making committees and activities addresses how diverse families, including those with students in the universal, targeted and intensive levels of PBIS, can participate.</td>
</tr>
<tr>
<td>17.</td>
<td>There is a process for assessing parents’ opinions about the extent to which they can provide input to school personnel about matters of importance including discipline that is taken seriously.</td>
</tr>
<tr>
<td>18.</td>
<td>There is a plan for gathering and incorporating parents’ input about matters of importance including discipline that is taken seriously.</td>
</tr>
<tr>
<td>19.</td>
<td>The plan for gathering and incorporating parents’ input about matters of importance including discipline addresses how diverse families, including those with students in the universal, targeted and intensive levels of PBIS, can be heard.</td>
</tr>
</tbody>
</table>
Resources

- Websites
  - www.pbis.org
  - www.pbismaryland.org
  - www.swis.org
  - www.apbs.org

- How does your school fund PBIS activities?
- Cost Benefit Template
- Online Tutorial
  http://cte.jhu.edu/courses/pbis/
- Data Template-Robert Moton
- Forms
Funding PBIS

- District Funding that may be available: safe and drug-free schools, discretionary grants, character education, capacity-building grants, and drop-out prevention monies.
- Other funding: PTA monies, community resources, business donations, etc.
- www.apbs.org has a list of freebies on the homepage

Cheap or Free Rewards
First In Line in the Cafeteria
Sit in Teachers Chair
Lunch with favorite Staff
Special Helper
Discount to School Activities
Parking Space
No Homework Pass
Gotcha ticket - once earned ticket is given to favorite staff to post in a public bulletin board
Discounted Yearbook
Reduced rate to get into sporting events
Marketing Plan

a. Getting Started
b. Keeping the Buy In
Marketing PBIS at Your School

Getting Started

• Share Data/Presentations
• Start Small
• Easy Implementation
• Showcase Success
• Integrate past school behavior plans
• Assure clarity of target areas
• **Incorporate school colors or mascot**
• **Getting Consensus**

  **Initial Presentations to Faculty**

• **Carroll County Example ppt**
• **North Point High School ppt**
• **Generic Staff Presentation ppt**

  **Initial Presentation to Student**

• **Introducing PBIS to Students-North Point High School**
Consensus

- Consensus means that I agree to:

  ✓ provide input in determining what our school's problems are and what our goals should be
  ✓ make decisions about rules, expectations, and procedures in the commons areas of the school as a school community
  ✓ Follow through with all school-wide decisions, regardless of my feelings for any particular decision
  ✓ Commit to positive behavior support systems for a full year - allowing performance toward our goal to determine future plans

**some schools vote by vote/ballot, hands/vote, or a larger survey-it is important to get buy-in without sabotage-ask for short term buy in and show your staff the data every time you meet with them!!!! Celebrate success, even the small accomplishments!!!
North Point Eagles
SOARR
Professionalism
with

CATCH IT!

Safety, Organization, Achievement, Respect, Responsibility
Ongoing Communication to Faculty

- One of the major roles for the PBIS team is communicating with the entire school staff.
- Newsletters, email, and PowerPoint presentations during staff meetings are great ways to provide updates on PBIS activities and data summaries.

Examples
- Faculty Update Governor Thomas Johnson Middle School ppt
- Faculty Update Robert Moton Elementary School ppt
- Faculty Monthly Update South Frederick Elementary Example 1
- Faculty Monthly Update South Frederick Elementary Example 2
PBIS Update
January 2006

Referral averages through January 26, 2006.

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<th>Referred Count</th>
<th>Avg. Referrals</th>
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Previous years data

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<td>2003</td>
<td>January</td>
<td>18</td>
<td>88</td>
<td>4.89</td>
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For the visual learners.

The Top 5 Places to Get a Referral.

- Hallway: 9
- Gym: 10
- Other Location: 11
- Bus: 12
- Classroom: 152
68% of all referrals are Defiance, Disrespect and Insubordination related, with 145 total infractions.
SCHOOL WIDE POSITIVE BEHAVIOR SYSTEM

An essential component of the PBIS process is for schools to develop and maintain “a system for encouraging positive behaviors.” The Referral Process, which we have recently clarified, is a “system for discouraging negative behaviors.” The combination of these two systems has been proven to reduce the number of negative behaviors in a school.

Draft of Plan Presented to the Leadership Team

The work of a small sub-committee that focused on the School Wide Positive Behavior System was presented to the Leadership Team on the 25th of September. The basic ideas behind the draft plan are as follows.

Panther Proud cards would be available to all staff to recognize students exhibiting positive behaviors. The cards are easy to complete and they correlate with our Character Counts program. Each card is divided into two sections. The larger section shows the new school logo, has a “check off” for Character Counts, a place to indicate the positive behavior seen, and a student name and date line. The second section, which is separated by a perforation in the card, has a student name line and staff name line (to indicate which staff member gave the Proud Card).

When a card is given to a student, both sections are completed with the teacher retaining the small section so both the student and the teacher can be entered into a drawing for some type of reward while the large section with the logo goes home. All drawing entries would be placed in a bin located in the school’s cafeterias. Drawings would be held on a regular basis. An example of the card is seen below.

We remind everyone that this plan is a draft and nothing will be finalized until the whole staff has an opportunity to provide input.

Panther Proud Card

This card is to recognize your:

☐ Trustworthiness  ☐ Fairness
☐ Respect  ☐ Caring
☐ Responsibility  ☐ Citizenship

We appreciate that you

Student __________________________ Date __________

The Ensuing Discussion

The Leadership team then began discussing the system. A wide variety of opinions were heard. Some team members felt that the drawing would be a great motivator for students, especially if they knew in advance what the rewards/prizes would be before the drawing occurred.

Other team members felt that the Panther Proud card would be enough recognition to begin setting a more positive tone in the school.

Continue on back
Some expressed that the drawing might turn some "winners" (students who have received Panther Proud Cards) into "losers" when their name was not drawn for a reward. Other team members felt that rewards could be based on grade level or total school (example: Grade 3 takes an extra 10 minute recess when they attain a pre-determined number of positive cards or a cafeteria or recess goal could be set for a month with all student being rewarded).

**Staff Input Requested**

The Leadership Team would like feedback from staff. Several "basic characteristics" of a positive system have become evident during the discussion. Use the Feedback Form below to indicate the characteristics you think the plan should include. **Return your Feedback Form to Kevin or Liz by Thursday, October 17th.** The results will be shared once they are compiled. If you choose not to submit a Feedback Form, the Leadership Team will assume this means you have no strong feelings about the draft plan and we will proceed on your behalf.

**RECESS**

The Leadership Team also discussed recess. They felt a few actions could be taken to improve this non-classroom setting.

- More equipment could be purchased so students have more choices at recess. In addition, fewer arguments over the current resources would occur. Grades 4 and 5 are having students develop an equipment purchase list in a math performance. Ann has allocated money for both playgrounds.
- Until the new equipment is in, all of the current recess equipment should be consolidated into one pool. This pool would come out with Grade 2 and go in with Grade 5. A similar set-up should occur for the younger grades in "A" Building.
- Games that students typically play at recess should be instructed to all students so that rules will be uniform across grade levels. Mr. Shipley has agreed to help with this. *Thanks, Jason.*
- The playground should be divided into zones or sections so that fusion between different games is reduced. We will be working on this as the year progresses.

---

**PBIS Feedback Form – School Wide Positive System**

*(Return to Kevin or Liz by Thursday, October 17th)*

<table>
<thead>
<tr>
<th>The School Wide Positive System Characteristic</th>
<th>I support this characteristic</th>
<th>I don't support this characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only give Panther Proud cards. Use no material incentives.</td>
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</tr>
<tr>
<td>Enter students who receive a Panther Proud card into a drawing. Students chosen receive individual prizes.</td>
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</tr>
<tr>
<td>Provide incentives that are school, grade level or location related (playground, cafeteria, etc). <em>Example:</em> A reward is given when Gr. 2 reaches a goal of 150 Panther Proud cards.</td>
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<tr>
<td>My Idea:</td>
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</table>
NON-CLASSROOM SETTINGS

Arrival and Dismissal

Thanks to feedback from staff members, the following adjustments have been made to the duty stations and schedules. Please review these with your team. Provided with the updated schedule is a Duty Map that helps to clarify the expectations for these duty stations. Please read these carefully and keep them handy. There may come a time when you will be called on to substitute for a duty person.

Adjusting the duty schedule illustrates the team approach to problem solving that is fundamental to the PBIS process.

Cafeteria:

The lunch shifts in both buildings have been going well. The duty staff and the cafeteria staff have worked to refine and improve the flow of students through the lines. Please continue to use the Active Supervision model in the cafeteria.

Expectations of Active Supervision in the Cafeteria:

Be positive and proactive.

Movement
- be in proximity to activity centers
  - lines
  - clean-up station
  - tables

Interaction
- talk with the students
- engage in problems solving

Scanning
- look for areas of concern
- pre-correct when possible

Note: The Grade 2 lunch shift will move back to the 11:45-12:15 time slot starting today.
Recess:

Thanks to the staff in A Building who refined the recess procedure for students going to the bathroom from the recess playground. They identified a potential trouble spot, worked out a plan to eliminate it and shared the plan with the administration. Another perfect example of how PBIS is a process and not a program.

Thank you to staff members who have been using Active Supervision on the playground. This is making a difference.

**Expectations of Active Supervision on the Playground:**

**Movement**
- be in proximity to areas with largest concentrations of students (equipment, games with large groups, etc.)
- circulate throughout the playground

**Interaction**
- talk with the students
- engage in problem solving

**Scanning**
- look for areas of concern
- pre-correct when possible

Hallways:

Please point out to students the “Entering a LEARNING ZONE” signs in the hallways. The expectation is for students to be silent in those areas. Explain that we walk quietly through these areas so we don’t disturb the learning of others.

Help Needed:

If you have a concern about something occurring in a non-classroom setting, talk with an administrator. PBIS relies on open communication among staff. The staff has the collective information that will make PBIS a successful process. (Have we mentioned that PBIS is a process?)
Forms

- Form A-Team Checklist
- Action Plan
- Committee Workgroup Review
- Data Decision Rules
- Escalation Worksheet
- Guess and Check
- MIR Example
- Blank Triangle
- Benchmarks of Quality
- Selected References
Form A Revised: School Yr 2007-08  
Positive Behavioral Interventions and Supports Team Implementation Checklist (MD)

Start-Up Activity (Sugai, 11/28/01, RH 10/13/01, SB,jbb 5/25/05)

This checklist is designed to be completed monthly (first year) or quarterly by the PBIS team to monitor activities for implementation of PBIS in the school.

<table>
<thead>
<tr>
<th>School</th>
<th>District</th>
<th>Date of Report</th>
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<table>
<thead>
<tr>
<th>PBIS Team Members</th>
<th>Person(s) Completing Report</th>
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Complete & submit **BY THE FIRST OF EACH MONTH.**

**Status:** __Not Yet Started__; __In Process__; __Completed__

The months below indicate the time period work was completed, not necessarily the month/period this form was completed.

<table>
<thead>
<tr>
<th>Establish Commitment</th>
<th>Date</th>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
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1. Administrator support & active involvement
   - Admin attends meetings 90% of the time
   - Admin provides funding for PBIS activities
   - Admin puts time on staff agenda for PBIS updates
   - Admin actively promotes PBIS as priority, integrates with other initiatives/improvement activities

2. Faculty/Staff support (One of top 3 goals, 80% of faculty document support, 3 year timeline)
   - Climate/Discipline one of top 3 school improvement goals
   - Faculty feedback is obtained throughout year
   - Faculty involved in some decision making/establishing goals
   - Admin/faculty commits to PBIS for at least 3 years

---

Establish & Maintain Team

3. Team established (representative)
   - Team includes: grade level teachers, special area, paraprofessionals, parents, special ed, school counselor, non classroom monitors,
   - Team has established a clear mission/purpose

4. Team has regular meeting schedule, effective operating procedures
   - Agenda is used, coach is notified of meeting time, admin present to approve activities/decisions

5. Committee/Workgroup review completed/updated annually
   - PBIS team has clearly defined objectives/outcomes

---

Self-Assessment

6. Team/faculty complete PBIS survey (completed annually)
   - Self Assessment is used to write annual action plan
   - Results are shared with staff

7. Team summarizes existing school discipline data.

---

8. Strengths, areas of immediate focus & action plan are identified.
   - Implementation Plan developed:
     - Schedule/plans for teaching staff the discipline & data system are developed
     - Team makes it easy for staff to implement and responds to feedback
     - Schedule for rewards/incentives for the year is planned
     - Plans for orienting incoming staff and students are developed
     - Plans for involving families and community are developed

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<tr>
<th>Establish Commitment</th>
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<th>Establish &amp; Maintain Team</th>
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<tr>
<th>Self-Assessment</th>
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</table>
### Form A Revised: School Yr 2007-08

**Positive Behavioral Interventions and Supports Team Implementation Checklist (MD)**

<table>
<thead>
<tr>
<th>Establish School-wide Expectations</th>
<th>Date</th>
<th>Sept</th>
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<tr>
<td>9. 3-5 school-wide behavior expectations are defined and posted in all areas of building.</td>
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<tr>
<td>▪ Expectations apply to both staff and students</td>
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<td>▪ Posters are similar, paired with icon and highly visible</td>
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<td>10. School-wide teaching matrix developed.</td>
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<td>▪ Rules developed for specific settings</td>
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<td>▪ Rules are linked to expectations</td>
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<td>11. Teaching plans for school-wide expectations are developed.</td>
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<td>▪ A behavioral curriculum includes concept and skill level instruction</td>
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<td>▪ Lessons include examples and non-examples</td>
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<tr>
<td>▪ Strategies for use by families/community are developed</td>
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<td>▪ Faculty/staff and students are involved in development</td>
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<td>▪ Lessons are embedded into subject area curriculum</td>
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<tr>
<td>▪ Schedule/plans for teaching staff the lesson plans for students are developed</td>
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<td>▪ Booster sessions for students and staff are scheduled/planned</td>
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### Establish On-Going System for Rewarding Behavioral Expectations

<table>
<thead>
<tr>
<th>Establish On-Going System for Rewarding Behavioral Expectations</th>
<th>Status</th>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
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<tbody>
<tr>
<td>13. System for rewarding student behavior is established.</td>
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<tr>
<td>▪ Rewards are linked to expectations</td>
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<td>▪ Rewards are varied to maintain student interest</td>
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<td>▪ System includes opportunities for naturally occurring reinforcement</td>
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<td>▪ Ratios of reinforcement to corrections are high</td>
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<tr>
<td>▪ Students are involved in identifying/developing incentives</td>
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<tr>
<td>▪ The system includes incentives for staff/faculty</td>
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### Establish System for Responding to Behavioral Violations

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<thead>
<tr>
<th>Establish System for Responding to Behavioral Violations</th>
<th>Status</th>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
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<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
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<tbody>
<tr>
<td>14. Staff and Administration agree on what problems are office managed and what problems are staff managed.</td>
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<tr>
<td>▪ Behaviors defined</td>
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<td>▪ Clearly identified major/minor behaviors</td>
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<tr>
<td>▪ Suggested array of appropriate responses to minor (classroom managed behaviors)</td>
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<tr>
<td>▪ Suggested array of appropriate responses to major (office managed) behaviors</td>
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<tr>
<td>▪ Clearly defined &amp; consistent consequences and procedures for undesirable behaviors are developed</td>
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<tr>
<td>▪ Process includes documentation procedures</td>
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### Establish Information System

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<tr>
<th>Establish Information System</th>
<th>Status</th>
<th>Sept</th>
<th>Oct</th>
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<tbody>
<tr>
<td>15. Discipline data are gathered, summarized, reported to staff, and used to make decisions.</td>
<td>Status</td>
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<tr>
<td>▪ Data collection is easy, efficient, relevant</td>
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<tr>
<td>▪ Additional data collected (attendance, grades, faculty attendance, surveys)</td>
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<tr>
<td>▪ Data entered weekly (minimum)</td>
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<td>▪ Data analyzed monthly (minimum)</td>
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<tr>
<td>▪ Data shared with team and faculty monthly (minimum)</td>
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<tr>
<td>▪ Office referral form lists: (a) student/grade (b) date/time, (c) referring staff, (d) problem behavior, (e) location, (f) persons involved, (g) probable motivation, and (h) consequences</td>
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</table>
Build Capacity for Function-based Support

16. Personnel with behavioral expertise are identified & involved.
   - At least one individual on the PBIS team who has training or experience in behavior support (i.e. school psych, behavior specialist, counselor with skills including practical foundations of behavior support, experience with data collection and data analysis, capacity to design and implement comprehensive plans)

17. Plan developed to identify and establish systems for teacher support, functional assessment & support plan development & implementation
   - Students identified through multiple data sources, teacher/parent request
   - Teachers feel supported by SW team-response time to request within 24 hours
   - Focus of support is preventative, educative, functional, data based, empirically valid, collaborative and tied to SW, classroom and individual support programs

Build District Level Support

18. Allocate money for building and maintaining school-wide behavioral support.
   - PBIS is high on list of priorities and activities, printing costs, FTE is funded adequately

19. Identify a facilitator (coach) who connects the school with district-wide PBIS efforts, attends team meetings and provides technical assistance.

20. Write a professional development plan for increasing technical skills in the area of effective behavioral support and team-work.
   - School data drives professional development plan, training topics and schedule is embedded with annual action plan
   - Other initiatives are integrated with PBIS

On-going Activity

1. PBS team has met at least monthly.

2. PBS team has given status report to faculty at least monthly.

3. Activities for PBS action plan implemented.

4. Accuracy of implementation of PBS action plan assessed.

5. Effectiveness of PBS action plan implementation assessed.

6. PBS data analyzed and shared with school staff.
School-Wide PBIS: Action Plan
Year One

Include the development, implementation, and management activities of your plan.

<table>
<thead>
<tr>
<th>Critical Element</th>
<th>Action/Activity</th>
<th>Who is Responsible?</th>
<th>When will it be started?</th>
<th>When will it be completed?</th>
<th>When will we evaluate it?</th>
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</table>

Critical Elements
1. Faculty Commitment obtained and maintained throughout the school year.
   - Basic behavioral principles taught/reviewed with staff.
   - Plans developed for training staff and students
2. PBIS Team established (membership, meeting times, leader, roles, mission)
3. Staff Survey summary reports are presented to staff.
4. Expectations Developed (3-5 positively stated)
   - Rules developed for specific settings
   - Lesson Plans developed for teaching expectations/rules
5. Reward/recognition program established (what/when/how)
6. Establish Responding System to Behavioral Violation
   - Behaviors defined and categorized. (major/minor)
   - Consequences hierarchy developed for classroom and office
   - Discipline referral process established and flow chart developed.
7. Establish Information system/SWIS readiness requirements reviewed
   ✦ How will team evaluate progress of PBIS activities (How are we doing? What needs to be modified, maintained, terminated?)
<table>
<thead>
<tr>
<th>Critical Element</th>
<th>Action/Activity</th>
<th>Who is Responsible?</th>
<th>When will it be started?</th>
<th>When will it be completed?</th>
<th>When will we evaluate it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>#_____</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>#_____</td>
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<td>#_____</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Critical Elements**

6. Faculty Commitment obtained and maintained throughout the school year.
   - Basic behavioral principles taught/reviewed with staff.
   - Plans developed for training staff and students
7. PBIS Team established (membership, meeting times, leader, roles, mission)
8. Staff Survey summary reports are presented to staff.
9. Expectations Developed (3-5 positively stated)
   - Rules developed for specific settings
   - Lesson Plans developed for teaching expectations/rules
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6. Establish Responding System to Behavioral Violation
   - Behaviors defined and categorized. (major/minor)
   - Consequences hierarchy developed for classroom and office
   - Discipline referral process established and flow charts developed.
7. Establish Information system/SWIS readiness requirements reviewed
   ✔ How will team evaluate progress of PBIS activities?
   (How are we doing? What needs to be modified, maintained, terminated?)
Recommendations

1. What committee/work groups can we eliminate?

2. What committee/work groups can we combine?

3. What committee/work groups need to be supported for improved outcomes and sustained functioning?

4. What would an organizational chart that shows the relationship between each of our recommended committees/work groups look like?
Positive Behavior Support: Data-based Decision Making

George Sugai and Anne Todd

Center on Positive Behavioral Interventions and Supports
University of Oregon

Version: March 10, 2004
SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT

OSEP Center on Positive Behavioral Interventions and Supports
University of Oregon
www.pbis.org

The OSEP Center on Positive Behavioral Interventions and Supports is grateful to the students, educators, administrators, families, support providers, researchers, and teacher trainers who have worked tirelessly to improve educational outcomes for all students and who have contributed to our understanding of the critical practices and systems of positive behavior support.

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1 The Center is supported by a grant from the Office of Special Education Programs, with additional funding from the Safe and Drug Free Schools Program, US Department of Education (H326S980003). Opinions expressed herein are those of the authors and do not necessarily reflect the position of the US Department of Education, and such endorsements should not be inferred.
Guidelines for Data-Based Decision Making
(Sugai, Todd, Lewis-Palmer, Hagan-Burke)

Data-based Action Planning Process

1. Use team
2. Identify the decisions needed
3. Identify data sources
   a. Office discipline referrals
   b. Attendance, tardies
   c. Suspensions, detentions, expulsions
   d. Academic performance
   e. Staff perceptions
      i. EBS survey
      ii. SET data
      iii. Team Implementation Checklis
      iv. Safe Schools Survey
4. Summarize data
5. Analyze data
6. Build action plan based on data

Other Guidelines
1. Use impact of individual student behavioral incidents (repeat rule violations) on school-wide behavior incidents when deciding where to focus action planning (i.e., school-wide, nonclassroom, classroom, targeted group, targeted individual).
2. Consider location, type, time of day, etc. of behavior incidents to increase relevance, effectiveness, and efficiency of action planning process.
3. If adequate progress and/or goal achieved, consider modifications that would
   a. Improve effectiveness and efficiency
   b. Remove intervention elements that are ineffective and efficient
   c. Decrease amount of effort and/or resources
# General Data Decision Rules

<table>
<thead>
<tr>
<th>IF...,</th>
<th>FOCUS ON...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• &gt;40% of students received 1+ ODR3</td>
<td>School-wide System</td>
</tr>
<tr>
<td>• &gt;2.5 ODR/student</td>
<td></td>
</tr>
<tr>
<td>• &gt;60% of referrals come from classroom</td>
<td>Classroom System</td>
</tr>
<tr>
<td>• &gt;50% of ODR come from &lt;10% of classrooms</td>
<td></td>
</tr>
<tr>
<td>• &gt;35% of referrals come from non-classroom settings</td>
<td>Non-Classroom Systems</td>
</tr>
<tr>
<td>• &gt;15% of students referred from nonclassroom settings</td>
<td></td>
</tr>
<tr>
<td>• &gt;10-15 students receive &gt;5 ODR</td>
<td>Targeted Group Interventions</td>
</tr>
<tr>
<td>• &lt;10 students with &gt;10 ODR</td>
<td>Individualized Action Team Systems</td>
</tr>
<tr>
<td>• &lt;10 students continue rate of referrals after receiving targeted group support</td>
<td></td>
</tr>
<tr>
<td>• Small # students destabilizing overall functioning of school</td>
<td></td>
</tr>
</tbody>
</table>

---

2 Sprague, Sugai, Horner, & Walker (2000)
3 ODR = Office Discipline Referral
General Questions for Monthly/Annual Decisions

1. How are we doing to date? Look at…
   a. # referrals per day per month.
      i. *What patterns are apparent across months?*
   b. # referrals by student
      i. *Are concerns individual or school-wide?*
   c. # referrals by location.
      i. *Where are referrals coming from?*
   d. #/kinds of problem behaviors
      i. *What problems are of most concern?*
   e. # problem behaviors by time of day
      i. *When are most problem behaviors occurring?*

2. What should we do next?
   a. *All’s well*
      i. What can we eliminate?
      ii. How can we make current activities more efficient?
      iii. What needs to be addressed next?
   b. *So-so*
      i. What is and is not working?
      ii. What can we do to increase the efficiency, effectiveness, or relevance of what we are doing?
   c. *Not well*
      i. What is and is not working?
      ii. What can we do to improve what we are currently doing?
      iii. Do we need to look at other information to understand what to do next?
      iv. What other strategies do we need to look at?
Establishing an Evaluation Plan
(see Evaluation Worksheet)

1. Develop evaluation questions.
   a. What do you want to know?

2. Identify indicators for answering each question.
   a. What information can be collected?

3. Develop methods and schedules for collecting and analyzing indicators.
   a. How and when should this information be gathered?

4. Make decisions from analysis of indicators.
   a. What is the answer for the question?

Basic Evaluation Questions
Sugai 11-26-03

What does "it" look like now?

Are we satisfied with how "it" looks?

What would we like "it" to look like?

What would we need to do to make "it" look like that?

How would we know if we've been successful?

What can we do to keep "it" like that?
<table>
<thead>
<tr>
<th></th>
<th>Data Collection</th>
<th>Sources</th>
<th>Data Indicators &amp; Information Needed</th>
<th>Who Needs the Information?</th>
<th>Evaluation Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td></td>
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<tr>
<td>3</td>
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<tr>
<td>2</td>
<td></td>
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</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Data-based Decision-Making Worksheet
Discipline Referral Data Self-Assessment
(Sugai, Simonsen, & Palmer, 1/5/99, DRAFT)

Name of School __________________________ Date ____________

To be completed by school leadership team. Rate the status of each feature of a discipline referral data management procedure. Develop an action plan for item(s) “not in place.”

<table>
<thead>
<tr>
<th>Status</th>
<th>Feature</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Fully in place</td>
</tr>
<tr>
<td>P</td>
<td>Partially in place</td>
</tr>
<tr>
<td>N</td>
<td>Not in place</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Status</th>
<th>Feature</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Clear distinctions between administrator versus staff managed rule-violations</td>
</tr>
<tr>
<td>P</td>
<td>Proactive comprehensive school-wide discipline system</td>
</tr>
<tr>
<td>N</td>
<td>Clear definitions for rule violations</td>
</tr>
<tr>
<td>F</td>
<td>Complete recording form (e.g., office discipline referral, behavioral incident)</td>
</tr>
<tr>
<td>P</td>
<td>Positively stated &amp; defined student expectations</td>
</tr>
<tr>
<td>N</td>
<td>Written school-wide discipline policy</td>
</tr>
<tr>
<td>F</td>
<td>System for storing &amp; maintaining data</td>
</tr>
<tr>
<td>P</td>
<td>Discipline leadership team</td>
</tr>
<tr>
<td>N</td>
<td>Team-based problem-solving format</td>
</tr>
<tr>
<td>F</td>
<td>Schedule for regular collection &amp; summarization of data</td>
</tr>
<tr>
<td>P</td>
<td>Schedule for regular team meetings to review data</td>
</tr>
<tr>
<td>N</td>
<td>Person designated to manage &amp; maintain data</td>
</tr>
<tr>
<td>F</td>
<td>Person designated to summarize &amp; graph data on monthly basis</td>
</tr>
<tr>
<td>P</td>
<td>Standard set of evaluation questions to be considered</td>
</tr>
<tr>
<td>N</td>
<td>Criteria or decision rules for team to evaluate data</td>
</tr>
<tr>
<td>F</td>
<td>Opportunity for team to develop recommendations based on data</td>
</tr>
<tr>
<td>P</td>
<td>Opportunity for team to present, discuss, modify, &amp; establish action plan with staff</td>
</tr>
<tr>
<td>N</td>
<td>Opportunity for staff to learn activities for implementation of action plan</td>
</tr>
<tr>
<td>F</td>
<td>Procedures for monitoring accuracy &amp; consistency of implementation of action plan activities</td>
</tr>
<tr>
<td>P</td>
<td>Procedures for modifying action plan based on data</td>
</tr>
</tbody>
</table>

F P N
Readiness Checklist
Version 1.2
June 20, 2003

Anne W. Todd & Rob H. Horner

Intended Audience

SWIS Facilitators use the Readiness Checklist to prepare schools for SWIS compatibility prior to the licensing process.

Description

The Readiness Checklist is a list of ten requirements for obtaining a SWIS License Agreement.

For more Information

Go to www.swis.org
<table>
<thead>
<tr>
<th>Requirement</th>
<th>School-wide discipline is one of the top three goals for the school.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>SWIS™ is available. Administrative support for the implementation and use of SWIS™ is available.</td>
</tr>
<tr>
<td>2.</td>
<td>A behavioral support team exists, and they review referral data at least once a month.</td>
</tr>
<tr>
<td>3.</td>
<td>SWIS™ is used.</td>
</tr>
<tr>
<td>4.</td>
<td>The school uses an office discipline referral form that is school-wide compatible with SWIS™ referral entry.</td>
</tr>
<tr>
<td>5.</td>
<td>The school has a coherent office discipline referral procedure that includes (a) definitions for and referrals regarding discipline offenses, and (b) a mechanism to handle referrals.</td>
</tr>
<tr>
<td>6.</td>
<td>Data entry time is allocated and scheduled to ensure that 24-hour referral data will be current at least once a week at all times.</td>
</tr>
<tr>
<td>7.</td>
<td>Three people within the school are identified to receive one 2-hour training on the use of SWIS™.</td>
</tr>
<tr>
<td>8.</td>
<td>The school has computer access to Internet and one or two web browsers (Netscape, Internet Explorer) (g).</td>
</tr>
<tr>
<td>9.</td>
<td>The school agrees to ongoing training for the team.</td>
</tr>
<tr>
<td>10.</td>
<td>The school district agrees to provide a facilitator who will work with school personnel on data collection and decision-making procedures.</td>
</tr>
</tbody>
</table>
| 11.         | Making procedures.
Compatibility Checklist
Version 2.0
September 12, 2002
Anne W. Todd

Intended Audience

The Compatibility Checklist is used primarily by SWIS Facilitators to support school teams as they design a system for documenting and monitoring office discipline referrals that is SWIS-compatible. School teams can also use the checklist as they prepare a coherent system for dealing with problem behavior in their school and for the use of SWIS.

Description

The Compatibility Checklist is an available tool for ensuring that all necessary categories are being documented on a referral form.

For more Information

Go to www.swis.org
### Procedure for Documenting Office Discipline Referrals

**SWIS II™ Compatibility Checklist**

<table>
<thead>
<tr>
<th>School __________________________</th>
<th>Date ________________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Compatibility Question</th>
<th>Date</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does a clear distinction exist between problem behaviors that are staff management versus office managed exist and is it available for staff reference?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>2. Does a form exist that is SWIS compatible for SWIS data entry including the following categories?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Student name?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>b. Date?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>c. Time of incident?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>d. Student's teacher (optional)?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>e. Student's grade level?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>f. Referring staff member?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>g. Location of incident?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>h. Problem behavior?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>i. Possible motivation?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>j. Others involved?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>k. Administrative decision?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>l. Other comments?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>m. No more than 3 extra info.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>3. Does set of definitions exist that clearly defines all categories on the office discipline referral form?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>4. Does office discipline referral procedure and form exist that meet SWIS criteria?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Next review date: ________________

Redesign your form until answers to all questions are "Yes."
References


Referral Form Examples

Version 2.0
June 16, 2003

Anne W. Todd & Rob H. Horner

Intended Audience
Referral form examples are for School Administrators, school teams and SWIS Facilitators to use as a guide for developing an office discipline referral form.

Description
The three available referral form examples are each compatible with SWIS. Each example is formatted differently, in size of paper, actual categories on the form, and the order of the information to be recorded.

For more Information
Go to www.swis.org
## Example A

**SWIS™ OFFICE DISCIPLINE REFERRAL FORM**

<table>
<thead>
<tr>
<th>Student(s)</th>
<th>Referring Staff</th>
<th>Grade Level</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
</table>

**Location**

- Classroom
- Cafeteria
- Bus loading zone
- Other

- Playground
- Bathroom/restroom
- Parking lot

- Commons/common area
- Gym
- On bus

- Hallway/breezeway
- Library
- Special event/assembly/field trip

**Problem Behaviors (check the most intrusive)**

- **MINOR**
  - Inappropriate lang.
  - Physical contact
  - Defiance/disrespect/non-compliance
  - Disruption
  - Property misuse
  - Other

- **MAJOR**
  - Abusive lang./inappropri. lang.
  - Fighting/physical aggression
  - Defiance/disrespect/insubordination
  - Harassment/tease/taunt
  - Disruption
  - Other

- Skip class/truancy
- Vandalism
- Forgery/theft
- Property damage
- Bomb threat
- Dress code violation
- Lying/cheating
- Weapons
- Tobacco
- Alcohol/drugs
- Other
- Tardy
- Combustibles

**Possible Motivation**

- Obtain peer attention
- Avoid tasks/activities
- Don't know
- Obtain adult attention
- Avoid peer(s)
- Other
- Obtain items/activities
- Avoid adult(s)

**Others Involved**

- None
- Peers
- Staff
- Teacher
- Substitute
- Unknown
- Other

**Administrative Decision**

- Time in office
- Detention
- Saturday School
- In-school suspension
- Loss of privilege
- Parent contact
- Individualized instruction
- Out-of-school suspension
- Conference with student
- Other

**Comments:**

**Follow up comments:**
Example B

Office Referral Form

<table>
<thead>
<tr>
<th>Problem Behavior</th>
<th>Possible Motivation</th>
<th>Administrative Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Inappropriate language</td>
<td>□ Obtain peer attention</td>
<td>□ Loss of privilege</td>
</tr>
<tr>
<td>□ Physical contact</td>
<td>□ Obtain adult attention</td>
<td>□ Time in office</td>
</tr>
<tr>
<td>□ Defiance</td>
<td>□ Obtain items/activities</td>
<td>□ Conference with student</td>
</tr>
<tr>
<td>□ Disruption</td>
<td>□ Avoid Peer(s)</td>
<td>□ Parent Contact</td>
</tr>
<tr>
<td>□ Property misuse</td>
<td>□ Avoid Adult</td>
<td>□ Individualized instruction</td>
</tr>
<tr>
<td>□ Other _________</td>
<td>□ Avoid task or activity</td>
<td>□ In-school suspension (______ hours/ days)</td>
</tr>
<tr>
<td></td>
<td>□ Don't know</td>
<td>□ Out of school suspension (______ days)</td>
</tr>
<tr>
<td></td>
<td>□ Other _________</td>
<td>□ Other _________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Abusive language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Fighting/ Physical aggression</td>
<td>□ In-school suspension (______ hours/ days)</td>
<td></td>
</tr>
<tr>
<td>□ Overt Defiance</td>
<td></td>
<td>□ Out of school suspension (______ days)</td>
</tr>
<tr>
<td>□ Harassment/ tease/ taunt</td>
<td>□ Other _________</td>
<td>□ Other _________</td>
</tr>
<tr>
<td>□ Disruption</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Other _________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Others involved in incident: □ None □ Peers □ Staff □ Teacher □ Substitute □ Unknown □ Other

If peers were involved, list them ________________________________

Other comments: ________________________________

□ I need to talk to the students' teacher  □ I need to talk to the administrator

Parent Signature: __________________________ Date: __________________________

All minors are filed with classroom teacher. Three minors equal a major.

All majors require administrator consequence parent contact and signature.
Example C

Office Discipline Referral Form

Name: ______________________  Grade: ____  Date: __________
Referring Person: ______________________  Time: __________
Other Student(s) involved: ______________________

<table>
<thead>
<tr>
<th>Issue of Concern</th>
<th>Location</th>
<th>Possible Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Problem Behaviors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ abusive lang</td>
<td>□ playground</td>
<td>□ Attention from peer(s)</td>
</tr>
<tr>
<td>□ fighting/physical agg</td>
<td>□ cafeteria</td>
<td>□ Attention from adult(s)</td>
</tr>
<tr>
<td>□ harassment</td>
<td>□ passing area</td>
<td>□ Avoid peer(s)</td>
</tr>
<tr>
<td>□ overt defiance</td>
<td>□ bathroom</td>
<td>□ Avoid adult(s)</td>
</tr>
<tr>
<td>Minor Problem Behaviors</td>
<td>□ arrival/dismissal</td>
<td>□ Avoid work</td>
</tr>
<tr>
<td>□ inappropriate. lang</td>
<td>□ classroom</td>
<td>□ Obtain item(s)</td>
</tr>
<tr>
<td>□ disruption</td>
<td>□ restricted area</td>
<td>□ Other</td>
</tr>
<tr>
<td>□ property misuse</td>
<td>□ special event</td>
<td>□ Don't know</td>
</tr>
<tr>
<td>□ non-compliance</td>
<td>□ common instructional area</td>
<td></td>
</tr>
</tbody>
</table>

What happened? ____________________________

________________________

Consequences

□ lose recess                      □ lose other privilege ____________________________
□ conference                       □ in-school suspension
□ parent contact                   □ out-of-school suspension
□ follow up agreement

See Follow-Up Agreement Over
Follow up Agreement

Name: ___________________________ Date: _________________

1. What rule(s) did you break? (Circle)
   - Be Safe
   - Be Respectful
   - Be Responsible

2. What did you want?
   - [ ] I wanted attention from others
   - [ ] I wanted to challenge adult(s)
   - [ ] I wanted to be sent home
   - [ ] I wanted to be in control of the situation
   - [ ] I wanted to avoid doing my work
   - [ ] I wanted revenge
   - [ ] I wanted to cause problems because I feel miserable inside
   - [ ] I wanted to cause others problems because they don't like me
   - [ ] I wanted ________________________________

3. Did you get what you wanted?  [ ] yes  [ ] no

4. What will you do differently next time?
   I will be ____________________________ by ____________________________

5. Student signature: ________________________________

6. Adult signature(s): ________________________________
√ Guess & Check √

1. What's the Problem Behavior:

☐ Inappropriate language  ☐ Disruptive  ☐ Noncompliance
☐ Out of seat  ☐ Harasses  ☐ Talking/talk-outs
☐ Work completion  ☐ Fighting/aggression  ☐
☐ Other: __________________________

Triggers-Routine Analysis:

Need-Maintaining Consequences

☐ Get/Obtain  ☐ Escape/Avoid  ☐ Sensory
☐ Adult/peer attention  ☐ Work
☐ Preferred activity  ☐ Adult/peer attention

Teacher Hypothesis (Guess):

<table>
<thead>
<tr>
<th>Makes it worse (Setting Events)</th>
<th>Triggers (Antecedents)</th>
<th>Problem Behavior</th>
<th>Need (Consequences)</th>
</tr>
</thead>
</table>

Is the problem behavior most likely (circle one)?

Academic  Behavioral  Environmental
### Brainstorm

<table>
<thead>
<tr>
<th>Academic</th>
<th>Behavioral</th>
<th>Environmental</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modify amount of work</td>
<td>Precorrection</td>
<td>Change seating</td>
</tr>
<tr>
<td>Change work difficulty</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Easier</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Harder</td>
<td></td>
</tr>
</tbody>
</table>

#### Try it out

1. | Date Started | Date Ended | Effectiveness  |
   |             |            | + - 4 3 2 1   |

2. | Date Started | Date Ended | Effectiveness  |
   |             |            | + - 4 3 2 1   |

-2-
3. Monitoring
ARUNDEL HIGH SCHOOL
MINOR INCIDENT REPORT

Presented To:

Location: (be specific)
☐ Classroom #
☐ Cafeteria
☐ Hallway/Stairwell
☐ Outside
☐ Restroom
☐ Bus #
☐ Other

Violation:
☐ Positive
☐ Responsible
☐ Involved
☐ Diligent
☐ Efficient

Specific Behavior:

Consequence:

☐ Detention
Location:
Date:
Time:

Given By:

Student Signature*:
Date:

Parent Signature*:
Date:

*only required for detention after school

Directions:
1. Name behavior and expectation
2. State rule and expected behavior
3. Give positive verbal/social acknowledgment
4. Give slip to student
5. File

White: Student  Pink: Issuer  Yellow: File in Office
Triangle Activity:
Applying the Three-Tiered Logic to Your School
SCORING GUIDE:
Completing the Benchmarks of Quality for School-wide Positive Behavior Support (SWPBS)

When & Why
Benchmarks of Quality for School-wide Positive Behavior Support should be completed in the spring of each school year (Mar/Apr/May). The Benchmarks are used by teams to identify areas of success, areas for improvement, and by the PBS Project to identify model PBS schools.

Procedures for Completing

Step 1 - Coaches Scoring
The Coach will use his or her best judgment based on personal experience with the school and the descriptions and exemplars in the Benchmarks of Quality Scoring Guide to score each of the 53 items on the Benchmarks of Quality Scoring Form (p. 1 & 2). Do not leave any items blank.

Step 2 - Team Member Rating
The coach will give the Benchmarks of Quality Team Member Rating Form to each SWPBS Team member to be completed independently and returned to the coach upon completion. Members should be instructed to rate each of the 53 items according to whether the component is “In Place”, “Needs Improvement”, or “Not in Place”. Some of the items relate to product and process development, others to action items: in order to be rated as “In Place,” the item must be developed and implemented (where applicable). Coaches will collect and tally responses and record on the Benchmarks of Quality Scoring Form the team’s most frequent response using ++ for “In Place,” + for “Needs Improvement,” and – for “Not In Place.”

Step 3 – Team Report
The coach will then complete the Team Summary on p. 3 of the Benchmarks of Quality Scoring Form recording areas of discrepancy, strength and weakness.

Discrepancies - If there were any items for which the team’s most frequent rating varied from the coaches’ rating based upon the Scoring Guide, the descriptions and exemplars from the guide should be shared with the team. This can happen at a team meeting or informally. If upon sharing areas of discrepancy, the coach realizes that there is new information that according to the Scoring Guide that would result in a different score, the item and the adjusted final score should be recorded on the Scoring Form.

Step 4 - Reporting Back to Team
After completing the remainder of the Benchmarks of Quality: Scoring Form, the coach will report back to the team using the Team Report page of the Benchmarks of Quality: Scoring Form. If needed, address items of discrepancy and adjust the score. The coach will then lead the team through a discussion of the identified areas of strength (high ratings) and weakness (low ratings). This information should be conveyed as “constructive feedback” to assist with action planning.

Step 5 - Reporting to District Coordinator
The coach will forward a copies of the Benchmarks of Quality: Scoring Form and all of the Team Member Rating Forms to the to the district coordinator. Based upon the results of the Benchmarks, a PBS faculty member may contact the coach to determine if the school is interested in being considered for “model school” status. Potential “model schools” must agree to participate in on-site follow-up assessments.

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>3 points</th>
<th>2 points</th>
<th>1 point</th>
<th>0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Team has broad representation</td>
<td>Administrator(s) attended training, play an active role in the PBS process, actively communicate their commitment, support the decisions of the PBS Team, and attend all team meetings.</td>
<td>Administrator(s) support the process, take an active role as the rest of the team, and/or attend most meetings</td>
<td>Administrator(s) support the process but don’t take an active role as the rest of the team, and/or attends only a few meetings</td>
<td>Administrator(s) do not actively support the PBS process.</td>
</tr>
<tr>
<td>2. Team has administrative support</td>
<td>Team meets monthly (min. of 9 one-hour meetings each school year).</td>
<td>Team meetings are not consistent (5-8) monthly meetings each school year.</td>
<td>Team seldom meets (fewer than five monthly meetings during the school year).</td>
<td></td>
</tr>
<tr>
<td>3. Team has regular meetings (at least monthly)</td>
<td>Team has a written purpose/mission statement for the PBS team (commonly completed on the cover sheet of the action plan).</td>
<td>Data regarding school-wide behavior is occasionally shared with faculty (3-7 times per year).</td>
<td>Data regarding school-wide behavior is shared with faculty monthly (min. of 8 times per year).</td>
<td>No mission statement/purpose written for the team.</td>
</tr>
<tr>
<td>4. Team has established a clear mission/purpose</td>
<td>Data is not regularly shared with faculty. Faculty may be given an update 0-2 times per year.</td>
<td>Data is not regularly shared with faculty. Faculty may be given an update 0-2 times per year.</td>
<td>Data is not regularly shared with faculty. Faculty may be given an update 0-2 times per year.</td>
<td></td>
</tr>
<tr>
<td>5. Faculty are aware of behavior problems across campus (regular data sharing)</td>
<td>Most faculty participate in establishing PBS goals (i.e. surveys, “dream”, “PATH”) on at least an annual basis.</td>
<td>Some of the faculty participates in establishing PBS goals (i.e. surveys, “dream”, “PATH”) on at least an annual basis.</td>
<td>Faculty does not participate in establishing PBS goals.</td>
<td></td>
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<tr>
<td>6. Faculty involved in establishing and reviewing goals</td>
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</tr>
<tr>
<td>Benchmark</td>
<td>3 points</td>
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<tr>
<td>7. Faculty feedback obtained throughout year</td>
<td>Faculty is given opportunities to provide feedback, to offer suggestions, and to make choices in every step of the PBS process (via staff surveys, voting process, suggestion box, etc.) Nothing is implemented without the majority of faculty approval.</td>
<td>Faculty are given some opportunities to provide feedback, to offer suggestions, and to make some choices during the PBS process. However, the team also makes decisions without input from staff.</td>
<td>Faculty are rarely given the opportunity to participate in the PBS process (fewer than 2 times per school year).</td>
<td></td>
</tr>
<tr>
<td>8. Discipline process described in narrative format or depicted in graphic format</td>
<td>Team has established clear, written procedures that lay out the process for handling both major and minor discipline incidents. (Includes crisis situations)</td>
<td>Team has established clear, written procedures that lay out the process for handling both major and minor discipline incidents. (Does not includes crisis situations.)</td>
<td>Team has not established clear, written procedures for discipline incidents and/or there is no differentiation between major and minor incidents.</td>
<td></td>
</tr>
<tr>
<td>9. Process includes documentation procedures</td>
<td></td>
<td>There is a documentation procedure to track both major and minor behavior incidents (i.e., form, database entry, file in room, etc.).</td>
<td>There is not a documentation procedure to track both major and minor behavior incidents (i.e., form, database entry, file in room, etc.).</td>
<td></td>
</tr>
<tr>
<td>10. Discipline referral form includes information useful in decision making</td>
<td>Information on the referral form includes ALL of the required fields: Student's name, date, time of incident, grade level, referring staff, location of incident, gender, problem behavior, possible motivation, others involved, and administrative decision.</td>
<td>The referral form includes all of the required fields, but also includes unnecessary information that is not used to make decisions and may cause confusion.</td>
<td>The referral form lacks one or more of the required fields or does not exist.</td>
<td></td>
</tr>
<tr>
<td>11. Behaviors defined</td>
<td>Written documentation exists that includes clear definitions of all behaviors listed.</td>
<td>All of the behaviors are defined but some of the definitions are unclear.</td>
<td>Not all behaviors are defined or some definitions are unclear.</td>
<td>No written documentation of definitions exists.</td>
</tr>
<tr>
<td>Benchmark</td>
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<tr>
<td>12. Major/minor behaviors are clearly identified/understood</td>
<td>Most staff are clear about which behaviors are staff managed and which are sent to the office, (i.e. appropriate use of office referrals) Those behaviors are clearly defined, differentiated and documented.</td>
<td>Some staff are unclear about which behaviors are staff managed and which are sent to the office (i.e. appropriate use of office referrals) or no documentation exists.</td>
<td>Specific major/minor behaviors are not clearly defined, differentiated or documented.</td>
<td></td>
</tr>
<tr>
<td>13. Suggested array of appropriate responses to minor (non-office-managed) problem behaviors</td>
<td>There is evidence that most staff are aware of and use an array of appropriate responses to minor behavior problems.</td>
<td></td>
<td>There is evidence that few staff are aware of or use an array of appropriate responses to minor behavior problems.</td>
<td></td>
</tr>
<tr>
<td>14. Suggested array of appropriate responses to major (office-managed) problem behaviors</td>
<td>There is evidence that all administrative staff are aware of and use an array of predetermined appropriate responses to major behavior problems.</td>
<td></td>
<td>There is evidence that some administrative staff are not aware of, or do not follow, an array of predetermined appropriate responses to major behavior problems.</td>
<td></td>
</tr>
<tr>
<td>15. Data system to collect and analyze ODR data</td>
<td>The database can quickly output data in graph format and allows the team access to ALL of the following information: average referrals per day per month, by location, by problem behavior, by time of day, by student, and compare between years.</td>
<td>ALL of the information can be obtained from the database (average referrals per day per month, by location, by problem behavior, by time of day, by student, and compare between years), though it may not be in graph format, may require more staff time to pull the information, or require staff time to make sense of the data.</td>
<td>Only partial information can be obtained (lacking either the number of referrals per day per month, location, problem behavior, time of day, student, and compare patterns between years.)</td>
<td>The data system is not able to provide any of the necessary information the team needs to make school-wide decisions.</td>
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<td>Benchmark</td>
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<tr>
<td>16. Additional data collected (attendance, grades, faculty attendance, surveys)</td>
<td></td>
<td></td>
<td>The team collects and considers data other than discipline data to help determine progress and successes (i.e. attendance, grades, faculty attendance, school surveys, etc.)</td>
<td>The team does not collect or consider data other than discipline data to help determine progress and successes (i.e. attendance, grades, faculty attendance, school surveys, etc.).</td>
</tr>
<tr>
<td>17. Data entered weekly (minimum)</td>
<td></td>
<td></td>
<td>Data is typically entered at least weekly.</td>
<td>Data is not entered at least weekly (minimum).</td>
</tr>
<tr>
<td>18. Data analyzed monthly (minimum)</td>
<td></td>
<td></td>
<td>Data is printed, analyzed, and put into graph format or other easy to understand format by a member of the team monthly (minimum)</td>
<td>Data is not analyzed.</td>
</tr>
<tr>
<td>19. Data shared with team and faculty monthly (minimum)</td>
<td></td>
<td></td>
<td>Data is shared with the PBS team and faculty at least once a month.</td>
<td>Data is not reviewed each month by the PBS team and shared with faculty.</td>
</tr>
<tr>
<td>20. 3-5 positively stated school-wide expectations posted around school</td>
<td>3-5 positively stated school-wide expectations are visibly posted around the school. Areas posted include the classroom and a minimum of 3 other school settings (i.e., cafeteria, hallway, front office, etc.).</td>
<td>3-5 positively stated expectations are visibly posted in most important areas (i.e. classroom, cafeteria, hallway), but one area may be missed.</td>
<td>3-5 positively stated expectations are not clearly visible in common areas.</td>
<td>Expectations are not posted or team has either too few or too many expectations.</td>
</tr>
<tr>
<td>21. Expectations apply to both students and staff</td>
<td>PBS team has communicated that expectations apply to all students and all staff.</td>
<td>PBS team has expectations that apply to all students AND all staff but haven't specifically communicated that they apply to staff as well as students.</td>
<td>Expectations refer only to student behavior.</td>
<td>There are no expectations.</td>
</tr>
<tr>
<td>22. Rules developed and posted for specific settings (where problems are prevalent)</td>
<td></td>
<td></td>
<td>Rules are posted in all of the most problematic areas in the school.</td>
<td>Rules are posted in some, but not all of the most problematic areas of the school.</td>
</tr>
<tr>
<td>Benchmark</td>
<td>3 points</td>
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<tr>
<td>23. Rules are linked to expectations</td>
<td></td>
<td></td>
<td>When taught or enforced, staff <strong>consistently</strong> link the rules with the</td>
<td>When taught or enforced, staff <strong>do not consistently</strong> link the rules with the</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>school-wide expectations.</td>
<td>school-wide expectations and/or rules are taught or enforced separately from</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>expectations.</td>
</tr>
<tr>
<td>24. Staff feedback/involvement in expectations/rule development</td>
<td></td>
<td>Most staff were involved in providing feedback/input into the development</td>
<td>Some staff were involved in providing feedback/input into the development</td>
<td>Staff were not involved in providing feedback/input into the development of</td>
</tr>
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<td></td>
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<td>of the school-wide expectations and rules (i.e., survey, feedback, initial</td>
<td>of the school-wide expectations and rules.</td>
<td>the school-wide expectations and rules.</td>
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<td></td>
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<td>brainstorming session, election process, etc.)</td>
<td></td>
<td></td>
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<tr>
<td>25. A system of rewards has elements that are implemented consistently</td>
<td>The reward system guidelines and procedures are implemented consistently</td>
<td>The reward system guidelines and procedures are not implemented consistently</td>
<td>There is no identifiable reward system or a large percentage of staff are not</td>
<td></td>
</tr>
<tr>
<td>across campus</td>
<td>across campus. Almost all members of the school are participating</td>
<td>across campus. However, some staff choose not to participate or participation does not follow the established criteria.</td>
<td>participating.</td>
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<tr>
<td></td>
<td>appropriately.</td>
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<td></td>
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<tr>
<td></td>
<td>at least 90% participation</td>
<td>at least 75% participation</td>
<td>at least 50% participation</td>
<td>less than 50% participation</td>
</tr>
<tr>
<td>26. A variety of methods are used to rewards students.</td>
<td></td>
<td></td>
<td>The school uses a variety of methods to reward students, but students do not have access to a variety of rewards in a consistent and timely manner.</td>
<td>The school uses only one set methods to reward students (i.e., tangibles only) or there are no opportunities for children to cash in tokens or select their reward. Only students that meet the quotas actually get rewarded, students with fewer rewarded tokens cannot cash in tokens for a smaller reward.</td>
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<tr>
<td>Benchmark</td>
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<tr>
<td>27. Rewards are linked to expectations</td>
<td>Rewards are provided for behaviors that are identified in the rules/expectations and staff verbalize the appropriate behavior when giving rewards.</td>
<td>Rewards are provided for behaviors that are identified in the rules/expectations and staff sometimes verbalize appropriate behaviors when giving rewards.</td>
<td>Rewards are provided for behaviors that are identified in the rules/expectations but staff rarely verbalize appropriate behaviors when giving rewards.</td>
<td>Rewards are provided for behaviors that are not identified in the rules and expectations.</td>
</tr>
<tr>
<td>28. Rewards are varied to maintain student interest</td>
<td>The rewards are varied throughout the year and reflect students' interests (e.g. consider the student age, culture, gender, and ability level to maintain student interest.)</td>
<td>The rewards are varied throughout the school year, but <strong>may not</strong> reflect students' interests.</td>
<td>The rewards are <strong>not</strong> varied throughout the school year and <strong>do not</strong> reflect student's interests.</td>
<td></td>
</tr>
<tr>
<td>29. System includes opportunities for naturally occurring reinforcement.</td>
<td></td>
<td>Students often get natural rewards such as praise and recognition for academic performance that are not part of the planned reward system.</td>
<td>Students rarely get natural rewards, such as praise and recognition for academic performance that are not part of the planned reward system.</td>
<td></td>
</tr>
<tr>
<td>30. Ratios of reinforcement to corrections are high</td>
<td>Ratios of teacher reinforcement of appropriate behavior to correction of inappropriate behavior are <strong>high</strong> (e.g., 4:1).</td>
<td>Ratios of teacher reinforcement of appropriate behavior to correction of inappropriate behavior are <strong>moderate</strong> (e.g., 2:1).</td>
<td>Ratios of teacher reinforcement of appropriate behavior to correction of inappropriate behavior are <strong>about the same</strong> (e.g., 1:1).</td>
<td>Ratios of teacher reinforcement of appropriate behavior to correction of inappropriate behavior are <strong>low</strong> (e.g., 1:4)</td>
</tr>
<tr>
<td>31. Students are involved in identifying/developing incentives</td>
<td></td>
<td>Students are <strong>often</strong> involved in identifying/developing incentives.</td>
<td>Students are <strong>rarely</strong> involved in identifying/developing incentives.</td>
<td></td>
</tr>
<tr>
<td>32. The system includes incentives for staff/faculty</td>
<td>The system includes incentives for staff/faculty and they are delivered consistently.</td>
<td>The system includes incentives for staff/faculty, but they are not delivered consistently.</td>
<td>The system does not include incentives for staff/faculty.</td>
<td></td>
</tr>
<tr>
<td>33. A behavioral curriculum includes concept and skill level instruction</td>
<td>Lesson plans are developed and used to teach rules and expectations</td>
<td>Lesson plans were developed and used to teach rules, but not developed for expectations or vice versa.</td>
<td>Lesson plans have not been developed or used to teach rules or expectations</td>
<td></td>
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</tbody>
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<thead>
<tr>
<th></th>
<th>34. Lessons include examples and non-examples</th>
<th>35. Lessons use a variety of teaching strategies</th>
<th>36. Lessons are embedded into subject area curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lesson plans include both examples of appropriate behavior and examples of inappropriate behavior.</td>
<td>Lesson plans have been introduced using fewer than 3 teaching strategies.</td>
<td>Lesson plans have not been taught or do not exist.</td>
</tr>
<tr>
<td></td>
<td>Nearly all teachers embed behavior teaching into subject area curriculum on a daily basis.</td>
<td>About 50% of teachers embed behavior teaching into subject area curriculum or embed behavior teaching fewer than 3 times per week</td>
<td>Less than 50% of all teachers embed behavior teaching into subject area curriculum or only occasionally remember to include behavior teaching in subject areas.</td>
</tr>
<tr>
<td></td>
<td>Faculty, staff, and students are involved in development &amp; delivery of lesson plans</td>
<td>Faculty, staff, and students are involved in the development and delivery of lesson plans to teach behavior expectations and rules for specific settings.</td>
<td>Faculty, staff, and students are not involved in the development and delivery of lesson plans to teach behavior expectations and rules for specific settings.</td>
</tr>
<tr>
<td></td>
<td>38. Strategies to reinforce the lessons with families/community are developed and implemented</td>
<td>The PBS Plan includes strategies to reinforce lessons with families and the community (i.e., after-school programs teach expectations, newsletters with tips for meeting expectations at home)</td>
<td>The PBS plan does not include strategies to be used by families and the community.</td>
</tr>
<tr>
<td>39. Develop, schedule, and deliver plans to teach staff the discipline and data system</td>
<td>The team scheduled time to present and train faculty and staff on the discipline procedures and data system including checks for accuracy of information or comprehension. <strong>Training included all components:</strong> referral process (flowchart), definitions of problem behaviors, explanation of major vs. minor forms, and how the data will be used to guide the team in decision making.</td>
<td>The team scheduled time to present and train faculty and staff on the discipline procedures and data system, <strong>but there were no</strong> checks for accuracy of information or comprehension. <strong>OR training did not include all components</strong> (i.e., referral process (flowchart), definitions of problem behaviors, explanation of major vs. minor forms, and how the data will be used to guide the team in decision making.)</td>
<td>Staff was either not trained or was given the information without formal introduction and explanation.</td>
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<tr>
<td>40. Develop, schedule, and deliver plans to teach staff the lesson plans for teaching students</td>
<td>The team scheduled time to present and train faculty and staff on lesson plans to teach students expectations and rules including checks for accuracy of information or comprehension. <strong>Training included all components:</strong> plans to introduce the expectations and rules to all students, explanation of how and when to use formal lesson plans, and how to embed behavior teaching into daily curriculum.</td>
<td>The team scheduled time to present and train faculty and staff on lesson plans to teach students expectations and rules <strong>but there were no</strong> checks for accuracy of information or comprehension. <strong>OR Training did not include all components:</strong> plans to introduce the expectations and rules to all students, explanation of how and when to use formal lesson plans, and how to embed behavior teaching into daily curriculum.</td>
<td>Staff was either not trained or was given the information without formal introduction and explanation.</td>
</tr>
<tr>
<td>41. Develop, schedule and deliver plans for teaching students expectations, rules, &amp; rewards</td>
<td>Students are introduced/taught <strong>all</strong> of the following: school expectations, rules for specific setting, and the reward system guidelines.</td>
<td>Students are introduced/taught <strong>two</strong> (2) of the following: school expectations, rules for specific setting, and the reward system guidelines.</td>
<td>Students are introduced/taught <strong>only one</strong> (1) of the following: school expectations, rules for specific setting, and the reward system guidelines.</td>
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</tr>
<tr>
<td>42. Booster sessions for students and staff are planned, scheduled, and implemented</td>
<td>Booster sessions are planned and delivered to reteach staff/students at least once in the year and additionally at times when the data suggest problems by an increase in discipline referrals per day per month or a high number of referrals in a specified area. Expectations and rules are reviewed with students regularly (at least 1x per week).</td>
<td>Booster sessions are not utilized fully. For example: booster sessions are held for students but not staff; booster sessions are held for staff, but not students; booster sessions are not held, but rules &amp; expectations are reviewed at least weekly with students.</td>
<td>Booster sessions for students and staff are not scheduled/planned. Expectations and rules are reviewed with students once a month or less.</td>
</tr>
<tr>
<td>43. Schedule for rewards/incentives for the year is planned</td>
<td>There is a clear plan for the type and frequency of rewards/incentives to be delivered throughout the year.</td>
<td></td>
<td>There is no plan for the type and frequency of rewards/incentives to be delivered throughout the year.</td>
</tr>
<tr>
<td>44. Plans for orienting incoming staff and students are developed and implemented</td>
<td>Team has planned for and carries out the introduction of School-wide PBS and training of new staff and students throughout the school year.</td>
<td>Team has planned for the introduction of School-wide PBS and training of either new students or new staff, but does not include plans for training both. OR the team has plans but has not implemented them.</td>
<td>Team has not planned for the introduction of School-wide PBS and training of new staff or students</td>
</tr>
<tr>
<td>45. Plans for involving families/community are developed and implemented</td>
<td>Team has planned for the introduction and on-going involvement of school-wide PBS to families/community (i.e., newsletter, brochure, PTA, open-house, team member, etc.)</td>
<td></td>
<td>Team has not introduced school-wide PBS to families/community.</td>
</tr>
<tr>
<td>46. Faculty/staff are taught how to respond to crisis situations</td>
<td>Faculty and staff are taught how to personally respond to crisis situations and have written information (i.e. manual) of the district crisis plan.</td>
<td></td>
<td>Faculty and staff are not taught how to personally respond to crisis situations and/or have no written information (i.e. manual) of the district crisis plan.</td>
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<tr>
<td><strong>47. Responding to crisis situations is rehearsed</strong></td>
<td>Faculty and staff are given opportunities during the school year to practice responding to crisis situations.</td>
<td>Faculty and staff do not practice responding to crisis situations.</td>
<td></td>
</tr>
<tr>
<td><strong>48. Procedures for crisis situations are readily accessible</strong></td>
<td>Faculty and staff have ready access to and know where to find procedures for dealing with crisis situations</td>
<td>Faculty and staff do not have ready access to or know where to find procedures for dealing with crisis situations</td>
<td></td>
</tr>
<tr>
<td><strong>49. Students and staff are surveyed about PBS</strong></td>
<td>Students and staff are surveyed at least annually (i.e. items on climate survey or specially developed PBS plan survey), and information is used to address the PBS plan.</td>
<td>Students and staff are surveyed at least annually (i.e. items on climate survey or specially developed PBS plan survey), but information is not used to address the PBS plan.</td>
<td></td>
</tr>
<tr>
<td><strong>50. Students and staff can identify expectations and rules</strong></td>
<td>Almost all students and staff can identify the school-wide expectations and rules for specific settings. (can be identified through surveys, random interviews, etc…) at least 90%</td>
<td>Many students and staff can identify the school-wide expectations and rules for specific settings. at least 50%</td>
<td></td>
</tr>
<tr>
<td><strong>51. Staff use discipline system/documentation appropriately</strong></td>
<td>Almost all staff know the procedures for responding to inappropriate behavior, use forms as intended and fill them out correctly. (can be identified by reviewing completed forms, staff surveys, etc…) at least 90% know/use</td>
<td>Many of the staff know the procedures for responding to inappropriate behavior, use forms as intended and fill them out correctly. at least 75% know/use</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Some of the staff know the procedures for responding to inappropriate behavior, use forms as intended and fill them out correctly. at least 50% know/use</td>
<td>Few staff know the procedures for responding to inappropriate behavior, use forms as intended and fill them out correctly OR Evaluations are not conducted. less than 50% know/use</td>
<td></td>
</tr>
</tbody>
</table>

| 52. Staff use reward system appropriately | Almost all staff understand identified guidelines for the reward system and are using the reward system appropriately. (can be identified by reviewing reward token distribution, surveys, etc…) at least 90% understand/use | Many of the staff understand identified guidelines for the reward system and are using the reward system appropriately. at least 75% understand/use | Some of the staff understand identified guidelines for the reward system and are using the reward system appropriately. at least 50% understand/use | Few staff understand and use identified guidelines for the reward system OR Evaluations are not conducted at least yearly or do not assess staff knowledge and use of the reward system. less than 50% understand/use |
| 53. Outcomes (behavior problems, attendance, morale) are documented and used to evaluate PBS plan. | There is a plan for collecting data to evaluate PBS outcomes, most data is collected as scheduled, and data is used to evaluate PBS plan. | There is a plan for collecting data to evaluate PBS outcomes, some of the scheduled data has been collected, and data is used to evaluate PBS plan. | There is a plan for collecting data to evaluate PBS outcomes, however nothing has been collected to date. | There is no plan for collecting data to evaluate PBS outcomes. |
School-wide Positive Behavior Support:

Selected References

Center on Positive Behavioral Interventions and Supports
University of Oregon
Last Update: June 6, 2005
SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT

OSEP Center on Positive Behavioral Interventions and Supports

University of Oregon

www.pbis.org

The OSEP Center on Positive Behavioral Interventions and Supports is grateful to the students, educators, administrators, families, support providers, researchers, and teacher trainers who have worked tirelessly to improve educational outcomes for all students and who have contributed to our understanding of the critical practices and systems of positive behavior support.

These training materials have been developed to assist schools in their efforts to improve school climate and positive behavior support for all students. Photocopying, use, and/or sale of these materials is forbidden without expressed written permission by the OSEP Center for Positive Behavioral Interventions and Supports. To obtain a personal copy of these materials, contact the Center at 541-346-2505, pbis@oregon.uoregon.edu, or www.pbis.org.

1 The Center is supported by a grant from the Office of Special Education Programs, with additional funding from the Safe and Drug Free Schools Program, US Department of Education (H326S980003). Opinions expressed herein are those of the authors and do not necessarily reflect the position of the US Department of Education, and such endorsements should not be inferred.
Selected PBS Related References
Compiled by George Sugai


Kincaid, D., & Fox, L. (2002). Person-centered planning and positive behavior support. In S. Holburn & P. M. Vietze (Eds.), *Person-centered planning: Research, practice, & future directions* (pp. 29-50). Paul H. Brookes: Baltimore, MD.


Latham, G. I. (1997). *Behind the schoolhouse door: Eight skills every teacher should have*. Utah State University.


Acknowledgements

- Susan Barrett and Jerry Bloom would like to thank all of the PBIS school teams and Coaches who provided presentations and products.
- A special thanks to Lori Newcomer and Tim Lewis for guiding questions!
- Thanks to Don Kincaid and Heather George for Florida’s training manuals!
- Also thanks to George Sugai and Teri Palmer for their expertise and support.
Presentations

- Overview – Sugai
- Training Module 1: Introduction (Behavioral Basics)
- Escalations
- Specific Setting
- Module 13 - Implementing SW-PBS
School-Wide Positive Behavior Support: Overview

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Forum for Change
The Maryland Forum on Positive Behavior Support
October 11-13, 2007

Do you want to....

• Improve general classroom & school climate & community relations
• Decrease dependence on reactive disciplinary practices
• Maximize impact of instruction to affect academic achievement
• Improve behavioral supports for students with emotional & behavioral challenges
• Improve efficiency of behavior related initiatives

PURPOSE
Provide overview of rationale, features, & outcomes of school-wide approach to positive behavior supports
Do you want to....

- Improve general classroom & school climate & community relations
- Decrease dependence on reactive disciplinary practices
- Maximize impact of instruction to affect academic achievement
- Improve behavioral supports for students with emotional & behavioral challenges
- Improve efficiency of behavior related initiatives

OUTCOME OBJECTIVES

- Rationale for adopting proactive systems approach to improving school climate
- Features of School-wide Positive Behavior Support
- Examples of SWPBS implementation
- Understanding of prerequisites for participation in training & support activities

Challenge

```
This is the worst class I've ever had.
```


TOP FOUR 2005

- Lack of financial support (since 2000)
- Overcrowded schools
- Lack of discipline & control
- Drug use

#1 SPOT

- >2000 lack of financial support
- 1991-2000 drug use
- <1991 lack of discipline

Challenge

SPEED BUMP

By Dave Covenr

TIME MANAGEMENT CLINIC
Why Bother?

- In 7 years, 1 school (800) had 800 DRRs. 1 student received 87 DRRs. 1 teacher gave out 273 DRRs.
- In 1 urban school district, 2004-05, 400 kindergarteners were expelled.
- In 1 state 50% white, 73% Latino, & 88% Black 6th graders aren't proficient readers.
- UConn has no behavior/classroom management course for teachers or administrators.
- 1st response to school violence is "get tougher.
- In 14 K-3 school in Mar, no teacher could give reading level of their students.
- 2nd grade student receives "body sock" & "sesion drop" therapy to treat violent school behavior.
- In 1 state 7% of "high experience" teachers & 17% of reading specialists can identify at least 2 indicators of early reading failure (e.g., phonemic awareness, fluency).
- Across nation, students who are truant are given out-of-school suspensions.

SW-PBS Logic!

Successful individual student behavior support is linked to host environments or school climates that are effective, efficient, relevant, & durable.

(Rein & Pond, 1990)

Context Matters:
Examples

Individual Student

vs.

School-wide

"Reiko"

Assessments indicate that Reiko performs in average to above average range in most academic areas. However, her teacher has noticed Reiko's frequent talking & asking & answering questions without raising her hand has become an annoying problem to other students & to teacher.

What would you do?
“Kiyoshi”
Kiyoshi is a highly competent student, but has long history of antisocial behavior. He is quick to anger, & minor events quickly escalate to major confrontations. He has few friends, & most of his conflicts occur with peers in hallways & cafeteria & on bus. In last 2 months, has been given 8 days of in school detention & 6 days of out of school suspension. In a recent event, he broke glasses of another student.

What would you do?

“Mitch”
Mitch displays a number of stereotypic (e.g., light flailing with his fingers, head rolling) & self-injurious behaviors (e.g., face slapping, arm biting), & his communications are limited to a verbal vocabulary of about 25 words. When his usual routines are changed or items are not in their usual places, his rates of stereotypic & self-injurious behavior increase quickly.

What would you do?

“Rachel”
Rachel dresses in black every day, rarely interacts with teachers or other students, & writes & distributes poems & stories about witchcraft, alien nations, gundams, & other science fiction topics. When approached or confronted by teachers, she pulls hood of her black sweatshirt or coat over her head & walks away. Mystified by Rachel’s behavior, teachers usually shake their heads & let her walk away. Recently, Rachel carefully wrapped a dead squirrel in black cloth & placed it on her desk. Other students became frightened when she began talking to it.

What would you do?

Fortunately, we have a science that guides us to...

- Assess these situations
- Develop behavior intervention plans based on our assessment
- Monitor student progress & make enhancements

All in ways that can be culturally & contextually appropriate

Crane & Homer, 2003

However, context matters....

What factors influence our ability to implement what we know with accuracy, consistency, & durability for students like Rachel, Reiko, Mitch, & Kiyoshi?

“141 Days!”
Intermediate/senior high school with 880 students reports over 5,100 office discipline referrals in one academic year. 2/3 of students involved at least one office discipline referral.
5,100 referrals = 76,500 min @ 15 min = 1,275 hrs = 159 days @ 8 hrs

"Da place ta be"
During 4th period, in-school detention room has students that are sent to the corner. Kiyoshi is in this school assigned for being there after the late bell.

"Cliquies"
During Advisory Class "sportsters" sit in the room, & "bookworms" sit in the other room. Most people sit in out of their seats, comments between the two groups.

"a, b, c, h, b, o, m, t, v..."
Principal indicates that 40% of kindergarteners are at serious risk for reading failure because they lack knowledge of alphabet & unable to produce individual sounds that make up words.

"This work is stupid"
At beginning of year, 31% of entering 6th graders read at significantly below grade level.

"Four corners"
Three rival gangs are competing for "Three Wise Guys.
Teachers are concerned about the conflict, vice principal has moved her desk to four corners.
"FTD"

On 1st day of school, a teacher found "floral" anniversary card on his desk, written on the calendar. You are in this School!

Questions!

- What would behavior support look like if Mitch, Rachel, Kiyoshi, & Reiko were in these classrooms & schools?
- Are these environments safe, caring, & effective?

Context Matters!

Messages Repeated!

1. Successful Individual student behavior support is linked to host environments of schools that are effective, efficient, relevant, & durable
2. Learning & teaching environments must be redesigned to increase the likelihood of behavioral & academic success

2 Worries & Ineffective Responses to Problem Behavior

- Get Tough (practices)
- Train-&-Hope (systems)

Worry #1

"Teaching" by Getting Tough

Runyon: "I hate this f_____ing school, & you're a dumbf_____."
Teacher: "That is disrespectful language. I'm sending you to the office so you'll learn never to say those words again....starting now!"

Immediate & seductive solution...."Get Tough!"

- Clamp down & increase monitoring
- Re-re-re-review rules
- Extend continuum & consistency of consequences
- Establish "bottom line"

....Predictable individual response
Reactive responses are predictable....

When we experience aversive situation, we select interventions that produce immediate relief
- Remove student
- Remove ourselves
- Modify physical environment
- Assign responsibility for change to student &/or others

When behavior doesn't improve, we "Get Tougher!"

- Zero tolerance policies
- Increased surveillance
- Increased suspension & expulsion
- In-service training by expert
- Alternative programming

......Predictable systems response!

Erroneous assumption that student....

- Is inherently "bad"
- Will learn more appropriate behavior through increased use of "aversives"
- Will be better tomorrow....

But....false sense of safety/security!

- Fosters environments of control
- Triggers & reinforces antisocial behavior
- Shifts accountability away from school
- Devalues child-adult relationship
- Weakens relationship between academic & social behavior programming

Science of behavior has taught us that students.....

- Are NOT born with "bad behaviors"
- Do NOT learn when presented contingent aversive consequences

........Do learn better ways of behaving by being taught directly & receiving positive feedback....consider function

Non-examples of Function-Based approach

"Function" = outcome, result, purpose, consequence
- "Lantana, you skipped 2 school days, so we're going to suspend you for 2 more."
- "Philoem, I'm taking your book away because you obviously aren't ready to learn."
- "You want my attention?! I'll show you attention, let's take a walk down to the office & have a little chat with the Principal."
Lessons Learned: White House Conference on School Safety

- Students, staff, & community must have means of communicating that is immediate, safe, & reliable.
- Positive, respectful, predictable, & trusting student-teacher-family relationships are important.
- High rates of academic & social success are important.
- Positive, respectful, predictable, & trusting school environment/climate is important for all students.
- Metal detectors, surveillance cameras, & security guards are insufficient deterrents.

Lessons Learned: White House Conference on School Safety

Early Correlates/Indicators

- Significant change in academic &/or social behavior patterns.
- Frequent, unresolved victimization.
- Extremely low rates of academic &/or social success.
- Negative/threatening written &/or verbal messages.

2001 Surgeon General's Report on Youth Violence: Recommendations

- Establish "intolerant attitude toward deviance"
  - Break up antisocial networks...change social context.
  - Improve parent effectiveness.
- Increase "commitment to school"
  - Increase academic success.
  - Create positive school climates.
- Teach & encourage individual skills & competence.

Worry #2: "Train & Hope"

WAIT for New Problem

React to Problem Behavior

Expect, But NOPE for Implementation

Select & ADD Practice

Hire EXPERT to Train Practice

4 PBS Elements

Supporting Social Competence & Academic Achievement

Supporting Staff Behavior

Supporting Student Behavior

Supporting Decision Making

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

Primary Prevention: School-Classroom-Wide Systems for All Students, Staff, & Settings

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

~80% of Students

~15% of Students

~5% of Students

~3% of Students

~1% of Students
Designing School-Wide Systems for Student Success

Main Messages

StUDENT

ACHIEVEMENT

Good Teaching ↔ Behavior Management

Increasing District & State Competency and Capacity

Investing in Outcomes, Data, Practices, and Systems

Team-led Process

Team

Agreements

Data-based Action Plan

Evaluation

Implementation

Team-led Process

Working Smarter

<table>
<thead>
<tr>
<th>Initiative, Project, Committee</th>
<th>Purpose</th>
<th>Outcome</th>
<th>Target Group</th>
<th>Staff Involved</th>
<th>SIB/SD/De etc</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Committee</td>
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<tr>
<td>Character Education</td>
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<td>Safety Committee</td>
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<tr>
<td>School Spirit Committee</td>
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<tr>
<td>Discipline Committee</td>
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<tr>
<td>DARE Committee</td>
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<tr>
<td>EBS Work Group</td>
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</table>
### Sample Teaming Matrix

<table>
<thead>
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<th>Purpose</th>
<th>Outcome</th>
<th>Target Group</th>
<th>SIP/SID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline Committee</td>
<td>Improve behavior</td>
<td>Increase office referrals</td>
<td>Student-teacher relationships, support, grades</td>
<td>Goal 3</td>
</tr>
<tr>
<td>PBIS</td>
<td>Prevent discipline</td>
<td>Improve student behavior</td>
<td>All students</td>
<td>Goal 2</td>
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<tr>
<td>EBI Work Group</td>
<td>Implement 3-year model</td>
<td>Decrease office referrals</td>
<td>All students</td>
<td>Goal 3</td>
</tr>
<tr>
<td>Character</td>
<td>Improve attendance</td>
<td>Increase # of students attending daily</td>
<td>All students</td>
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<td>Improve school</td>
<td>Improve morale</td>
<td>All students</td>
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</tbody>
</table>

### GENERAL IMPLEMENTATION PROCESS

- **Team**
  - Agreements
  - Data-based Action Plan
  - Evaluation
  - Implementation

### GENERAL IMPLEMENTATION PROCESS

- **Team**
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  - Evaluation
  - Implementation

### Office Referrals per Day per Month

**Last Year and This Year**

<table>
<thead>
<tr>
<th>Month</th>
<th>Last Year</th>
<th>This Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Oct</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>Nov</td>
<td>10</td>
<td>15</td>
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<td>Dec</td>
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<td>Mar</td>
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<tr>
<td>Apr</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>May</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Jun</td>
<td>12</td>
<td>12</td>
</tr>
</tbody>
</table>

**Ave Referrals per Day**

- **School Months**
  - Sept
  - Oct
  - Nov
  - Dec
  - Jan
  - Feb
  - Mar
  - Apr
  - May
  - Jun
Office Discipline Referrals

- Definition
  - Kid-Teacher-Administrator interaction
  - Underestimation of actual behavior
- Improving usefulness & value
  - Clear, mutually exclusive, exhaustive definitions
  - Distinction between office v. classroom managed
  - Continuum of behavior support
  - Positive school-wide foundations
  - Wins school comparisons

Referrals by Location

Referrals by Problem

Referrals per Location

Referrals per Student

Referrals by Time of Day
If many students are making same mistake, consider changing system...not students + start by teaching, monitoring & rewarding...before increasing punishment

- How often?
- Who?
- What?
- Where?
- When?
- How much?

If problem,
- Which students/staff?
- What system?
- What intervention?
- What outcome?

SW PBS Practices

**Schoolwide**
- Classroom management
  - Students need a consistent, clear, and appropriate behavior expectations
- Clearly defined expectations
- Consistent enforcement
- Positive reinforcement
- Consequences
- Effective instructional strategies

**Classroom Setting Systems**
- Classroom-wide positive expectations taught & encouraged
- Teaching classroom routines & cues taught & encouraged
- Ratio of 6-8 positive to 1 negative student-student interaction
- Active supervision
- Redirections for minor, infrequent behavior errors
- Frequent precorrections for chronic errors
- Effective academic instruction & curriculum

**Nonclassroom Setting Systems**
- Positive expectations & routines taught & encouraged
- Active supervision by all staff
  - Scan, move, interact
- Precorrections & reminders
- Positive reinforcement

**Individual Student Systems**
- Behavioral competence at school & district levels
- Function-based behavior support planning
- Team- & data-based decision making
- Comprehensive person-centered planning & wrap-around processes
- Targeted social skills & self-management instruction
- Individualized instructional & curricular accommodations
School-wide Systems

1. Common purpose & approach to discipline
2. Clear set of positive expectations & behaviors
3. Procedures for teaching expected behavior
4. Continuum of procedures for encouraging expected behavior
5. Continuum of procedures for discouraging inappropriate behavior
6. Procedures for on-going monitoring & evaluation
Redesign Learning & Teaching Environment

Few positive SW expectations defined, taught, & encouraged.

Respect
Others
Self
Environment

Feeder
Schoolwide Rules

Reviewing Strive for Five

- Be respectful.
- Be safe.
- Work peacefully.
- Strive for excellence.
- Follow directions.

Carmen Arace Intermediate, Bloomfield

McCormick Elem. MD 2003
## RAH – at Adams City High School
(Respect – Achievement – Honor)

<table>
<thead>
<tr>
<th>RAH</th>
<th>Classroom</th>
<th>Hallways</th>
<th>Cafeteria</th>
<th>Bathroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td>Be courteous, speak clearly, follow school rules.</td>
<td>Keep desks and area neat and organized.</td>
<td>守规矩，保持安静。</td>
<td>Keep desks and area neat and organized.</td>
</tr>
<tr>
<td>Achievement</td>
<td>Do your best in all classes and assignments.</td>
<td>Keep all the things you need accessible.</td>
<td>Do your best in all classes and assignments.</td>
<td>Keep all the things you need accessible.</td>
</tr>
<tr>
<td>Honor</td>
<td>Do not use any drugs, sell or trade.</td>
<td>Keep your personal belongings secure.</td>
<td>Do not use any drugs, sell or trade.</td>
<td>Keep your personal belongings secure.</td>
</tr>
</tbody>
</table>

## NEHS – Respect

### P Performance
- Excellence: Set goals, work hard, and be the best you can be.
- Responsibility: Be responsible for your actions and decisions.

### R Respect
- Respect others: Treat others with respect and kindness.
- Respect the school: Follow rules and respect property.

### I Integrity
- Honesty: Be honest and truthful.
- Trustworthiness: Be trustworthy and reliable.

### D Discipline
- Control: Control your behavior and stay on task.
- Self-discipline: Set goals and work hard to achieve them.

### E Excellence
- Be the best you can be.
- Set goals and work hard to achieve them.

NEHS website, Oct. 26, 2004

## B's Ola Pono - to live the proper way

<table>
<thead>
<tr>
<th>B’s</th>
<th>Ola Pono - to live the proper way</th>
<th>Walkways</th>
<th>Programmed Rules</th>
<th>Cafeteria</th>
<th>Electronic</th>
<th>Attendance</th>
<th>Assembly</th>
<th>First News</th>
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</thead>
<tbody>
<tr>
<td>Respect</td>
<td>Be Respectful</td>
<td>Walkways</td>
<td>Programmed Rules</td>
<td>Cafeteria</td>
<td>Electronic</td>
<td>Attendance</td>
<td>Assembly</td>
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<tr>
<td>Ni'Vi</td>
<td>Be Respectful</td>
<td>Walkways</td>
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<td>Electronic</td>
<td>Attendance</td>
<td>Assembly</td>
<td>First News</td>
</tr>
<tr>
<td>Niiha</td>
<td>Be Cooperative</td>
<td>Walkways</td>
<td>Programmed Rules</td>
<td>Cafeteria</td>
<td>Electronic</td>
<td>Attendance</td>
<td>Assembly</td>
<td>First News</td>
</tr>
<tr>
<td>Waimea</td>
<td>Be Safe</td>
<td>Walkways</td>
<td>Programmed Rules</td>
<td>Cafeteria</td>
<td>Electronic</td>
<td>Attendance</td>
<td>Assembly</td>
<td>First News</td>
</tr>
</tbody>
</table>

Walkways

- Kukana: Be Responsible
- Plan ahead
- Walk directly to destination

- Ho'ohuli: Be Respectful
- Walk quietly when classes are in session

- Lauhala: Be Cooperative
- Keep movement flowing
- Share equipment and play space

- Waiaina: Be Safe
- Walk at all times

King Kaumualii on Kauai
Playground / Recess / P.E.

Kuleana: Be Responsible
Take care of equipment/facilities
Plan appropriate times for drinks/restroom visits

Ho'ōhi: Be Respectful
Be a good sport

Laulima: Be Cooperative
Follow rules/procedures

Malama: Be Safe
Avoid rough, dangerous play
Use equipment properly

Cafeteria

Kuleana: Be Responsible
Have lunch card ready
Be orderly in all lines

Ho'ōhi: Be Respectful
Use proper table manners
Eat your own food

Laulima: Be Cooperative
Wait patiently/quietly

Malama: Be Safe
Walk at all times
Wash hands
Chew food well; don't rush.

Field Trips

Kuleana: Be Responsible
Turn in paperwork/s on time
Wear appropriate footwear/clothing
Bring home lunch

Ho'ōhi: Be Respectful
Care for the field trip site
Listen to speakers

Laulima: Be Cooperative
Stay with your chaperone/group

Malama: Be Safe
Use the buddy system
Follow school/bus rules

"Traveling Passports"

- Pre-correcting new kids in Tigard, Oregon
- Procedures
  - Meet with key adults
  - Review expectations
  - Go to class

"Cool Tool"

Skill Name
Getting help

Teaching Examples
1. When you're working on a math problem that you can't figure out, raise your hand and ask the teacher for help.
2. If you and a friend are working together on a science experiment but you are not sure how to proceed, ask your friend for help.
3. Your teacher asks you to read and explain the word "fraction". What do you do?

Kid Activity

1. Ask 2-3 students to give an account of a situation in which they needed help to complete a task, activity, or discussion.
2. Ask students to indicate how they could get help.
3. Encourage and support appropriate discussion/questions. Minimize attention for inappropriate responses.

After the Lesson (During the next day)

1. Ask students what they did or planned to do during the day to help them get back on track.
2. What did you do to help them feel good about the day?
3. What did you do to help them feel good about the day?

Character Education

- Easy to change moral knowledge; difficult to change moral conduct
- To change moral conduct:
  - Adults must model moral behavior
  - Students must experience academic success
  - Students must be taught social skills for success
Acknowledging SW
Expectations: Rationale

- To learn, humans require regular & frequent feedback on their actions
- Humans experience frequent feedback from others, self, & environment
  - Planned/unplanned
  - Desirable/undesirable
- W/o formal feedback to encourage desired behavior, other forms of feedback shape undesired behaviors

McCormick Elementary School, MD

The Lucky Winner Is ...
Are "Rewards" Dangerous?

"...our research team has conducted a series of reviews and analysis of (the reward) literature; our conclusion is that there is no inherent negative property of reward. Our analyses indicate that the argument against the use of rewards is an overgeneralization based on a narrow set of circumstances."

- Cameron, 2002
- Commons & Pierce, 1984, 2002
- Commons, Barlin & Pierce, 2001

"Good morning, class!"

Teachers report that when students are greeted by an adult in morning, it takes less time to complete morning routines & get first lesson started.
"Good morning, class!"

Teachers report that when students are greeted by an adult in morning, it takes less time to complete morning routines & get first lesson started.

"Bus Bucks"

- Springfield P.S., OR
- Procedures
  - Review bus citations
  - On-going driver meetings
  - Teaching expectations
  - Link bus bucks w/ schools
  - Acknowledging bus drivers

"Super Sub Slips"

- Empowering subs in Cottage Grove, OR
- Procedures
  - Give 5 per sub in subfolder
  - Give 2 out immediately

"Positive Office Referral"

- Balancing positive/negative adult/student contacts in Oregon
- Procedures
  - Develop equivalent positive referral
  - Process like negative referral

"Piece of Paper"

In one month, staff recorded 15 office discipline referrals for rule violations, & 37 for contributing to safe environment
**GENERAL IMPLEMENTATION PROCESS**

- Team
- Agreements
- Data-based Action Plan
- Evaluation

**Team Managed**

- Staff Acknowledgements
- Effective Practices
- Implementation
- Continuous Monitoring
- Staff Training & Support
- Administrator Participation

---

**“80% Rule”**

- Apply triangle to adult behavior!
- Regularly acknowledge staff behavior
- Individualized intervention for nonresponders

---

**“Golden Plunger”**

- Involve custodian
- Procedure
  - Custodian selects one classroom/hallway each week that is clean & orderly
  - Sticks gold-painted plunger with banner on wall

---

**CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT**

- 95%
- 15%
- 5%

Primary Prevention: School-Classroom-Wide Systems for All Students, Staff, & Settings

Secondary Prevention: Specialized Group Systems for Students with High-Risk Behavior

Tertiary Prevention: Specialized Group Systems for Students with At-Risk Behavior

- ~80% of Students

---

Presented to: Beth Wilson

North Myrtle Beach Primary June 8, 2004 SC
"Staff Dinger"
- Reminding staff to have positive interaction
- Procedures
  - Ring timer on regular, intermittent schedule
  - Engage in quick positive interaction

"1 Free Period"
- Contributing to a safe, caring, effective school environment
- Procedures
  - Given by Principal
  - Principal takes over class for one hour
  - Used at any time

"G.O.O.S.E."
- "Get Out Of School Early"
  - Or "arrive late"
- Procedures
  - Kids/staff nominate
  - Kids/staff reward, then pick

Diagram:
- General Implementation Process:
  - Team
  - Agreements
  - Data-based Action Plan
  - Evaluation
  - Implementation

Diagram:
- Continuum of School-Wide Instructional & Positive Behavior Support:
  - Primary Prevention: Inhibit Classroom, Web systems for At Risk Behavior
  - Secondary Prevention: Socialized Group Systems for Students with High Risk Behavior
  - Tertiary Prevention: Specialized Individualized Systems for Students with High Risk Behavior

Diagram:
- SWIS
- FRMS
Sample websites (www.):
- pbis.org
- pbismaryland.org
- pbisillinois.org
- Riplbis.org
- bethel.k12.or.us
- cde.state.co.us/pbs
- ftpbs.fmhi.usf.edu

What does SWPBS look like?
- >80% of students can tell you what is expected of them & give behavioral example because they have been taught, actively supervised, practiced, & acknowledged.
- Positive adult-to-student interactions exceed negative
- Function based behavior support is foundation for addressing problem behavior.
- Data- & team-based action planning & implementation are operating.
- Administrators are active participants.
- Full continuum of behavior support is available to all students
“Mom, Dad, Auntie, & Jason”

In a school where over 45% of 400 elem. students receive free-reduced lunch, >750 family members attended Family Fun Night.

“I like workin’ at school

“I like it here.”

Over past 3 years, 0 teacher requests for transfers

“She can read!”

With minutes reclaimed from improvements in proactive SW discipline, elementary school invests in improving school-wide literacy.

Result: >85% of students in 3rd grade are reading at/above grade level.

ODR Admin. Benefit
Springfield MS, MD

<table>
<thead>
<tr>
<th>Year</th>
<th>Minutes</th>
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<tr>
<td>2001-2002</td>
<td>2277</td>
</tr>
<tr>
<td>2002-2003</td>
<td>1322</td>
</tr>
</tbody>
</table>

= 955 42% improvement
= 14,325 min. @15 min.
= 238.75 hrs
= 40 days Admin. time
ODR Instruc. Benefit
Springfield MS, MD

2001-2002 2277
2002-2003 1322
= 955 42% improvement
= 42,975 min. @ 45 min.
= 716.25 hrs
= 119 days Instruc. time
"We found some minutes?"

After reducing their office discipline referrals from 400 to 100, middle school students requiring individualized, specialized behavior intervention plans decreased from 35 to 6.

Tools (pbs.org)

- EBS Self-assessment
- TIC: Team Implementation Checklist
- SSS: Safe Schools Survey
- SET: Systems School-wide Evaluation Tool
- PBS Implementation & Planning Self-assessment
- ISSET: Individual Student Systems Evaluation Tool (pilot)
- SWIS: School-Wide Information System (swis.org)

To Conclude

- Create systems-based preventive continuum of behavior support
- Focus on adult behavior
- Establish behavioral competence
- Utilize data-based decisions
- Give priority to academic success
- Invest in evidence-based practices
- Teach & acknowledge behavioral expectations
- Work from a person-centered, function-based approach
- Arrange to work smarter
Organizational Features
- Common Vision
- ORGANIZATION MEMBERS
- Common Experience
- Common Language

Next Steps
- Organize data to demonstrate need for SWPBS
- Secure Principal commitment for commitment & leadership
- Present rationale/need to staff & secure agreement to participate
- Establish leadership that works
- Complete other readiness requirements

Characteristics of safe school (Center for Study & Prevention of Youth Violence)
- High academic expectations and performance;
- High levels of parental and community involvement;
- Effective leadership by administrators and teachers;
- Few, but clearly understood and uniformly enforced, rules;
- After school – extended day programs; and
- Promotion of character education and good citizenship.

4 PBS Elements
- Supporting Social Competence & Academic Achievement
- Supporting Social Competence
- Supporting Decision Making

LaSalle Jan 06
Module 1: 
Introduction to School-wide Positive Behavior Support

Objectives
- Understand how PBS differs from traditional approaches to problem behavior
- Identify basic principles of behavior
- Become familiar with the elements of School-wide PBS
- Become familiar with the results of SWPBS in other schools

Center on PBS
- Provides training and technical assistance to states and school districts in the development and implementation of positive behavior supports at the school-wide, classroom, targeted group and individual student levels

Positive Behavior Support...
- Aims to build effective environments in which positive behavior is more effective than problem behavior
- Is a collaborative, assessment-based approach to developing effective interventions for problem behavior
- Emphasizes the use of preventative, teaching, and reinforcement-based strategies to achieve meaningful and durable behavior and lifestyle outcomes

Traditional Discipline versus PBS

Traditional Discipline:  Positive Behavior Support:
- Focused on the student's problem behavior
- Goal is to stop undesirable behavior through the use of punishment
- Replaces undesired behavior with a new behavior or skill
- Alters environments
- Teaches appropriate skills
- Rewards appropriate behavior

Case Study: 13-year-old Jason received 87 office discipline referrals in one academic year. A middle school principal must teach classes when teachers are absent because substitute teachers refuse to work in a school that is unsafe and lacks discipline. In one school year, a fifth grade teacher processed 273 office discipline referrals.  Sugai (2000)
What About Your Experience?

- Is student behavior improving at your school?
  - If so, why?
  - If not, why not?

Why School-wide PBS?

- Over 2000 schools across the country and over 150 in Florida have learned and are implementing SWPBS because...
  - It can be adapted to fit your particular school
  - It can coexist with most other school-wide programs (reading first, character ed, etc.)
  - It is consistent with research-based principles of behavior

Level of Application of PBS Principles

- PBS principles have been derived from nearly 50 years of research on individual students with problem behavior.
- These basic principles can be applied at the individual student, targeted group, classroom, or entire school level.

Why It is Important to Understand Some Basic Behavior Principles

- Understanding these basic principles of behavior will allow teachers, administrators, and your team to see why problem behaviors are occurring in your school.
- When you understand what is happening at your school and why it is happening, your team can and will be able to develop more effective school-wide interventions.

Behavior Defined

- Anything we SAY or DO
- It is HOW WE REACT to our environment.
- Behaviors are often LEARNED and continue because they serve a PURPOSE or FUNCTION
- We engage in behaviors because we have learned that a DESIRED OUTCOME occurs

Examples of Behaviors Defined

- We will learn more about defining behaviors in the next few days, but here are examples of individual student and group definitions:
  - Individual student — Sam becomes verbally abusive (swearing, yelling, threatening) to the teacher and other students.
  - Entire school — During lunch time, a large number of students get ODAs for being tardy to their next class. Tardy is defined as coming in the door of class after the teacher has begun the lesson.
Top Ten Behavioral Principles

- Understand the function (WHY) of behavior
- Understanding comes from observations of ABCs
- Behaviors are the result of antecedents and consequences
- Behaviors tend to be repeated or discontinued because of their outcomes
- Antecedents precede and increase the likelihood of behaviors
- Behavior is affected by its consequences
- Behavior is strengthened by reinforcement
- Behavior may be weakened by withholding consequences
- Consequences should be consistent and immediate
- Modeling can strengthen or weaken behavior

Behavior Principle #1

- Understanding why behavior is the first step in changing behavior

  - We need to understand WHY behavior is occurring before we can effectively change it
    - Individual student: Why does Sam get 2 office discipline referrals a week in Math class but never gets one in Spanish?
    - Entire school: Why do we have 50% of our office discipline referrals occurring at lunch time?

Behavior Principle #2

- Understanding why the behavior occurs comes from repeated observation of:
  
  A. Antecedents (stimulus before the behavior)
  B. Behaviors (the observable and measurable act)
  C. Consequences (what occurs after the behavior that serves to maintain or increase frequency of behavior)

Behavior Principle #3

- Behaviors occur because they are signaled by an event in the environment (antecedent) and reinforced by consequences
  
  - Individual student: Sam starts to become verbally abusive when he is asked to answer a problem aloud. He is then sent to the office.
  - Entire school: Because there is no signal that class is starting, students spend time in the hallway with their friends. When they eventually come to class, they are sent to the office where they see their friends again.

Behavior Principle #4

- Behaviors that lead to satisfying outcomes are likely to be repeated; behaviors that lead to undesired outcomes are less likely to be repeated
  
  - Individual student: When Sam tries to answer a question, other students laugh at him and Sam stops participating. So, Sam's problem behavior allows him to escape from an aversive situation (public math performance).
  - Entire school: Students who are tardy get to spend more time with their friends who are also in the office and only get a stern "try to be on time" from the Assistant Principal.

Behavior Principle #5

- Antecedents are events that happen before the behavior and may increase the likelihood that behavior will occur
  
  - On the week of standardized testing, it will be more likely that fights will occur in the cafeteria.
  - If 7th graders are asked to participate in an assembly with the 8th graders, it is more likely that major disruptions will occur.
  - Provide other examples of antecedents that impact the entire school or multiple students...
Behavior Principle #5

- Behavior is affected by its consequences*. What do students get or avoid as a result of their behavior?
  - Sam avoids math class
  - Tardy students get to socialize with their friends
  - Tardy students get a "stern" talking to by the AP

- Some consequences are more effective than others for promoting positive behavior and removing problem behavior

Behavior Principle #7

- Behavior is strengthened or maintained by reinforcement
  - If Sam attempts to answer one question in class, he is allowed extra time on the computer. Sam attempts to answer questions more often and has fewer problem behaviors.
  - Students who are in their seat when class begins are provided with gift certificates for the local movie theater

Behavior Principle #8

- Behavior is weakened by withholding consequences (usually social) that have maintained it
  - Sam's teacher helps him prepare to answer one question successfully so that his peers will not be prone to laugh at him and makes certain that she and the entire class praise his efforts.
  - Students who are tardy are no longer able to sit and talk with their friends. In fact, they never go to the office at all!

Behavior Principle #9

- Consequences must consistently and immediately follow the behaviors they are meant to impact
  - Sam gets appropriate verbal praise and recognition from the teacher and classmates when he answers a question and also earns additional computer time for participation
  - Random non-tardy students get movie passes

Behavior Principle #10

- Also, behavior can be strengthened, weakened, or maintained by modeling
  - Sam's teacher's recognition of student success increases the probability that all students in her class will participate
  - Tardy students see non-tardy students receiving movie passes for being on time

Importance of Understanding Behavior

- These basic behavioral principles lay the foundation that is necessary for developing an effective school-wide system
- Your team will need to understand behavior and help all of your school personnel to understand behavior better
Recommendations for training:

- At least 80% of faculty, staff, and administration should receive some training in the basic principles of behavior.
- All can benefit whether the training is new or a review for staff.
- Training options:
  - Online tutorial at http://serc.cws.uky.edu/pbis/
  - ABC Activity (see Misc. Sections pgs. 124-126)
  - Lecture and quiz

Designing Comprehensive Systems

CONTINUUM OF POSITIVE BEHAVIOR SUPPORT (PBS)

- Adaptive Program
- Specified Group System for Students with High-Risk Behavior
- Demon Program
- Schoolwide and Classroom-wide Systems for All Students, Staff, & Settings

Adapted from the Center for Positive Behavior Interventions and Supports (2003)

Percentage of Students with ODRs (No minors)
2003-04 N = 511 Elementary Schools 233,016 students

- 4% (4)
- 9% (55)
- 82% (99)

- % 5+
- % 2.5
- % 0.1

Mean % Students with ODRs

Percentage of Students with ODRs (No minors)
2003-04 N = 185 Middle Schools 100,234 students

- 9% (60)
- 65% (77)
- 26% (18)

- % 5+
- % 2.5
- % 0.1

Mean % Students with ODRs

Percentage of Students with ODRs (No minors)
2003-04 N = 29 High Schools, 23,571 Students

- 10% (10)
- 72% (18)
- 17% (69)

- % 5+
- % 2.5
- % 0.1

Mean % Students with ODRs
Elements of School-wide PSS

- Establish a team/faculty buy-in
- Establish a data-based decision-making system
- Modify discipline referral process/forms
- Establish expectations & rules
- Develop lesson plans & teach
- Create a reward/incentives program
- Refine consequences
- Monitor, evaluate, and modify

School-wide Support

- Procedures and processes intended for all students, staff, and settings
- Must have a building-wide team that oversees all development, implementation, modification, and evaluation activities

Responsibilities of the School-wide PSS Team

- Assess the current behavior management practices
- Examine patterns of behavior
- Obtain staff commitment
- Develop a school-wide plan
- Obtain parental participation and input
- Oversee, monitor, and evaluate all planned objectives and activities developed by team

Responsibilities of the School-wide PSS Team

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- Develop a school-wide plan
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- Oversee, monitor, and evaluate all planned objectives and activities developed by team

Elementary School

- Average # of referrals per day per month
  - Baseline 01-02: 4.38
  - 1st Year 02-03: 1.33
  - 2nd Year 03-04: 1.8
- Percent Change in Office Discipline Referrals:
  - Between Baseline & Year 1: 70% decrease
  - Between Year 1 & Year 2: 26% increase
  - Between Baseline & Year 2: 60% decrease
- Letter Grade: C to B
- Change of Administration Between Years 1 & 2
Middle School

- 01-02 Did not track dress code infractions. 02-03 Started tracking dress code infractions
- Average # of referrals per day per month
  - Baseline 01-02: 6.53
  - 1st Year 02-03: 9.01
  - 2nd Year 03-04: 6.18
- Percent Change in Office Discipline Referrals:
  - Between Baseline & Year 1: 38% increase
  - Between Year 1 & Year 2: 31% decrease
  - Between Baseline & Year 2: 5% decrease
- Maintained Letter Grade A

High School #1

- Take into account the student population increased by 40% from 01-02 to 03-04
- Average # of referrals per day per month
  - Baseline 01-02: 8.86
  - 1st Year 02-03: 8.47
  - 2nd Year 03-04: 10.92
- Percent Change in Office Discipline Referrals per 100 students:
  - Between Baseline & Year 1: 15% decrease
  - Between Year 1 & Year 2: 5% decrease
  - Between Baseline & Year 2: 3% decrease
- Letter Grade moved from a C to a B

High School #2
High School #2

- Average # of referrals per day per month
  - Baseline 02-03: 47.78
  - 1st Year 03-04: 14.45
- Percent Change in Office Discipline Referrals:
  - Between Baseline & Year 1: -69.8%
  - School Environmental Safety Incident Reporting (SESIR):
    - Baseline 01-02: 184 incidents
    - Baseline 02-03: 117 incidents
    - 1st Year 03-04: 63 incidents
  - Maintained Letter Grade C

Center School

Average Referrals Per Day Per Month

- When PBS strategies are implemented school-wide, students with and without disabilities benefit by having an environment that is conducive to learning
- All individuals (students, staff, teachers, parents) learn more about their own behavior, learn to work together, and support each other as a community of learners

Qualitative Outcomes

- Elementary School: School develops parent store
- Middle School: Students pooled their $$$ to buy Christmas items for a family in need
- High School: "Ludacris" to boost school spirit
- High School: Mentor program developed
- District: High School students develop bus video for elementary school students

The Process for School-wide PBS Includes:

- A committed team leading all PBS efforts
- Positively stated behavior expectations/rules
- A method for identifying current problems (data)
- Lesson plans to teach expectations/rules
- Procedures for encouraging expected behaviors
- Procedures for discouraging violations of school-wide expectations/rules
- A plan for monitoring implementation and effectiveness
Reflection Questions

Answer these questions about your SW-PBS team:

1. Is student behavior improving at your school? Explain why behavior is improving or is not improving.

2. Do you understand the Top 10 Behavioral Principles? If no, which ones are difficult to understand and apply?

3. Do you think your school personnel (staff, teachers, administrators) understand and apply these Behavioral Principles? If no, which are the hardest for personnel to implement? What ideas do you have to support school personnel to implement these Principles more consistently?

4. Do you understand the basic elements of SWPBS? If no, which of the elements are unclear?

5. Do you understand the roles of the SWPBS team?

6. Are you excited about being a part of a SWPBS team that can improve the behavior of students, increase academic performance, create more consistency from personnel, and create a more positive school environment?
Managing Escalating Behavior

(Polvin & Sugai, 1989)

The Escalation Cycle

Time
Behavior Intensity
Calm
Trigger
Agitation
Acceleration
Peak
De-escalation
Recovery

Colvin & Sugai, 1989

PURPOSE

- Enhance our understanding of & ways of responding to escalating behavior sequences.

ASSUMPTIONS

- Behavior is learned.
- Behavior is lawful.
- Behavior is escalated through successive interactions (practice).
- Behavior can be changed through an instructional approach.

OUTCOMES

- Identification of how to intervene early in an escalation.
- Identification of environmental factors that can be manipulated.
- Identification of replacement behaviors that can be taught.

The MODEL
1. Calm

- Student is cooperative.
- Accepts corrective feedback.
- Follows directives.
- Sets personal goals.
- Ignores distractions.
- Accepts praise.

Calm

- Intervention is focused on prevention.
- Arrange for high rates of successful academic & social engagements.
- Use positive reinforcement.
- Teach social skills.
- Problem solving
- Relaxation strategy
- Self-management
- Communicate positive expectations.

The MODEL

2. Trigger

- Student experiences a series of unresolved conflicts.
- Repeated failures
- Frequent corrections
- Interpersonal conflicts
- Timelines
- Low rates of positive reinforcement

Trigger

- Intervention is focused on prevention & redirection.
- Remove from or modify problem context.
- Increase opportunities for success.
- Reinforce what has been taught.

The MODEL
3. Agitation

- Student exhibits increase in unfocused behavior.
  - Off-task
  - Frequent start/stop on tasks
  - Out of seat
  - Talking with others
  - Social withdrawal

Agitation

- Intervention is focused on reducing anxiety.
  - Make structural/environmental modifications.
  - Provide reasonable options & choices.
  - Involve in successful engagements.

The MODEL

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>Low</td>
</tr>
<tr>
<td>High</td>
</tr>
</tbody>
</table>

ACCELERATION

4. Acceleration

- Student displays focused behavior.
  - Provocative
  - High intensity
  - Threatening
  - Personal

Acceleration

- Intervention is focused on safety.
  
  Remember:
  - Escalations & self-control are inversely related.
  - Escalation is likely to run its course.

Acceleration

- Remove all triggering & competing maintaining factors.
- Follow crisis prevention procedures.
- Establish & follow through with bottom line.
- Disengage from student.
The MODEL

5. Peak

- Student is out of control & displays most severe problem behavior.
  - Physical aggression
  - Property destruction
  - Self-injury
  - Escape/social withdrawal
  - Hyperventilation

Peak

- Intervention is focused on safety.
  - Procedures like acceleration phase, except focus is on crisis intervention

The MODEL

6. De-escalation

- Student displays confusion but with decreases in severe behavior.
  - Social withdrawal
  - Denial
  - Blaming others
  - Minimization of problem

De-escalation

- Intervention is focused on removing excess attention.
  - Don't nag.
  - Avoid blaming.
  - Don't force apology.
  - Emphasize starting anew.
7. Recovery

- Student displays eagerness to participate in non-engagement activities.
- Attempts to correct problem.
- Unwillingness to participate in group activities.
- Social withdrawal & sleep.

Recovery

- Intervention is focused on re-establishing routines & activities.
  - Follow through with consequences for problem behavior.
  - Positively reinforce any displays of appropriate behavior.

Recovery

- Debrief
  - Purpose of debrief is to facilitate transition back to program.
  - Debrief follows consequences for problem behavior.
  - Goal is to increase more appropriate behavior.

Recovery

- Problem solving example:
  - What did I do? (define the problem)
  - Why did I do it?
  - What could I have done instead? (create possible solutions)
  - What do I have to do next? (make a plan)
  - Can I do it?
  - If not, whose help would I like?
Three Key Strategies

- Identify how to intervene early in an escalation.
- Identify environmental factors that can be manipulated.
- Identify replacement behaviors that can be taught.

Final Thought

*It is always important to remember that “if you inadvertently assist the student to escalate, do not be concerned; you will get another chance to do it right the next time around”* (Geoff Colvin, 1989).
Behavior Management in Specific Settings

Applying School-wide Expectations and Interventions

Press ESC to return to previous page

Objectives

• Be familiar with the unique features of specific settings
• Understand both Management and Systems and features of specific settings
• Be able to apply the general process for designing specific setting interventions
Specific Settings

- Particular times or places where supervision is emphasized
  - Cafeteria
  - Hallways
  - Playgrounds
  - Buses & bus loading zones
  - Bathrooms
  - ....

Activity (5 minutes)

- Pick a problematic specific setting
- Identify features of problem
- Identify possible solutions
Classroom v. Specific Setting

- Classroom
  - Teacher directed
  - Instructionally focused
  - Small # of predictable/known students

- Specific Setting
  - Student focused
  - Social focus
  - Large # of unpredictable/unknown students

The problem is the setting not the students when:

- More than 35% of referrals come from specific settings

- More than 15% of students who receive a referral are referred from specific settings.
Management Features

- Physical/environmental arrangements
- Routines & expectations
- Staff behavior
- Student behavior

Management Practices

1. Modify physical environment
   - Supervised areas
   - Clear traffic patterns
   - Appropriate access to & exit from school grounds

2. Teach routines and behavioral expectations
   - Teaching Matrix
   - Common rule (e.g., lining up, cafeteria)
3. Precorrect appropriate behavior before problem context

4. Provide active, proactive, & consistent supervision
   - Move, scan, interact

5. Acknowledge appropriate behavior

6. Schedule student movement/transitions to prevent crowds and waiting time

Systems Features

- School-wide implementation
  - All staff

- Direct teaching 1st day/week
  - Keep it simple, easy and doable

- Regular review, practice, & positive reinforcement
• Team-based identification, implementation, & evaluation
  – Do not develop an intervention without identifying **why** a problem keeps happening

• Data-based decision making
  – Collect and report outcome information
  – Provide staff feedback & training

Activity (5 minutes)

• Pick a problematic specific setting
• Identify features of problem
• Identify possible solutions
• **Revisit solution with regards to active supervision**
General Process

- Identify a problem
- Confirm magnitude of issue
  - Staff meeting
  - Location data
- Collection additional data (if needed)
- Determine why problem maintains

Design Intervention
- Prevention
- Instruction
- Consequences for problem behavior
- Practical (requires no new resources)

Monitor and Report Effects
- Assess change in student behavior
- Assess if faculty note a change
- Report results to faculty

Hallway Noise
Kutlub, Taylor-Greene, March & Homer (2000)

- Middle School with 3 lunches
- Problem behaviors in hallway transitions included loud talking, swearing, banging on walls
- Teacher-identified problem (brought to team)
- Current solutions ineffective:
  - "Quiet Zone"
  - Hall monitor
  - Reprimand and Detention

Referrals by Location

Hallway Noise Intervention

- Teach "quiet" (10 min skit)
- Make "quiet hall times" visibly different (changed light)
- Reward being quiet (5 min extra at lunch)
- Measure and report (hall monitor)
  - Decibel reader
- Continue to correct errors (detention)

Sixth Grade Lunch Noise Levels

Baseline Noise Reduction
**Seventh Grade Lunch Noise Levels**

**Eighth Grade Noise Level**

**Recess**
- K-5th grade, 550+ students
- 9+ recess periods per day
- Inconsistent outdoor/indoor routines
- Many supervisors, many rules
- High rates of referrals for fighting
- Lack of communication between staff
- Large space lacking natural boundaries
- Recess problems were impacting classrooms

**Average Referrals per Day per Month**

**Referrals by Location**

**Referrals by Behavior**
Recess Intervention

- Teach recess routines & expectations
  - Recess workshops
  - Outdoor/indoor recess
- Team (supervisor/teacher) taught 30-45 minute lessons (3 times per year)
- Consistent feedback about appropriate behavior (self-managers)
- Regular communication between supervisors

Team Activity

- 20 minutes
- Work as team
- Complete & submit one copy of Specific Setting section of the Staff Survey
- Add activities to Action Plan as needed
  - Consider using active supervision to assess
    and/or monitor specific settings
- Prepare 1-2 minute report about status of system and planned activities
Module 13: Implementing School-wide PBS

Using Your Action Plan

- Organizes/records your SW PBS process
- Keep a record of what has been completed
- Keep a record of what needs to be addressed
- Critical Elements guide the process

Critical Elements

- Establish a team/collaboration
- Faculty buy-in
- Establish a data-based decision-making system
- Modify discipline referral process/forms/definitions
- Establish expectations & rules
- Develop lesson plans & teach
- Create a reward system
- Refine consequences
- Monitor, evaluate, and modify

Objectives

- Identify tools to help implementation in your school
- Identify the focus of your initial team meetings
- Identify who to train and areas they should receive training
- Review other considerations

School-Wide PBS: Specific Action Plan

Activities

- PBS team should revisit these after training
- Assist your team in the implementation of each critical element
- Has guidelines and checklists to guide team discussion and decision making
- Keeps the team on the right track
### Initial PBS Meetings

- Implementation of PBS
  - (Getting the Critical Elements in place)
  - Discuss each element and put product book together (10-12 hours on average)
  - Faculty trainings (8 hours on average)
  - Student trainings (7 hours on average)
  - Faculty and student trainings may occur over several days throughout the year

### Book of Products

- Description of SW PBS
- Mission Statement, PBS Team Members
- Referral Process (flow chart)
- Referral forms (Major & Minor)
- Definitions of Problem Behaviors
- Expectations & Rules
- Lesson Plans
- Suggestions for Effective Consequences
- Description of Reward System

### Training the Staff

- When should training occur?
- Who should attend?
- How long should it last?
- Who should conduct the training?

### Faculty/Staff Orientation & Training

- Overview of SW PBS & obtain buy-in (1 hour)
- Basic Principles of Behavior (1 hour)
- Referral process, definitions of behavior, referral forms, using data to make decisions (2-3 hours)
- Expectations, Rules, Lesson Plans (1-2 hours)
- Reward System, Effective Consequences (1-2 hours)

### Introducing SWPBS to Students

- Intro to Expectations (1 hour)
- Intro to Rules (1-5 hours)
- Reward System (1 hour)

### Introducing PBS to Families

- What to communicate to families?
  - The “big picture” – purpose of school-wide plan
  - Expectations – how they can be demonstrated in non-school settings
  - Reinforcements & consequences
  - Plan for on-going updates of behavior data
  - How they can get involved in the school-wide plan
Introducing PBS to Families

- Methods of communication:
  - Written - letters, newsletters, marques
  - Face-to-face - school and/or community training event
  - Other - hold message, video demonstrations

Regular PBS Meetings (1 hr per month)

- After PBS implementation
- Typical content of meeting:
  - Pull data and determine areas needing intervention
  - Decide on ways to decrease problem areas
  - Decide next steps

Other Considerations

- Teaching New Staff Members
- Booster Trainings
- Preventing Potential Problems

Teaching New Staff Members

- Who is responsible for training new staff throughout the year?
- Means of instruction
  - Person-to-person
  - Written guide
  - Observations
  - Video

Keeping it Fresh: Booster Trainings

- Plan for refresher training throughout the year
  - Person(s) responsible
  - Timeline
  - Instructional activities
  - Training for modifications to the plan

Booster Training for Staff and Students

- New staff & students
- Beginning of the school year and near holidays/breaks
- Based on data
Preventing Potential Problems

- Establish a plan to address problems and concerns during implementation
- Mechanism for communication (dialogue at staff meetings, note box, emails, PBS meetings, etc...)
- Maintaining staff/student involvement
- Family involvement

Sample Master Implementation Plan

- The sample plan includes:
  - Teacher trainings
  - Teaching students
  - Administering rewards
  - Booster training sessions
- You may choose to use the Master Implementation Plan for your school on the blank forms provided

Reflection Questions

Answer these questions about your SW-PBS team:

1. Has your team reviewed the original Action Plan and used it to set goals for implementation?
2. Place an X next to the following elements that your team has fully implemented:
   a. Establish a team/collaboration
   b. Faculty buy-in
   c. Establish a data-based decision-making system
   d. Modify discipline referral process/forms/definitions
   e. Establish expectations & rules
   f. Develop lesson plans & teach
   g. Create a reward system
   h. Refine consequences
   i. Monitor, evaluate and modify

Reflection Questions

Answer these questions about your SW-PBS team:

3. Has your team developed a book of products?
4. How did your team train your staff on School-wide PBS?
5. What has been the biggest obstacle to implementing SWPBS in your school?
6. What ideas do you have to address question #5?