MO SW Positive Behavior Support

Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION™

Missouri Schoolwide Positive Behavior Support

MU Center for SW-PBS
College of Education
University of Missouri

OSEP Center on Positive Behavioral Intervention & Support
Effective School-Wide Interventions

Session Outcome

- Provide a basic background knowledge of the system pieces of SW-PBS.

Responsibility…

Safe

Predictable

A First Step to Address This Responsibility

Establishing a positive, proactive school-wide discipline plan is a necessary first step for enabling schools to achieve their goals and responsibilities.

Colvin, 2007

What Is SW-PBS?

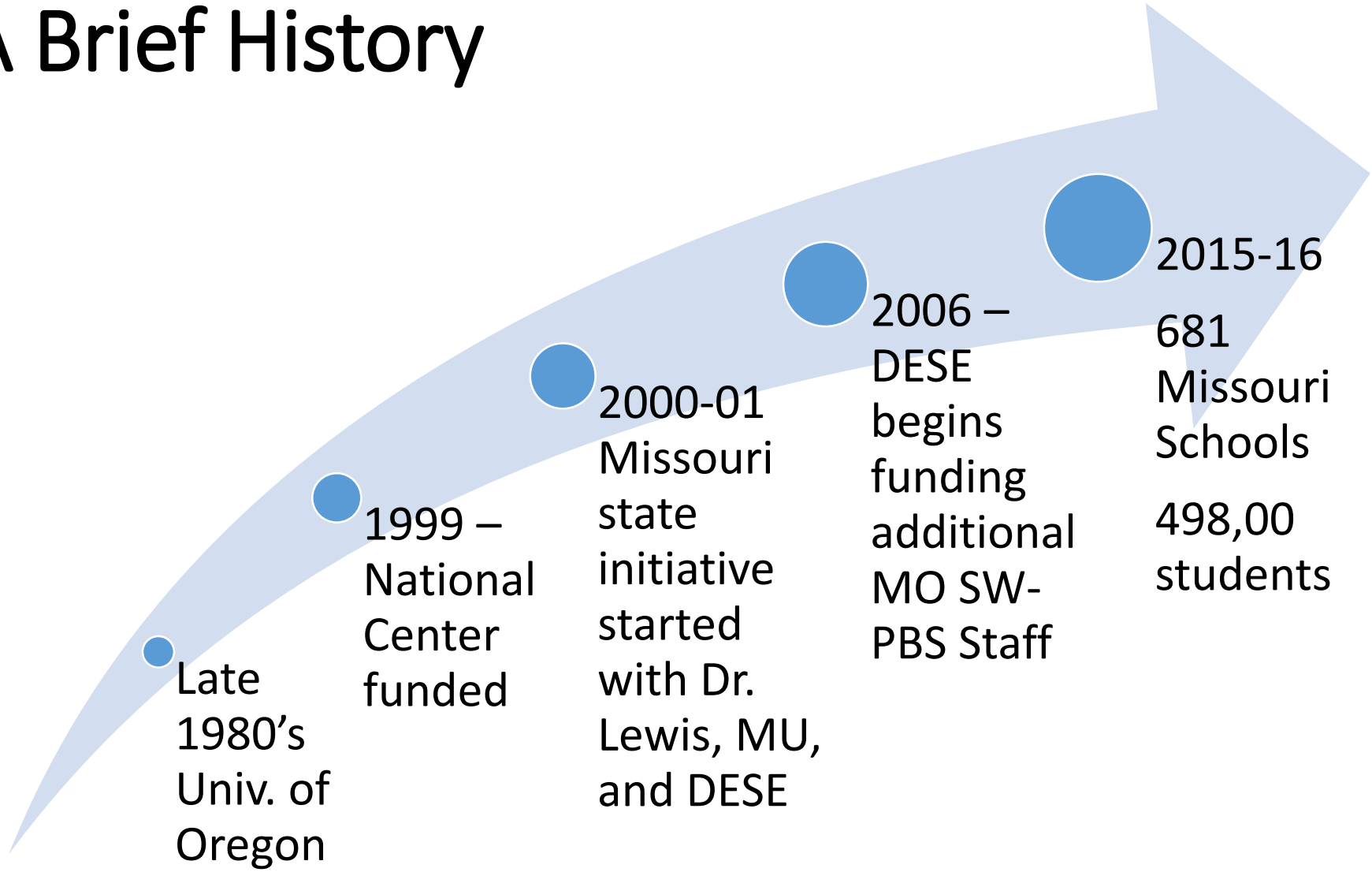
Framework

Research and Evidence Based Practices

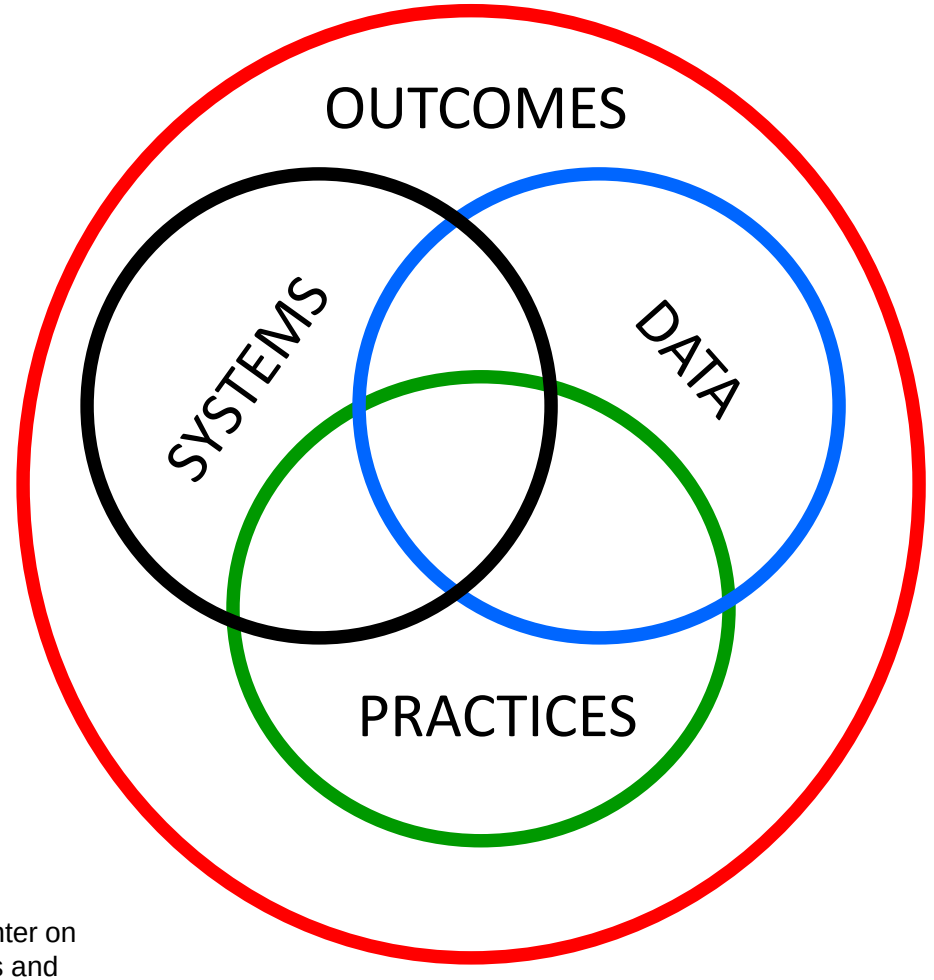
Academics and Behavior Outcomes

For All Students

A Brief History



Systems, Data, and Practices



Supporting Staff Behavior

Supporting Data Decision Making

Supporting Student Behavior

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Three Levels of Implementation

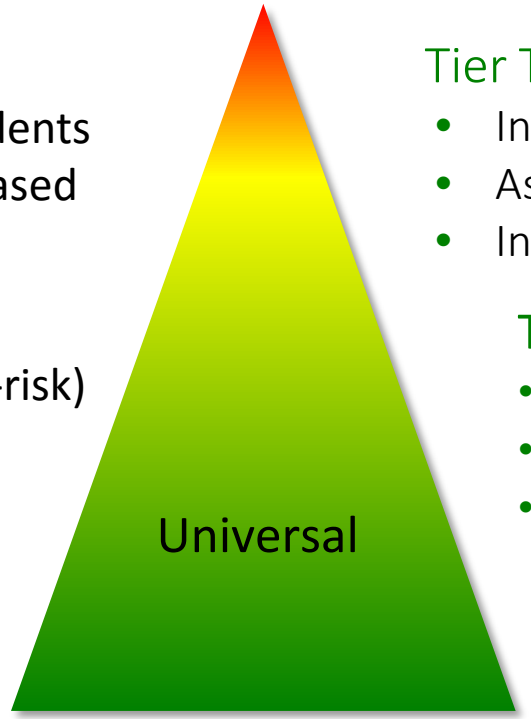
A Continuum of Support for All

Academic Systems

Tier Three
- Individual Students
- Assessment-based
- High Intensity

Tier Two
- Some students (at-risk)
- High efficiency
- Rapid response

Tier One
- All students
- Preventive, proactive



Behavioral Systems

Tier Three
- Individual Students
- Assessment-based
- Intense, durable procedures

Tier Two
- Some students (at-risk)
- High efficiency
- Rapid response

Tier One
- All settings, all students
- Preventive, proactive

Eight Essential Components

1. Common Philosophy & Purpose
2. Leadership
3. Clarifying Expected Behavior
4. Teaching Expected Behavior
5. Encouraging Expected Behavior
6. Discouraging Inappropriate Behavior
7. Ongoing Monitoring
8. Effective Classroom Practices

Component 1

Common Purpose and Approach to Discipline

Vision

Mission

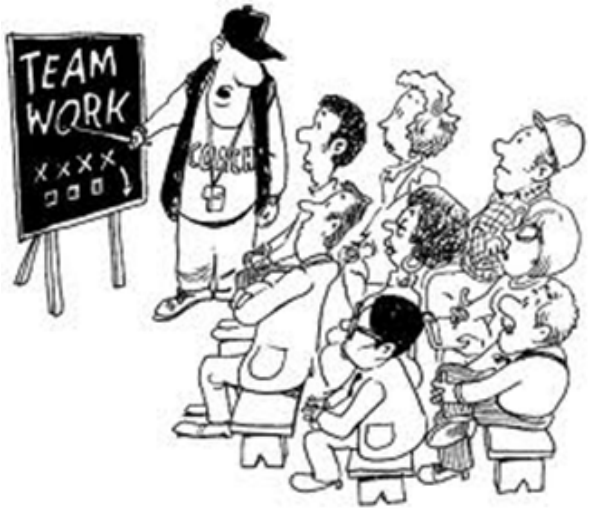
Beliefs

CSIP

Component 2

Leadership

- Administrative Support
- Building Leadership Team
- Train the Trainer



Component 3

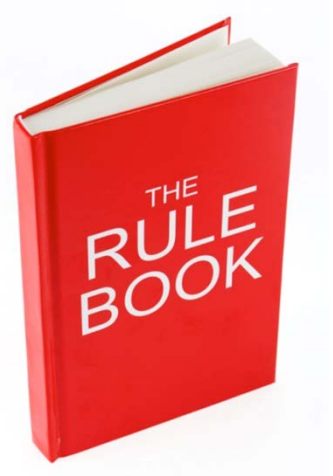
Clear Set of Positive Expectations and Behaviors

- Provides **Consistency** in Language
- Provides **Consistency** in What To Teach
- Provides **Consistency** in What to Recognize
- Provides **Consistency** in What to Correct

Component 3

Clear Set of Positive Expectations and Behaviors

- Develop 3 to 5 expectations
- Create a schoolwide expectations matrix
- Develop classroom rules that align with schoolwide expectations
- Communicate expectations to all stakeholders



WONDERFUL ELEMENTARY SCHOOL

	All Settings	Classroom	Bus	Hallway	Cafeteria	Bathroom	Playground
Be Safe	Keep hands & feet to self Be where you belong	Stay in seat Maintain personal space	Remain seated Face forward	Walk Banisters are for hands	Report spills Face forward in line	Walk Wash hands with soap & water	Use equipment as instructed Stay in approved areas
Be Respectful	Use kind word Follow directions	Raise hand for help Be a good listener	Keep the bus clean	Walk quietly	Eat only your food	Give others privacy	Take turns
Be Responsible	Use materials as instructed Keep school neat & clean	Be prepared	Take all your belongings Watch for your stop	Return to class promptly	Clean up after yourself	Follow bathroom procedures	Be a problem solver

EXCELSIOR SPRINGS HIGH SCHOOL
TIGER PRIDE: Take Pride in Yourself and Others

The purpose of Excelsior Springs High School's Positive Behavior Support Plan is to create and maintain a positive, safe, and predictable learning environment that maximizes academic and social growth.

	HALLWAY	COMMONS/LUNCH	CLASSROOM	ALL SETTINGS
SAFETY	• Allow traffic to move • Have appropriate hall pass during class time • Use only your assigned locker	• Stay seated properly until the bell rings • Clean up spills or notify a custodian of a major spill	• Keep classroom clean • Keep aisles clean • Obey all classroom rules • Display appropriate classroom behaviors	• Keep hands, feet, and objects to self • Walk to all destinations in a forward motion • Obey all emergency and safety procedures
RESPECT	• Use recycling/trash containers • Maintain appropriate noise level	• Dispose of all food properly • Patiently wait in line • Treat food as food • Maintain appropriate noise level • Use proper table manners	• Be attentive at all times • Listen while others are talking	• Display appropriate PDA • Keep hats/hoods off • Use appropriate language • Dress appropriately for school • Treat others the way you would like to be treated • Respect property, self, and others
RESPONSIBILITY	• Take most direct route • Take care of personal business during passing period	• Clean up trash from tables • Take care of personal business during lunch period • Return to class on time • Pay for all food items • Have lunch ID ready	• Be on time • Bring all necessary materials • Be an active learner from bell to bell • Complete and turn in all assignments with honesty and integrity • Use all support resources	• Pick up after yourself • Represent your school in a positive way • Show good sportsmanship • Follow the ESHS technology policy

What Makes a Matrix Reliable?

- **O**bservable
- **M**easureable
- **P**ositively Stated
- **U**nderstandable
- **A**lways Applicable

Clear Set of Positive Expectations and Behaviors--Examples

Component 4

Procedures for Teaching Expected Behaviors

Teach

Classroom Procedures and Routines

INSTRUCTION

MISBEHAVIOR

CLIMATE

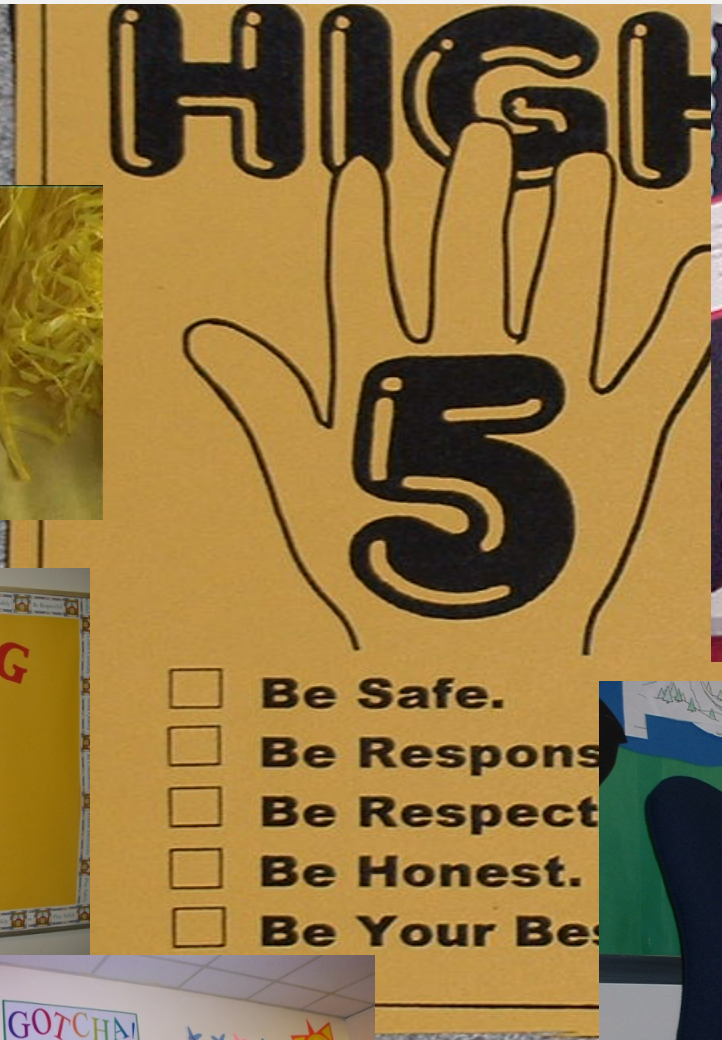
Component 5

Continuum of Procedures for Encouraging Expected Behaviors

S. P. F.

Earning a Tangible

Acknowledge & Recognize



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Component 6
Discouraging Inappropriate Behavior

- It is important and necessary to respond to problem behaviors
- Often provides a “teachable moment”
  - Tell them what they are doing
  - Tell them the expectation
  - Have them tell you
  - Have them show you

Discouraging Inappropriate Behavior

- All staff need to have a common understanding of what is considered minor and what is major problem behavior

Clarifying Roles for Discouraging

Classroom Managed - Minor	Office Managed - Major
•Out of seat •Talking out, off-task •Violation of class rules •Inappropriate language •Lack of material •Gum •Disrespect •Cheating •Tardies •Minor Destruction of Property	•Truancy •Threatening student or adult •Fighting •Refusal to go to or Disruptive in Buddy Room •Sexual harassment •Weapons •Drugs, cigarettes, tobacco, alcohol •Assault—physical or verbal

Office Discipline Referral Form

- Student name
- Referring staff name
- Date of incident
- Time of incident
- Location of incident
- Inappropriate behavior with designation of office-managed or staff-managed
- Others involved
- Possible motivation
- Administrative decision/action

Component 7
Ongoing Monitoring

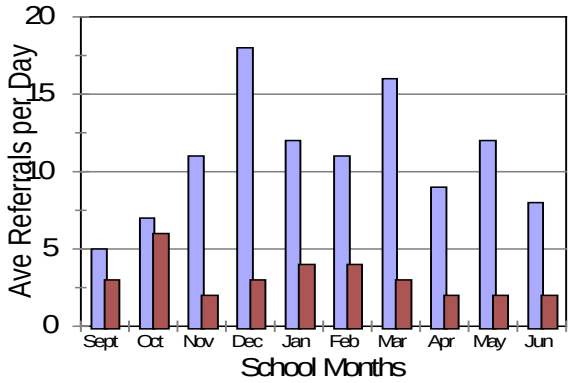
- Develop a system to collect, summarize and analyze data
- Multiple data sources are used– i.e. ODRs, surveys, observations
- Leadership Team uses data to make decisions
- Leadership Team regularly shares data with staff

The “Big Five” Report

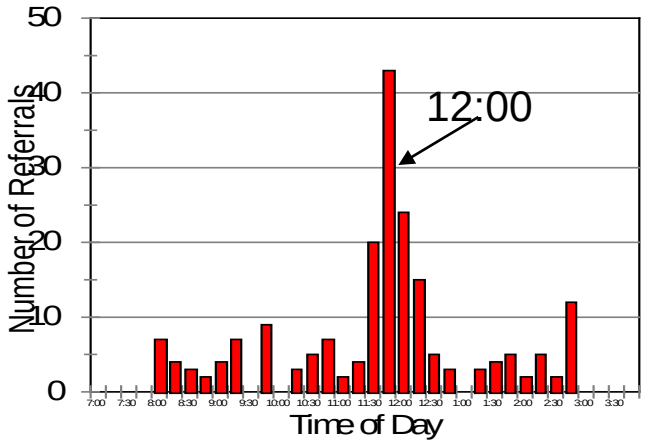
1. How frequent?
2. When?
3. Where?
4. What?
5. Who?

Office Referrals per Day per Month

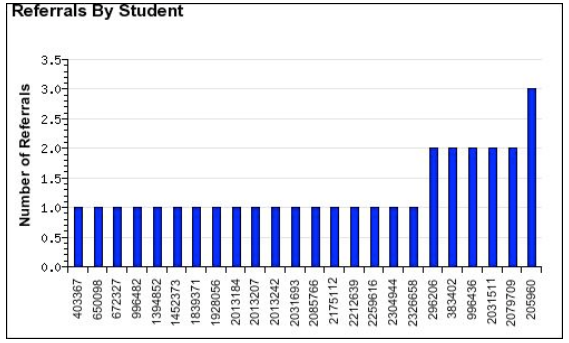
Last Year and This Year



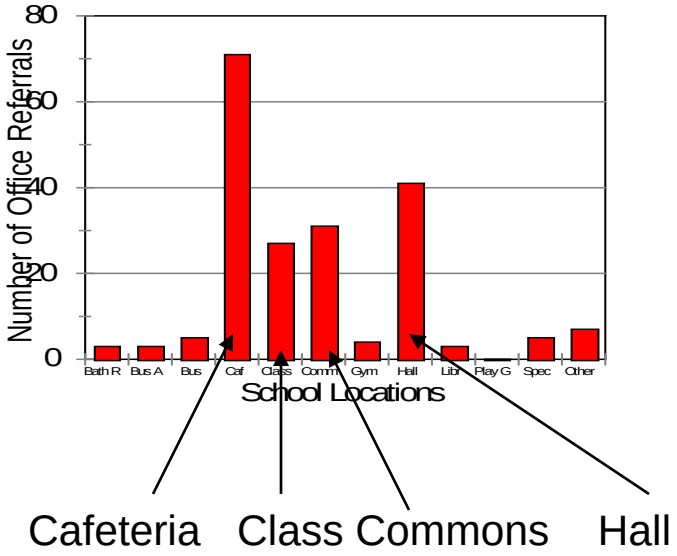
Referrals by Time of Day



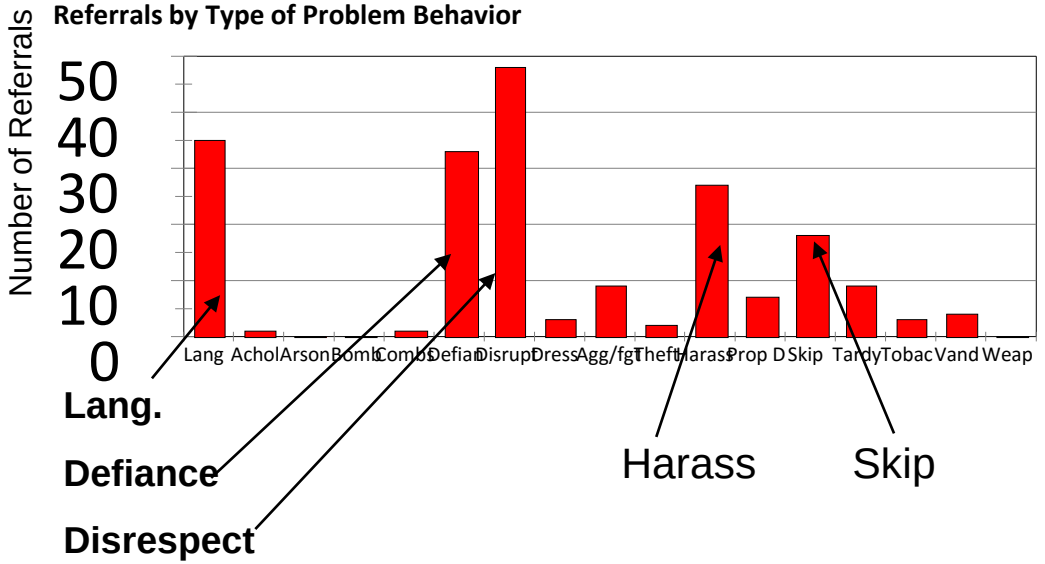
Referrals by Student



Referrals by Location



Referrals by Type of Problem Behavior



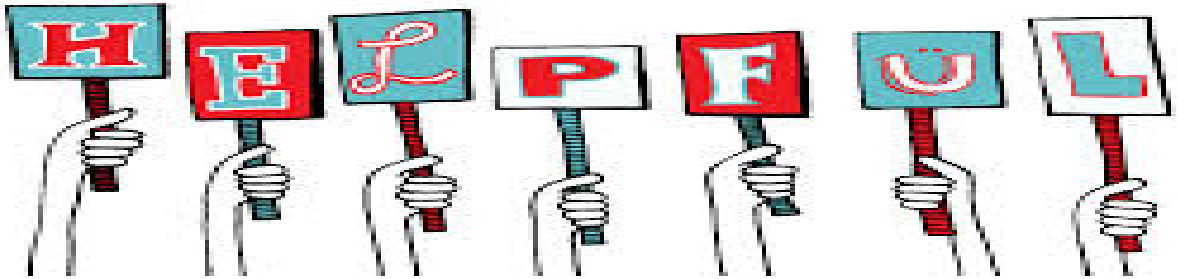
Component 8
Effective Classroom Practices

1. Classroom Expectations
2. Classroom Procedures & Routines
3. Encouraging Expected Behavior
4. Discouraging Inappropriate Behavior
5. Active Supervision
6. Opportunities to Respond
7. Activity Sequencing & Choice
8. Task Difficulty

Instructional time

Engagement time

burning questions



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Karen Wigger