Implementing School-Wide Positive Behavior Support (SWPBS): Getting Started

OSEP Center on PBIS
Center for Behavioral Education & Research
University of Connecticut
26 August 2014
www.pbis.org  www.cber.org  www.swis.org
George.sugai@uconn.edu

PURPOSE
Provide implementation overview of school-wide positive behavioral support (SWPBS) for all

PBS – Respect & Responsibility

OTHERS
• Use seats & converse @ breaks
• Work as team collaboratively

SELF
• Hydrate & stretch
• Self-assenos
• Be safe

ENVIRONMENT
• Pre-cycle & recycle
• Maintain neat working area

EDDIS is School Climate Policy Statement
School-Wide Positive Behavior Support is One Implementation Framework for EDSIS

TODAY’S OUTCOME OBJECTIVES
Can you describe to you colleagues.....

- Rationale for SWPBS
- Readiness requirements for staff & team
- Membership of School Leadership Team
- SWPBS features
- Implementation of Tier 1 core features SW & CW
- Implementation action planning
Why PBIS?

High rates of reactive management

Lack of durable expert capacity for sustained implementation fidelity & student benefit

Minor problem behavior linked to major consequences

Getting Tough

Teaching to Corner

Applied Challenge: Academic & behavior success (failure) are linked!

"This is the worst class I've ever had."
VIOLENCE PREVENTION

- Coordinated Social Emotional & Learning (Greenberg et al., 2003)
- Center for Study & Prevention of Violence (2006)
- White House Conference on School Violence (2006)

Positive predictable school-wide climate

High rates academic & success

Social skills instruction

Positive active supervision & reinforcement

Positive adult role models

Multi-component, multi-year school-family-community effort

SWPBS is about…

Improving classroom & school climate

Integrating academic & behavior initiatives

Decreasing reactive management

Maximizing academic achievement

KID: Negative School Climate

- Non-compliance & non-cooperation
- Disrespect
- Teasing, harassment, & intimidation
- Disengagement & withdrawal
- Nonattendance, tardiness, & truancy
- Violent/aggressive behavior
- Littering, graffiti, & vandalism
- Substance use

SCHOOL: Negative School climate

- Reactive management
- Exclusionary disciplinary practices
- Informal social skills instruction
- Poor implementation fidelity of effective practices
- Inefficient organization support
- Poor leadership preparation
- Non-data-based decision making
- Inefficient, ineffective instruction
- Negative adult role models

Coercive Cycle

Why is negative school climate undesirable?

Shifts accountability away from school

Devalues child-adult relationship

Creates environments of control

Triggers & reinforces antisocial behavior

What’s It Take to Shift from Negative to Positive School Climate??

Positive Reinforcement Cycle

KID: Positive School Climate

- Compliance & cooperation
- Respect & responsibility
- Positive peer & adult interaction
- Engagement & participation
- Attendance & punctuality
- Anger & conflict management
- Safe & clean environment
- Healthy food & substance use
- Self-management behavior

SCHOOL: Positive School Climate

- Positive > negative contacts
- Predictable, consistent, & equitable treatment
- Challenging academic success
- Adults modeling expected behavior
- Recognition & acknowledgement
- Opportunity to learn
- Safe learning environment
- Academic & social engagement

Positive Student Behavior

Positive School Behavior

Coercive Cycle

Positive Reinforcement Cycle
SWPBS is about…

- Improving classroom & school climate
- Integrating academic & behavior initiatives
- Decreasing reactive management
- Maximizing academic achievement
- Improving support for students w/ EBD

SWPBS is a Framework for enhancing adoption & implementation of a Continuum of evidence-based interventions to achieve Academically & behaviorally important outcomes for All students.

Supporting Important Culturally Equitable Academic & Social Behavior Competence
Supporting Culturally Knowledgeable Staff Behavior
Supporting Culturally Relevant Evidence-based Interventions

OUTCOMES
Supporting Social Competence & Academic Achievement

SYSTEMS
Supporting Decision Making

DATA
Supporting Staff Behavior

PRACTICES
Supporting Evidence-based Decisions
"Organizations are groups of individuals whose collective behaviors are directed toward a common goal & maintained by a common outcome" (Skinner, 1953, Science of Human Behavior)

Common Vision & Objectives
Common Language
Common Experiences & Routines
Quality Leadership & Coaching

Effective Organizations

Organizations are groups of individuals whose collective behaviors are directed toward a common goal & maintained by a common outcome

LEADERSHIP TEAM
Coordination, Readiness, Priority

Professional Development
Coaching & Technical Assistance
Evaluation & Performance Feedback
Content Expertise

Local Implementation Demonstrations

Implementation Drivers

Basic SWPBS Implementation Framework

Team Support
Internal Coaching Support
External Coaching Support

Regional/State Leadership

School Staff

Student Benefit

District Behavior Team

School Behavior Team

SWPBS & EDSIS

Common Language
Common Experience
Common Vision/Values

Quality Leadership

Effective Organizations

Coaching

Set of responsibilities, actions, activities ....not person
Bridge between training & implementation ....not administrative accountability
Positive & supportive resource & facilitation ....not nagging

Data-based Action Plan "Plan"
Evaluation "Check"
Implementation "Do"

Team

Agreements

State/Country
District
School
Students
Principal, Superintendent
All Staff, Students, Administrators

General Implementation Process

= Coaching
Readiness

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%

~5%

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

ALL

~80% of Students

Dr. Bob Algozzine

NC Positive Behavior Support Initiative

Office Discipline Referrals per 100 Students

Proportion of Students Meeting State Academic Standard

Academic-Behavior Connection

"Viewed as outcomes, achievement and behavior are related; viewed as causes of each other, achievement and behavior are unrelated. In this context, teaching behavior as relentlessly as we teach reading or other academic content is the ultimate act of prevention, promise, and power underlying PBS and other preventive interventions in America's schools."

Algozzine, Wang, & Violette (2011, p. 16).

Intensive

Targeted

Universal

Few

Some

All

Label behavior…not people
Supports for all students with disabilities are multi-tiered.

Continuum of Support for ALL: “Molcom”

Universal
Targeted
Intensive

Technology
Self-reg
Ind. play
Peer interac

~80% of Students
~15%
~5%

ESTABLISHING CONTINUUM of SWPBS
SECONDARY PREVENTION
• Check in/out
• Targeted social skills instruction
• Peer-based supports
• Social skills club

TERTIARY PREVENTION
• Function-based support
• Wraparound
• Person-centered planning

PRIMARY PREVENTION
• Teach SW expectations
• Proactive SW discipline
• Positive reinforcement
• Effective instruction
• Parent engagement

“Train & Hope”

WAIT for New Problem
REACT to Problem Behavior
Expect, But HOPE for Implementation
Select & ADD Practice

Hire EXPERT to Train Practice

Coaching or Facilitation
System capacity to organize personnel & resources to enhance....

Implementation approach
Progress through implementation stages
Implementation fidelity
Student outcomes
**TEAM**

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

**GENERAL IMPLEMENTATION PROCESS**

1. Representative of demographics of school and community
2. 1-2 individuals with behavior/classroom management competence
3. Administrator active member
4. Schedule for presenting to whole staff at least monthly
5. Schedule for team meetings at least monthly
6. Integration with other behavior-related initiatives and programs
7. Appropriate priority relative to school and district goals
8. Rules and agreements established regarding voting, confidentiality, and privacy, conflict/problem solving, record-keeping, etc.
9. Schedule for annual self-assessments
   - EBS Self-Assessment Survey
   - Review Office Discipline Referrals
   - Benchmarks of Quality
   - School-wide Evaluation Tool
10. Coaching support (school and/or district/region)

**STEP 1 - Establish Team Membership**

**SWPBS Leadership Team**

5 Minutes

- Do we understand role of Team?
- Is our membership complete (see “Establishment of School Leadership Team”)?
- What actions do we need to make?

**Establishing School Leadership Team Membership**

<table>
<thead>
<tr>
<th>Guiding questions</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Can an existing team be used and/or adapted to serve as the SWPBS Leadership Team?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>2. Has the school principal agreed to serve as an active member of the school team by attending team training events and team meetings?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>3. Do all grades or departments represented?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>4. Does principal support e.g. school psychologist, social worker, school counselor, vital represented?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>5. Does non-certified staff (e.g., paraprofessionals, school resource officer, office staff, etc.) also represent?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>6. Are special groups represented?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>7. In student voice represented?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>8. Do all members agree to attend and participate in team training activities and meetings?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>9. Have two individuals been identified to participate in coaching training and provide coaching support?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

**Go to “SWPBS Team Workbook” p. 44**

**Establishing Readiness**

<table>
<thead>
<tr>
<th>Item</th>
<th>Score</th>
<th>Degree</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

1 Minute

**Attention Please**

1 Minute

- SWPBS Leadership Team
- Establishing School Leadership Team Membership

---

**Team-led Process**
### Basic Meeting Structure

**Before**
- Purpose & Outcome
- Key members
- Contact
- Agenda
- Materials
- Precorrect

**During**
- Outcomes
- Organizer
- Roles & responsibilities
- Rules & agreements
- Review
- Action planning
- Acknowledgments
- Next meeting

**After**
- Follow-up
- Acknowledgments
- Tasks & responsibilities
- Impact & outcomes
- Next meeting

### Meetings

#### Preparing
- Purpose & outcome
- Key members
- Contact
- Agenda
- Materials
- Precorrect

#### Conduct
- Outcomes
- Organizer
- Roles & responsibilities
- Rules & agreements
- Review
- Action planning
- Acknowledgments
- Next meeting

#### After
- Follow-up
- Acknowledgments
- Tasks & responsibilities
- Impact & outcomes
- Next meeting

### Agreements & Routines

- Solving problems & resolving conflicts
- Achieving agreements & making decisions
- Specifying measurable outcomes
- Setting/modifying agenda & minutes
- Establishing roles/responsibilities
- Providing opportunities for participation & contributions

### Conducting Team Meetings (10 min.)

- Review "Conducting Leadership Team Meetings" (Ch 2)
- Complete feedback from last action planning meeting
- Report 1 agreement from your team discussions (30 sec.)
School-Wide PBS (Tier 1)

Leadership team

Behavior purpose statement

Set of positive expectations & behaviors

Procedures for teaching SW & classroom-wide expected behavior

Continuum of procedures for encouraging expected behavior

Continuum of procedures for discouraging rule violations

Procedures for on-going data-based monitoring & evaluation

STEP 2 – Develop Behavior Purpose Statement

1. Positively stated
2. 2-3 sentences in length
3. Supportive of academic achievement
4. Contextually/culturally appropriate (e.g., age, level, language)
5. Comprehensive in scope (school-wide – ALL students, staff, and settings)
6. Agreement by >80% faculty and staff
7. Communicated to stakeholders (e.g., families, community members, district administrators)
8. Included in school publications (e.g., handbook, posters, newsletters)

Go to Workbook p. 49

Sample Behavior Statements

Ex. 1
G. Ikuma School is a community of learners & teachers. We are here to learn, grow, & become good citizens.

Ex. 2
At Abrigato School, we treat each other with respect, take responsibility for our learning, & strive for safe and positive school for all!

Behavior Purpose Statement

5 min.

1. Does your school have formal statement about social behavior?
2. If yes, what is communicated?

1 Minute

Team

Agreements

Data-based Action Plan

Evaluation

Implementation

GENERAL IMPLEMENTATION PROCESS: “Getting Started”
**School Rules**
- NO Food
- NO Weapons
- NO Backpacks
- NO Drugs/Smoking
- NO Bullying

**STEP 3 – Identify Positive SW Expectations**

1. Linked to social culture of school (e.g., community, mascot).
2. Considerate of social skills and rules that already exist.
3. 3-5 in number
4. 1-3 words per expectation
5. Positively stated
6. Supportive of academic achievement
7. Comprehensive in scope (school-wide – ALL students, staff, and settings)
8. Mutually exclusive (minimal overlap)
9. Contextually/culturally appropriate (e.g., age, level, language)
10. Agreement by >80% faculty and staff
11. Communicated to stakeholders (e.g., families, community members, district administrators)
12. Included in school publications (e.g., handbook, posters, newsletters)

**Employee Entrance at Tulsa Downtown Doubletree**

**Welcome to Westwood!**

- BE KIND
- BE SAFE
- BE YOUR BEST

**It’s the Westwood Way**

- BE KIND
- BE SAFE
- BE YOUR BEST
School Expectations
8 min.

1. Do you have 3-5 positively stated expectations in your school? If yes, what are they?
2. What % of your students could state behavior example for each based on setting: >90%, 80%, 70%, <60%?
Teaching/learning mis-rule!!

Teaching how to determine hypotenuse of triangle

C = A^2 + B^2

where C is side opposite right angle.

"Work w/ another partner & do these 4 examples..."

"I noticed that everyone got #1 & #3 correct. #2 was tricky because no right angle..."

"Watch me... If A = 3 & B = 4, then C^2 = 25, & C = 5..."

"Teaching by Getting Tough"

I hate this f____ing school & you're a dumbf____!

"That's disrespectful language, girl. I'm sending you to the office so you'll learn never to say those words again... starting now!"

Teaching social behaviors like academic skills

"You got it. Tomorrow let's figure out how to handle cyber-teasing."

"That was great. What would that look like if you were stuck on the bus? In the classroom?"

"Tell me how you would do it if you were in hallway. "At school dance."

STEP 4 – Develop Lesson Plan for Teaching SW Positive Expectations

1. Considerate of main school settings and contexts (e.g., classroom, common areas, hallways, cafeteria, bus)
2. Considerate of lessons that already exist
3. Specification of 2-3 positive observable behavior examples for each expectation and each setting/ context
4. Teach social behavior like academic skills
5. Involvement by staff, students, families in development
6. Contextually culturally appropriate (e.g., age, level, language)
7. Schedule for initial instruction in natural and typical contexts
8. Schedule for regular review, practice, and follow-up instruction
9. Prompts, reminders, or precorrections for display of behaviors in natural contexts and settings
10. Feedback (corrections and positive acknowledgments) for display of behaviors in natural contexts and settings
11. Procedures for providing instruction to new faculty, staff, students
12. Procedures for informing others (e.g. families, community, district administrators, substitute teachers & staff)
13. Agreement by >80% faculty and staff
14. Schedule for continuous evaluation of effectiveness, efficiency, and relevance of teaching
15. Procedures in place for identifying and supporting students whose behaviors do not respond to teaching school-wide behavior expectations
16. Included in school publications (e.g., handbooks)

"That's disrespectful language, girl. I'm sending you to the office so you'll learn never to say those words again... starting now!"
Expectations & behavioral skills are taught & recognized in natural context

Teaching Matrix Activity

<table>
<thead>
<tr>
<th></th>
<th>Classroom</th>
<th>Lunchroom</th>
<th>Bus</th>
<th>Hallway</th>
<th>Assembly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect Own</td>
<td>- Like needle on a</td>
<td>- Eat your own</td>
<td>- Stop in your</td>
<td>- Keep on</td>
<td>- Arrive on</td>
</tr>
<tr>
<td></td>
<td>desk</td>
<td>food</td>
<td>place</td>
<td>place</td>
<td>time to speak</td>
</tr>
<tr>
<td>Respect Environment &amp; Property</td>
<td>- Recycle paper</td>
<td>- Return tray</td>
<td>- Keep feet on floor</td>
<td>- Put trash in can</td>
<td>- Take litter with you</td>
</tr>
<tr>
<td>Respect Yourself</td>
<td>- Do your best</td>
<td>- Wash your hands</td>
<td>- Be of help on time</td>
<td>- Help your friend</td>
<td>- Listen to speaker</td>
</tr>
<tr>
<td>Respect Learning</td>
<td>- Have materials ready</td>
<td>- Eat balanced diet</td>
<td>- Go directly from bus to school</td>
<td>- Be directly to class</td>
<td>- Discuss topic in right way</td>
</tr>
</tbody>
</table>

Teaching Academics & Behaviors

1. Define Simply
2. Monitor & Acknowledge Continuously
3. Practice In Setting
4. Adjust for Efficiency

Define Expectations for Each Setting & Routine

Highline School District, Washington May 2011
**NEHS website, Oct. 26, 2004**

### NEHS Program Elements

**P**erseverance
- Holding to a course of action despite obstacles
  - Stay positive
  - Set goals
  - Learn from mistakes

**R**espect
- To others; consideration, appreciation, and acceptance
  - Respect yourself
  - Respect others
  - Demonstrate appropriate language and behavior

**I**ntegrity
- Adherence to an agreed upon code of behavior
  - Be responsible
  - Do your own work
  - Be trustworthy and trust others

**D**iscipline
- Managing oneself to achieve goals and meet expectations
  - Do your homework
  - Do your best
  - Do your personal best

**E**xcellence
- Being of finest or highest quality
  - Meet deadlines
  - Do your personal best

**NEHS** website, Oct. 26, 2004

### RAH – at Adams City High School

**Respect**
- Be on time
- Do your best
- Do your personal best
- Do your best
- Do your personal best

**Achievement**
- Be on time
- Do your best
- Do your personal best
- Do your best
- Do your personal best

**Honor**
- Be on time
- Do your best
- Do your personal best
- Do your best
- Do your personal best

**RAH** – at Adams City High School

**Respect – Achievement – Honor**

### RAH – Athletics

**Respect**
- Listen to coaches
- Keep location neat
- Keep location
- Keep location
- Keep location

**Achievement**
- Do your best
- Do your best
- Do your best
- Do your best
- Do your best

**Honor**
- Do your best
- Do your best
- Do your best
- Do your best
- Do your best

### RAH – Athletics

**Respect**
- Be on time
- Use appropriate language
- Use appropriate language
- Use appropriate language
- Use appropriate language

**Achievement**
- Do your best
- Do your best
- Do your best
- Do your best
- Do your best

**Honor**
- Do your best
- Do your best
- Do your best
- Do your best
- Do your best

### MacNeill Secondary School

**Positivity**
- Resilience
- Resilience
- Resilience
- Resilience
- Resilience

**Respect**
- Authority
- Authority
- Authority
- Authority
- Authority

**Power of Lightning**
- Lightning
- Lightning
- Lightning
- Lightning
- Lightning

MacNeill Secondary School, Richmond, British Columbia 4 Nov 2013
Learning School Expectations
(8 min.)

1. How do students learn behavioral expectations in your school?
2. What curriculum is used, if any?
3. How could/does teaching matrix work in your school?

Non-Classroom Management: Self-Assessment

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Setting</th>
<th>Hallway</th>
<th>Entrance</th>
<th>Cafeteria</th>
<th>Time Start</th>
<th>Time End</th>
</tr>
</thead>
</table>

Tally each Positive Student Contacts: Total #
Tally each Negative Student Contacts: Total #

Ratio of Positives to Negatives: _____: 1

Non-classroom

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

STEP 4 – Develop Lesson Plan for Teaching SW Positive Expectations

1. Considerate of main school settings and contexts (e.g., classroom, common areas, hallways, cafeteria, bus)
2. Considerate of lessons that already exist.
3. Specification of 3-5 positive observable behavior examples for each expectation and each setting/context.
4. Ongoing behavior change with academic skills.
5. Involvement by staff, students, families is developed.
6. Contextually/culturally appropriate (e.g., age, level)
7. Schedule for initial instruction in natural and typical contexts.
8. Schedule for regular review, practice, and follow-up instruction.
9. Prompt, reminders, or precorrections for display of behaviors in natural contexts and settings.
10. Feedback (corrections and positive acknowledgements) for display of behaviors in natural contexts and settings.
11. Procedures for providing instruction to new faculty, staff, students.
12. Procedures for informing others (e.g., parents, community, district administration, substitute teachers & staff).
13. Agreement by >80% faculty and staff.
15. Procedures in place for identifying and supporting students whose behaviors do not respond to teaching.
16. Included in school publications (e.g., handbooks)

Go to Workbook p. 54

Overall active supervision score:
7-8 “yes” = “Super Supervision”
5-6 “yes” = “So-So Supervision”
<5 “yes” = “Improvement Needed”
“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.

Monitoring Dismissal

McCormick Elementary School, MD

Go to Workbook p. 51

Non-Classroom Settings

8 min.

- Are nonclassroom settings safe, respectful & responsible? Why?
- Do at least 80% of staff members participate in active positive supervision?
- How could you use Nonclassroom Self-Assessment?
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
  • Cameron & Pierce, 1994, 2002
  • Cameron, Banko & Pierce, 2001

BUS BUCKS
• Springfield P.S., OR
• Procedures
  – Review bus citations
  – Ongoing driver meetings
  – Teaching expectations
  – Link bus bucks w/schools
  – Acknowledging bus drivers

SUPER SUBSLIPS
• Empowering subs in Cottage Grove, OR
• Procedures
  – Give 5 per sub in subfolder
  – Give 2 out immediately

POSITIVE REFERRALS
• Balancing pos./neg. adult/student contacts in OR
• Procedures
  – Develop equivalent positive referral
  – Process like negative referral

STEP 6 – Develop Continuum of Procedures for Encouraging SW Expectations
1. School-wide action plan for classroom management practices and procedures based on results from Classroom Self-Assessment
2. Definitions and processes for responding to classroom versus office-managed (minor) or administrator-managed (major) violations of behavior expectations.
3. Teaching matrix, procedures, and schedules developed for teaching school-wide behavior expectations in typical classroom contexts and routines.
4. Data system in place to monitor office discipline referral that come from classrooms
5. Procedures in place for obtaining behavior support for students whose behaviors are not responsive to classroom-wide management
6. Prompt (reminders and precorrections) for display of behaviors in natural contexts and routines
7. Feedback (corrections and positive acknowledgements) for displays of behaviors in natural contexts and routines
8. Involvement by staff, students, and families in development
9. Contextually/culturally appropriate (e.g., age, level, language)
10. Schedule for initial instruction
11. Schedule for regular review, practice, follow-up instruction
12. Agreement by >80% faculty and staff
13. Schedule for continuous evaluation of effectiveness, efficiency, and relevance
14. Included in school publications (e.g., handbooks)

“Piece of Paper”
In one month, staff recorded 15 office discipline referrals for rule violations, & 37 for contributing to safe environment

Acknowledgements
10 min.

• What positive feedback do students receive for their prosocial behavior displays?
• What % students receive at least daily acknowledgements for their prosocial behavior: >90%, 80%, 70%, <60%?
**Family**

- **Continuum** of positive behavior support for all families
- Frequent, regular positive contacts, communications, & acknowledgements
- Formal & active participation & involvement as equal partner
- Access to system of integrated school & community resources

Tom Dishon – “Family Resource Center”

**Typical Contexts/ Routines**

<table>
<thead>
<tr>
<th>Contexts/ Routines</th>
<th>Classroom-Wide Rules/Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Respect Others</td>
</tr>
<tr>
<td>All</td>
<td>Use inside voice.</td>
</tr>
<tr>
<td>Morning Meeting</td>
<td>Eyes on speaker.</td>
</tr>
<tr>
<td>Homework</td>
<td>Do own work.</td>
</tr>
<tr>
<td>“I Need Assistance”</td>
<td>Eyes on speaker.</td>
</tr>
<tr>
<td>Teacher Directed</td>
<td>Keep hands to self.</td>
</tr>
</tbody>
</table>

**STEP 5 – Develop Lesson Plans for Teaching Positive CW Expectations**

1. School-wide action plan for classroom management practices and procedures based on results from Classroom Self-Assessment
2. Definitions and processes for responding to classroom versus office-managed (minor) or administration-managed (major) violations of behavior expectations.
3. Teaching memo, procedures, and schedules developed for teaching school-wide behavior expectations in typical classroom contexts and routines.
4. Data system in place to monitor office discipline referral that come from classrooms.
5. Procedures in place for obtaining behavior support for students whose behaviors are not responsive to classroom-wide management.
6. Prompts (reminders and precorrections) for display of behaviors in natural contexts and routines.
7. Feedback (corrections and positive acknowledgements) for displays of behaviors in natural contexts and routines.
8. Involvement by staff, students, and families in development.
9. Contextually/culturally appropriate (e.g., age, level, language).
10. Schedule for initial instruction.
11. Schedule for regular review, practice, follow-up, and feedback.
12. Agreement by >80% faculty and staff.
14. Included in school publications (e.g., handbooks).

Go to Workbook p. 61

**Continuum of School-Wide Instructional & Positive Behavior Support**

- **Primary Prevention:** Specialized Group Systems for Students with High-Risk Behavior
- **Secondary Prevention:** Specialized Group Systems for Students with At-Risk Behavior
- **Tertiary Prevention:** Specialized Group Systems for Students with High-Risk Behavior

**School-Wide PBS (Tier 1)**

- Leadership team
- Behavior purpose statement
- Procedures for ongoing data-based monitoring & evaluation
- Continuum of procedures for discouraging rule violations
- Continuum of procedures for encouraging expected behavior
- Procedures for teaching SW & classroom-wide expected behavior

**Classroom**

- All school-wide
- Maximum structure & predictability in routines & environment
- Positively stated expectations: posted, taught, reviewed, prompted, & supervised.
- Maximum engagement through high rates of opportunities to respond, delivery of evidence-based instructional curriculum & practices.
- Continuum of strategies to acknowledge displays of appropriate behavior, including contingent & specific praise, group contingencies, behavior contracts, token economies.
- Continuum of strategies for responding to inappropriate behavior, including specific, contingent, brief corrections for academic & social behavior errors, differential reinforcement of other behavior, planned ignoring, response cost, & timeout.
### Essential Behavior & Classroom Management Practices

See Classroom Management Self-Checklist (7r)

---

### Classroom Management: Self-Assessment

<table>
<thead>
<tr>
<th>Classroom Management Practice</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I have arranged my classroom to minimize crowding and distraction</td>
<td>Yes</td>
</tr>
<tr>
<td>2. I have maintained structure and predictability in my classroom (e.g., explicit classroom rules, specific directions, etc.)</td>
<td>Yes</td>
</tr>
<tr>
<td>3. I have posted (taught, reviewed, and reinforced) 3-5 positively stated expectations (per-</td>
<td>Yes</td>
</tr>
<tr>
<td>4. I have provided more frequent acknowledgement for appropriate behaviors than inappropriate behaviors (See top of page).</td>
<td>Yes</td>
</tr>
<tr>
<td>5. I have actively supervised students in observable ways (e.g., writing, verbalizing)</td>
<td>Yes</td>
</tr>
<tr>
<td>6. I have actively engaged my classroom (e.g., moving, scanning) during instruction</td>
<td>Yes</td>
</tr>
<tr>
<td>7. I have arranged my classroom to minimize crowding and distraction</td>
<td>Yes</td>
</tr>
<tr>
<td>8. I have provided multiple opportunities to respond and participate during instruction</td>
<td>Yes</td>
</tr>
<tr>
<td>9. I have posted, taught, reviewed, and reinforced class point systems, praise, etc.</td>
<td>Yes</td>
</tr>
<tr>
<td>10. I have provided specific feedback in response to social and academic behavior errors and corrected responses.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Overall classroom management score: 10  "yes" = "Super"  7-5 "yes" = "Go-So"  4-2 "yes" = "Improvement Needed"

---

### Classroom-Wide Rules/Expectations

<table>
<thead>
<tr>
<th>Typical Context/Activity</th>
<th>Classroom-Wide Rules/Expectations</th>
</tr>
</thead>
</table>
| **Respect Others**       | Use inside voice  
Put announcements first  
Ask for help  
Do your best. Ask if unclear. |
| **Respect Property**     | Respect property  
Put things in place  
Do homework neatly  
Keep your desk clean. |
| **Respect Self**          | Respect yourself  
Keep hands to self  
Eyes on speaker  
Do your best. Ask if unclear. |

---

### Teachable Expectations (Classroom)

<table>
<thead>
<tr>
<th>Morning Homework Time</th>
<th>Morning Homework Time</th>
<th>Morning Homework Time</th>
<th>Morning Homework Time</th>
<th>Morning Homework Time</th>
<th>Morning Homework Time</th>
<th>Morning Homework Time</th>
<th>Morning Homework Time</th>
<th>Morning Homework Time</th>
<th>Morning Homework Time</th>
</tr>
</thead>
</table>
| **Respect**           | Respect for materials  
Put materials in place  
Ask for help  
Do your best. Ask if unclear. |
| **Responsibility**    | Responsibility for materials  
Put things in place  
Do homework neatly  
Keep your desk clean. |
| **Safety**            | Safety for classmates  
Put things in place  
Do homework neatly  
Keep your desk clean. |

---

### Typical Home Situations

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Typical Home Situations</th>
</tr>
</thead>
</table>
| **Respect**  | Respect  
Put things in place  
Ask for help  
Do your best. Ask if unclear. |
| **Responsibility** | Responsibility for materials  
Put things in place  
Do homework neatly  
Keep your desk clean. |
| **Safety**   | Safety for classmates  
Put things in place  
Do homework neatly  
Keep your desk clean. |
Classroom Settings
8 min.

- Are classroom settings safe, respectful & responsible? Why?
- Do at least 80% of staff members participate in basic classroom management practices?
- How could you use Classroom Self-Assessment?

School-Wide PBS (Tier 1)

Leadership team
Behavior purpose statement
Set of positive expectations & behaviors
Continuum of procedures for discouraging rule violations
Continuum of procedures for encouraging expected behavior
Procedures for teaching SW & classroom-wide expected behavior

STEP 7 – Develop Continuum of Procedures for Discouraging Behavior Rule Violations

1. Specification of Definitions for Violations of School-wide Behavior Expectations
   a. Contextually appropriate labels/names
   b. Definitions represent continuum of severity (e.g., minor, major, illegal)
   c. Definitions comprehensive in scope (school-wide)
   d. Definitions in measurable terms
   e. Mutually exclusive (minimal overlap)

2. Specification of Procedures for Processing Violations of School-wide Behavior Expectations
   a. Agreement regarding office staff versus teacher/staff responsibilities
   b. Office discipline form for tracking discipline events
   c. Agreement regarding options for continuum of consequences
   d. Data decision rules for intervention and support selection

Go to Workbook p. 67

STEP 7 – Develop Continuum of Procedures for Discouraging Behavior Rule Violations – cont.

3. Implementation of Procedures
   a. Use by all staff (e.g., office, security, supervisors, bus drivers)
   b. Schedule for teaching to students and staff members
   c. Schedule for regular review of use and effectiveness
   d. Procedures for providing orientation to new faculty, staff, students
   e. Procedures for informing others (e.g., families, community, district administrators, substitute teachers & staff)
   f. Agreement by >80% faculty and staff
   g. Included in school publications (e.g., handbooks)
   h. Means for keeping track of number of acknowledgments versus number of disciplinary or corrective actions for violations of behavior expectations.
   i. Schedule and procedures for regular review and enhancement of acknowledgements.
   j. Procedures in place for identifying and supporting students whose behaviors do not respond to school-wide continuum of consequences for violations of behavior expectations.

Discouraging Rule Violations
10 min.

What % staff have clear & consistent understanding of difference between classroom & office managed rule violations?
4 Main Data Concerns

- Student outcomes
- Systems integration
- Practice selection
- Practice implementation

Average Referrals/Day/Month w/ national data lines

# Ref by Problem

# Ref by Location
How long would it take to answer big 5 SW discipline questions in your school?
1. How many?
2. What?
3. Where?
4. When?
5. Who?
(7 min.)

Office Referrals/School Day by Month

FRMS Ref/Day/Month
94-95, 95-96, 96-97, 97-98, 98-99

Discipline Data Review
10 min.
How are discipline data handled in your school:
– Entered?
– Stored?
– Reviewed?
– Reported?
– Acted upon?
4 Main Data Concerns

- Student outcomes
- Systems integration
- Practice implementation
- Practice selection

"Don’t Throw Stones!"

**IMPLEMENTATION**

<table>
<thead>
<tr>
<th>Effective</th>
<th>Not Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Maximum Student Benefits</strong></td>
<td></td>
</tr>
</tbody>
</table>

**PRACTICE**

Fissin & Blase, 2009

**STEP 8 – Develop Procedures for Data-Based Decision-Making & Monitoring**

1. **General data collection procedures**
   - Data collection procedures that are integrated into typical routines (e.g., office discipline referrals, attendance rolls, behavior incident reports).
   - Data collection procedures regularly checked for accuracy of use.
   - Data collection linked to information that answers important student, classroom, and school questions.
   - Structures and routines for staff members to receive weekly/monthly data reports about the status of school-wide discipline.
   - Decision rules for guiding data analysis and actions.
   - Effective, timely, and graphic display of data.

2. **Office discipline referral procedures**
   - Agreed upon definitions of violations of behavior expectations organized in a continuum of increasing intensity (see Step 7).
   - A form for documenting noteworthy behavior incidents (e.g., office discipline referral form, behavior incident report).
   - School-wide procedures for processing or responding to violations of behavior expectations.
   - Efficient and user-friendly procedures for summarizing and analyzing information.
   - Efficient and user-friendly procedures for producing visual displays of the data.
   - Procedures for presenting data to staff on routine basis.
   - Procedures for making decisions and developing actions based on the data.

Action Planning: Guidelines

- Agree upon decision making procedures
- Align with school/district goals.
- Focus on measurable outcomes.
- Base & adjust decisions on data & local contexts.
- Give priority to evidence-based programs.
- Invest in building sustainable implementation supports (>80%)
- Consider effectiveness, & efficiency, relevance, in decision making (1, 3, 5 rule)
“Coach Wooden’s goal: learn the fundamentals, master the fundamentals, teach the fundamentals to others, & apply the fundamentals in every area of our lives. Mastering the fundamentals is one of a lot of little things done well that make a big difference.”


“Success is the natural consequence of consistently applying the basic fundamentals.”

Jim Rohn

Lewistj@missouri.edu
RobH@oregon.edu
George.sugai@uconn.edu
www.pbis.org