

**Team Time**

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**Implementation Workbook 2011**



## **A. Establish School Leadership Team**

Team Should Assess Status of each Critical Feature.

Activity 1 will assist the team during planning time. The team should use the guiding questions to critically assess status of the Feature A: School Leadership Team. Once the team discusses areas of strengths and areas of need, the team will list at least 2 action steps that will be used to strengthen areas of need.

		<b>Status: <u>A</u>chieved, <u>I</u>n Progress, <u>N</u>ot Started</b>			
		<b>Date:</b>			
		<b>(MM/DD/YY)</b>			
<b>A. Establish School Leadership Team</b> 1. Team has administrative support. <ul style="list-style-type: none"> <li>Administrator(s) attends training, plays active role in PBIS, communicates commitment, attends team meetings, and supports PBIS Team decisions.</li> </ul>	Status:				
2. Team regular meetings (at least monthly) <ul style="list-style-type: none"> <li>Team uses agenda that organizes team to work as an effective problem solving team.</li> <li>Team has clear role – all staff are aware of that role</li> <li>Team members have clearly defined responsibilities</li> </ul>	Status:				
3. Team has established a clear mission/purpose <ul style="list-style-type: none"> <li>Team has a written purpose/mission statement for the PBIS team</li> <li>Team has priority status, works effectively and efficiently with other initiatives /programs</li> <li>Quick Audit and working smarter forms completed and used for efficient integration of team with other teams/initiatives addressing behavior support.</li> <li>Clear Outcomes defined and linked to School Improvement Goals</li> </ul>	Status:				

Given the vital importance of a leadership team, what are the *norms* that will guide our work together?

How do we ensure that our team addresses these critical features?

*Sample group norms*

Critical Features for Working with PBIS Team	Group Norm to ensure team addresses these critical features
Transparency with data	<i>Demonstrate Mutual Respect for people and ideas Assume best intentions</i>
Protected time to work with faculty	<i>Schedule PBIS Time on School Calendar</i>
Protected team planning time	<i>Honor agreements for meeting</i>
Shared participation	<i>Seek first to understand...then to be understood Each person has equal voice</i>

What are considerations for establishing the norms of collaboration that will guide our work as a team?

**A School-based PBIS Implementation Team**

- School Administrative Team must be committed to school-wide PBIS and actively participate on the team
- PBIS Implementation Team should remain small (5-8 members)
- Consider representatives that include: administration, general education teachers, special education teachers, guidance, specials teachers, parents...
- Consider Core Team vs. Peripheral Team

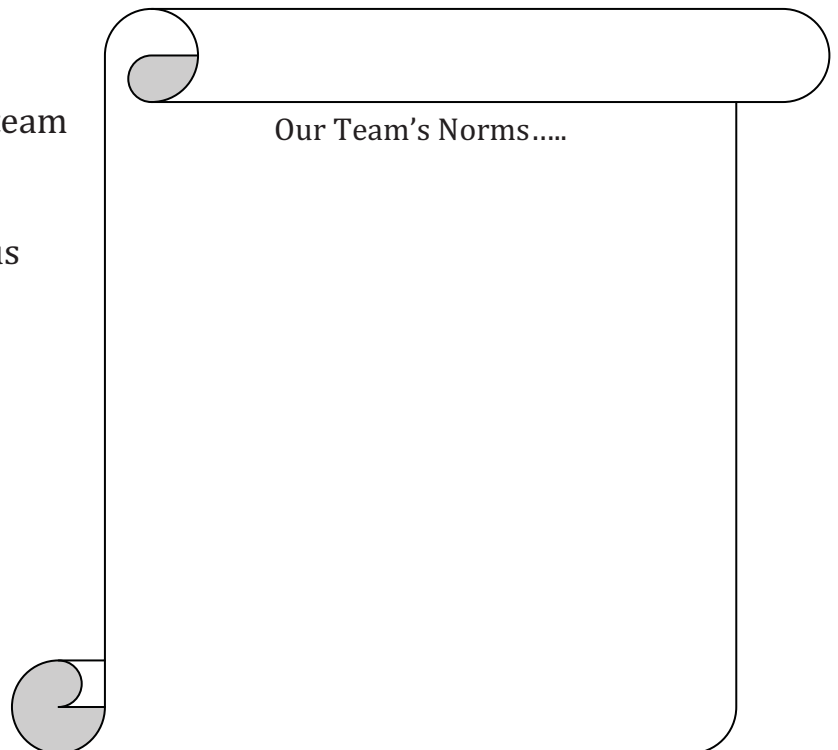
## School-based PBIS Implementation Team Meets Frequently

- 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
  - Plan for implementation of universal supports to include staff participation and input

## School PBIS Implementation Team Tasks

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

- ✓ Highlight other critical features that will define your work as a team
- ✓ Brainstorm 3-4 Norms of Collaboration that will focus your collective efforts
- ✓ Agree on 3-4 and record on the chart



Our Team's Norms.....

## Effective Teaming ...

Have you ever been a 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

## Enhancing Meeting Success...

- Administrator identifies how to free staff time for participation on the PBIS Team
- Clearly schedule meeting dates and times – Get on the calendar
- Administrators remind staff of the significant impact and ultimate success
- Always celebrate

## Preparing for Team Work...

- What are the Benchmarks of Quality (BoQs)?
- What measureable goals do we need to set in order to reach the desired outcomes (*The Gold Standard*)?
- What resources are available to support us in reaching our goals?

## Resources...

- Benchmarks of Quality (BoQs)
- Coaches, Team Leads, District Coordinators
- Teams from other schools and districts
- PBIS Maryland Team
- Flash drive with resources
- National Websites (PBIS.org, PBISMissouri, PBISIllinois)
- [www.PBISMaryland.org](http://www.PBISMaryland.org) website that includes school examples

## What does an effective team meeting process look like?

### Team Meeting Process

- Assign roles for facilitator, agenda keeper, time keeper, and recorder
- Agenda keeper should
  - Draft team meeting agenda with questions based on BoQ's Assessment. INCLUDE following agenda question-
    - *What do we want to know more about?*
    - Prioritize agenda questions and set times
    - Action Steps (reflect, reflect and decide, etc.)
- Facilitator begins meeting
- Time keeper will keep time
- Recorder will take notes

### Team Meeting Roles

- Facilitator
- Recorder
- Timekeeper
- Discipline Data Coordinator

**PBIS Team Meeting Minutes and Problem-Solving Action Plan Form**

	<b>Date:</b>	<b>Time:</b>	<b>Location:</b>	<b>Facilitator:</b>	<b>Minute Taker:</b>	<b>Data Analyst</b>
<b>Today's Meeting</b>						
<b>Next Meeting</b>						

**Team Members (bold are present today)**

**Today's Agenda Items**

**Next Meeting Agenda Items**

- |     |     |
|-----|-----|
| 01. | 01. |
| 02. | 02. |
| 03. | 03. |

Potential Problems Raised
01.
02.
03.

**Administrative/General Information and Issues**

Information for Team, or Issue for Team to Address	Discussion/Decision/Task (if applicable)	Who?	By When?

**Problem-Solving Action Plan**

Precise Problem Statement, based on review of data (What, When, Where, Who, Why)	Solution Actions (e.g., Prevent, Teach, Prompt, Reward, Correction, Extinction, Safety)	Implementation and Evaluation		
		Who?	By When?	Goal with Timeline, Fidelity & Outcome Measures, Updates

**Evaluation of Team Meeting (Mark your ratings with an "X")**

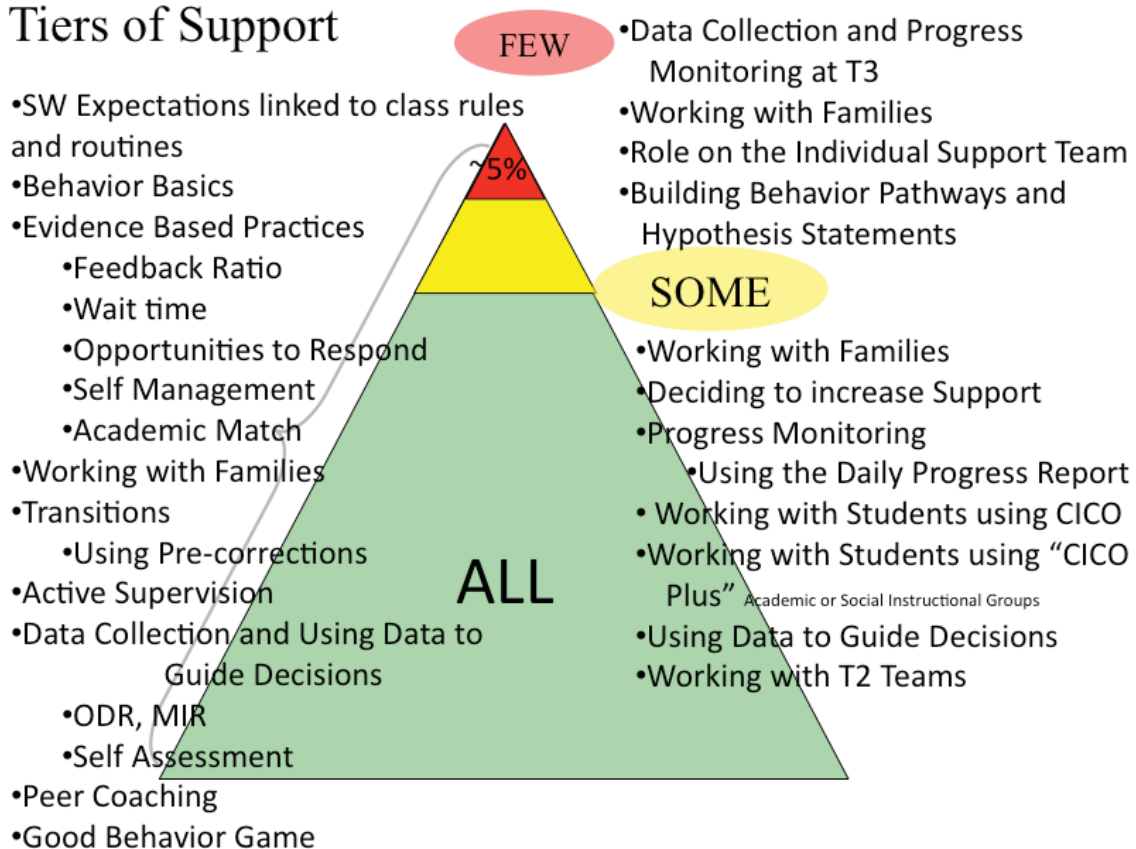
	Our Rating		
	Yes	So-So	No
1. Was today's meeting a good use of our time?			
2. In general, did we do a good job of <b>tracking</b> whether we're completing the tasks we agreed on at previous meetings?			
3. In general, have we done a good job of actually <b>completing</b> the tasks we agreed on at previous meetings?			
4. In general, are the completed tasks having the <b>desired effects</b> on student behavior?			

If some of our ratings are "So-So" or "No," what can we do to improve things?

## Resource Mapping- Align with School Improvement

- What are the practices in place at each tier of the triangle?
- Are they evidence-based practices?
- How are you measuring effectiveness of practices (data)?
- Who are the service delivery teams/personnel (e.g., graduation coach, PALS teacher, Math Coach)?

### Tiers of Support



## *Resource Mapping*

### *Activity 1a: Quick Audit of Current Practices*

Use the blank triangle on the following page to complete Activity 1:

**Step 1:** Identify all programs/initiatives/common practices by tier

Tier I- How do you support all children? Core Curriculum- “everyone gets”

Tier II, III How do you support students who need more support? How do you build on the foundation so that all Tier II, III activities are a natural extension of core curriculum?

**Other considerations:**

Can you identify outcome for each practice? How do you measure effectiveness?(Staff performance) How do monitor progress? (student impact) How do you support teachers? (staff support)How are they linked to School Improvement? (integrated approach)

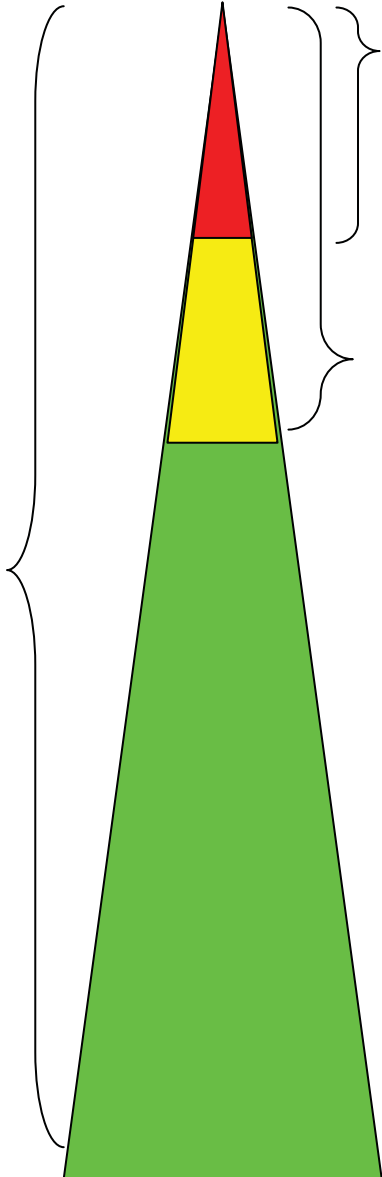
# Step 1: Quick Audit of Practices within Three-Tiered Model of Support

School: \_\_\_\_\_

Date: \_\_\_/\_\_\_/\_\_\_

List **Individualized/Intensive** practices provided to a few for support

List **Core** practices provided to all and intended support most



List **Strategic/Targeted** practices provided to some for support

## **Activity 1b: Working Smarter**

Use the Working Smarter worksheet to complete the next two steps:

Step 1: Identify Current Teams (discipline, instruction, climate, school improvement, parent support etc)

Step 2: Complete the Working Smarter document

### **Working Smarter Worksheet**

<b>Workgroup/ Committee/ Team</b>	<b>Outcome/ Link to SIP</b>	<b>Who do we serve? (students/staff/both?)  What is the ticket in? How do folks get access to support?</b>	<b>Names of Staff on team</b>	<b>Non- Negotiable District Mandate?</b>	<b>How do we measure impact?</b>	<b>Overlap? Modify?</b>

Step 3: Based on your results, what committees can you:

- (a) eliminate?
- (b) combine?
- (c) provide more support?
- (d) how can we infuse PBIS into our committees?

Determine your next step.

Based on your team time discussion, list 2 action steps



## Snapshot: Leadership Team Benchmarks of Quality 1-3

### *Benchmarks of Quality (BoQs):*

- Team has active administrator support
- Team has regular meetings (at least monthly)
- Team has established clear mission and purpose

### *Implementation Products and Outcomes:*

- Develops written mission/vision
- Identifies team roles and responsibilities
- Uses a Problem Solving Agenda
- Identifies meeting schedule and meeting times on school calendar
- Complete Resource Mapping/Audit and Working Smarter activity

### *Research:*

The research supports the use of problem solving teams to guide implementation

- Todd, A., Horner, R., Newton, J.S. Algozzine, B., & Algozzine, K. (in press). Effects of Team-Initiated Problem Solving on Practices of School-wide Behavior Support Teams. *Journal of Applied School Psychology*.
- Newton, J.S., Horner, R., Algozzine, B., Todd, A., & Algozzine, K. M. (2009). Using a problem-solving model for data-based decision making in schools. In W. Sailor, G. Dunlap, G. Sugai, & R. Horner (Eds.). *Handbook of positive behavior support*. New York: Springer, 551-580.

### *What is it?*

The Leadership team is a group of representative stakeholders (administrator, general and special education teachers, school support staff, families, students, etc) who develop an annual action plan that drives the implementation of the BOQ. This team meets at least monthly, reviews data, provides summaries to staff, and responds to feedback to guide and improve process.

### *Supporting Implementation:*

#### Role of Coach:

- Attends team training with team
- Supports team action planning
- Works as a partner with administration to provide necessary resources
- Communicates with division coordinator for necessary resources
- Reviews BoQs and relevant training tools to ensure fidelity
- Shares implementation products and outcomes with division coordinator

#### Role of Team:

- Attends team training and follows up with action planning after training
- Works with coach and principal to plan professional learning for staff

#### Learning Objectives:

- Understand importance of a representative team with purpose/outcome
- Understand role of administrator
- Understand importance of effective meeting practices (identify roles and responsibilities of team members, use problem solving agenda, meeting minutes to document decisions, actions and timelines)

#### Team Activities:

- Secures agreement for meeting process (be on time, plan for absences, be prepared, avoid side talk, be active participant)
- Clearly defines roles for each team member

#### Role of Staff:

- Provides honest feedback to leadership team
- Knowledge/awareness of behavior challenges across campus

#### Role of Student, Family, Community

- Provide honest feedback to leadership team, be aware of team purpose, mission

### *Supporting Implementation:*

#### Role of District Coordinator:

- Provides resources for production of teaching matrix and other visual communication tools for SW expectations (e.g., posters)
- Meets with coaches to review teaching matrices and classroom alignment
- Reviews implementation outcomes and products for alignment with division strategic planning goals and social/behavioral needs

#### Role of Administrator:

- Attends and participates in all team trainings
- Empowers team to lead effort
- Examines current team structures
- Studies data, allows team access to data
- Identifies protected team meeting times
- Provides time in staff meeting for ESD/PBIS updates

	Action Steps	Who?	When ?
<b>A. Establish School Leadership Team</b> <ul style="list-style-type: none"> <li>• Representative</li> <li>• Administrator</li> <li>• Effective team operating procedures</li> <li>• Audit of teams/initiatives</li> <li>• Working Smarter</li> <li>• Roles and Responsibilities</li> <li>• Linked to School Improvement</li> </ul>	a.		
	b.		
	c.		
	d.		
	e.		

## **B. Faculty Commitment**

Activity 2 will assist the team during planning time. The team should use the guiding questions to critically assess status of Feature B: Faculty Commitment. Once the team discusses areas of strengths and areas of need, the team will list at least 2 action steps that will be used to strengthen areas of need.

<b>B. Faculty Commitment</b>					
4. Faculty are aware of behavior problems across campus through regular data sharing.	Status:				
5. Faculty involved in establishing and reviewing goals. <ul style="list-style-type: none"> <li>• Team uses self-assessment tool (EBS Survey or BOQ) to get faculty feedback, results are shared with faculty and team uses feedback to write annual action plan.</li> <li>• Team can use pbs surveys (<a href="http://www.pbssurveys.org">www.pbssurveys.org</a>)– contact your local point of contact to receive school account number.</li> </ul>	Status:				
6. Faculty feedback is obtained throughout the year.	Status:				



## Snapshot: Faculty/Staff Commitment Benchmarks of Quality 4-6

### *Benchmarks of Quality (BoQs):*

- Faculty are aware of behavior problems across campus through regular data sharing
- Faculty are involved in establishing and reviewing goals
  - Team uses self-assessment tool (EBS Survey or BOQs) to get faculty feedback, results are shared with faculty and team uses feedback to write annual action plan.
  - Team can use pbis surveys (www.pbissurveys.org)– contact your local point of contact to receive school account number.
- Faculty feedback is obtained throughout year

### *Implementation Products and Outcomes:*

- Staff Survey complete, results shared
- Plan developed to secure buy-in to include an introduction presentation
- Data shared with faculty at least one time/month

### *Research:*

- Safran, S. P. (2006). Using the Effective Behavior Supports Survey to guide development of school-wide positive behavior support. *Journal of Positive Behavior Support*, 8, 3-9.
- Colvin, G., & Fernandez, E., (2000). Sustaining Effective Behavior Support Systems in an Elementary School. *Journal of Positive Behavior Interventions* 2(4), 251-253.
- Taylor-Greene, S., Brown, D., Nelson, L., Longton, J., Gassman, Cohen, J., Swartz, J., Horner, R. H., Sugai, G., & Hall, S. (1997). School-wide behavioral support: Starting the year off right. *Journal of Behavioral Education*, 7, 99-112.

### *What is it?*

Open and honest feedback and communication is established among stakeholders to secure buy-in and commitment to change

### *Supporting Implementation:*

#### Role of District Coordinator:

- Rotate to all teams during action planning
- Be available to answer questions
- Listen for red flags in team discussion
- Work closely with coach during training
- Track common discussion points (strengths and roadblocks)
- Review staff surveys prior to training
- Show team examples of faculty presentation examples
- Understand cost benefit analysis (time saved for decrease behavior problems)

#### Role of Administrator:

- Ensure climate/discipline one of top school improvement goals (understand Maslow’s hierarchy of needs as it relates to school improvement)
- Model appropriate staff behavior
- Ensure all staff are part of the change process (open and honest communication, support, performance feedback essential)
- Identify time in school year to provide updates to faculty on behavior
- Identify time to survey staff
- Identify key stakeholders
- Empower hidden leaders across building and community
- Knowledge of staff morale-examine why previous efforts that have had success or failed

### *Supporting Implementation:*

#### Role of Coach:

- Review staff surveys prior to training
- Show team examples of faculty presentations
- Understand cost benefit analysis (time saved for decrease behavior problems)
- Understand how previous efforts have been successful or failed
- Understand current staff morale
- Practice Profile

#### Role of Team:

##### Learning Objectives for training:

- Understand why staff need to be committed to decreasing problem behaviors and increasing academic behaviors
- Identify approaches to gain faculty buy-in to the school-wide PBIS process
- Develop a plan to get buy-in and build ownership across faculty
- Review Data (true representation of current status?)
- Identify strengths and areas of concern
- Review staff survey
- Enlist peer leaders to gain support- emphasize benefits
- Develop plan to share with all staff
- Presentation to stakeholders about PBIS that clearly defines their role in the process

#### Role of Staff:

- Provide input in determining what our school’s problems are and what our goal should be
- 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

#### Role of Student, Family, Community

- 🍎 Participate/complete surveys
- 🍎 Review results, gain knowledge about community perceptions v. data

## Faculty Are Familiar with the Behavior Problems

- Communication is essential to this process
- Open communication and opportunities to give feedback 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

## Faculty/Staff Support

- Climate/Discipline one of top 3 school improvement goals
- Faculty feedback is obtained throughout implementation
- Faculty involved in some decision making/establishing goals

## Create the Conditions for Learning

### What is in this for me?

- Connection to tiered logic and school improvement plan
- Increased instructional time
- This will help you meet AYP for all groups
- Job embedded skill development

Nurture, support and care for our staff

## Focus on core behaviors necessary to be successful in school

•What behaviors are present when students are successful in our learning environments?

*Brainstorm- Talk to your shoulder partner for 2 minutes*

## What does 80% buy in mean?

Consensus means that I agree to:

- Provide input in determining what our school's needs are and what our goals should be
- Make decisions about rules, expectations, and procedures in the common 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

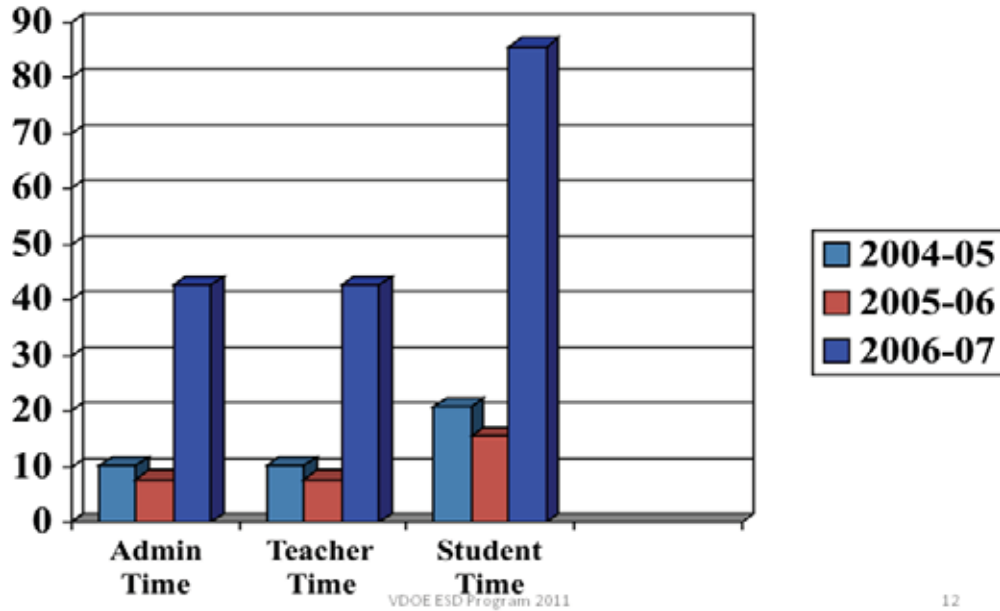
### Strategies to Facilitate Shared Participation

- 🍏 Use the existing database (natural data sources)
- 🍏 Use a team planning process
- 🍏 Conduct staff surveys

### Time Cost of a Discipline Referral - (Avg. 45 minutes per incident)

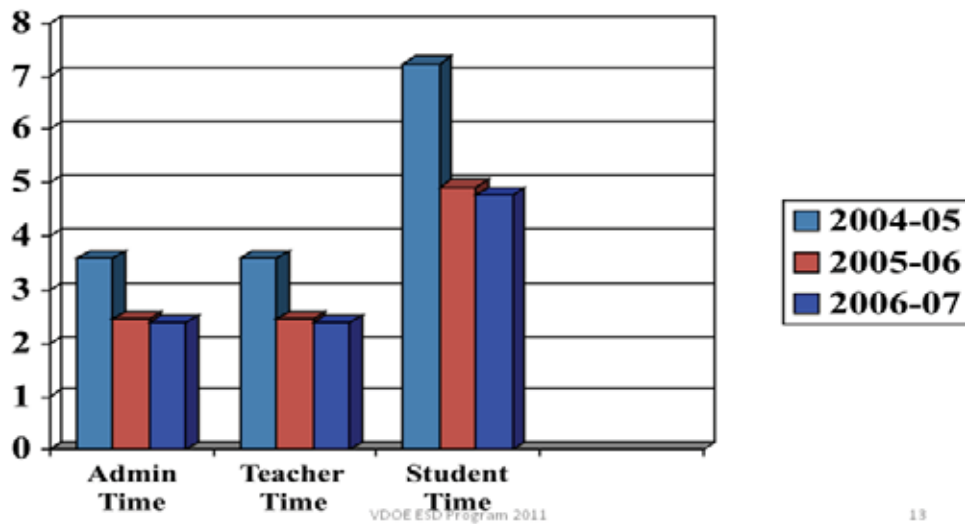
	1000 Referrals/yr	2000 Referrals/yr
Administrator Time	500 Hours	1000 Hours
Teacher Time	250 Hours	500 Hours
Student Time	750 Hours	1500 Hours
Totals	1500 Hours	3000 Hours

## Instructional Days Lost (August-March)



12

## Instructional Days Lost Per 100 Students



13

## 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

## 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
  
- 🍏 To what existing infrastructure will you attach PBIS for:
  - Professional learning for staff
  - Opportunities for staff participation
  - On-going communication with staff

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### Activity 2a.

- How will you introduce information to your stakeholders about PBIS?
- How will you involve faculty in process?
- What current data do you have that would help get buy in?
  - Office Referrals, Attendance, Climate surveys. Academic Data (Dibels, AIMS Web etc)

### Activity 2b. Using the Self Assessment to get faculty perspective and secure initial buy in

- Review the items on the EBS Survey or BOQ Self Assessment.
- Will you use pbs surveys to complete, summarize the self assessment?
- Review Current School and District Surveys.
  - School Staff, Students, Families, School Community, Business Partners
- How will you use data to inform stakeholders and plan for improvement?
- When will you provide results of the findings to your staff? (within 2 weeks of completing the survey)
- How will you use Self Assessment to involve faculty in development process and secure their initial buy-in?
- How will you progress monitor implementation of effort? (Attendance, Academic Results,
  - Behavior Data, process measures (BOQ), formal and informal surveys)

1. Review examples provided in your Training Flash drive
2. Brainstorm approaches to get buy-in
  - Cost Benefit, grade level meetings, focus groups
3. Develop a plan for buy in.
4. Complete Action Steps

Activity	Activity Task Analysis	Who	When
<b>Faculty Commitment</b> <ul style="list-style-type: none"> <li>• Data Reviewed</li> <li>• BOQ or EBS Self Assessment Completed</li> <li>• Identification of strengths, focus</li> <li>• Plan to share results with faculty.</li> </ul>	a.		
	b.		
	c.		
	d.		

### **C. Effective Procedures for Dealing with Discipline**

Activity 3 will assist the team during planning time. The team should use the guiding questions to critically assess status of Feature C: Effective Procedures for Dealing with Discipline. Once the team discusses areas of strengths and areas of need, the team will list at least 2 action steps that will be used to strengthen areas of need.

<b>Effective Procedures for Dealing with Discipline</b>					
7. Discipline process described in narrative format or depicted in graphic form	Status:				
8. Discipline process includes documentation.	Status:				
9. Discipline referral form includes information useful in decision making	Status:				
10. Problem behaviors are defined.	Status:				
11. Major/Minor behaviors are clearly differentiated.	Status:				
12. Suggested array of appropriate responses to major (office-managed) problem behaviors	Status:				

### **Objectives**

1. How do we define behaviors?
2. What is the difference between minor and major behavior problems?
3. Do our discipline data collection tools provide meaningful data?
4. What effective procedures for dealing with problem behaviors do we have in place? Do we need?
5. How will we organize the components of our discipline process?



Snapshot: Effective Procedures for Dealing with Discipline (Benchmarks of Quality)

*Benchmarks of Quality (BoQs):*

- Discipline process described in narrative format or depicted in graphic format
- Discipline process includes documentation procedures
- Discipline referral form includes information useful in decision making
- Problem behaviors are defined
- Major/minor behaviors are clearly differentiated
- Suggested array of appropriate responses to major (office-managed) problem behaviors

*Implementation Products and Outcomes:*

- Updated Office Referral Form
- Minor and Major Behaviors Defined
- Plan for preventative and responsive practices to support student behavior
- A system of support for staff to implement practices
- Flowchart documenting procedures for supporting student behavior

*Research:*

Irvin, L.K., Horner, R.H., Ingram, K., Todd, A.W., Sugai, G., Sampson, N., & Boland, J. (2006). Using office discipline referral data for decision-making about student behavior in elementary and middle schools: An empirical investigation of validity. *Journal of Positive Behavior Interventions*, 8(1), 10-23.

Irvin, L.K., Tobin, T., Sprague, J., Sugai, G. and Vincent, C. (2004). Validity of office discipline referral measures as indices of school-wide behavioral status and effects of school-wide behavioral interventions. *Journal of Positive Behavioral Interventions* 6, 131-147.

Fanning, P., Theodos, J., Benner, C., & Bohanon-Edmonson, H. (2004). Integrating proactive discipline practices into codes of conduct. *Journal of School Violence*, 3(1), 45-61

Skiba, R. J., Peterson, R. L., & Williams, T. (1997). Office referrals and suspensions: Disciplinary intervention in middle schools. *Education and Treatment of Children*, 20, 295-315.

Nelson, J. R., Colvin, G., & Smith, D. J. (1996). The effects of setting clear standards on students' social behavior in common areas of the school. *The Journal of At-Risk Issues, Summer/Fall*, 10-17.

*What is it?*

- Teacher expectation clearly defined for reporting problem behaviors, teachers are trained in best practice and have behavior basics.

**Supporting Implementation:**

**Role of Coach:**

- Work with team to ensure purpose of office referral form clear
- Use SWIS resources and examples – make sure team uses materials to build from
- Work with team an district coordinator to ensure professional development is provided to staff around appropriate responses and preventative approaches for supporting student behavior
- Practice Profile

*Supporting Implementation:*

**Role of District Coordinator:**

- Understand purpose of office referral form and provide division resources and support for revisions to ODR
- Use SWIS resources to align with district forms
- Use SWIS if possible or as a model for IT personnel to align school district discipline data system with

**Role of Team:**

Team will complete, with staff input and feedback:

- Revised office referral form
- Optional Minor Incident Form
- Problem behaviors clearly defined with faculty
- Process established with faculty feedback
- Office managed and classroom managed behaviors clearly identified
- Array of appropriate preventative and responsive practices to support student behavior
- System of support for staff to implement practices is planned and provided

**Role of Administrator:**

- Understand purpose of office referral
- Allocate time in grade level and staff meetings to discuss current procedures (expectations, paperwork)
- Identify areas of improvement (ease of completing form, common approach to discipline, definition of problem behaviors)
- Allocate time in meetings for discussion to determine office managed behavior (majors) and classroom managed behaviors (minors)
- Establish and document expectations clearly in all handbooks, code of conduct, staff meetings etc
- Get feedback from staff and make improvements to process as needed
- Examine level of consistency among staff throughout the year

**Role of Staff:**

- Contribute and adhere to referral procedures
- Participate in skill development training (direct observation and performance feedback)

**Role of Student, Family, and Community:**

- Be familiar with referral procedures, including definitions of problem behavior, referral form and process for communicating with families when problems do occur.
- Provide feedback as necessary

## Data Collection Tool

### Office Discipline Referral (ODR) Forms

- Be sure to answer the following 5 questions on each referral form:
  - Who, Why, What, When & Where?
- Clarity on the referral form takes the guess work out of the data entry person's job
- Data will be more reliable and accurate as judgment calls are minimized

### Data Fields to Include on 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.

## Data Tracking Form

**Name:** \_\_\_\_\_

**Location**

**Date:** \_\_\_\_\_ **Time:** \_\_\_\_\_

Playground  Library

**Teacher:** \_\_\_\_\_

Cafeteria  Bathroom

A  B  C

**Grade:** K 1 2 3 4 5 6 7 8  Hallway

Arrival/Dismissal

**Referring Staff:** \_\_\_\_\_

Classroom  Other \_\_\_\_\_

**Others involved in incident:**  None  Peers  Staff  Teacher  Substitute

Minor Problem Behavior	Major Problem Behavior	Possible Motivation
<input type="checkbox"/> Inappropriate language <input type="checkbox"/> Physical contact <input type="checkbox"/> Defiance <input type="checkbox"/> Disruption <input type="checkbox"/> Dress Code <input type="checkbox"/> Property misuse <input type="checkbox"/> Tardy <input type="checkbox"/> Electronic Violation <input type="checkbox"/> Other _____	<input type="checkbox"/> Abusive language <input type="checkbox"/> Fighting/ Physical aggression <input type="checkbox"/> Defiance/Disrespect <input type="checkbox"/> Harassment/Bullying <input type="checkbox"/> Dress Code <input type="checkbox"/> Inappropriate Display Aff. <input type="checkbox"/> Electronic Violation <input type="checkbox"/> Lying/ Cheating <input type="checkbox"/> Skipping class <input type="checkbox"/> Other _____	<input type="checkbox"/> Obtain peer attention <input type="checkbox"/> Obtain adult attention <input type="checkbox"/> Obtain items/activities <input type="checkbox"/> Avoid Peer(s) <input type="checkbox"/> Avoid Adult <input type="checkbox"/> Avoid task or activity <input type="checkbox"/> Don't know <input type="checkbox"/> Other _____
<b>Administrative Decision/Time Out of Class= _____</b>		
<input type="checkbox"/> Loss of privilege <input type="checkbox"/> Time in office <input type="checkbox"/> Conference with student <input type="checkbox"/> Parent Contact	<input type="checkbox"/> Individualized instruction <input type="checkbox"/> In-school suspension (____hours/ days) <input type="checkbox"/> Out of school suspension (____ days) <input type="checkbox"/> Other _____	

**What activity was the student engaged in when the event or complaint took place?**

Whole group instruction	
Small group instruction	
Individual work	
Working with peers	
Alone	
1-on-1 instruction	
Interacting with peers	
Other: Please identify below	

## Defining a Coherent Office Discipline Referral Process

Defining a coherent office discipline referral process that is compatible with SWIS™ is an access requirement and will enhance data use. Defining the process for handling problem behavior events and for documenting the information fulfills two of the ten SWIS™ requirements. Sample procedures for dealing with problem behavior events, sample definitions, and sample referral forms are available in this section and at [www.swis.org](http://www.swis.org).

1. A simple and predictable process for handling problem behavior events needs to be defined, taught, and agreed upon by all staff. Define the system and fit the problem behaviors to the system. The system should define the procedure to follow for types of problem behavior (e.g., minor/major; level 1/ level 2). We encourage schools to manage minor problem behaviors within the context in which they occur and send major problem events to the office to be handled. Many schools are defining multiple minor events as one major event. Using a flow chart format has been useful for schools. The process begins with observation of the problem behavior event and works through each component of the procedure from observation to problem solving to documentation. **A generic procedure for dealing with problem behaviors, which defines a process for both minor and major problem behavior events, is offered. Schools are encouraged to create a process that is simple, efficient, predictable, and fits school resources.**
2. Definitions for problem behaviors, locations, possible motivation, others involved, and administrative consequences need to be mutually exclusive and operationally defined. For example, SWIS™ has fields for 21 specific problem behaviors; however, each school can tailor the full list of 21 problem behaviors to fit the needs within their school. For example, if arson, bomb threats, and tobacco use are very low incidence, the school may not want to use space on the form for each of those categories. The school may opt, instead, to define those in the *other* category if they occur. The same application is true for all other categories within the SWIS™ program. **The critical feature is that all staff agrees on mutually exclusive and operationally defined labels and definitions, and that the data-entry person does not have to interpret the information provided.**
3. Referral form compatibility is another SWIS™ requirement. With efficiency and accuracy, again as a goal, the referral form must be SWIS™ compatible. Clarity on the referral form takes the guesswork out of the data entry person's job. Data will be more reliable and accurate as judgment calls are minimized. **A Compatibility Checklist is an available tool for ensuring that all necessary categories are being documented on a referral form.** We have found that schools organize the information differently, some on a half page and some on a full page. The specific grade levels represented at a school also guide the content and number of options available on an office discipline referral form. For example, middle/high schools may need to specify problem behaviors such as vandalism, alcohol use, and tobacco use, while elementary schools opt to specify those problem behaviors in the *other* category (as a result of low frequency). Three examples of referral forms are available for you to use or revise. Note the differences in size of the form, specific options available for each of the categories, and the format of the form. Example A provides all SWIS™ category

options, Example B is a form used by a K-8 school and limits the problem behavior categories, but provides a communication link with staff, administration, and families. Example C is a format used by an elementary school, limits the options, and adds a follow up agreement for students to complete after the problem event. Each of the three examples is SWIS™ compatible. Formatting the referral form for easy use while providing accurate information that is compatible with the SWIS™ referral report is critical.

## 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*
- Clear set* of definitions for all categories on the office discipline referral form exists and is in line with the SWIS definitions
- Once behaviors are defined, *all* faculty, staff, administration, students and families will need to be trained on the definitions
- 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

### Appropriate Definitions of Behaviors

- Consistency
- Clarity
- Data collection and analysis
- Once behaviors are defined, all faculty, staff, administration, students and families will need to be trained on the definitions

Schools are encouraged to use any of this information. We encourage schools to adjust the process, definitions, and referral form to fit the culture and resources within each school.

### **SWIS™ Office Referral Definitions**

<b>Minor Problem Behavior</b>	<b>Definition</b>
Defiance/Disrespect/ Non-compliance (M-Disrespt)	Student engages in brief or low-intensity failure to respond to adult requests.
Disruption (M-Disruption)	Student engages in low-intensity, but inappropriate disruption.
Dress Code Violation (M-Dress)	Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district.
Inappropriate Language (M-Inapp Lan)	Student engages in low-intensity instance of inappropriate language.
Other (M-Other)	Student engages in any other minor problem behaviors that do not fall within the above categories.
Physical Contact/ Physical Aggression (M-Contact)	Student engages in non-serious, but inappropriate physical contact.
Property Misuse (M-Prpty Misuse)	Student engages in low-intensity misuse of property.
Tardy (M-Tardy)	Student arrives at class after the bell (or signal that class has started).
Technology Violation (M-Tech)	Student engages in non-serious but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.

Major Problem Behavior	Definition
Abusive Language/ Inappropriate Language/ Profanity (Inapp Lan)	Student delivers verbal messages that include swearing, name calling or use of words in an inappropriate way.
Arson (Arson)	Student plans and/or participates in malicious burning of property.
Bomb Threat/ False Alarm (Bomb)	Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.
Defiance/Disrespect/ Insubordination/ Non-Compliance (Disrespt)	Student engages in refusal to follow directions, talks back and/or delivers socially rude interactions.
Disruption  (Disruption)	Student engages in 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.
Dress Code Violation (Dress)	Student wears clothing that does not fit within the dress code guidelines practiced by the school/district.
Fighting/ Physical Aggression (Agg/Fight)	Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).
Forgery/ Theft (Forge/Theft)	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.
Gang Affiliation Display (Gang Display)	Student uses gesture, dress, and/or speech to display affiliation with a gang.
Harassment/Bullying (Harass)	Student delivers disrespectful messages* (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. <i>*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.</i>
Inappropriate Display of Affection (Inapp affection)	Student engages in inappropriate, consensual (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult.
Inappropriate Location/ Out of Bounds Area (Out Bounds)	Student is in an area that is outside of school boundaries (as defined by school).
Lying/Cheating (Lying)	Student delivers message that is untrue and/or deliberately violates rules.

<b>Major Problem Behavior</b>	<b>Definition</b>
Other Behavior (Other)	Student engages in problem behavior not listed.
Property Damage/Vandalism (Prop dam)	Student participates in an activity that results in destruction or disfigurement of property.
Skip class (Skip)	Student leaves or misses class without permission.
Truancy (Truan)	Student receives an 'unexcused absence' for ½ day or more.
Tardy (Tardy)	Student is late (as defined by the school) to class or the start up of the school day (and Tardy is not considered a minor problem behavior in the school).
Technology Violation (Tech)	Student engages in inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.
Use/Possession of Alcohol (Alcohol)	Student is in possession of or is using alcohol.
Use/Possession of Combustibles (Combust)	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).
Use/Possession of Drugs (Drugs)	Student is in possession of or is using illegal drugs/substances or imitations.
Use/Possession of Tobacco (Tobacco)	Student is in possession of or is using tobacco.
Use/Possession of Weapons (Weapons)	Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm.
Extra Info	Extra Info is a field that SWIS™ offers for schools to more clearly define categories within SWIS. Schools have three options available for Extra Info codes. <u>Examples are listed below.</u>
Extra Info 1: Harassment	Type of harassment observed during the incident (e.g. racial, sexual, religious, gender).
Extra Info. 2: Hallway	Specific location of 'hallway' where the incident occurred (e.g. west wing).
Extra Info. 3: Administrative Decision	Additional administrative decision regarding the incident.

<b>Locations</b>	<b>Definition</b>
Bathroom/Restroom (Bathrm)	Areas used by students for taking care of personal needs.
Bus (Bus)	The area inside the bus.
Bus Loading Zone (Bus zn)	The area used for bus loading and unloading.
Cafeteria (Café)	The area used for breakfast and lunch.
Classroom (Class)	Areas used for instructional purposes.
Commons/Common area (Common)	Areas shared by students and staff for specific activities.
Gym (Gym)	Areas used for physical education activities.
Hallway/Breezeway (Hall)	Areas designated for passing from one activity/class to another.
Library (Library)	The area designated for research and study.
Locker Room (Locker rm)	The area used by students to prepare for and completing physical education classes and/or sporting events.
Music Room (Music rm)	The area used by students for music activities (e.g. music class, choir, band)
Off-Campus	An area beyond the property boundary of the school and not affiliated with a school activity.
Office (Office)	The area used by school staff for primary school business and management.
Other Location (Other)	The location for problem behavior event occurs in a location that is not listed
Parking Lot (Park lot)	Areas used for parking vehicles during school hours.
Playground (Plygd)	The outside area used for recess breaks.
Special Event/ Assembly/Field Trip (Special evt)	Areas used for infrequent activities that occur in and/or out of school.
Stadium	Area used for athletic/special events.
Unknown Location (Unknown)	The location of problem behavior event is not known or undetermined.

<b>Possible Motivation</b>	<b>Definition</b>
Avoid Adult (Avoid a)	Student engages in problem behavior(s) to get away from adult(s).
Avoid Peer(s) (Avoid p)	Student engages in problem behavior(s) to get away from/escape peer(s).
Avoid Tasks/Activities (Avoid task)	Student engages in problem behaviors(s) to get away/escape from tasks and/or activities.
Obtain Adult Attention (Ob a attn)	Student engages in problem behavior(s) to gain adult(s) attention.
Obtain items/Activities (Ob itm)	Student engages in problem behavior(s) to gain items and/or activities.
Obtain Peer Attention (Ob p attn)	Student engages in problem behavior(s) to gain peer(s) attention.
Other (Other)	Possible motivation for referral is not listed above. Staff using this area will specify the possible motivation for this student's problem behavior.
Unknown Motivation (Unknown)	Student engages in problem behavior(s) for unclear reasons.
<b>Others Involved</b>	<b>Definition</b>
None (None)	Student engages in problem behavior incident alone.
Other (Other)	Student engages in problem behavior with person not listed above.
Peers (Peers)	Student engages in problem behavior incident with peer(s).
Staff (Staff)	Student engages in problem behavior incident with staff.
Substitute (Substitute)	Student engages in problem behavior incident with substitute.
Teacher (Teacher)	Student engages in problem behavior incident with teacher.
Unknown (Unknown)	It is unclear if any others were involved in incident.

<b>Administrative Decision</b>	<b>Definition</b>
Bus Suspension (Bus susp)	Consequence for referral results in 1-3 day period when student not allowed on the bus.
Conference with Student (Conf)	Consequence for referral results in student meeting with administrator, teacher, and/or parent (in any combination).
Expulsion (Expul)	Consequence for referral results in student being dismissed from school for one or more days.
Individualized Instruction (Intruct)	Consequence for referral results in student receiving individualized instruction specifically related to the student's problem behaviors.
In-School Suspension (In-sch susp)	Consequence for referral results in a period of time spent away from scheduled activities/classes during the school day.
Loss of Privilege (Loss priv)	Consequence for referral results in student being unable to participate in some type of privilege.
Other Admin. Decision (Other)	Consequence for referral results in administrative decision that is not listed. Staff using this area will specify the administrative action taken.
Out-of-School Suspension (Out-sch susp)	Consequence for referral results in a 1-3 day period when student is not allowed on campus.
Parent Contact (Parent)	Consequence for referral results in parent communication by phone, email, or person-to-person about the problem.
Restitution/Community Service (Restitution)	Consequence for referral results in apologizing or compensating for loss, damage, or injury; community services.
Saturday School (Sat sch)	Consequence for referral results in student attending classes on a Saturday.
Time in Office (Office)	Consequence for referral results in student spending time in the office away from scheduled activities/classes.
Time Out/Detention (Detent)	Consequence for referral results in student spending time in a specified area away from scheduled activities/classes.
Unknown Admin. Decision (Unknown)	Consequence is not known or undetermined.

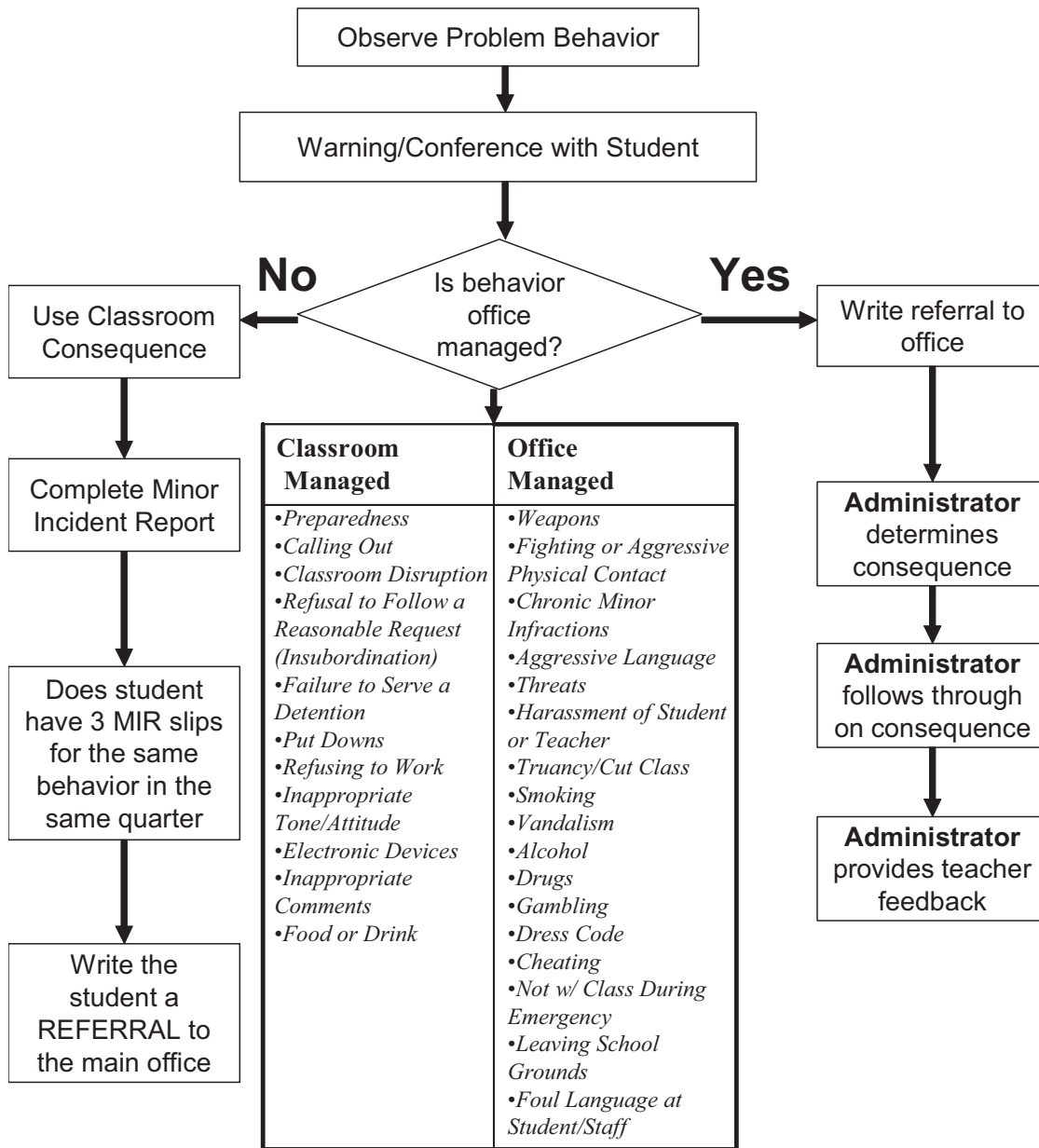
## Discipline Referral Process

- The next step in establishing a data-based decision-making system is to insure that a school has a predictable and coherent ***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
  - a continuum of discipline procedures

## The Completed Office - Discipline Referral Process

Create A flow chart to establish staff expectations

- 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



**SIDE BAR ON MINOR INCIDENT REPORTS**

- Issue slip when student does not respond to pre-correction, re-direction, or verbal warning
- Once written, file a copy with administrator
- Take concrete action to correct behavior (i.e. assign detention, complete behavior reflection writing, seat change)

### **Activity 3**

- Is the current discipline policy/process documented in the staff handbook?  
(What are the teacher expectations? Do all staff members know what to do when they observe problem behavior? Is there consistency among the staff?)
- What is the purpose of an office referral form?
- Should team consider revising referral form ? Do we get all the information we need on the form? – review “Time out of class form”-Is this a good way to access information that may be helpful in the future if this student needs more support?
- Ensure faculty understands process and purpose of an office referral
- Review SWIS problem behavior definitions
- Have staff agreed on operational definitions of problem behavior?
- Ensure faculty knows when to write a major (office managed) or minor (Classroom managed)
- Ensure faculty knows how to complete forms, who gets the completed form and timeline for response from administrator (team)

\*\*\*Forms to review: Time out of class form, SWIS problem behavior process, definitions, t-charts, minor/major flow charts

Activity	Activity Task Analysis	Who	When
<b>Effective Procedures for Dealing with Problem Behavior</b>  Defined  Process developed  T-Chart complete  Referral Form Complete	a.		
	b.		
	c.		
	d.		

**D. Data Entry & Analysis Plan Established**

Activity 4 will assist the team during planning time. The team should use the guiding questions to critically assess status of Feature D: Data Information System. Once the team discusses areas of strengths and areas of need, the team will list at least 2 action steps that will be used to strengthen areas of need.

<b>D. Data Entry &amp; Analysis Plan Established</b>					
13. Data system is used to collect and analyze ODR data.	Status:				
14. Additional Data collected (attendance, grades, referrals to support teams, surveys etc) and used by PBIS Leadership Team	Status:				
15. Data entered weekly, analyzed prior to meetings, used for decision making	Status:				
16. Data shared with team and faculty monthly	Status:				



Snapshot: Data Entry and Analysis Benchmarks of Quality 13-16

*Benchmarks of Quality (BoQs):*

- Data system is used to collect and analyze ODR data
- Additional data collected (attendance, grades, faculty attendance, surveys)
- Data entered weekly (minimum)
- Data analyzed monthly (minimum)
- Data shared with team and faculty monthly (minimum)

*Implementation Products and Outcomes:*

- School has computer application used to get access to critical local information (Big 5 reports, ODR by ethnicity, teacher, students with IEP etc)
- Team gets the information in picture (histogram) form
- School team is able to progress monitor impact of SWPBS implementation (ODR, suspension, attendance, time recovered, academic benchmarks)
- Team has data analyst who is skilled at data entry, report generation and team problem solving logic
- Team acquires problem solving skills
- Team provides data summaries to school community and district

*Research:*

The research supports use of office referral patterns data analysis

Irvin, L.K., Horner, R.H., Ingram, K., Todd, A.W., Sugai, G., Sampson, N., & Boland, J. (2006). Using office discipline referral data for decision-making about student behavior in elementary and middle schools: An empirical investigation of validity. *Journal of Positive Behavior Interventions*, 8(1), 10-23.

Irvin, L.K., Tobin, T., Sprague, J., Sugai, G. and Vincent, C. (2004). Validity of office discipline referral measures as indices of school-wide behavioral status and effects of school-wide behavioral

Todd, A., Horner, R., Newton, J.S. Algozzine, B., & Algozzine, K. (in press). Effects of Team-Initiated Problem Solving on Practices of School-wide Behavior Support Teams. *Journal of Applied School Psychology interventions. Journal of Positive Behavioral Interventions* 6, 131-147.

*What is it?*

Schools need an efficient system for gathering information, a web-based computer application for data entry and report generation and a practical process for using information for decision making.

These three elements give school personnel the capability to evaluate individual student behavior, the behavior of groups of students, behaviors occurring in specific settings, and behaviors occurring during specific time periods of the school day. Data reports need to indicate times and/or locations prone to elicit problem behaviors, and allow teachers and administrators to shape school-wide environments to maximize students' academic and social achievements

*Supporting Implementation:*

*Role of District Coordinator:*

- Work with district IT personnel to determine best way to get access to school based information
- Share SWIS demo site to district level leadership
- Share success and challenges with district to improve best way to showcase and support schools

*Role of Administrator:*

- Promote use of data that is reliable and represents climate in building
- Support staff to consistently report data accurately
- Work with district to understand school based need for progress monitoring
- Work with district, team and faculty to understand use of data to screen students who may need additional supports (team should have access to data that is current and relevant to school based needs)
- Allocate time for data entry and report generation
- Allocate time needed for team to build skills for running problem solving meetings
- Allow time in meetings, newsletter etc for data summaries
- Celebrate success with team, faculty, community and district

*Supporting Implementation:*

*Role of Coach:*

- Purpose of office referral form clear
- Use SWIS demo site to get more information about school level computer application (swis.org)
- Use examples to show how data is used, analyzed and presented
- Practice Profile

*Role of Team:*

*Learning Objectives:*

- Understand difference between data need/requirement necessary for district level reports and data needs for local decision making and progress monitoring
- Understand how to collect and analyze data
- Understand how to enter and generate reports
- Understand how to use data for decision making
- Understand how to build precision statements that lead to solution development and action steps required for change in adult behavior

*Tasks:*

- Identify data analyst on team (may be 3 core team members analyze data prior to each meeting)
- Become fluent with problem solving process (using data to build precision statements, build solutions, monitor and evaluate implementation)
- Use all available data sources to screen students who may need additional supports and to target specific areas of the building
- Share/showcase results with school community

*Role of Staff:*

- Provide feedback
- Be consistent

*Role of Student, Family, Community*

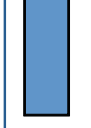
- Read school updates, Provide feedback
- Become involved in Parent, Student, Teacher organization

Do we have the data system needed for active decision-making?

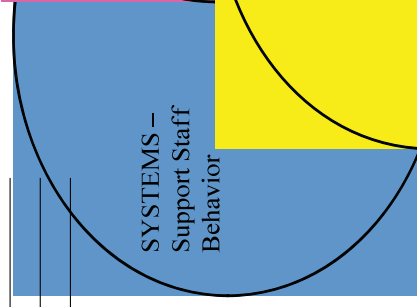
- Are we collecting the right information?
  - What, when, where, who, why?
- Is data collection efficient?
  - Less than 15 sec to fill out, less than 30 sec to enter
  - Do we get data in the right format? Data collection forms (ODR, Minor Incident Form), Graphs (Histograms)
- Do we get the data at the right time?
  - Before and during meetings
  - Current to make timely and relevant decisions
- Are data used for decision-making by all?
  - Data presented to all faculty at least monthly
  - Data available for whole school, small group and individual student evaluation
  - Data collected on FIDELITY (what we do) as well as IMPACT (student behavior)

# PBIS “3-Circles” Problem-Solving Worksheet

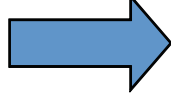
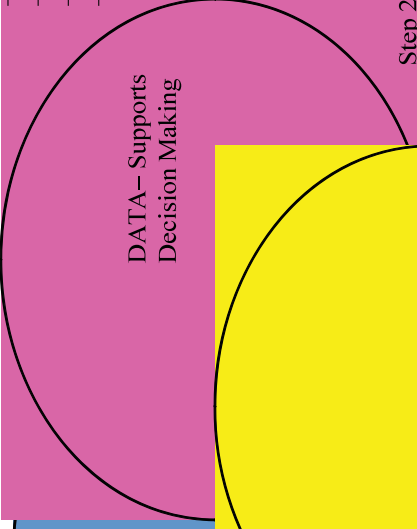
## Targeted Problem:



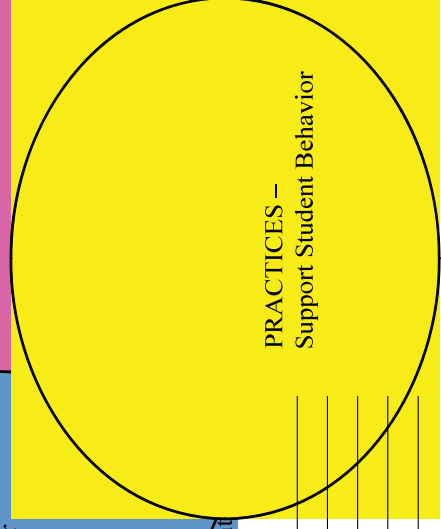
Step 4: What will we do to support staff?



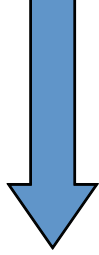
Step 1: What does the data say?



Step 3: What will we do to support student behavior?



Step 2: What is the goal?



## Identifying problems/issues

- What data to monitor
  - ODR per day per month
  - OSS, ISS, Attendance, Climate, Academic Benchmarks, Teacher report
  - Team Checklist/ SET (are we doing what we planned to do?)
- What question to answer
  - Do we have a problem?
- What questions to ask of Level, Trend, Peaks
  - How do our data compare with last year?
  - How do our data compare with national/regional norms?
  - How do our data compare with our preferred/expected status?
- If a problem is identified, then ask
  - What are the data we need to make a good decision?

## Meaningful Data

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

- Data on problem behavior?
  - What minor and major problem behaviors are most common?
- Data on location?
  - Are there specific problem locations?
- Data by student?
  - Are there many students receiving referrals or only a small number of students with many referrals?
- Data by grade level?
  - Are there predictable problems (e.g., K, 6<sup>th</sup> grade, 9<sup>th</sup> grade)?
- Data by time of day?
  - Are there specific times when problems occur?
- Data by student motivation?
  - Why is the behavior occurring or maintaining?

*What data will support intentional problem-solving, planning, intervening, designing systems of support?*

## Going from Primary to Precise

- Primary statements are vague and leave us with more questions than answers
- Precise statements include information about 5 “Wh” questions:
  - What is the problem and how often is it happening?
  - Where is it happening
  - Who is engaging in the behavior?
  - When is the problem most likely to occur?
  - Why is the problem sustaining?

What are the data you are most likely to need to move from a Primary to a Precise statement?

- **What** problem behaviors are most common?
  - ODR per Problem Behavior
- **Where** are problem behaviors most likely?
  - ODR per Location
- **When** are problem behaviors most likely?
  - ODR per time of day
- **Who** is engaged in problem behavior?
  - ODR per student
- **Why** are problem behaviors sustaining?
  - No graph

## From Primary to Precise: An example

□ Primary statement:

- “There is too much fighting at our school”

□ Precise statement:

- There were 30 more ODRs for aggression on the playground than last year, and these are most likely to occur from 12:00-12:30 during fifth grade’s recess because there is a large number of students, and the aggression is related to getting access to the new playground equipment.”

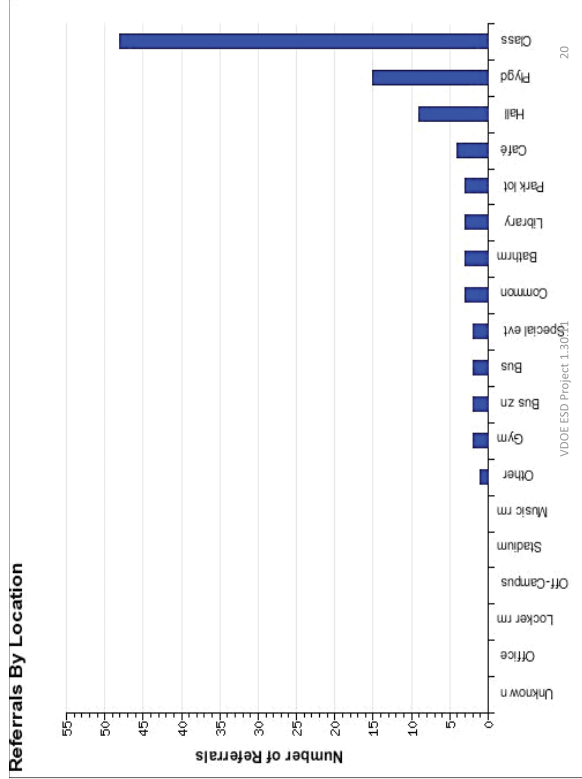
□ Primary statement:

- “ODRs during December were higher than any month”

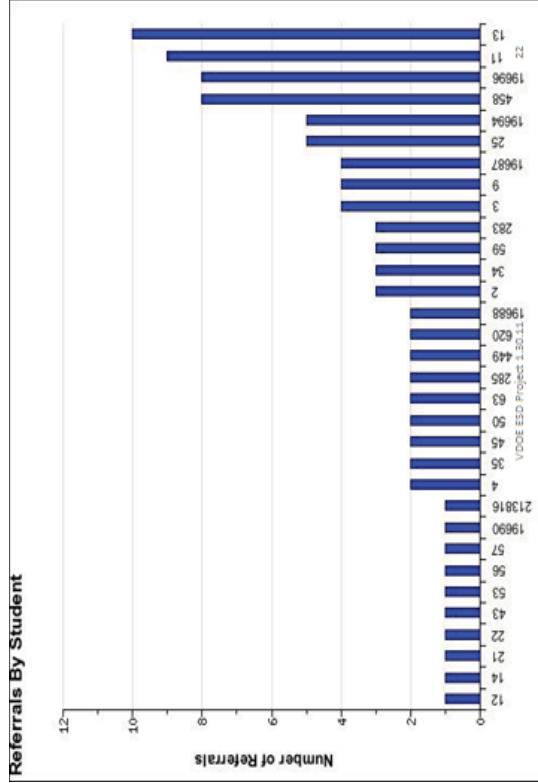
□ Precise statement:

- Minor disrespect and disruption are increasing and are most likely to occur during the last 15-minutes of our classes when students are engaged in independent seat work. This pattern is most common in 7<sup>th</sup> and 8<sup>th</sup> grades, involves many students, and appears to be maintained by work avoidance/escape. Attention may also be a function of the behavior—we’re not sure.

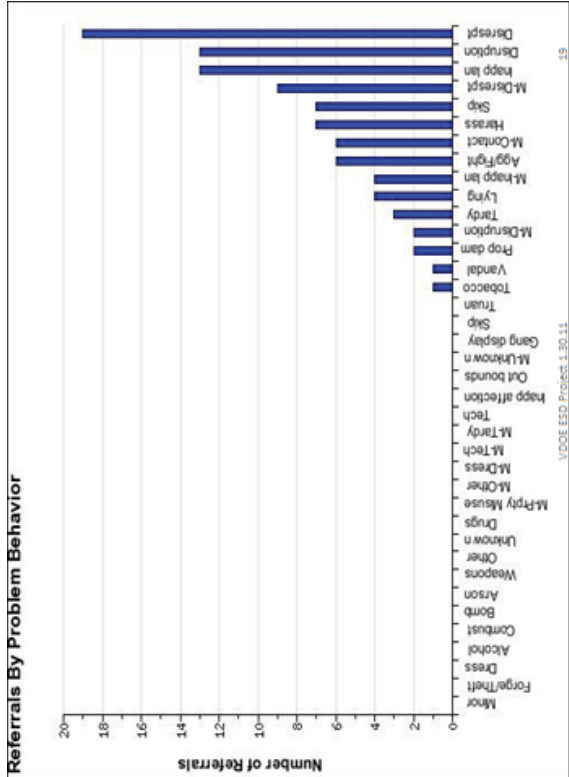
Referrals By Location



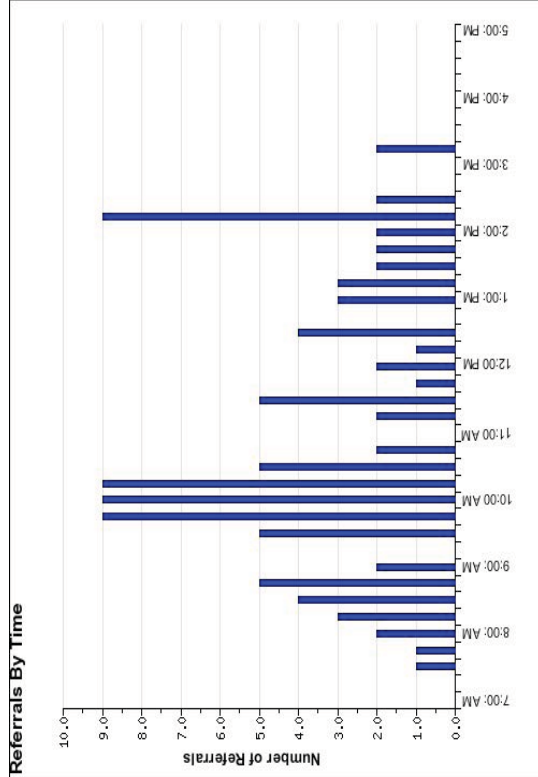
Referrals By Student

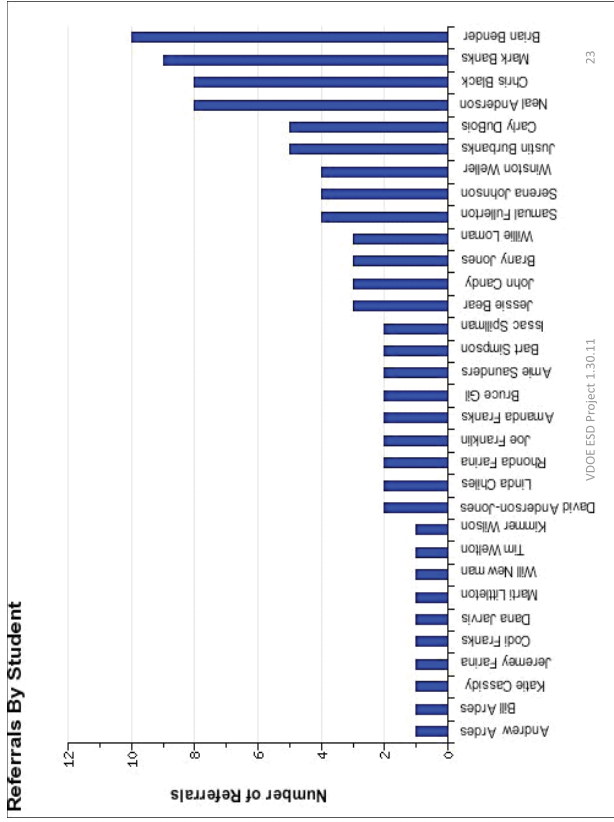


Referrals By Problem Behavior

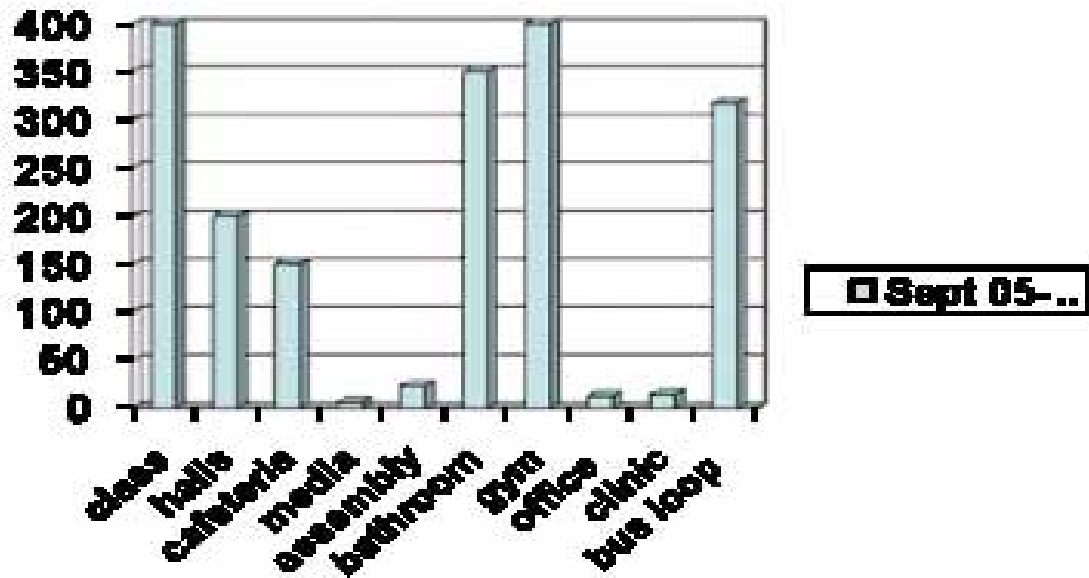


Referrals By Time

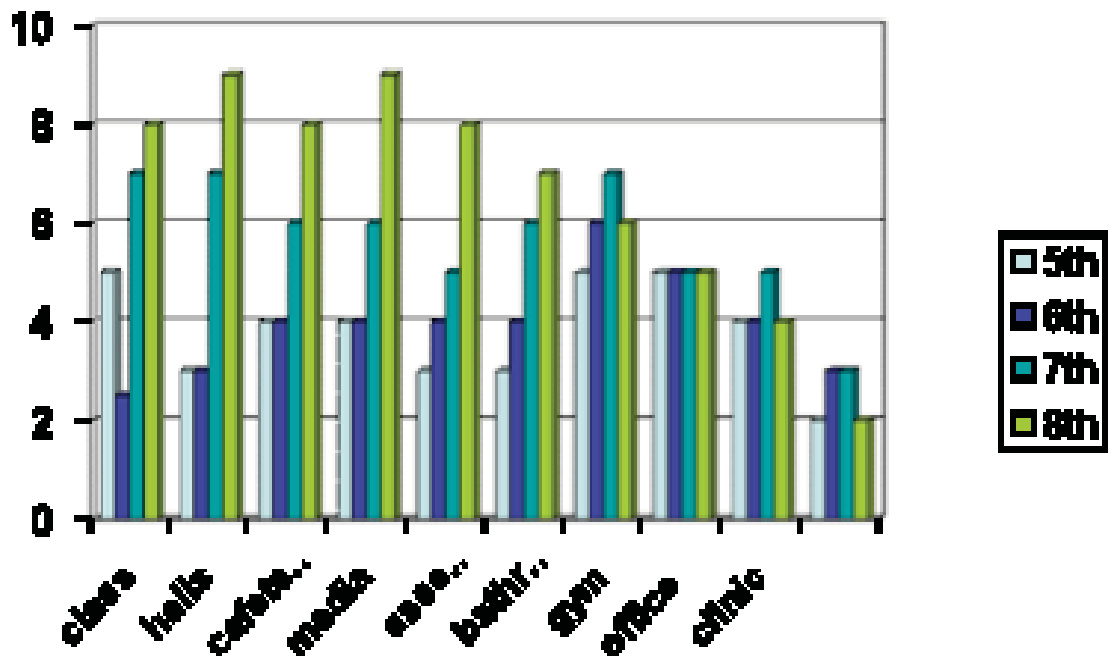


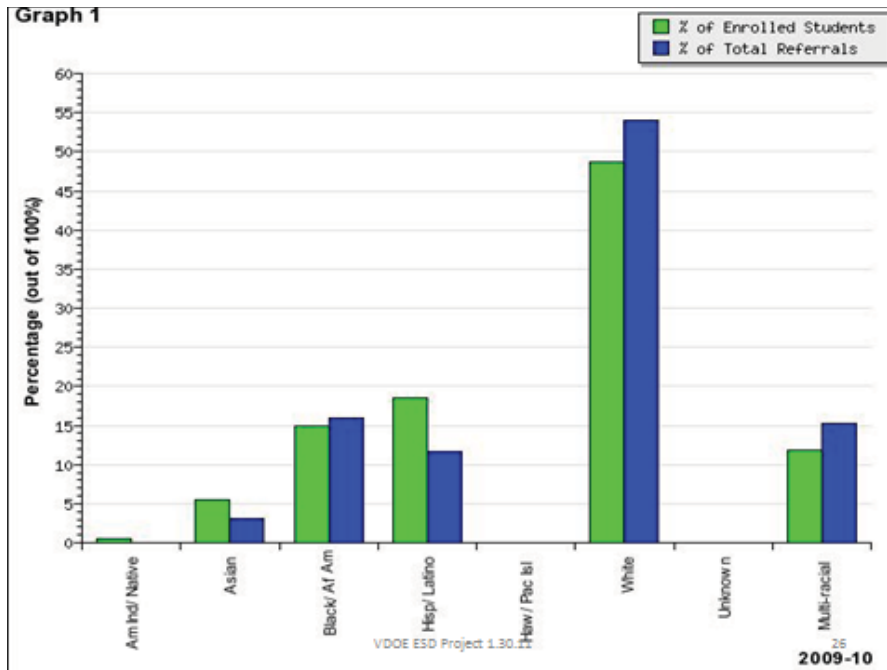


Office Referrals by location for all Grades: Sept-June 05-06



Middle School: Average Number of Office Referrals Daily by Location





## Using data

- Is there a problem (current or predictable)?
  - If no, what will we do to sustain our efforts?
  - If yes, is problem definable (precise) or do we need more information?
- Monitoring
  - How will we know if it's working?
  - When will we review the data?
- Analyze following implementation of interventions and teaching of behaviors

## Other data to consider

- Is our attendance rate improving?
- Is our achievement data improving?
  - How many students are on the honor roll?
  - Are state tests scores improving?
  - What is our graduation rate?
  - How many students are taking AP courses?
- What do our school climate and school culture surveys reveal?

## How and when do we share data with faculty/staff?

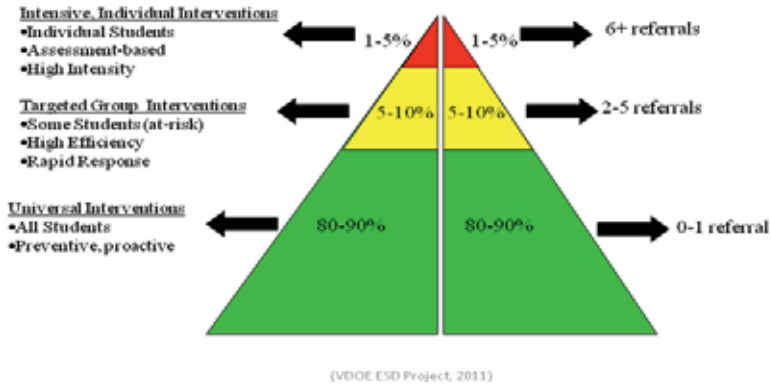
### What to Consider When Making Graphs to Share

- Easy to interpret
- Has everything on it you need to understand it
- Addresses the fact that there is a different number of days in each month (average referrals per month per day)
- Maintains confidentiality
  - Should never be a “gotcha” moment with teachers’ names

## How can we use data to ensure faculty/staff buy-in?

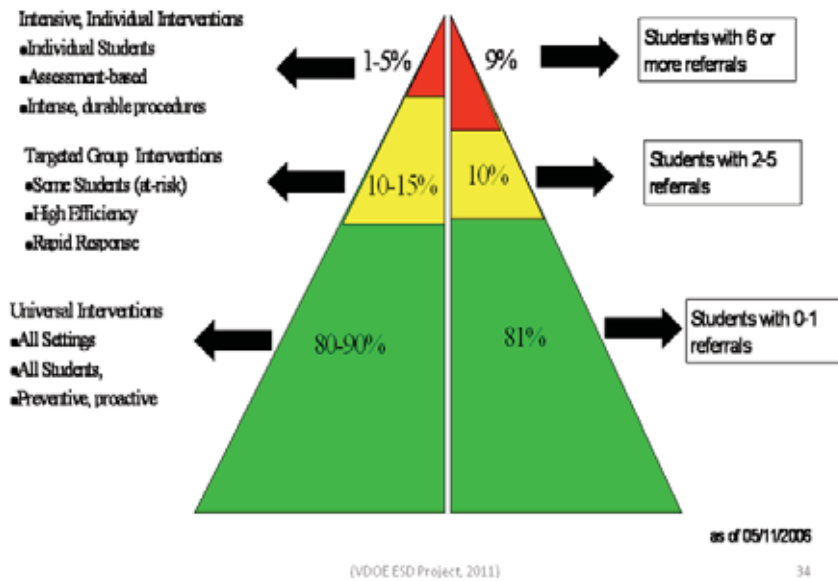
- ALWAYS Celebrate with Positive Data
  - 55 staff (over ½) were recognized and rewarded for acknowledging students exhibiting the RRR behaviors.
  - 3,655 RRR coupons were given from 09/05-1/06
  - 400 students (90%) earned the privilege to attend each quarterly celebration
  - Nominated (and met criteria) 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

# Triangle of Student Referrals



33

## Grow the Green!



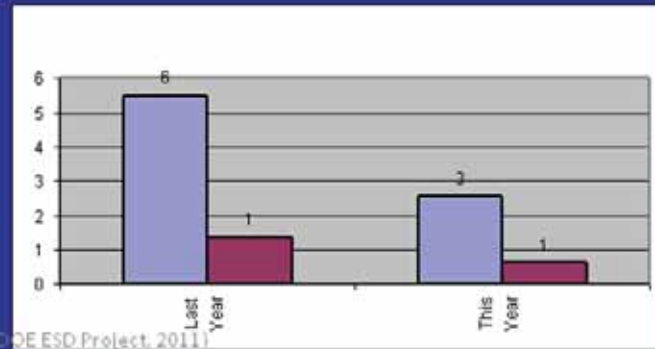
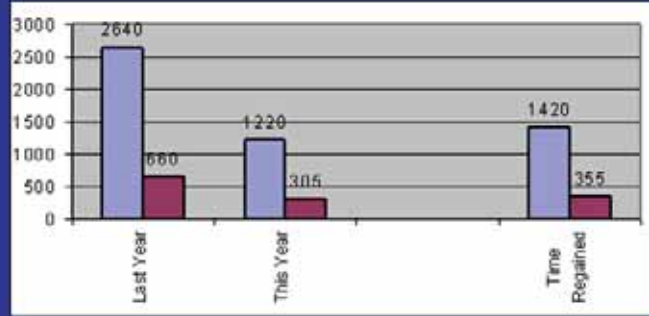
34

# Cost-Benefit Analysis

## COST/BENEFIT ANALYSIS WORKSHEET

Enter info below

<b>School name</b>	Robert Moton Elementary School
<b>Number of referrals November 2005</b>	132
<b>Number of referrals April 2006</b>	61
<b>Average # of minutes student is out of class due to referral</b>	22
<b>Average # of minutes staff need to process referral</b>	5



(CDEESD Project, 2011)

35

## Activity 4

### Considerations

Can your data system give you the information you need to be intentional with your interventions (e.g., Big 5)? If not, what needs to be done to make necessary changes?

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If a discipline data coordinator (responsible for collecting, entering, and making discipline data available to the team) has not been selected, who will be responsible for this?

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Are your data collection tools (ODR and Minor Incident Forms) aligned with the fields in your discipline system?

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When and in what ways will your team share data with faculty/staff/students:

- To facilitate share problem-solving
- To facilitate shared participation or buy-in
- To communicate regularly
- To celebrate everyone's efforts

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## Establish 2 Action Steps

<b>BoQ</b>	<b>Action Steps</b>	<b>Time (When/How Often)</b>	<b>Person(s) Responsible</b>
#13 Data system to collect and analyze ODR data			
#14 Additional data collected (attendance, grades, faculty attendance, surveys)			
#15 Data entered weekly (minimum)			
#16 Data shared with team and faculty monthly (minimum)			

## **E. Expectations and Rules Developed**

Activities 5 will assist the team during planning time. The team should use the guiding questions to critically assess status of Essential Feature E.: Expectations and Rules Developed. Once the team discusses areas of strengths and areas of need, the team will list at least 2 action steps that will be used to strengthen areas of need.

<b>E. Expectations and Rules Developed</b>					
17. 3-5 school-wide behavior expectations are defined.	Status:				
18. Expectations apply to both students and staff.	Status:				
19. Rules are developed and posted for specific Settings.	Status:				
20. Rules are linked to expectations	Status:				
21. Staff are involved in development of expectations and rules.					



Snapshot: Develop Expectations and Rules (Benchmarks of Quality)

*Benchmarks of Quality (BoQs):*

- 3-5 SW expectations posted around school (classroom and at least 3 other locations)
- SW expectations apply to all adults and students in building
- Rules/specific behaviors defining SW expectations are developed and posted in most problematic locations in building
- Rules/specific behaviors are linked with SW expectations when taught and enforced.
- Staff are involved in the development of the rules.

*Implementation Products and Outcomes:*

- Teaching Matrix with replacement behaviors defined based on data
- Classroom rules aligned with school-wide expectations

*Research:*

- A dependable system of rules and procedures provides structure for students and helps them be engaged with instructional tasks (Brophy, 1998).
- Clearly stating expectations and consistently supporting them lends credibility to a teacher’s authority (Good & Brophy, 2000).
- Use of expectations and rules provides a guideline for students to monitor their own behavior and they remind and motivate students to meet certain standards (Newcomer, 2009).

*What is it?*

- Expectations are outcomes or the overarching umbrella in which all social behaviors would be included.
- Rules are the specific criteria for meeting expectation outcomes.
- Rules identify and define concepts of acceptable behavior.
- Teaching matrix is a graphic organizer of expectations defined with rules/specific behaviors by location.

*Supporting Implementation:*

Role of Coach:

- Attend team training with team
- Support team action planning, provide team with samples teaching matrices
- Work as a partner with administration to provide necessary resources
- Communicate with division coordinator for necessary resources to create teaching matrixes to display throughout school and relevant locations
- Review BoQ and relevant training tools to ensure fidelity
- Share implementation products and outcomes with division coordinator

Role of Team:

- Attend team training and follow up with action planning after training
- Review data and information from considerations provided in training when developing teaching matrix
- Practice drafting expectations and rules/behaviors and review for accuracy using the *Guidelines* provided in training
- With coach and administrative support, draft action plan for implementing these BoQs that includes:
  - Time to provide professional development to staff on expectations and rules/specific behaviors
  - Time to facilitate staff/student input to develop teaching matrix (review sample structures to use with staff/students provided with training)
  - Time to compile student/staff input and present draft to all for review and input for final edits
  - Complete teaching matrix
  - Develop plan for displaying teaching matrix and/or school-wide expectations with rules/specific behaviors in applicable locations
  - Plan for including teaching matrix in school documents (e.g., family communication, student planners, school website)
- Plan for facilitating staff to align classroom rules with school-wide expectations
- Plan for on-going review of teaching matrix to meet changing needs of school

Role of Staff:

- Participate in development of school-wide (SW) teaching matrix
- Elicit student input
- Align classroom rules/expectations with SW expectations and display in classroom

Role of Student, Family, and Community

- Be familiar with school-wide expectations and rules by location. Reinforce these outside of the school building.
- Understand the process for communicating with families when problems do occur.
- Provide feedback as necessary

*Supporting Implementation:*

Role of District Coordinator:

- Provide resources for production of teaching matrix and other visual communication tools for SW expectations (e.g., posters)
- Meet with coaches to review teaching matrices and classroom alignment
- Review implementation outcomes and products for alignment with division strategic planning goals and social/behavioral needs

Role of Administrator:

- Include time during staff or grade level/core/department meetings to allow coach and team to facilitate teaching matrix development
- Include classroom alignment with school-wide expectations as part of “look for” of walk through
- Allocate resources (e.g., team meeting time, time for team to work with staff/students, production of expectations for display around school)
- Review implementation outcomes and products for alignment with strategic planning goals and social/behavioral needs
- Review academic and social/behavioral data with school leadership teams
- Arrange for additional support as needed

## How do we define or operationalize expectations?

It's not enough to say "Be respectful"  
Common language should define what we will see and hear when we are "Being Respectful"

## Similarities and Differences Between Expectations and Rules

### *Expectations*

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

### *Rules*

- ◆ describe specific behaviors (observable, measurable)
- ◆ may be applied to a limited number of settings
- ◆ clarify behaviors for specific settings

(Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008)

## How will you make this fit your school DNA?

Consider existing data summaries

Discipline

Academic

Demographic

Identify common goals

Mission Statement

School Strategic Plan

Take a school tour

Honor common language

## Sample Discipline Data

LOCATION	PROBLEM BEHAVIOR
CLASSROOM	•DISRUPTION •DISRESPECT •UNPREPARED
CAFETERIA	•DISRUPTION •DISRESPECT
HALL	•DISRUPTION •SAFETY VIOLATIONS
BUS CIRCLE AM	•FIGHTING •DISRESPECT

### Sample Academic and Demographic Considerations

- What social/behavioral skills do students need to engage in learning?
- What social/behavioral skills do students need in preparation to the next level (advancement, college, employment)?
- In what ways will school-wide expectations support our high percentage of students with IEPs?
- In what ways will school-wide expectations support the large transient population of students in our school?
- How will we include student input into the process?

### Sample Mission Statement and Strategic Plan Considerations

- In what ways will school-wide expectations support our school's mission statement ?
- What goals included in our strategic plan will be supported by our expectations?

### Take a School Tour

- What are existing rules?
- What are existing social skills programs (e.g., character ed)?

- How are these things taught? In context? Explicitly? Embedded within academic day?
- How are staff supported to use these as pre-corrections? Prompts? Re-teaching tools? Tool for feedback/acknowledgement?

How do we organize school-wide expectations and rules? ...  
 With a *Teaching Matrix*

Teaching Matrix		SETTING						
		All Settings	Hallways	Playground	Cafeteria	Classroom	Assembly	Bus
SOCIAL SKILLS	Respect Ourselves	Be on task. Give your best effort.		Plan.	Eat all your food. Select healthy foods.	Study, read, compute.		
	Respect Others	Handshake to self. Help/share with others.	Use normal voice volume. Walk to right.	Play safe. Include others. Share equipment.	Practice at table.	Whisper. Return books.	Listen/watch. Use appropriate applause.	Use a quiet voice. Stay in your seat.
	Respect Property	Recycle. Clean up after self.	Pick up trash.	Use a recycling bin. Recycle.	Wash hands & utensils. Clean up eating area.	Push in chairs. Treat books carefully.	Pick up. Treat chairs appropriately.	Wipe your feet. Sit appropriately.

1. SOCIAL SKILL

2. NATURAL CONTEXT

3. BEHAVIOR EXAMPLES

## Teaching Matrix Example

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

		ROUTINE/SETTING						
RULE/EXPECTATION								

5 Guidelines for Developing Rules	
1. Observable	<i>I can see it!</i>
2. Measurable	<i>I can count it!</i>
3. Positively Stated	<i>Communicate what we want students to do!</i>
4. Understandable	<i>Vocabulary consistent with students' grade/ability level</i>
5. Always applicable- Something the teacher will consistently enforce	<i>Rules are based on problems that typically occur in that setting</i>

Activity 5: Guiding Questions

- Why is it important to identify and define school-wide expectations?
- What are the guidelines for developing school-wide expectations?
- How will team facilitate teachers to align classroom rules/behaviors with school-wide expectations?
- How will you plan to get staff/student input?
  
- Develop your 3-5 SW expectations
- Use Teaching Matrix to identify rules in all areas of your school
- Review Examples
  
- Develop Action Steps

Activity	Activity Task Analysis	Who	When
<b>E. Expectations and Rules Developed</b> <ul style="list-style-type: none"> <li>• 3-5 school-wide behavioral expectations defined</li> <li>• Rules are linked to expectations</li> <li>• Teaching matrix developed</li> <li>• Expectations posted</li> </ul>	a.		
	b.		
	c.		
	d.		
	e.		

## **F. Reward/Recognition Program Established**

Activity 6 will assist the team during planning time. The team should use the guiding questions to critically assess status of Essential Feature F: Reward/Recognition Program Established. Once the team discusses areas of strengths and areas of need, the team will list at least 2 action steps that will be used to strengthen areas of need.

<b><u>F. Reward/Recognition Program Established</u></b>				
22. A system of rewards has elements that are implemented consistently across campus.	Status:			
23. A variety of methods are used to reward students.	Status:			
24. Rewards are linked to expectations and rules.	Status:			
25. Rewards are varied to maintain student interest.	Status:			
26. Ratios of acknowledgement to corrections are high.	Status:			
27. Students are involved in identifying/developing incentives	Status:			
28. The system includes incentives for staff/faculty.	Status:			



Snapshot: Establish Reward or Recognition Program (Benchmarks of Quality)

*Benchmarks of Quality (BoQs):*

- A system of rewards has elements that are implemented consistently across campus
- Recognition system includes a variety of methods to acknowledge students and staff
- Recognition system is linked to school-wide expectations and rules.
- Recognition is varied to maintain and reflect student and adult interest- students and staff are involved in identifying
- Ratio of reinforcement to corrections is high
- The system includes incentives for staff/faculty.

*Implementation Products and Outcomes:*

- School-wide use of Behavior Specific Praise Statements using the wording on the teaching matrix
- Consistent implementation of minimum of 4:1 ratio of positive statements to negative statements among staff

*Research:*

- To learn, humans require regular and frequent feedback on their actions
- Humans experience frequent feedback from others, self, & environment (planned/unplanned, desirable/undesirable)
- Without formal feedback to encourage desired behavior, other forms of feedback shape undesired behaviors
- More positive reinforcement for appropriate school behaviors is needed
- Students needing additional support benefit from clear, salient, formal feedback
- Increases the likelihood that desired behaviors will be repeated and focuses attention on desired behaviors
- Fosters a positive school climate
- Reduces the need for engaging in time consuming disciplinary measures
- Create positive interactions and rapport with students
- Overall, we earn time back to teach and keep kids in the classroom where they can learn from us!  
(Cameron, 2002; Cameron & Pierce, 1994, 2002; Cameron, Banko, & Pierce, 2001; OSEP)

*What is it?*

- Develop teaching matrix of school-wide expectations and rules/specific behaviors. Use words included on the matrix to formulate feedback statements.
- A consistent system of acknowledgment for staff and students

*Supporting Implementation:*

Role of Coach:

- Attend team training with team
- Support team action planning
- Work as a partner with administration to provide necessary resources
- Communicate with district coordinator for necessary resources
- Review BoQ and relevant training tools to ensure fidelity
- Share implementation products and outcomes with division coordinator

*Supporting Implementation:*

Role of District Coordinator:

- Provide connections to community and school division resources
- Role of Administrator:
- Include time during staff or grade level/core/departement meetings to allow coach and team to facilitate teaching Recognition
  - Include Recognition and 4:1 ratio as part of “look for” of walk through
  - Allocate resources (e.g., team meeting time, time for team to work with staff/students)
  - Review implementation outcomes and products for alignment with strategic planning goals and social/behavioral needs
  - Review academic and social/behavioral data with school leadership teams
  - Arrange for additional support as needed

Role of Team:

- Attend team training and follow up with action planning after training
- Review data and information from considerations provided with training
- Practice drafting expectations and rules/behaviors and review for accuracy using the *Guidelines* provided with training
- With coach and administrative support, draft action plan for implementing these BoQs that includes:
  - Time to provide professional development to staff on Recognition
  - Time to facilitate staff/student input to identify preferred ways to acknowledge
- Plan for on-going review of ways to acknowledge

Role of Staff:

- Participate in staff development to learn about Recognition/reinforcement/feedback
- Increase ration of positives to negatives to a minimum of 4:1
- Use the teaching matrix to develop acknowledgment

Role of Student, Family, and Community:

- Support this practice through modeling outside of the school building
- Provide feedback as necessary

## Rationale for Acknowledging School-wide Expectations

- To learn, humans require regular and frequent feedback on their actions
- Humans experience frequent feedback from others, self, & environment
  - Planned/unplanned
  - Desirable/undesirable
- Without formal feedback to encourage desired behavior, other forms of feedback shape undesired behaviors
- More positive reinforcement for appropriate school behaviors is needed
- Students needing additional support benefit from clear, salient, formal feedback
- 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
- Create positive interactions and rapport with students
- Overall, we earn time back to teach and keep kids in the classroom where they can learn from us!

(Cameron, 2002; Cameron & Pierce, 1994, 2002; Cameron, Banko, & Pierce, 2001; OSEP)

### How will we acknowledge students?

- Consistently school-wide
- At a minimum, use immediate positive praise statements for school-wide expectations and rules/behaviors on the teaching matrix
- When we (adults) change shift our focus from giving most of our attention to misbehavior to acknowledging positive behaviors, we change student behavior on our terms (Sprick,& Garrison, 2008)

## How do we use praise/feedback as a part of our acknowledgement system?

- Use behavior-specific, contingent feedback usually most effective
  - Teacher describes expectation, rule, behavior very specifically
- Delivered in close physical proximity
- Delivered in a way that is acceptable to individual student (Gable, Hester, Rock, & Hughes, 2009 )

## Increasing Positive Interactions

- Use individual conferences to provide specific praise
- “Search” for reinforceable behaviors
- Reduce attention to misbehavior and increase time rewarding positive behaviors
- Praise should be...
  - contingent: occur immediately following desired behavior
  - specific: tell learner exactly what they are doing correctly and continue to do in future



## Snapshot: Practice: Behavior Specific Praise Statements (Benchmarks of Quality )

- *Research:*
- The research supports the use of behavior specific praise statements to:
- teach new behaviors and support maintenance of acquired behaviors (Mesa, Lewis-Palmer, & Reinke, 2005)
- to increase on-task behavior (Fullerton, Conroy, & Correa, 2009)
- to decrease problem behavior (Hawkins, & Heflin, 2010; Lampi, Fenty, & Beaunae, 2005; Lane, Kalberg, Bruhn, Mahoney, & Driscoll, 2008; Mesa, Lewis-Palmer, & Reinke, 2005; Stormont, Covington Smith, & Lewis, 2007; Sutherland, Wehby, & Copeland, 2000)
- provide increased opportunities for building positive relationships with students
- provide support to students with the most challenging behavior, needing targeted and/or intensive supports, through more frequent behavior specific praise statements delivered contingently for appropriate behavior coupled with less frequent reprimands for inappropriate behavior. Students with the most challenging behavior typically do not receive access to even the average rates of praise that students without challenging behavior receive (Lewis, Hudson, Richter, & Johnson, 2004)

### What is it?

A behavior specific praise statement is verbal/written feedback that is *descriptive, specific, and delivered contingent* upon student demonstration of expected behavior (Gable, Hester, Rock, & Hughes, 2009; Hawkins & Heflin, 2010)

### Effective Praise

- "Excellent job listening and following directions the first time."
- "Your eyes are on me and your mouth is quiet. Thank you for being ready to learn."
- "Way to go! You asked for help and followed the steps to complete your math work before the end of class!"
- "Thank you for being on time this morning, that's very responsible."

### Less Effective

- "Good job!"
- "Excellent!"
- "Well done!"

(Gable, Hester, Rock, & Hughes, 2009)

### Practice

- Develop classroom rules aligned with school-wide expectations
- Post and teach classroom rules
- Use 2-3 words from the defined classroom rules to formulate BSPS.
- Deliver BSPS immediately after students demonstrate expected behavior.
- Use prompts to remind you to use BSPS (e.g. notes to self, tally marks, paper clips from one pocket to another, write BSPS on sticky notes to distribute during instruction. (Conroy & Correa, 2009; Sprick, Knight, Reinke, McKale, 2006)
- Note: Praise alone may not be powerful enough to change the behavior of some students and more concrete or tangible reinforcers may need to be paired with praise.
- Note: Deliver in close proximity in a way acceptable to the student (Gable, Hester, Rock, & Hughes, 2009 )

### Observation and Feedback

#### Instructions:

Conduct a 10-20 minute observation to calculate the frequency and ratio of positive feedback statements (BSPS) to negative feedback statements. Complete a frequency count to record the number of times within the 10-20 minutes that the identified strategy is observed. This can be used as a self-assessment (e.g., recording), a tool for a peer observation, walkthrough, etc. Consider graphing progress.

<i>Date:</i>		
<i>Strategy: Positive Feedback Ratio 4:1</i>	<i>Frequency</i>	<i>Comments</i>
<i>Specific, positive feedback (BSPS)</i>		
<i>Negative feedback</i>		
Ratio of specific, positive feedback to negative feedback Positive : Negative Ratio =		

Measureable Goal:

## What do these words sound like?

"Joe, responded to Jarrod's request for you to move very calmly using appropriate language-thank you for being so respectful."

"Thank you for opening your book to learn more about the civil war. That was very responsible of you to follow directions the first time I

"I could tell that his comment upset you. Thank you for using respectful language to communicate your feelings."


### Connecting the Dots

How will we use the teaching matrix to provide behavior specific praise statements?

- Develop teaching matrix of school-wide expectations and rules/specific behaviors
- Post and teach expectations defined on matrix
- Use words included on the matrix to formulate feedback statements

## Other forms of Acknowledgement

- Use other forms of acknowledgement depending on types of students, staff, school culture
- Students experiencing little success with school, may need tangible reinforcers paired with verbal praise
- In most cases, may need to try both intrinsic (engaging academic lesson plans) and extrinsic (praise, tangibles) motivation

## Tips for Teachers

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

## Guidelines for Effective Reinforcement Strategies

- Provided frequently during acquisition
- Fade as skill develops
- Avoid comparison/competition across children
- Sincere and appropriate for student's age
- Includes hierarchy of alternatives
- Reinforce contingent on desired behavior
- Refrain from threatening the loss of tangible reinforcement as a strategy for motivating desired behaviors
- Refrain from taking earned items or activities away from a student

## Examples of Acknowledgement/reinforcement Building Relationships with Staff and Students Feeling connected to school!!

Praise (verbal)  
Positive referrals  
Special events  
School Store

Non-verbal  
Lunch with favorite teacher  
Tokens  
Principal's 200 Club

### Meeting Token System Challenges

- Token System:
  - Refers to a reinforcement 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

#### *Example: How to provide acknowledgement with tangibles*

- Staff trained to immediately acknowledge:
  - Identify behavior and expectation observed
  - Give verbal/social behavior specific praise statement (BSPS)
  - Pair BSPS with a token for access to another tangible reinforcement

#### *“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
- Procedures

- Develop equivalent positive referral
- Process like negative referral

### *Other Effective Strategies*

- Positive parent telephone contacts with students present
- Coupons (purchased with established numbers of tokens) for the following: Social Focus
  - Extra P.E., art, music
  - Board game day
  - Can use to purchase ticket to school event instead of money
  - Special lunch with favorite staff
  - Special lunch with friends

### **Acknowledging Staff**

- Keeping staff motivated is just as important to the PBIS 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 min early pass
  - Special Parking Spots
  - Recognition at faculty meetings

## Supporting Staff to Implement Consistently

All faculty and staff must be given support on the “mechanics” of using acknowledgement or reinforcement.

- Focus on accomplishments (behavior specific praise)
- Focus on expectations (effort, hard work, cooperation, kindness, responsibility)

(Sprick, & Garrison, 2008)

### Activity 6

- How will students and teachers be acknowledged?
- What roadblocks and challenges would you predict with instituting an acknowledgement program? How will you overcome such challenges?
- How will we provide specific, direct and frequent feedback implemented consistently?

What strategies will we use to maintain 4:1 ratio?

- Design Acknowledgement System
- Review Examples
- Develop Action Steps

Activity	Activity Task Analysis	Who	When
<b>F. Reward/Recognition Program Established</b> <ul style="list-style-type: none"> <li>• Schoolwide system for acknowledging behavioral expectations</li> <li>• Multiple strategies used to recognize expected behaviors</li> <li>• Students are regularly acknowledged for expected behaviors</li> <li>• Staff recognized</li> </ul>	a.		
	b.		
	c.		
	d.		
	e.		

**G. Lesson Plans for Teaching Expectations/Rules**

Activity 7 will assist the team during planning time. The team should use the guiding questions to critically assess status of Essential Feature G: Lesson Plans for Teaching Expectations/Rules. The team discusses areas of strengths and areas of need, the team will list at least 2 action steps that will be used to strengthen areas of need.

<b>G. Lesson Plans for Teaching Expectations/Rules</b>					
29. A behavioral curriculum includes Teaching expectations and rules	Status:				
30. Lesson Plans include examples and non-examples	Status:				
31. Lessons use a variety of teaching strategies.	Status:				
32. Lessons are embedded into subject area curriculum	Status:				
33. Faculty/staff and students are involved in development & delivery of behavioral curriculum	Status:				
34. Strategies to share key features of SWPBS program with families/community are developed and implemented.	Status:				

Once you have developed school-wide expectations, it is not enough to just post the words on the walls of the classroom...

**YOU MUST TEACH THEM!**



Snapshot: Develop Lesson Plans for Teaching Expectations and Rules (Benchmarks of Quality )

<p><i>Benchmarks of Quality (BoQs):</i></p> <ul style="list-style-type: none"> <li>▪ A behavioral curriculum includes concept and skill level instruction</li> <li>▪ Lessons include examples and non-examples</li> <li>▪ Lessons use a variety of teaching strategies</li> <li>▪ Lessons are embedded into subject area curriculum</li> <li>▪ Faculty/staff and students are involved in development &amp; delivery of lesson plans</li> <li>▪ Strategies to reinforce the lessons with families/community are developed and implemented</li> </ul>	<p><i>Implementation Products and Outcomes:</i></p> <ul style="list-style-type: none"> <li>▪ System to support staff to teach school-wide expectations</li> <li>▪ Collaboratively developed lesson plans for initial instruction, on-going booster sessions for reminding and re-teaching, embedded instruction within academic instruction</li> </ul>
<p><i>Research:</i></p> <ul style="list-style-type: none"> <li>▪ Behaviors are prerequisites for academics</li> <li>▪ Procedures and routines create structure</li> <li>▪ Repetition is key to learning new skills: For a child to learn something new, it needs to be repeated an average of 8 times             <ul style="list-style-type: none"> <li>▪ Adults average 25- (Joyce and Showers, 2006)</li> <li>▪ 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)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ We can no longer assume:             <ul style="list-style-type: none"> <li>▪ Students know the expectations/rules and appropriate ways to behave</li> <li>▪ Students will learn appropriate behaviors quickly and effectively without consistent practice and modeling</li> </ul> </li> <li>▪ We <b>must assume:</b> <ul style="list-style-type: none"> <li>▪ Students will require different curricula, instructional modalities, etc... to learn appropriate behavior</li> <li>▪ We need to teach expectations/rules and appropriate behaviors as effectively as we teach academic skills</li> </ul> </li> </ul>
<p><i>What is it?</i></p> <ul style="list-style-type: none"> <li>▪ Lessons are developed to teach expectations and rules</li> <li>▪ Lessons include examples and non-examples and a variety of instructional methods and are embedded with academic instruction</li> </ul>	
<p><i>Supporting Implementation:</i></p> <p>Role of District Coordinator:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide connections to community and school division resources (e.g., technology for creating school videos)</li> </ul> <p>Role of Administrator:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Include time during staff or grade level/core/department meetings to allow coach and team to facilitate the development and teaching</li> <li><input type="checkbox"/> Include lesson plans as part of “look for” of walk through</li> <li><input type="checkbox"/> Allocate resources (e.g., team meeting time, time for team to work with staff/students)</li> <li><input type="checkbox"/> Arrange for time to teach expectations to ALL students, school-wide</li> <li><input type="checkbox"/> Review implementation outcomes and products for alignment with strategic planning goals and social/behavioral needs</li> <li><input type="checkbox"/> Review academic and social/behavioral data with school leadership teams</li> </ul>	<p><i>Supporting Implementation:</i></p> <p>Role of Coach:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide examples of lesson plans and lesson planning formats for specific behaviors and expectations. Resources: pbis.org; pbismaryland.org; Coaching activities (workshops, professional learning communities, etc.)</li> </ul> <p>Role of Team:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review sample lesson plans and lesson planning formats for best contextual fit for your school</li> <li><input type="checkbox"/> With coach and administrative support, draft action plan to provide initial instruction, on-going instruction, and opportunities/examples of embedding with academic curriculum</li> <li><input type="checkbox"/> Develop a schedule for initial, on-going, and embedded instruction to teach expectations</li> <li><input type="checkbox"/> Plan for ways to teach students and adults new to the building (e.g. video models)</li> </ul> <p>Role of Staff:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participate in staff development to learn about developing lesson plans for teaching expectations and rules</li> <li><input type="checkbox"/> Contribute to developing lesson plans</li> <li><input type="checkbox"/> Commit to teaching expectations to ALL students</li> <li><input type="checkbox"/> Serve as a model to demonstrate expectations</li> <li><input type="checkbox"/> Working with colleagues during grade level/core/department meetings or other times to identify contextual fit for embedding instruction and practice for expectations into academic instruction</li> </ul> <p>Role of Students, Family, and Community</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Model what is taught in the schools</li> <li><input type="checkbox"/> Provide feedback as necessary</li> </ul>

## 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

## 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 an average of 8 times
    - Adults average 25- (Joyce and Showers, 2006)
  - 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*)
- *We cannot assume*
  - 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
  - We **must assume**:
    - Students will require different curricula, instructional modalities, etc... to learn appropriate behavior
    - We need to teach expectations/rules and appropriate behaviors as effectively as we teach academic skills

## Remember....

You are a primary model for appropriate behavior.”

The IRIS Center

<http://iris.peabody.vanderbilt.edu>



Teach in the where behaviors are to occur

- Teach the words by demonstrating the actions using examples and non-examples.
- Model and practice to fluency
- Build a social culture that is predictable and focused on student success

## Teaching Expectations/Rules Using an Instructional Approach

Define	Observable, measurable
Teach	Identify, prior knowledge, model, structured practice, acknowledge
Remind	Pre-correct, prompt behaviors/rules prior to entering natural context
Monitor	Supervise, feedback/acknowledgement, data
Evaluate	Data, modifications needed, non-responders needing more support

		ROUTINE/SETTING						
RULE/EXPECTATION								

What are Some Ways to Teach Behavioral Expectations?

- Provide initial lesson plans or lesson plan format for teachers to begin teaching social/behavioral skills
- Build upon what you have in place (e.g., academic instruction, character ed)
- Use an all school assembly

- Have students, in groups, rotate to designated areas of the school where staff demonstrate the examples and non-examples of specific expectations in that area
- Use video examples
- Have students make posters
- Have students create skits
- Have students write letters to their parents or articles for the school newspaper about expectations
- Play “Pictionary” with expectations
- Create student-made books
- Have students self evaluate

### 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 (e.g., compare and contrast with examples and non-examples)

### Creative Ideas for Explicit Instruction

- Provide students with a script that includes actions and words expected
- Rotate students through different settings-Teach the behaviors in the setting where the behaviors are expected to occur
- Have classes compete to come up with unique ideas (student projects, bulletin boards, skits, songs, etc...)
- Recognize staff for creative activities
- Video students role-playing to teach expectations and rules and show during morning show

## Embedding Expectations into Social Studies, History, Civics

- 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

## Embedding Expectations into Language Arts and Reading

- Use a novel that has an expectation as a theme
- Discuss characters in a novel and how they did or 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

## Embedding Expectations into Fine Arts and Technology

- When choosing a school play, choose one with a theme centered around one of the school expectations or write your own play
- Student created short films
- Announcements
- 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

## Embedding Expectations into Science and Math

- ❑ Have students develop a hypothesis about what they think are the top behavior problems at school. They can collect data through surveys (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.

### **Scheduling Lessons**

- Schedule times to conduct lessons and routine
- In the beginning of the year
- On-going direct instruction:
  - Specially designed lessons, social skills
  - Embedding in Other Curriculum
- Keeping it out there:
  - Visual Displays – posters, agenda covers
  - Daily announcements
- Booster sessions throughout the year to re-teach areas of concern
  - Ex. Arrival to class, raising hand and waiting to be called on, etc.

## McCombs Middle School Teaching Schedule

<b>DATES</b>	<b>6<sup>th</sup> Discover</b>	<b>6<sup>th</sup> Explorer</b>	<b>Team 7</b>	<b>Team 8</b>
<b>Monday 8/30</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Tuesday 8/31</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
<b>Wednesday 9/1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Thursday 9/2</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Friday 9/3</b>	<b>9</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Tuesday 9/7</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>Wednesday 9/8</b>	<b>8</b>	<b>9</b>	<b>1</b>	<b>2</b>
<b>Thursday 9/9</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Friday 9/10</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>1</b>

***Teaching Areas:***

**1 - Cafeteria**

**4 - Restroom 7 -- Bus**

**2 -- Hallway 5 - Auditorium 8 -- Office**

**3 -- Outside 6 -- Before/After 9 -- Rewards**

(VDOE ESD Project, 2011)

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## **Booster Session**

- Booster sessions are planned and delivered to **re-teach** 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).
- Data determines who may need additional reteaching behaviors (use ODRs, minor infractions, etc. for staff, track referrals written, walk throughs, etc.)

## Considerations

How does your school teach expectations?

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How do you use “best practices” to teach social skills?

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How will lessons be taught throughout the school year (initial instruction, booster sessions at crucial times)?

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In what ways will you involve families and communities (e.g., after school programs, family newsletters with tips for meeting expectations at home)

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### **Activity 7**

1. Develop ways to teach matrix to all staff, students families/communities?
2. How will your school teach expectations? (lesson plans that include examples and non-examples, variety of strategies)
3. How will your team and faculty use “best practices” to teach social skills?
  - Teach directly in settings ? (i.e. bus expectations taught on bus)
  - Faculty and Staff model appropriate behavior?
4. How will you start to embed into subject area curriculum?
5. How will lessons be taught throughout the school year?
6. Review Examples
7. Develop Action Steps

Activity	Activity Task Analysis	Who	When
<b>G. Lesson Plans for Teaching Expectations/Rules</b> <ul style="list-style-type: none"> <li>• Lesson Plans and curriculum developed</li> <li>• Dissemination activities for involvement and implemented with school community</li> <li>• Teaching occurs throughout the year- data used to determine areas of need</li> </ul>	a.		
	b.		
	c.		
	d.		
	e.		

## **H. Implementation Plan**

Activity 8 will assist the team during planning time. The team should use the guiding questions to critically assess status of Feature H: Implementation Plan. Once the team discusses areas of strengths and areas of need, the team will list at least 2 action steps that will be used to strengthen areas of need.

<b>H. Implementation Plan</b>					
35. A curriculum to teach the components of the discipline system to all staff is developed and used.	Status:				
36. Plans for training staff how to teach expectations/rules/rewards are developed.	Status:				
37. A plan for teaching students expectations/rules/rewards is developed and scheduled and delivered.	Status:				
38. Booster sessions for student and staff are planned, scheduled and delivered	Status:				
39. Schedule for rewards/incentives for the year is planned.	Status:				
40. Plans for orienting incoming staff and students are developed and implemented.	Status:				
41. Plans for involving families/community are developed and implemented.					

### **Activity 8**

How will assessment information be used to build action plan?

How will team use action plan to assign tasks ?

How will team use action plan, Team checklist or BOQ action plan to guide effort?

Use Roll Out checklist to formalize initial tasks.

*Roll Out Checklist (Mann and Muscott)*

**TASK**

**Faculty and Staff**

1 A consensus-building process has been used to identify the elements of the universal discipline system (expectations, behavior, teaching plans, reinforcement, etc.).

2. A plan for communicating the universal discipline system to faculty and staff has been developed.

3. The universal discipline system has been discussed with faculty and staff.

4. Faculty and staff are fluent with elements and procedures of the universal discipline system (expectations, problem behavior definitions, reinforcement, ODR form, procedures for referral to the office, etc.).

5. A plan for orienting new and substitute faculty and staff to the universal discipline system has been established.

6. New and substitute faculty and staff have been or are being oriented to the universal discipline system.

**Students**

7. A plan for orienting the students to the schoolwide discipline program has been developed.

8. The schoolwide discipline program and the schoolwide behavioral expectations have been discussed with students.

9. Students have been taught and have practiced the behaviors associated with the schoolwide expectations.

10. Students are being reinforced for exhibiting the behaviors associated with the schoolwide expectations.

11. Booster activities (reteaching, reinforcement) based on need and data have been developed and implemented with students.

12. A plan for orienting new students to the universal discipline system has been established.

13. New students have been oriented to the universal discipline system.

**Families/Community**

14. A method for gathering and responding to family input regarding schoolwide discipline has been developed.

15. A plan for communicating and discussing the universal discipline system with families in a variety of ways has been developed.

16. The universal discipline system has been communicated to families in a variety of ways.

17. A method for establishing ongoing communication with families regarding the universal discipline system has been developed.

18. A plan for orienting new families to the universal discipline system has been established.

19. New families have been oriented to the universal discipline system.

Activity	Activity Task Analysis	Who	When
<b>Implementation Plan</b> Tasks assigned to team members Action plan used to ensure follow through	a.		
	b.		
	c.		
	d.		

## **I. Classroom Systems**

Activity 9 will assist the team during planning time. The classroom activities could be used during staff meetings to develop consistency. The team should use the guiding questions to critically assess status of implementation of features I. Once the team discusses areas of strengths and areas of need, the team will list at least 2 action steps that will be used to strengthen areas of need.

<b>I. Classroom Systems</b>					
42. Classroom rules are defined for each of the school-wide expectations and are posted in classrooms.	Status:				
43. Classroom routines and procedures are explicitly identified for activities where problems often occur (e.g. entering class, asking questions, sharpening pencil, using restroom, dismissal)	Status:				
44. Expected Classroom routines are taught.	Status:				
45. Classroom teacher uses immediate and specific praise.	Status:				
46. Acknowledgement of students demonstrating adherence to classroom rules and routines occurs more frequently than acknowledgment of inappropriate behaviors.	Status:				
47. Procedures exist for tracking classroom behavior problems	Status:				
48. Classrooms have a range of consequences/interventions for problem behavior that are documented and consistently delivered.	Status:				

Use the Classroom Self Assessment to Guide Team Planning  
Do 80% of your staff use these practices effectively?

<b>Classroom Management Self-Assessment</b> <b>Sugai, Colvin, Horner &amp; Lewis-Palmer</b>			
	Not in Place 0	Partial in place 1	In Place 2
<p><b>DEFINING AND TEACHING BEHAVIORAL EXPECTATIONS</b></p> <p>1. Classroom behavioral expectations defined and taught (consistent with school-wide expectations)</p> <p><i>BOQ: Sect I #42</i></p>			
<p><b>ESTABLISHG ROUTINES &amp; EFFECTIVE LEARNING ENVIRONMENT</b></p> <p>2. Classroom <u> routines </u> defined and taught</p> <p style="padding-left: 20px;">a) Signal established for obtaining class attention</p> <p style="padding-left: 20px;">b) Self-management</p> <p>3. Physical layout is functional and minimized crowding</p> <p style="padding-left: 20px;">a) Classroom activities have locations</p> <p style="padding-left: 20px;">b) Teacher able to monitor whole class</p> <p style="padding-left: 20px;">c) Traffic patterns established</p> <p><i>BOQ: Sect I #43, 44</i></p>			
<p><b>CONTINUUM OF STRATEGIES TO ACKNOWLEDGE APPROPRIATE BEHAVIOR</b></p> <p>4. Active supervision of classroom</p> <p style="padding-left: 20px;">a) moving through classroom, scanning, interacting</p> <p>5. Positive environment established</p> <p style="padding-left: 20px;">a) 4 positive comments to every correction/negative</p> <p style="padding-left: 20px;">b) First comment is positive/ celebrations</p> <p><i>BOQ: Sect I #45, #46</i></p>			
<p><b>MAXIMIZING STUDENT ENGAGEMENT</b></p> <p>6. Maximize academic engagement</p> <p style="padding-left: 20px;">o Opportunities for student responses (0.5/min)</p> <ul style="list-style-type: none"> <li>▪ Promote academic success</li> <li>▪ Curricular adaptations available to match student ability</li> <li>▪ Use activity sequence (scaffolding)</li> <li>▪ Vary modes of instruction</li> </ul>			
<p><b>DEVELOP A CONTINUUM OF STRATEGIES FOR RESPONDING TO PROBLEMATIC BEHAVIOR</b></p> <ul style="list-style-type: none"> <li>▪ Hierarchy of responses to problem behavior</li> <li>▪ Do not ignore moderate/intense problem behavior Specific feedback for social/academic errors</li> <li>▪ Responses to problem behavior allow instruction to continue</li> </ul> <p>10. System available to request behavioral assistance</p> <p><i>BOQ: Sect I #47, 48</i></p>			
<b>Summary Score</b>			

### Activity 9a

List your classroom expectations.

- Are your classroom rules:
  - Linked to school-wide expectations
  - Specific and observable
  - Taught, posted, reviewed
  
- What might you do to adjust your classroom expectations?

### Activity 9b.

Use Guiding Question and the Example Routines Matrix to Complete the Blank Classroom Routine Matrix below:

- Define and teach classroom routines
- How to enter class and begin to work
- How to predict the schedule for the day
- What to do if you do not have materials
- What to do if you need help
- What to do if you need to go to the bathroom
- What to do if you are handing in late material
- What to do if someone is bothering you.
- Signals for moving through different activities.
  - “Show me you are listening”
- How to determine if you are doing well in class
- Establish a signal for obtaining class attention
- Teach effective transitions

**Example**

**Map School-wide Rules & Expectations to Classroom Routines**

School Rule	Be Safe	Be Respectful	Be Responsible
<b>Expected Student Behaviors</b>	Walk facing forward Keep hands, feet & objects to self Get adult help for accidents & spills Use all equipment & materials appropriately	Use kind words & actions Wait for your turn Clean up after self Follow adult directions Be silent with lights are turned off	Follow school rules Remind others to follow school rules Take proper care of all personal belongings & school equipment Be honest Follow game rules
Classroom Routines			
<b>Starting the day</b>	<ul style="list-style-type: none"> <li>✓ put personal belongings in designated areas</li> <li>✓ turn in homework</li> <li>✓ put instructional materials in desks</li> <li>✓ sharpen pencils &amp; gather necessary material for class</li> <li>✓ be seated &amp; ready to start class by 8:30</li> </ul>		
<b>Entering the classroom</b>	<ul style="list-style-type: none"> <li>✓ enter the room quietly</li> <li>✓ use a conversational or 'inside voice'</li> <li>✓ keep hands, feet, objects to self</li> <li>✓ walk</li> <li>✓ move directly to desk or assigned area</li> <li>✓ sit quietly &amp; be ready for class</li> </ul>		
<b>Working independently</b>	<ul style="list-style-type: none"> <li>✓ select area to work</li> <li>✓ have materials ready</li> <li>✓ work without talking</li> <li>✓ raise hand to ask for help</li> <li>✓ keep working or wait quietly for assistance when the teacher is helping someone else</li> <li>✓ move quietly around the room when necessary</li> <li>✓ put materials away when finished</li> <li>✓ begin next activity when finished</li> </ul>		
<b>Asking for help</b>	<ul style="list-style-type: none"> <li>✓ always try by yourself first</li> <li>✓ use the classroom signal for getting assistance</li> <li>✓ keep working if you can or wait quietly</li> <li>✓ remember the teacher has other students that may also need help</li> </ul>		

## Map School-wide Rules & Expectations to Classroom Rules and Classroom Routines

School Rule	
Expected Student Behaviors	
<b>Classroom Routines</b>	
Starting the day	
Entering the classroom	
Working independently	
Asking for help	
Taking care of personal needs	
Completing & returning homework	

Write at least 2 Action Steps

Activity	Activity Task Analysis	Who	When
<p><b>Classroom System</b></p> <ul style="list-style-type: none"> <li>Classroom rules are defined for each of the school-wide expectations and are posted in classrooms.</li> <li>Classroom routines and procedures are explicitly identified for activities where problems often occur (e.g. entering class, asking questions, sharpening pencil, using restroom, dismissal)</li> <li>Expected Classroom routines are taught.</li> <li>Classroom teacher uses immediate and specific praise.</li> <li>Acknowledgement of students demonstrating adherence to classroom rules and routines occurs more frequently than acknowledgment of inappropriate behaviors.</li> <li>Procedures exist for tracking classroom behavior problems</li> <li>Classrooms have a range of consequences/interventions for problem behavior that are documented and consistently delivered.</li> </ul>	a.		
	b.		
	c.		
	d.		

## **J. Evaluation**

Activity 10 will assist the team during planning time. The team should use the guiding questions to critically assess status of Feature J: Evaluation. Once the team discusses areas of strengths and areas of need, the team will list at least 2 action steps that will be used to strengthen areas of need.

<b>J. Evaluation</b>					
49. Students and staff are surveyed about PBIS	Status:				
50. Students and staff can identify expectations and rules.	Status:				
51. Staff use referral process (including which behaviors are office managed vs. teacher managed) and forms appropriately.	Status:				
52. Staff use reward system appropriately.	Status:				
53. Outcomes (behavior problems, attendance, morale) are documented and used to evaluate PBIS plan.	Status:				

## **Activity 10**

- How will team support staff?
- How will staff be encourage to use the new system effectively? How will they know when behavior changes?
- How will the data be shared?
- How can it impact staff buy in?
- How will data help build better, more efficient and effective solutions?
- How can we use data to celebrate our success?
- How can we use data to change our teaching practices and be better “consumers” of Evidence based practices?
- How will we share with school community, district leadership?
- Review Examples

Activity	Activity Task Analysis	Who	When
<b>Evaluation and Feedback</b>  Summary of self assessment data provided to all staff  Process for obtaining feedback established  Marketing plan established to showcase effort	a.		
	b.		
	c.		
	d.		