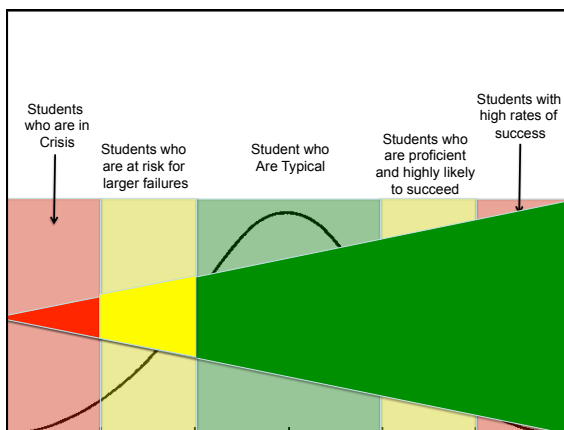
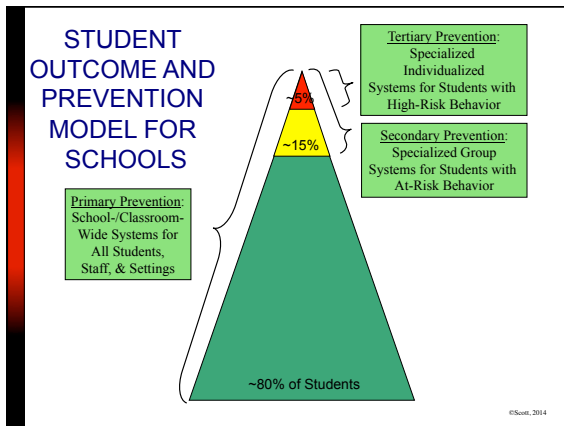


Talking to Adults About PBIS: Using Logic to Facilitate Fidelity and Sustainability



PBIS PLANNING WORKSHEET

School: _____ Date: _____

Team Members: _____

TEAM PLANNING AND ORGANIZATION – Prerequisite Step

Systemic Organization, Structure, and Buy-in

Considerations – Team must:

1. be representative of staff and have active administrative involvement and support
2. gather baseline information about school climate and issues
3. present PBIS to school stakeholders (staff, faculty, parents, etc.)
4. achieve agreement to move forward among critical mass of school (80% rule of thumb)
5. insure the availability of funds and resources to support the process

Our Needs – what do we need to have in place to make this happen and what are the priorities? (number needs to the left in terms of priority)

Action Plan: Implementation Steps

	Who and When

314

Obtain 80% Staff Consensus

Being a PBIS School means that I agree to:

1. Provide input in determining what our school's problems are and what our goals should be
2. Make decisions about rules, expectations, and procedures in the common areas of the school as a school community
3. Follow through with all school-wide decisions, regardless of my feelings for any particular decision
4. Commit to allowing performance toward our goals to determine future plans (data drives decisions)

©Scott, 2014

SCHOOL-WIDE IMPLEMENTATION – STEP 1
(Non-Classroom)

Consensus: Adoption of Agreed Upon Strategies (rules, routines, arrangements)

Considerations – school must:

1. meet as a whole to discuss PBIS implementation
2. determine who, what, when, where, and why of problem behavior
3. determine routines and arrangements that must be in place to make plan work school-wide (i.e., transitions, supervision, numbers, etc.)
4. develop procedures and put into place for responding to emergencies

PBIS Survey Items: School-Wide Implementation / #1-10

Our Needs – what do we need to have in place to make this happen and what are the priorities? (number needs to the left in terms of priority)

Action Plan: Implementation Steps

	Who and When

Talking to Adults About PBIS: Using Logic to Facilitate Fidelity and Sustainability

Ineffective Instruction

- Sets the occasion for student failure

Miss Bence liked to go over a few of her rules on the first day of school.

Effective Instruction is Chicken Soup

(The easiest thing we control that has good probability for success when applied proactively)

Explicit

- Show and tell students what it is that is expected
- Monitor and guide to facilitate success

Engaging

- Opportunities to respond
 - Group (choral) or individual responses
 - Questions
 - Requests for student behavior

Frequent Feedback

- Verbal and Gestural
 - Positive and Negative
 - Correction

Teaching Rules

Keys to Teachable Rules

1. Anchor all rules to 3-5 big ideas – School-Wide
2. All rules are taught as examples of the big ideas
3. Organize by location
 - Try for max 5 rules per location
4. Teach to students directly and explicitly
5. Revisit instruction throughout the year – acknowledge compliance

EXAMPLE

Respect Yourself

- in the classroom (do your best)
- on the playground (follow safety rules)

Respect Others

- in the classroom (raise hand to speak)
- in the stairway (single file line)

Respect Property

- in the classroom (ask before borrowing)
- in the lunchroom (pick up your mess)

Engage Students

Here are the three R's for lunchtime in the cafeteria:

Rule:	Behavior:
I am respectful .	•Raise hand for help •Use quiet voices
I am responsible .	•Eat your lunch •Keep hands, feet & food to yourself
I am ready to go .	•Clean up messes •Line up quietly •Face front

Here are the three R's of our Fifth Grade classroom:

Rule:	Behavior:
I am respectful .	• Raise my hand • Listen to others • Stay in my personal space
I am responsible .	• Follow Directions • Complete my assignments • Clean up after myself
I am ready to learn .	• Be prepared for class • Always do my best • Learn from my mistakes

Talking to Adults About PBIS: Using Logic to Facilitate Fidelity and Sustainability

Acknowledge Success

- Level 3: Public Acknowledgement**
 - For those who like it
 - For those deserving more
 - Free

Acknowledge Success

- Level 4: Token Reinforcement**
 - For specific behaviors, times, & contexts based on data
 - Token may be the reinforcement for young children
 - Trade for existing privileges
 - Drawings and Chances to Win
 - More tokens = better chance

Step 4

SCHOOL-WIDE IMPLEMENTATION – STEP 4 (Non-Classroom)

Discouraging Misbehavior: minor consequences and office referrals
Considerations – School must:

- determine procedures for responding to inappropriate behaviors
- teach consequences for inappropriate behavior
- determine a continuum of possible consequences relative to the seriousness of behavior (e.g., office vs. classroom response)
- determine what behaviors warrant a formal discipline referral vs. a report
- evaluate their ability to deliver negative consequences in a consistent manner
- teach techniques for defusing disruption without excluding student from class

Our Needs – what do we need to have in place to make this happen and what are the priorities? (number needs to the left in terms of priority)

Action Plan: Implementation Steps	Who and When

Negative Consequences to Decrease Behavior

- Does this look like a negative consequence for these students?
- Consequences don't need to be big to be effective
- Effective consequences for negative behavior make behavior decrease

©Scott, 2014

Correction

Feedback that behavior is inappropriate

- “is that the right way?”
- “is there a better way?”
- “are you being respectful – why not?”

Re-teach appropriate behavior

- “what is a better way?”
- “what would it look like if it was done better?”
- “what is a more respectful behavior?”

Re-teach appropriate behavior

- “Show me that --- thanks – remember to do that.”

©Scott, 2014

Decision Flowchart

```

    graph TD
      A[Observe Problem Behavior] --> B[Warning/Conference with Student]
      B --> C{Is behavior office managed?}
      C -- No --> D[Use Classroom Consequence]
      C -- Yes --> E[Write referral to office]
      D --> F[Complete Minor Incident Report]
      F --> G{Does student have 3 MIR slips for the same behavior in the same quarter?}
      G -- No --> H[Write the student a REFERRAL to the main office]
      G -- Yes --> I[Classroom Managed]
      I --> J[Office Managed]
      E --> K[Administrator determines consequence]
      K --> L[Administrator follows through on consequence]
      L --> M[Administrator provides teacher feedback]
  
```

SIDE BAR ON MINOR INCIDENT REPORTS

- Use 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)

©Scott, 2014

Talking to Adults About PBIS: Using Logic to Facilitate Fidelity and Sustainability

Step 5

SCHOOL-WIDE IMPLEMENTATION – STEP 5
(Non-Classroom)

Monitoring Plans: Developing a School-Wide Monitoring System

Considerations – School must:

1. must develop system for monitoring student behavior across all areas of the school
2. develop specific school-wide goals that can be measured by school data
3. regularly update and graphically display data
4. collect not only office referral data but other information to help evaluate the culture of the school and degree of "lifestyle change"

Our Needs – what do we need to have in place to make this happen and what are the priorities? (number needs to the left in terms of priority)

Action Plan: Implementation Steps

	Who and When

Evaluative Decision Making

Big Idea: We need data to know if implementation of our plans is worth continuing

- We must agree as to the important behaviors
 - Agree on definitions of behavior and other variables
- It has to be simple enough to not burden us
 - Can typically take no more than 1% of daily staff time
- It has to be useful and reported
 - must be made public and decisions shared with all stakeholders

©Scott, 2014

Portable Referral Form

Classroom Report Office Referral

Woodlawn Elementary School Report/Referral Form

Time _____ Date _____ Grade _____

Student(s) Involved _____

Reporting Staff Person _____

Teacher Response

redirection loss of privilege
 physical proximity parent contact
 warning date
 time-out in class buddy room
 detention parent conference
 community service date
 private conference
 other _____

Administrative Response

private conference alternative placement
 time-out detention
 loss of privilege parent conference
 suspension community service

Comments

Administrative Signature _____

©Scott, 2014

Date, Student, & Reporting Staff

Date	Student Name	Reporting Staff Person	Problem Incident			
			fighting	disruptive	theft	other
X	X	X				
1/14	Blake, Robert	mr diner	1			
1/17	Harding, Tonya	bus driver betty				1
1/13	Harding, Tonya	bus driver bob		1		
1/16	Harding, Tonya	bus driver bob		1		
1/16	North, Oliver	mr. help			1	
1/17	Packwood, Bob	mr. Clinton		1		
1/17	Reubens, Paul	mr. booth				1
1/13	Rader, Wynona	mr diner			1	
1/13	Rodman, Dennis	coach whistle				1
1/15	Rogers, Fred	ms stress	1			
1/13	Stalin, Joe	ms stress	1			
1/15	Stewart, Martha	ms stress				1
Frequency of Incidents			3.00	3.00	3.00	3.00
Proportion of Incidents			0.25	0.25	0.25	0.25

©Scott, 2014

Individual Student Data

Date	Student Name	Reporting Staff Person	Problem Incident			
X	X	X	fighting	disruptive	theft	other
1/13	Harding, Tonya	bus driver bob	1			
1/16	Harding, Tonya	bus driver bob		1		
1/17	Harding, Tonya	bus driver betty		1		

Time

7:30-8:00	8:00-8:30	8:30-9:00	9:00-9:30	9:30-10:00	10:00-10:30	10:30-11:00	11:00-11:30	11:30-12:00	12:00-12:30	12:30-1:00	1:00-1:30	1:30-2:00
1												1

Location

Location	Response	Comments
classroom	redirection	
hallway	time out	hit peer with pipe
bus	detention	inappropriate language
restroom	parent conf	throw backpack at peer

©Scott, 2014

Step 6

SCHOOL-WIDE IMPLEMENTATION – STEP 6
(Non-Classroom)

Formative Evaluation Procedures

Considerations – School must:

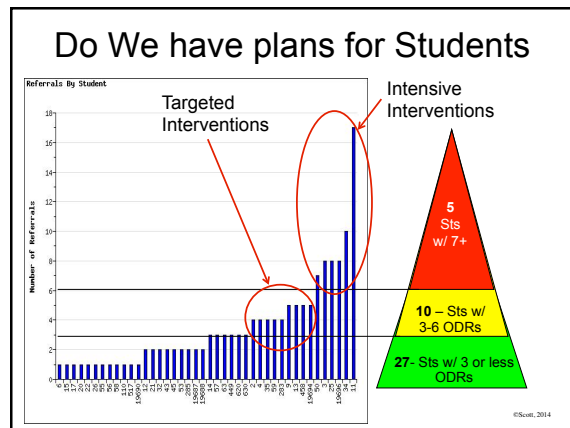
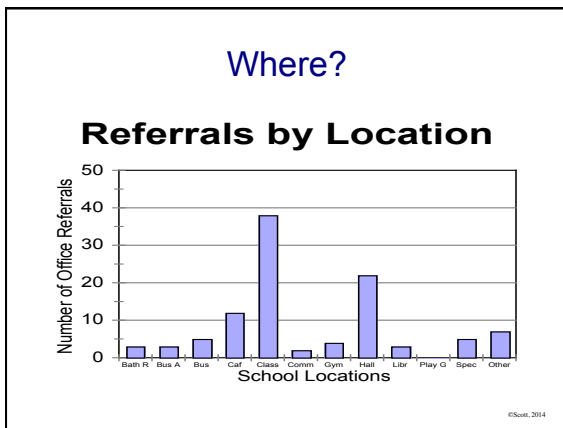
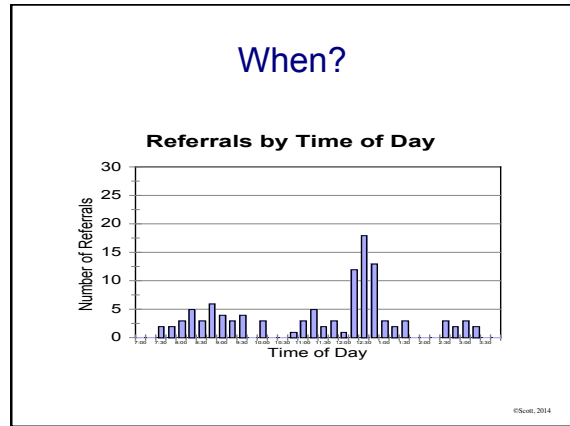
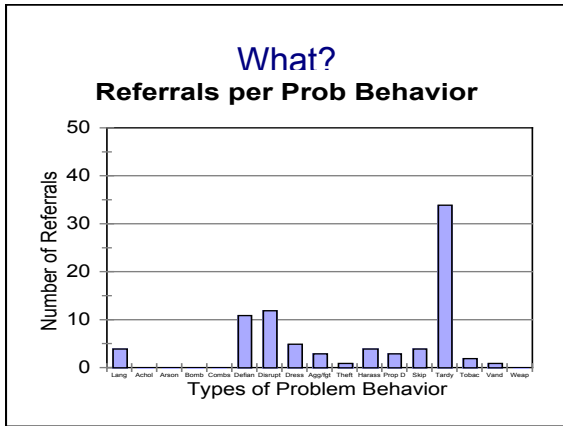
1. develop data-based decision rules by which to evaluate their progress
2. evaluate the implementation of the plan (ASA, BOQ, SET)
3. develop a process for team to evaluate data on a monthly basis
4. see that team evaluates objectives by data and make decisions in accordance with data
5. see that team evaluates data for new problem issues
6. see that team evaluates data to identify students at risk of larger failure
7. see that data-based decisions are reported to entire school

Our Needs – what do we need to have in place to make this happen and what are the priorities? (number needs to the left in terms of priority)

Action Plan: Implementation Steps

	Who and When

Talking to Adults About PBIS: Using Logic to Facilitate Fidelity and Sustainability



Make Data Public

Elementary School posts the monthly data on the mailroom door so staff can look for patterns and changes.

-Notice that they post **POSITIVES** and ODR data.

The University of Louisville

Doctoral Program In Behavior Disorders

Terry Scott
 Professor and Distinguished University Scholar
 College of Education and Human Development
 University of Louisville
 Louisville, KY 40292
t.scott@louisville.edu
 (502) 852-0576