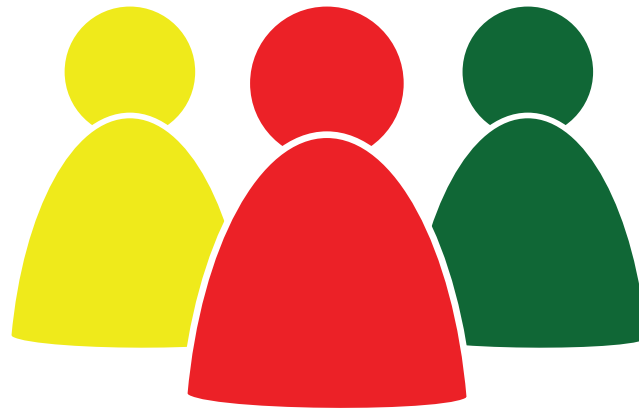# Missouri Schoolwide Positive Behavior Support

Tier 1 Team Workbook

2016-2017

Missouri Schoolwide Positive Behavior Support

Missouri Schoolwide Positive Behavior Support (MO SW-PBS) is a partnership among the Missouri Department of Elementary and Secondary Education (DESE), the University of Missouri-Columbia (MU) Center for Schoolwide Positive Behavior Support and the Office of Special Education Programs (OSEP) Center on Positive Behavioral Interventions and Supports.

Funding for Regional Professional Development SW-PBS consultants is provided by DESE. Technical support is provided by DESE, the University of Missouri Center for SW-PBS and the National Center for PBIS. These training materials are a product of the partnership and have been developed to assist schools in their efforts to improve school climate and schoolwide positive behavior support for all students. They are dedicated to the MO SW-PBS state team and the participating schools that have worked tirelessly to ensure that schools have climates that lead to success for all students.

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Missouri Schoolwide PBS
303 Townsend Hall
University of Missouri
Columbia, MO 65211

To obtain a personal copy of these materials, contact MO SW-PBS at http://pbismissouri.org/. A copy of the OSEP Center Schoolwide Positive Behavior Support Team Workbook is available at www.cber.org/resources/training.cfm in the "Materials for Teams" section.

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FORMS & CHECKLISTS

Forms and Checklists may also be found at http://pbismissouri.org/

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Chapter 8

Introduction

Missouri Schoolwide Positive Behavior Support (MO SW-PBS) is dedicated to providing quality experiences for all educators, students and families. To that end we have created this Team Workbook. The workbook will serve as a training tool, a resource guide and a record of your work across the years. New materials and resources will be given to you periodically and should be added to it. The consultants in your region will guide you in how to use the workbook.

The workbook is organized in chapters reflecting eight essential components of SW-PBS. Other information on specific topics will be added over time as they apply. The chapters are not linear, meaning they will be taught in the order that will best support the sequence of your learning rather than their order in the workbook. You will be given specific guidance by the consultants throughout your training so that you understand which materials to use when.

As you will learn through your trainings and workbook resources, SW-PBS comes from a long tradition of research and practical application in schools throughout the United States, as well as several foreign countries. MO SW-PBS's affiliation with the PBIS National Technical Assistance Center provides access to a wide variety of evidence-based resources that ensure we are bringing the best and most up-to-date support for Missouri schools. While different terms are applied to this body of work (i.e. EBS, PBIS, SW-PBS) they all connect and are interchangeable.

Through the process of joining MO SW-PBS, your staff was provided an overview of the eight essential components of this work and the emphasis on teaching proactive and effective social behavior skills. The teaching of these skills to staff and students are based on the same instructional strategies you use to teach academics, so will not require staff to learn a separate set of skills. What it will require is a fundamental change in thinking for some staff so that social behavior is indeed viewed as a set of skills that should be encouraged, valued, taught and remediated. How your team should lead the staff in creating a school culture where this thinking is the norm will also be a centerpiece of your training.

Learning and applying SW-PBS is a multi-year process and will be arranged in phases. These phases will be described in more detail in Chapter 2 and are founded on work that has a verifiable research base. The phases help to ensure you are given the right information at the right time to support paced, purposeful learning. During each phase your team will be guided in knowing which information, decisions and tasks should be shared with your staff and other stakeholders. The consultants will also provide regular and ongoing feedback about your progress through a variety of sources including research-validated instruments, review of products you develop as a team and with your staff, and on-site technical assistance. Most of the materials and supporting resources will be available to you electronically on our state website at http://pbismissouri.org. You will be given information about where the resources will be found and provided time to review them so that any questions you have may be addressed. The National Center website will also be a source for you: http://www.pbis.org. The Missouri Department of Elementary and Secondary Education (DESE), the MU Center for SW-PBS and MO SW-PBS collaborate each year to create an annual report so that we can provide you up-to-date information about our progress as a state initiative and how we are helping to improve the educational outcomes for all Missouri students, including those with identified disabilities. The MO SW-PBS outcomes are aligned with DESE's Top 10 by 20 Goals and the state performance plan (SPP) indicators. A copy of the most recent report is available on our state website. For more information about the Top 10 by 20 please visit the DESE website: http://dese.mo.gov.

We look forward to working with you and supporting your progress not only in SW-PBS but in your outcomes for the students and staff in your community.

CHAPTER 1: COMMON PHILOSOPHY & PURPOSE

Understanding Discipline & SW-PBS

"The schoolwide discipline plan is established to provide a positive school climate, and to create a supportive environment for personal, social, and academic growth for students and staff. In other words, the schoolwide plan is essentially an instrument to enable the goals of the school to be achieved, especially the goals of student achievement."

Geoff Colvin, 2007

"Educators who approach discipline as a process of establishing and maintaining effective learning environments tend to be more successful than educators who place more emphasis on their roles as authority figures or disciplinarians."

Thomas Good & Jere Brophy, 2000

Learner Outcomes

At the conclusion of this chapter, you will be able to:

▶ Explain the philosophical tenants of a positive, proactive and instructional approach to discipline and the essential components of Missouri Schoolwide Positive Behavior Support (MO SW-PBS).

▶ Commit to writing a philosophy of discipline and a vision for your school.

▶ Ensure your school or district mission includes the important role of building student social and academic competence.

▶ Identify key beliefs or guiding principles about discipline and student behavior that are essential to align your staff and work cohesively as you develop your schoolwide discipline plan.

▶ Gain commitment from your staff for your important SW-PBS work.

The Challenges Facing Schools Today

Schools today are facing intense scrutiny and are under tremendous pressure for improvement compounded by major issues that place significant demands on our schools. Some of the issues are:

- ► Increasing diversity of student demographics
- ► Changing home structures
- ► Growing student alienation
- ► Increased exposure to violence
- ► Dropout crisis
- ► Students with special needs
- ► Stringent academic accountability

Impact of Behavior Problems on Students & Educators

Problem behavior exists in every school and though varied in frequency and intensity, it remains a concern for administrators, teachers, parents, students, and the community. The National Education Goals Report (1995) and the U. S. Departments of Justice and Education annual report (2014) indicate a lack of discipline is viewed as one of the most serious challenges facing public schools.

Lower student achievement. Teachers report that "uncivil" behavior is increasing and is a threat to learning. Up to 50% of the school day is lost due to misbehavior during transitions, discipline, and other non-instructional activities (Cotton, 1990; Sugai & Horner, 1994).

School failure and life-long difficulties. Students with discipline problems are clearly at risk for school failure and developing more severe antisocial behaviors as well as other life-long difficulties. These students tend to experience juvenile delinquency, social isolation, diminished employment rates and income, and more frequent legal and mental health issues (Gresham, 1984).

Increased use of exclusionary practices. As behavior problems have increased, so have exclusionary practices such as detentions, in-school suspension, homebound instruction, shortened school day, referral to alternative schools, administrative transfers, or ignored truancies that restrict student access to learning (U.S. Department of Education, 2014). Over 90 percent of schools had implemented some form of zero tolerance policy by 2001 (Kaufman, et al, 2001; Skiba, Peterson, & Williams (1997).

Administrative job demands. As principals report that their workweek exceeds 60 hours, many feel their effectiveness as an instructional leader is being hindered by student discipline (Hedges, 1991; Trump, 1987).

Teacher effectiveness and morale hindered. Studies show up to 60% of new teachers leave the profession within the first five years, often citing student discipline as the primary reasons for leaving (Martinez, 2001). There is a growing sense of frustration, as more is demanded of educators under challenging circumstances.

School improvement initiatives impeded. Our schools have long histories of unfulfilled efforts to improve instruction, assessment and academic outcomes for students. When discipline issues impact the school climate teachers, principals, parents and students are affected (Bryk & Schneider, 2003; Gordon, 2002).

DISCUSSION

What challenges or impacts of student behavior are you encountering in your school or district?

Rethinking Discipline

The Traditional View of Discipline

For the most part, our approaches to school discipline are still based on the punitive and exclusionary policies developed when public education began in the early 1900s and schools were oriented toward the academically inclined and socially acceptable. Today, the child at the schoolhouse door has created a swing in the balance of power in schools and classrooms. While the teacher's authority was once taken virtually for granted, now teachers are confronted with students who challenge that authority. A resulting focus or greater emphasis on maintaining control has led to an increasingly reactive and often punitive approach.

Whether intentionally or unintentionally, schools have a long history of being exclusive. Discipline policies act as a means to weed out students less able, less motivated, or poorly behaved. When educators are asked to define discipline, the most common response is "punishment for rule-breaking behavior." Schools develop lists of prohibitive rules and a series of increasingly severe punishments for violators of these rules. Unfortunately, such a punitive view of discipline results in approaches that have questionable, if not harmful, effects (Skiba & Peterson, 2000; U.S. Department of Education 2014). Punishment focuses on what not to do, does not teach desired behaviors, can damage relationships, impedes learning, and leads to students dropping out of school. Some educators feel that these punitive and exclusionary practices have served them well to eliminate the irritating and unnecessary intrusions to their teaching agendas. Many believe that students know the right way to behave, that their behavior is a performance deficit and that they have the skills but are merely choosing defiance or insubordination. They therefore assume that punishment will bring a halt to the problem behavior and the student will behave appropriately.

In reality, punishments satisfy the punisher, but have little lasting effect on the punished (Losen, 2011). These exclusionary approaches are in direct conflict with school missions to help all students achieve their fullest potential. Our punitive policies fail the very students they target (U.S. Department of Education, 2014).

Discipline is Teaching

As we seek to ensure inclusive learning environments, our attitudes regarding discipline must change. Is discipline concerned with punishing misconduct or with preventing it? According to the dictionary, it refers to prevention and remediation, "training to act in accordance with rules;" and "instruction and exercise designed to train to proper conduct or action;" "training that is expected to produce a specified character pattern of behavior;" and "controlled behavior resulting from such training."

> ## Dis•ci•pline
> n. *(fr. Latin disciplina, teaching, learning)*
>
> Instruction that corrects, molds or perfects character and develops self-control.
>
> Webster's New Collegiate Dictionary

Reaching today's students requires a teaching focus–teaching students how to be successful and behave responsibly in school. This is based on the belief that social behavior is learned, therefore it can be taught. Students can be taught socially acceptable ways of behaving just as one would teach any academic subject. Discipline should be based on the very same instructional concepts used to facilitate academic learning. Direct instruction in social behaviors can be provided to students, and practice, encouragement, and correction given as needed. And just as with academics, when behavior problems are complex or chronic, specialized interventions or intensive teaching arrangements may be necessary. A comparison of approaches to academic and social problems is shown in Figure 1.

The Role of Social Competence

As early as the 1970s, some educators stated that social development has more impact than cognitive development on determining success or failure in school as well as society. A lack of social skills has been linked to juvenile delinquency, grade retention, suspensions, truancy, dropping out, lower self-esteem, and delayed cognitive development (Gresham, 1984). In 1996, the Alliance for Curriculum Reform set goals for student learning in the 21st century: 1) learning how to learn and integrate knowledge, 2) communication skills, 3) thinking and reasoning, 4) interpersonal skills, and 5) personal and social responsibility. This emphasis on social competence by schools is mirrored by the world of work. As adults, social deficits have been correlated with inability to gain and maintain employment, discharge from military service, involvement with the judicial system, and mental health problems.

Since social competence plays such a significant role in life-long success, it is a legitimate school task worthy of our time and resources. In January of 2014 the U.S. Departments of Education and Justice published a joint policy report entitled Guiding Principles: A Resource Guide for Improving School Climate & Discipline. This document articulates a plan to a) create a positive climates that focus on prevention, b) Develop clear, appropriate, and consistent expectations and consequences to address disruptive student behaviors, and c) ensure fairness, equity, and continuous improvement. The report specifically mentions the implementation of Positive Behavior Interventions and Supports (PBIS) as a systematic process to achieve these goals (U.S. Department of Education, 2014).

Academic & Social Problems: A Comparison of Approaches [1]

ERROR TYPE	APPROACHES FOR ACADEMIC PROBLEMS	INEFFECTIVE APPROACHES FOR SOCIAL PROBLEMS
Infrequent	▶ Assume student is trying to make correct response; error was accidental, a skill deficit. ▶ Provide assistance (teach, model, guide, check) ▶ Provide more practice and feedback; monitor progress. ▶ Assume student has learned skill and will perform correctly in the future.	▶ Assume student is choosing to be "bad;" error was deliberate, a performance deficit. ▶ Use consequences/punish. ▶ Practice not required. ▶ Assume student has "learned" lesson and will behave in the future.
Frequent	▶ Assume student has learned the wrong way or has inadvertently been taught wrong way. ▶ Diagnose problem; identify misrule or determine more effective way to teach. ▶ Adjust teaching arrangements to accommodate learner needs. Provide practice and feedback. ▶ Assume student has learned skill and will perform correctly in the future.	▶ Assume the student is refusing to cooperate; student knows what is right, has been told to stop, and is being insubordinate. ▶ Provide more severe consequences; remove the student from normal context (office referral, detention, suspension, etc.) ▶ Maintain student removal from the normal context. ▶ Assume student has "learned" lesson and will behave in the future.

Figure 1.1

1 Modified from Colvin & Sugai, 1988.

DISCUSSION

What did you hear that gives you pause to rethink your understanding of discipline? Share the key ideas that might change your view of discipline.

What is Schoolwide Positive Behavior Support?

Over the past 20 years, greater attention has been directed toward approaches based on validated practices that apply what we know about the science of human behavior to improve school climate and discipline. Schoolwide Positive Behavior Support (SW-PBS)–known also as Positive Behavior Interventions and Supports (PBIS) or Effective Behavioral Supports (EBS)–is a district or school's process for teaching social and behavioral skills so its focus can be on teaching and learning. Schools have the responsibility to provide an education to students in safe and predictable environments. Establishing a positive, proactive schoolwide discipline plan is a necessary first step for enabling schools to achieve their goals and responsibilities.

Schoolwide Positive Behavior Support is an organizational framework for discipline. As a framework or approach, it is not a specific "model" or "program," but a compilation of research-validated and effective practices, interventions, and systems change strategies. SW-PBS provides the framework for:

► Improving the social behavioral climate of schools

► Supporting or enhancing the impact of academic instruction on achievement

► Increasing proactive, positive, preventive management while decreasing reactive management

► Integrating academic and behavior supports

► Improving services for all students, including students at risk and students with identified disabilities (EBD)

In SW-PBS, school-based teams are provided with training on 1) systems change and leadership principles and practices, and 2) application of research-validated instructional and management principles and practices for schoolwide, non-classroom, classroom, and individual student levels. This allows schools to review the status of behavior support in their school and develop implementation action plans to address their unique needs. This is articulated in the MO SW-PBS Essential Components.

MO SW-PBS Essential Components

Missouri has identified features or components based on the PBIS National Center Implementer's Blueprint that together form a highly effective approach to schoolwide discipline (Technical Assistance Center on PBIS, 2010). Each component is vital. They operate together to ensure the positive and proactive approach to discipline that is likely to lead to behavioral and academic success. These components include: 1) Common Philosophy and Purpose, 2) Leadership, 3) Clarifying Expected Behavior, 4) Teaching Expected Behavior, 5) Encouraging Expected Behavior, 6) Discouraging Inappropriate Behavior, 7) Ongoing Monitoring, and 8) Effective Classroom Practices. Each is described below.

1. COMMON PHILOSOPHY & PURPOSE. Many educators still believe that students would behave if we could just find a "bigger club," yet studies identify punishment as one of the least effective approaches (Lipsey, 1991; Costenbader & Markson, 1998; Gottfredson, 1996). Effective schools realize that it is far easier and better to build adaptive behaviors through proactive instructional approaches than to try to decrease maladaptive behaviors through punishment. Before embarking on school improvement related to discipline, the beliefs about student behavior and discipline must be examined and a new, shared, positive and proactive philosophy and purpose created. Discovering shared beliefs increases commitment, provides a framework for making decisions, and is often the first step in unifying staff. Effective schools commit

this positive and proactive philosophy of discipline to writing in the form of a mission, vision and beliefs. This philosophy creates the sense of direction that gives coherence to diverse activities and keeps the learning on course. Time spent examining what staff believe about student discipline and creating a shared philosophy is a wise investment in lasting change.

2. LEADERSHIP. Effective schoolwide discipline will succeed or fail by the vision, commitment, and amount of personal attention received from the administrator. Clearly, schools with good outcomes have forceful leadership at the administrative level, but with staff members' views clearly represented in decisions. Therefore, in MO SW-PBS, leadership includes the building administrator along with a SW-PBS Leadership Team that is representative of building staff. The Team will lead their staff through a process of developing and gaining consensus on beliefs, expectations, and procedures, along with the completion of a written plan. This full staff involvement in the process is crucial, and effective leadership utilizes effective and efficient group processes to engage staff, understand change and the stages of implementation, and provide effective professional learning support. Once procedures are developed, effective leadership ensures that their SW-PBS plan is continually evolving and arranges for routine review and renewal through data gathering, policy revision, and training of new staff. Practices are upheld through supervision of staff, and practices are incorporated into hiring and evaluation processes. Strong leadership is the factor that contributes most directly and assuredly to effective change in schools, particularly when change involves new practices that must be incorporated into every day routines (Colvin, Kame'enui & Sugai, 1993; Sprick, Wise, Markum, Haykin & Howard, 2005).

3. CLARIFYING EXPECTED BEHAVIOR. Just as schools rely on the direction provided by their academic curriculums, success with student discipline begins with clear behavioral expectations - a behavioral curriculum. These expectations are not lists of prohibitive rules, but a vision of responsible student behavior and social competence. Agreed upon student expectations promote consistency across staff through a common language and help develop similar tolerance levels. A curriculum of expected behaviors allows educators to be proactive and focus on catching students behaving responsibly. Clarification begins by identifying a set of three to five succinct schoolwide expectations that cross all settings. These are further clarified by identifying specific behaviors for each expectation. Expected behaviors are then identified for specific non-classroom settings (e.g., hallways, cafeteria, etc.), and classroom procedures developed to guide daily operations. Additionally, some schools adopt a social skills curriculum to further identify social competency (U.S. Department of Education, 2014).

4. TEACHING EXPECTED BEHAVIOR. Once expectations have been defined, systematic teaching of those expected behaviors must be a routine part of the school day. Teaching social behavioral skills calls upon the same methods used to teach academics - direct instruction, modeling, practice and feedback. At the beginning of the school year and in an ongoing fashion throughout the year, students should be taught how to behave responsibly in each school setting. Effective teachers spend up to one-third of their time during the first days or weeks of the new school year teaching their expectations, and frequently review or remind students of their expectations all year long (Cotton, 1995). Lesson plans, teaching schedules, and special activities and events are planned to guide the ongoing teaching of expected behaviors. Teaching of expectations should also include a plan to ensure that new students and staff are provided the opportunity to learn the behaviors that will lead to success in their new school.

5. ENCOURAGING EXPECTED BEHAVIOR. Staff must not only teach and model appropriate behavior, but also must watch for and provide feedback to students about their behavioral progress. This feedback or incidental teaching capitalizes on naturally occurring opportunities to reinforce students who demonstrate responsible behavior. These minute-by-minute interactions that occur between staff and students are the most important means of encouraging students to behave responsibly. Creating a school

culture where expected behaviors are the norm requires that staff interact with students four times more frequently when they have engaged in appropriate behavior than when the student is misbehaving (Reavis, Jenson, Kukic & Morgan, 1993). Strategies for providing specific positive feedback to students along with a menu or continuum of positive reinforcement options are essential.

6. DISCOURAGING INAPPROPRIATE BEHAVIOR. Just as students need specific positive feedback when behaving in accordance with expectations, inappropriate behavior also requires feedback. Inappropriate behavior in schools should be viewed as a teaching opportunity–a chance to clarify and reteach expectations (U.S. Department of Education, 2014). The same calm instructional approach used when students make academic errors should be used to correct social errors. Correction interrupts the behavior needing improvement so that a more appropriate response can be taught, practiced and reinforced. Associated with correction is the use of consequences, which are not to be punitive, but to extend teaching, decrease future occurrences of the behavior, and provide students with the motivation necessary for them to begin behaving in acceptable ways. Correctional strategies and a menu or continuum of consequences to discourage inappropriate behavior provide staff with the tools to effectively change student behavior.

7. ONGOING MONITORING. Use of data can focus staff's efforts by identifying areas in need of improvement as well as those operating well, and keep the effort alive by providing feedback or knowledge of results that promote consistent implementation and renewal. There are several methods useful for monitoring progress and making decisions regarding student behavior and discipline: 1) Surveys–questionnaires or interviews which ask individuals to share their perceptions or experiences related to school discipline; 2) Observations–planned visits to classrooms or non-classroom areas for observing and recording the kinds of behaviors that occur and the level and effectiveness of supervision; observations can confirm or clarify the perception data gathered through surveys; 3) Behavioral Records–using available data from existing school records (e.g., office referrals, attendance, tardies, detentions, suspensions, referrals for assistance or to special education, etc.); objective data are particularly meaningful to monitor overall trends and impact of practices. Data collection is an ongoing process that assists staff to find areas where implementation is weak or inconsistent, or where policies need upgrading or extending. This data can identify the need for increased supervision, staff learning support, revision of practices or new procedure development.

8. EFFECTIVE CLASSROOM PRACTICES. Effective classroom practices are based on the same overarching schoolwide and non-classroom expectations. They are then further articulated through the behaviors/rules and procedures that each instructor decides best fit that classroom. Additionally, some specific research-based techniques have been found to be equally applicable to academic and social behavioral instruction.

These Essential Components provide the framework for MO SW-PBS, your work to create effective learning environments, and the training and technical assistance activities. Your *MO SW-PBS Team Workbook* is organized around these components.

ACTIVITY   List the MO SW-PBS Essential Components in the chart that follows and summarize the key points of information for each. Be prepared to share your information or teach others as directed.

Essential Components

Component	Key Points
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	

Systems, Data, and Practices

The Essential Components will help address inappropriate behavior in schools and create the context for learning. Accurate and sustained implementation can often be hindered by the demands of other initiatives, the use of competing discipline practices that are reactive, punitive or exclusionary, and the tendency to try new strategies only briefly, seldom leading to accurate, deep, or sustained use. The SW-PBS approach emphasizes sustained use of effective behavioral practices from a systems perspective (Greenwood, Delquadri, & Bulgren, 1993; Latham, 1988).

A systems perspective focuses on the collective actions of individuals within the school and how they contribute to the way the school, as a whole, operates. We understand that change occurs at the individual teacher or staff level. When we change individuals' behavior, these behaviors move the school toward the achievement of a common goal–in this case, the goal of socially skilled students and a positive learning climate. However, these individuals within the school need systems-level supports to promote the desired goal-related behaviors. The ultimate goal is for school improvement to become institutionalized to the extent that: 1) it is established in the school's direction, 2) leadership provides ongoing support for the practices, 3) staff possesses the essential knowledge, attitudes, and skills, and 4) policies and procedures support the work.

Four elements guide the systematic implementation of SW-PBS–Outcomes, Data, Practices, and Systems (See Figure 2).

OUTCOMES. First, the school sets measurable and achievable *outcomes* related to social competence and academic achievement that are embraced by all staff and families.

PRACTICES. Once the desired outcomes are established, the school identifies *practices* (what we do for students) that are supported with educationally relevant evidence.

Social Competence & Academic Achievement

OUTCOMES

Supporting Staff Behavior

SYSTEMS   DATA

Supporting Decision Making

PRACTICES

Supporting Student Behavior
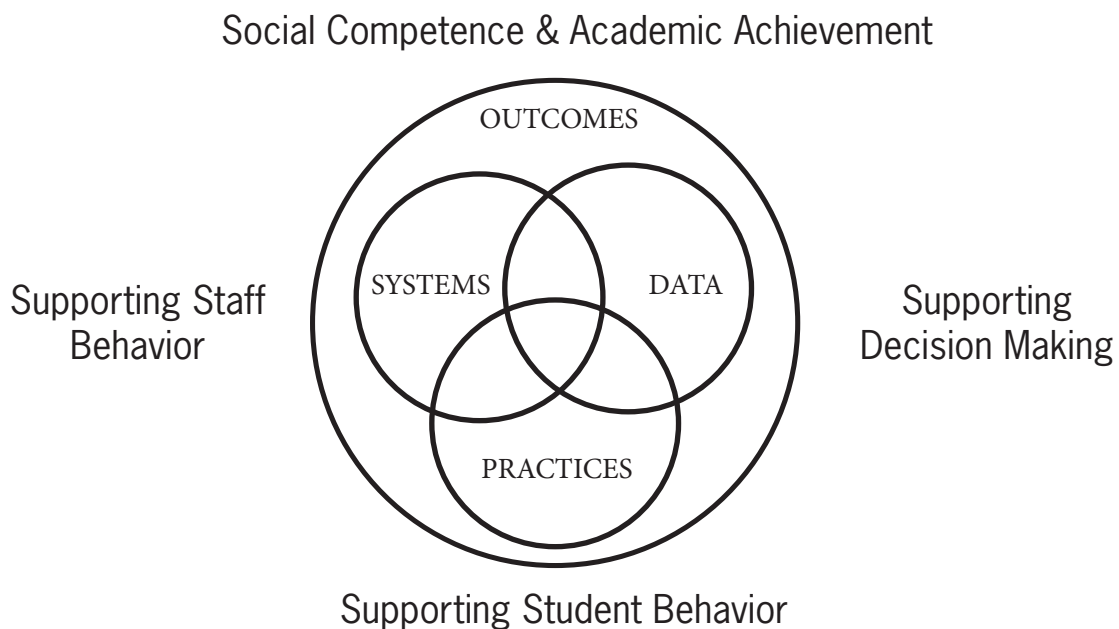
Sugai & Horner, 2006

Figure 1.2

These practices should be based on the school's needs, be relevant, effective, and efficient. They are based upon the principles of applied behavior analysis, are research based, and embrace a positive, proactive, and instructional philosophy.

DATA. Next, information or *data* (how we make decisions) is used to identify the status of current practice, support the need for change, and evaluate the impact of interventions or practices (e.g., records of behavioral incidents, attendance, tardies, achievement, staff and student perceptions, etc.).

SYSTEMS. Finally, the school formally puts systems (what we do to support adults, e.g. personnel, funding, policies, training) into place to ensure that the accurate implementation of the practices can and does occur.

Clearly defined *outcomes* with the selection of effective *practices*, use of meaningful *data*, and attention to *systems* together lead to successful outcomes. These four features are also interrelated; they interact with and guide each other. For example, data are used to determine outcomes, evaluate progress on achieving those outcomes, guide the selection of practices, and identify the systems needed to implement. Similarly, a school's desired outcomes are used to guide the selection of practices, define data collection needs, and determine the adequacy of existing systems.

DISCUSSION

If you had 5-10 minutes to explain to your colleagues about the 4 elements of Outcomes, Systems, Data and Practices what would you want them to know?

Three Levels of Implementation

Focusing on a systems change approach discussed earlier along with validated behavior change techniques, SW-PBS is designed to meet the unique behavioral needs of each school and every student through three broad levels of implementation (Figure 3). These levels operationalize prevention and emphasize interventions that range from preventing the development of inappropriate behavior (primary) to reducing the impact or intensity (secondary or tertiary) of problem behavior occurrences. This continuum of schoolwide, instructional and positive behavior supports is a defining feature of SW-PBS (Walker, et.al., 1996; Sugai & Horner, 1999; Sugai & Horner, 2006).

5% Tier 3/ Intensive Individual
► Individual Students (High-risk)
► Assessment-based
► Intense, durable interventions

15% Tier 2/Targeted Group
► Some students (At-risk)
► High efficiency
► Rapid Response

80% Tier 1/Universal
► All students
► All settings
► Preventive, proactive
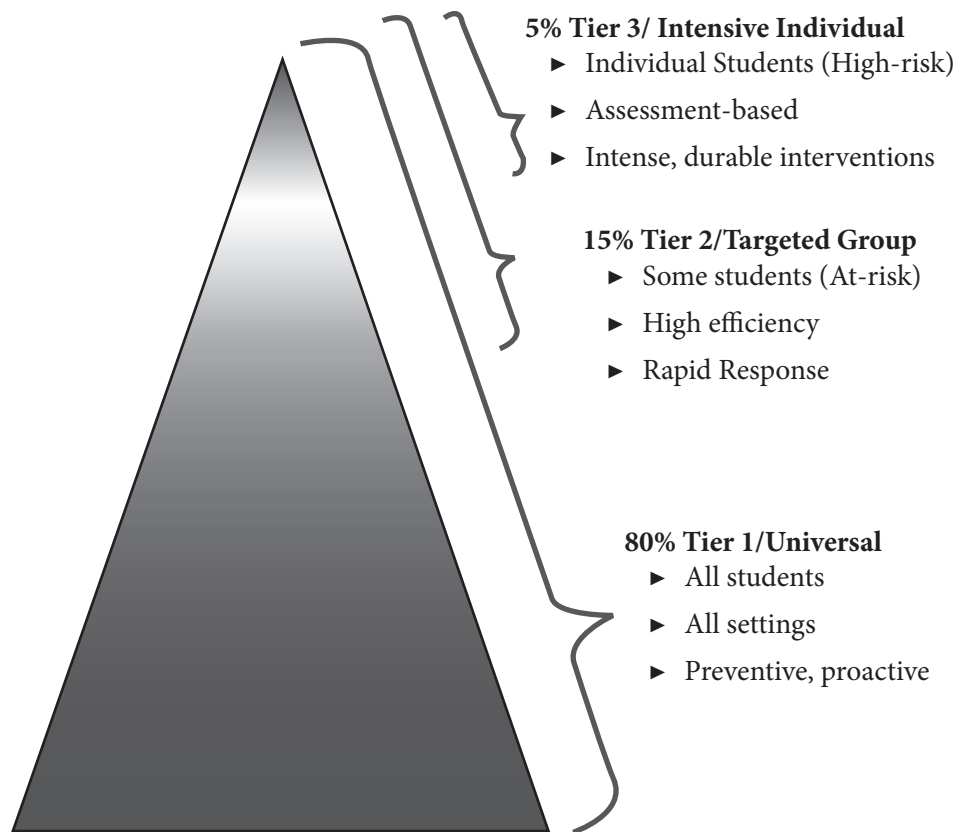
Figure 1.3

TIER 1. First, school teams develop Tier 1–primary or universal schoolwide management strategies designed to meet the needs of all students and develop a common language and focus for all school staff, families, and community members. Universal or Tier 1 strategies are designed to be implemented consistently and efficiently across all school settings, classroom and non-classroom (e.g., cafeteria, hallways). This includes teaching specific behaviors or social skills that will lead to success in school, providing frequent positive reinforcement for expected behavior, consistently addressing social errors, and arranging teaching and learning environments to ensure success for all. This level should meet the needs of approximately 80 percent of a school's student body.

TIER 2. Second, Tier 2 or secondary support is developed to provide targeted group-based strategies for students who present risk factors (e.g., low academic achievement, poor peer skills, limited family or community supports) and who require repeated practice and environmental modifications to increase

their likelihood of academic and social success. These strategies are matched to need or function-based and applied to the relatively small proportion of students who require more than primary prevention support for their social success in school. Although they are linked to the Tier 1 interventions, Tier 2 interventions are more intensive and typically require more adult attention and monitoring. The behavioral strategies of Tier 2 can be likened to the small group academic interventions for students requiring additional instruction or practice to keep up with the standard curriculum. Approximately 15 percent of students are at-risk and in need of secondary intervention.

TIER 3. Third, Tier 3 or tertiary systems of support are developed to provide highly specialized strategies for the relatively small number of students who engage in chronic challenging behavior that is unresponsive to universal, Tier 1 or secondary, Tier 2 group based interventions. At the tertiary level, special educators, school psychologists, counselors, and behavior interventionists and family members develop individualized and comprehensive (i.e., wraparound, person-centered) behavior intervention plans. This can be likened to the student who is unable to learn to read using the standard curriculum and requires a highly prescribed reading intervention approach. Approximately 5 percent of the student body will require individualized interventions.

While you may recognize aspects of this continuum that are in place in your school, many schools implement such support strategies separately in an unconnected way. With the SW-PBS process, all small group and individual interventions are connected to the schoolwide or universal system, using a common language, tying together systems and keeping all staff informed. When a true connected continuum of supports has a common base, schools are able to increase their effectiveness and efficiency in supporting students with challenging behavior.

Our adventure with MO SW-PBS at the Universal or Tier 1 level begins with developing the practices, systems, and data as described in the Essential Components.

ACTIVITY

Conduct a brief "lesson" to teach someone the basic concepts of this three-level approach or continuum of interventions. Share how this mirrors the continuum of academic interventions in a school.

Knowing Your ABCs

Your work with MO SW-PBS is grounded in the science of behavior or applied behavior analysis (ABA). Applied behavior analysis is the design, implementation, and evaluation of environmental modifications to produce socially significant improvement in behavior (Alberto & Troutman, 2012; Baer, Wolf, & Risley, 1968; Sulzer-Azaroff, B. & Mayer, R., 1991). This is based on the understanding that individuals' behavior is determined by past and current environmental events. In short, the science of behavior focuses on changes to the environment to result in changed behavior. ABA shows us that we can't change a person, but we can influence the way they behave by shaping the environment that they function within. Thus in SW-PBS, we are focusing on changing the behavior of the adults to change the environment that will, in turn, encourage change in student behavior.

Central to understanding applied behavior analysis is knowing your ABCs–an acronym for the contingency *Antecedent–Behavior–Consequence*. That is, something happens preceding the behavior (the *Antecedent*), which in effect causes the *Behavior*, which then results in *Consequences*. Antecedents are the happenings that occur before the behavior, anything in the students' environment that triggers the behavior. Antecedents include cues, prompts, signals, questions or commands from the teacher, as well as reactions from peers that influence student behavior; they are what happens right before the behavior occurs (Crone, Hawken, & Horner, 2015; Crone, Hawken & Horner, 2010). This includes the physical setting, the time of the day, the materials, person or people present, as well as how and what directions are given. Antecedents produce the behavior that follows. When we ensure a well-managed classroom setting, appropriate materials, and clear expectations and specific directions, we can increase the likelihood of appropriate student behavior. For example, the teacher signals by raising her hand and verbally reminds students to raise their hand during an upcoming discussion.

A – B – C

Antecedent → Behavior → Consequence

Antecedent	Behavior	Consequence
Events that happen immediately before and trigger the behavior.	An observable act. What the student does. The actions or reactions to the antecedents.	The resulting event or outcome that occurs immediately following the behavior.

Figure 1.4

Behavior is any observable act that the student does–the actions or reactions of the student to the environment or antecedents. Simply stated, this is the response from the student to the antecedent conditions. It is visible action. In the classroom it might include performing or doing what is instructed, noncompliant behavior or no response at all. In the example started above, after the teacher's reminder to raise their hands to get permission to speak (Antecedent), Jerry raises his hand and waits to be called on (Behavior).

Consequences are the results, actions or events that directly follow the behavior. They are the outcome or feedback that occurs immediately following the behavior. In the classroom this includes the reaction of the

teacher and peers, which might include attention, specific positive feedback, or correction. Consequences either *increase* (reinforce) or *decrease* (punish) the probability that the behavior will occur again in the future (Alberto & Troutman, 2012). In the example above, when the teacher prompted the class to raise their hands during discussion time (Antecedent), Jerry raises his hand and waits (Behavior), and the teacher praises Jerry for raising his hand and calls on him to share (Consequence). The effect is that Jerry continues to raise his hand and wait to be called on. As you can see, past consequences become antecedents for future behavior. The praise and being recognized (the consequence) serves to increase the likelihood of future hand raising. In this example, the teacher intervened with antecedents and consequences to obtain the desired behavior.

Additionally, there are sometimes *Setting Events* which are conditions or circumstances that alter the probability of a behavior occurring. Events that happen outside of the immediate routine that commonly make the problem behavior more likely (Loman, Stirckland-Cohen, Borgmeier, & Horner, 2013). For the entire class a substitute, fire drill, or assembly can be a *Setting Event*. For an individual student or group of students a *Setting Event* can be lack of sleep or food, missing the bus or a fight on the bus on the way to school, etc. Because setting events are typically outside the control of the Tier 1 team they are not typically the primary focus for schoolwide planning in the first year of implementation. As your team gains experience with SW-PBS your team will learn to plan for *Setting Events* and provide supports accordingly.

Earlier in this chapter, we talked about the traditional approach to discipline. In these traditional or punitive approaches to discipline, the emphasis is on Consequences or what is done following the behavior to punish or suppress behavior. In SW-PBS we will focus heavily on Antecedents, the things that we can do to set students up to behave in socially appropriate ways. Chapters 3 and 4 will assist you to: 1) clarify your expectations so all students understand what they are expected to do, and then 2) teach those expectations to students in an ongoing way as a means to ensure students know how to behave successfully. These antecedent strategies will go a long way to create well-behaved students and a positive school climate.

In Chapter 5 and 6, we will also learn how to effectively use consequences in response to behavior—appropriate or inappropriate—so as to shape the behavior we seek. Essentially, we will be using antecedents and consequences to produce practical change in behavior.

DISCUSSION

Think about how the A-B-Cs operate in your classroom every day in both academics and behavior. How do you manage antecedents to get the academic learning or behavior you desire? How are you using consequences to help students learn and use appropriate behavior? What are you looking forward to learning in your SW-PBS training?

Read each of the actions, events, or behaviors below. Indicate whether it is an Antecedent, "A" or a Consequence, "C."

Antecedent or Consequence?

_____ The teacher is greeting students as they arrive and says, "Good morning, Joe."

_____ Beginning a new activity, the teacher says, "You will need only a piece of paper and your pen on your desk; everything else can be put away."

_____ Janice is out of her seat and the teacher says, "You need to be in your seat."

_____ The teacher says, "Thank you for transitioning so quietly."

_____ As Jake is digging in his desk, the teacher walks over in close proximity.

_____ The teacher says, "Who remembers what we talked about yesterday in Social Studies?"

_____ While the students are working independently, the fire alarm goes off.

_____ The teacher says, "Remember what we've been saying about how we behave during large group instruction."

_____ "Put your purse away and pay attention, please."

_____ As the students get noisy during small group work, the teacher says, "Everyone freeze and get quiet right now!"

_____ As the teacher is assisting students working independently she says, "Very neat work… nice handwriting."

_____ As Jim starts to get up, the teacher looks at him, scowls, and shakes her head "no."

_____ When students begin to visit, she puts her finger to her lips.

_____ As the students are ready to leave for lunch, the teacher says, "Remember our expectations for the cafeteria."

_____ While students are working quietly, an unexpected guest arrives in the room.

_____ Everyone is working except for Sarah; the teacher goes to her and says, "You need to be working; get your book out, open to page 217 and begin the odd problems."

_____ As the group is finishing their assignment, the teacher says, "I need everyone's eyes up here."

_____ "We are going to the library. Who can tell me something they remember about how we behave in the library?"

Possible Impact of MO SW-PBS

Schools who have implemented positive, proactive, and instructional approaches to discipline as outlined here have experienced many and varied intentional and unintentional outcomes. For many, not only do they see a decrease in the frequency and severity of discipline problems, but they also find changes to culture and climate that come from the unification of staff and collaborative work. Below are some of the possible impacts of your work:

- ► Improved school attendance and punctuality
- ► Reduction in tardy behavior
- ► Fewer office referrals, requests of assistance from intervention team, referrals to special education
- ► Increased student engaged time
- ► Successful relationships with teachers and administrators
- ► Reduction in bus disruptions
- ► Reduction in student fights
- ► Improved academic performance
- ► Improved peer interaction skills
- ► Increased student participation in class and school activities
- ► Increased on-time homework completion
- ► Improved self-esteem and decision-making skills
- ► Higher student satisfaction with school
- ► Increased community and parent support
- ► Decreased out-of-school suspensions
- ► Decreased number of school dropouts
- ► Higher graduation rates
- ► Enhanced employability and life skills; smoother transitions to the world of work
- ► Better teacher attendance
- ► Increased positive statements about students by staff
- ► Decrease in reported staff stress
- ► More frequent positive contacts with parents

DISCUSSION

What changes would you like to see? How do your desired changes relate to your school improvement goals? Be prepared to share.

Beliefs, Mission, & Vision

Effective schools commit their philosophy of discipline to writing through their beliefs, mission and vision. This philosophy creates a sense of direction that gives coherence to diverse activities. It also serves to clarify to others outside of staff how your school operates regarding discipline, and protects and helps sustain your work. Time spent examining what staff truly believe about student discipline and creating a shared philosophy is a wise investment in lasting change.

BELIEFS. One of the first steps in developing a philosophy is to examine staff beliefs. Beliefs are the underlying sentiments, assertions, or assumptions that inform the customs or practices of a group. With the realization of a need to change our approaches to discipline, old attitudes and premises that have held us in those old patterns must give way to new beliefs. Our beliefs about student behavior and discipline unify us and direct our actions–the decisions we make, the practices we choose, and how we interact with others. When we take time to articulate our beliefs, we are forced to be precise about how we want to behave. The following beliefs reflect current literature and the best practices that guide how schools across the country undertake discipline initiatives. These, as well as others you may think of, provide a foundation of thinking to guide your work.

- ► Education today must include a balanced focus on both academic achievement and social competency.
- ► Students today may not have had the opportunity to learn acceptable behavior. We must not assume students know the behaviors and social skills that lead to success at school and in life.
- ► Behavior is learned, therefore, responsible behavior can be taught.
- ► Student discipline is best achieved through instruction rather than punishment.
- ► Student behavior can be taught using the same strategies used to teach academics.
- ► Misbehavior presents the student with an opportunity to learn, the educator with an opportunity to teach.
- ► Punishment focuses on what not to do and does not teach the child alternative successful ways to behave.
- ► For behavior change to occur, we must use positive approaches that strengthen teacher-student relationships.
- ► Efforts to help students become socially competent require ongoing teaching, encouragement, and correction.
- ► Students need and want high standards for their behavior. Maintaining high expectations does not require "get tough" or punitive approaches.
- ► Successful change in discipline practices requires building-wide, systematic approaches.
- ► Student discipline is a shared responsibility and requires a combined effort by all staff. We all "own" each and every student and are jointly committed to their success.
- ► Student discipline is a collaborative effort. All staff must work together, striving for consensus on procedures and consistent implementation.
- ► Services for students with chronic or intense behaviors are most effective within the context of a larger building-wide commitment to the social development of all students.

Work with your team: What attitudes or beliefs are held by your staff that reflect a traditional view of discipline? What shared beliefs do you need in order to unify staff around a new view of discipline and begin your work of developing a positive and proactive approach to discipline? List those essential beliefs below. How can you include staff in rethinking discipline and validating these assertions?

MISSION. Mission Statements. Every organization–school or district–has one. They define our purpose. They are practicable, a blueprint for current practice or what we do. Missions answer the questions, "Why do we exist? What do we do?" Historically, schools have served a socialization purpose. Parents, as they sent their children off to school, expected that they would learn essential social skills, how to get along with others, how to work cooperatively, how to be a leader. We are the one institution with a mandate to serve all children. With that mandate came an expectation to help students become, not only academically skilled, but also socially acceptable.

Until more recently, that role was seldom articulated or addressed directly. We assumed that social competence would be a by-product of academic learning. We now know that we must be more systematic about this important school function.

Does your district or school mission address the development of student social competence? If not, it should. It will give legitimacy to your work and direct your actions. It communicates value for social competence in school and for students' life-long success.

Example Mission Statements

In cooperation with parents and community, we provide the highest quality education for all our students, focusing on: high academic and social, emotional, and behavioral standards; appreciation of diversity; citizenship; character development; and preparation for future employment and life-long success.

At Pinehurst High School, staff: 1) place highest value on academic, social, and personal success; 2) strive for proactive and safe learning and teaching environments; 3) foster partnerships with students, families, and communities; and 4) emphasize what works.

Our mission is to teach all our children to communicate effectively, to solve problems, to understand and cooperate with others, to appreciate and care for the world in which they live, and to be lifelong learners.

Working with your team, review your district or school mission statements. Do existing statements include the essential focus on both academic and social outcomes for all students? If not, what changes could be made? If you are unable to amend your district or school mission, what is the purpose of your MO SW-PBS team?

VISION. Unlike a mission that is practicable, a vision is idealistic. A vision is a clearly articulated, results-oriented picture of the future you intend to create. A vision focuses on the end-results and values, not on specific means of getting there. A vision is the crystallization of your needs, desires values and beliefs.

A shared vision is a force in people's heart and answers the question, "What do we want to create?" It is the picture that people throughout the school carry in their heads and heart. It completes the statement, "I have a dream that one day…" and reaches into the future, drives actions, and helps to create a sense of community. When a school collectively develops and owns a vision, staff's relationship to school is changed. It is no longer "their school," it becomes "our school."

Visions derive their power from the desire to be connected in an important undertaking, to become a part of pursuing a larger purpose. Ensuring the social and academic success of each and every student, and creating a positive school climate can be that purpose.

You cannot have a learning organization without a shared vision to guide the work and pull you toward your goal.

Do you have a vision that compels new ways of thinking and acting?

Example Vision Statement

We envision a school that is safe, energetic, and friendly; where staff, parents and members of the community work harmoniously to ensure the personal success of each and every student. Staff collaborate to set high academic and behavioral standards for students and to model the social skills along with the professionalism, problem solving and enthusiasm necessary to motivate our youth to be the best they can be. We put our students first, and demonstrate positive attitudes, creative thinking, a commitment to learning, compassion for others, and pride in everything we do.

ACTIVITY   Working with your team or staff, discuss your vision of your school: If you could create the school of your dreams, what would it look like? What is your mental model for the future? What do you want to be? What is your compelling dream for how school should be as a result of your work with MO SW-PBS? Use the T chart on the following page to guide your thinking. What does your school look like and sound like with a positive, proactive, and instructional approach to discipline? Who will craft and commit to writing an inspiring vision from your work?

Thinking about Vision

LOOKS LIKE *What will we see?*	**SOUNDS LIKE** *What will we hear?*

Gaining Staff Commitment

Change efforts have a great deal to do with personal motivation. Setting a new direction for the future is one of the most powerful ways of motivating any group and effecting change. Once staff is committed, together you will find ways to be effective.

Fundamental change is impossible without the participation of everybody with a stake in the problem or issue (U.S. Department of Education, 2014). Without full participation of all, perspectives will be missed, there is a good chance that some of the issues involved will go unaddressed, and implementation will be restricted. Building staff awareness of SW-PBS, the possible outcomes, the vision, and evolving beliefs about student discipline and behavior should lead to a sense of eagerness and full participation.

Emerging research on implementation of PBIS, research including Missouri SW-PBS schools, indicates that for initial implementation administrative support, staff buy-in, fidelity of implementation and efficient and effective teaming are critical (McIntosh, et.al., 2014). It is also important to note that findings indicate a need to establish consensus to implement PBIS in the classroom setting as soon as it is implemented in nonclassroom settings (ie., schoolwide). (Mathews, McIntosh, Frank, & May, 2014).

Securing staff commitment can be done by providing opportunities for new learning, the joint development of mission, vision, and beliefs or guiding principles, and finally confirmed by an official commitment process. Strategies for providing new learning include: 1) formal presentations/staff learning opportunities, 2) study groups or book studies, 3) articles or readings, 4) sharing and discussion opportunities, 5) surveys or data, and 6) personal conversations. In Chapter 2 you will learn additional strategies for fully engaging your staff in the joint development of vision and beliefs. Once your staff has a solid understanding of the desired change, it is helpful to confirm commitment. In some schools, the principal simply makes a point of having a personal conversation with each and every staff member, visiting about the exciting opportunity and asking if they are on board, or if they can be counted on to join in the work ahead. An agreement, contract, or covenant is another way for staff to show support. On the next page you will find an example that includes the school's philosophy, beliefs and agreements that bond the staff to their schoolwide discipline work. It provides a place for staff to sign, indicating their commitment.

ACTIVITY

Working with your team, plan for how you will secure staff commitment. What staff learning supports need to be put in place? How will you develop and cultivate a new view of discipline and an understanding of SW-PBS? How will you have staff indicate their dedication?

OUR SCHOOLWIDE COVENANT
MISSOURI MIDDLE SCHOOL

We, the administration and staff of Missouri Middle School, recognize that effective teaching and learning takes place in a school climate of respect and responsibility. Creating this climate of both academic and behavioral success is a process that involves all staff in developing and gaining consensus on student expectations and the procedures to uphold those expectations.

What we believe about student behavior and discipline is foundational to our success, unifies us, and guides our actions—the decisions we make, the practices we choose, and our interactions with others.

OUR BELIEFS:

► Our students may not have had the opportunity to learn respectful and responsible behavior. We must not assume students know the behaviors and social skills that will lead to their success.

► Discipline is a teaching responsibility. Teaching students to be socially competent is as much a part of our responsibilities as is the teaching of academics.

► Mutual respect is central to all we do at Missouri Middle School. Effective discipline requires respect for students at all times.

► Student discipline is a collaborative effort. All staff must work together as a team, striving for consensus on procedures and consistent implementation. "I exhaust – We energize!"

► Student discipline is a shared responsibility. Helping students to be respectful and responsible requires the combined effort of all staff. We all "own" each and every one of the students at Missouri Middle School, and are jointly committed to their success.

► Respectful and responsible student behavior occurs when staff hold the same high expectations and maintain consistently low tolerances for inappropriate behavior.

► Modeling is a powerful teaching tool. The adults at MMS must always model the behaviors of respect and responsibility expected of students.

► Our efforts to help students become socially competent require ongoing teaching, encouragement and correction. Discipline is the slow, bit-by-bit process of helping students to be self-disciplined.

► Student discipline is most impacted by the climate of our building. Discipline is not an event, it is the way we live and treat each other on a daily basis.

► We also understand that we must all work in harmony to achieve the climate we seek. The involvement of each and every staff member is essential; full engagement is both a right and a responsibility.

THEREFORE, I/WE AGREE TO:

1. Participate fully in all staff learning activities provided to guide our schoolwide discipline planning.

2. Commit time over the next 18-24 months to learn best practices for creating a positive school climate and well-disciplined classroom and school.

3. Reflect on and analyze my own behavior and apply new procedures fully and enthusiastically with integrity.

4. Be direct, communicate authentically, and seek assistance or clarification when uncertain, frustrated, or experiencing difficulty implementing agreed upon procedures.

5. Put students first and work diligently to teach every student to be respectful and responsible.

6. Support my peers in their efforts to create the very best school climate possible.

NAME   **DATE**

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

Tools for Planning SW-PBS Efforts

As your school begins to examine your beliefs, mission, and vision in an effort to gain staff commitment, a few tools have been provided to help you work efficiently and effectively. These tools are *Missouri Schoolwide Positive Behavior Support Tier 1 Universal Support Checklist* and SW-PBS Action Plan worksheets. These tools are used in concert to keep your team on track to implement SW-PBS with fidelity.

Missouri Schoolwide Positive Behavior Support *Tier 1 Universal Support Checklist*

The skills and products that are pivotal to MO SW-PBS are identified on the *Tier 1 Universal Support Checklist* and are organized by the Essential Components. As the content of each of these skills or products is gradually introduced during training and technical assistance, you will use the *Tier 1 Universal Support Checklist* to assess your current status and guide your team action planning. As such, the checklist creates a roadmap of what should be in place to ensure a positive, proactive and instructional approach to discipline.

As your team action plans, each team member can individually assess your current status using the *Tier 1 Universal Support Checklist*. Then the team can reconvene to discuss each feature and come to consensus on actions that need to take place. Or your team can go through the *Tier 1 Universal Support Checklist* together and decide on the "score" as a way to guide steps to put on the action plan.

Tier 1 • Universal Support Checklist • Implementation Fidelity

The skills and products that are pivotal to MO SW-PBS are identified below and organized by the Essential Components. Used to guide team action planning, the specific content related to each of these skills or products will be gradually included in your training and technical assistance process. As such, it creates a vision of your work and a roadmap of what should be in place to ensure a positive, proactive and instructional approach to social and behavioral skills.

Teams assess fidelity of implementation of systems and practices with:
1) artifacts, 2) direct observation or 3) self-report

1. COMMON PHILOSOPHY AND PURPOSE

	Implementation Data	Yes	Partially	No
1. A positive and proactive philosophy, a vision and essential beliefs or guiding principles about student behavior and discipline are in writing and included in the school handbook.				
2. The District or School Mission emphasizes both academic and behavioral outcomes (academic and social competency for all students).				
3. Staff understands the essential components of MO SW-PBS and has made a commitment to the work.				

2. LEADERSHIP

	Implementation Data	Yes	Partially	No
1. SW-PBS is one of the top School Improvement Goals.				
2. The administrator(s) states frequent and public support for SW-PBS through regular communication with staff, students, families, and community. (e.g., conversations, letters, newsletters, website)				
3. The SW-PBS Leadership Team is representative of the building staff and includes active administrator participation.				
4. The SW-PBS Leadership Team meets regularly (at least monthly) to develop, monitor, or maintain effective practices and systems.				
5. There are processes for efficient and effective Leadership Team Meetings in place (e.g., roles, agenda, norms or ground rules, means for determining consensus, rotation of members, etc.).				
6. Action planning is used to guide and review the Team's work/tasks.				
7. Meetings and professional learning supports are conducted with staff as needed to ensure they have the knowledge and skills needed to implement successfully, including a plan for new staff induction.				
8. Effective processes to engage staff in the review or development of procedures, gain their consensus, and keep everyone well informed have been developed.				
9. Ways to develop and sustain staff effort are in place (e.g., new staff induction, sharing and discussions, coaching, feedback, etc.), and staff are recognized for their contributions to SW-PBS.				

3. CLARIFYING EXPECTED BEHAVIOR

	Implementation Data	Yes	Partially	No
1. Select three to five schoolwide expectations that define success for all students and are applicable in all settings (e.g., respectful, cooperative, safe, kind).				
2. Create a matrix of specific behaviors/rules to further clarify each schoolwide expectation for every setting.				
3. Determine procedures for each of the school's non-classroom settings (e.g., arrival / departure, hallways, cafeteria, recess, restrooms, assemblies, etc.).				
4. Ensure teachers have clarified behaviors/rules and procedures (e.g., arrival, small group, independent seatwork, etc.) to identify success in their classrooms that align with schoolwide expectations.				

4. TEACHING EXPECTED BEHAVIOR

	Implementation Data	Yes	Partially	No
1. Lessons on schoolwide, non-classroom and classroom expectations, rules and procedures have been developed and shared with all staff.				
2. An annual plan for the ongoing teaching of all expectations and rules has been developed and disseminated to all staff.				
3. All staff actively teach lessons on schoolwide, non-classroom and classroom expectations, rules and procedures.				
4. All staff use common language in all settings with all students.				
5. Staff regularly review expected behavior and reteach as needed (e.g., brief re-teaching, pre-corrects, and embedded across curricula).				
6. Orientation procedures that introduce expectations to new students and staff have been developed.				

5. ENCOURAGING EXPECTED BEHAVIOR

	Implementation Data	Yes	Partially	No
1. Staff use specific positive feedback to encourage expected behaviors at a high rate (4:1) in all settings.				
2. Staff consistently use a schoolwide tangible reinforcement system to encourage desired student behavior.				
3. A continuum or menu of strategies to encourage appropriate behavior has been developed.				

6. DISCOURAGING INAPPROPRIATE BEHAVIOR

	Implementation Data	Yes	Partially	No
1. Staff view social/behavioral errors as opportunities to correct and teach the alternative or desirable behaviors and use instructional responses (e.g., redirect, reteach, conferencing, etc.)				
2. There is a clear framework for staff to determine what behaviors they manage and what behaviors should be office-managed.				
3. There is a continuum or menu of strategies to discourage minor inappropriate behavior that promotes learning of appropriate replacement behaviors.				
4. Staff uses responses to social errors that are respectful and reduce the probability of escalating behavior.				
5. Staff utilizes appropriate strategies to de-escalate or diffuse intense behavior.				
6. There is a continuum or menu of strategies to address major inappropriate behaviors that includes alternatives to exclusionary practices such as suspension/expulsion.				

7. ONGOING MONITORING

	Implementation Data	Yes	Partially	No
1. Team and staff complete and discuss the PBIS Assessments (e.g., Self Assessment Survey, School Safety Survey, etc.) to monitor and guide development and implementation.				
2. A data system is used for collecting, analyzing, and reporting office discipline referrals (ODRs) in a Big 5 format.				
3. A system for monitoring frequent minor misbehavior is used to facilitate planning, teaching, and intervention efforts.				
4. The SW-PBS Leadership Team reviews the Big 5 data report at least monthly and makes decisions based on that data.				
5. The team regularly communicates Big 5 data and solution plan with staff.				
6. There is a system for annually collecting, reviewing and reporting the MO SW-PBS School Data Profile factors (e.g., demographics, attendance, graduation/dropout rates, ODRs, state assessments, special education eligibility, assistance referrals, staff counts, etc.).				
7. Routine implementation is monitored through observations, walk-throughs, informal surveys, interviews, etc. to provide ongoing feedback and support to staff and adjust as indicated.				

8. EFFECTIVE CLASSROOM PRACTICES

	Implementation Data	Yes	Partially	No
1. Classroom rules are aligned with schoolwide expectations, posted, and referred to regularly.				
2. Classroom procedures and routines are created, posted, taught, and referred to regularly.				
3. Positive specific performance feedback is provided using a variety of strategies and at a ratio of 4:1.				
4. A variety of strategies (redirect, re-teach, provide choice, and conference with the student) are used consistently, immediately, respectfully in tone and demeanor in response to inappropriate behavior.				
5. Active supervision (scanning, moving and interacting) is consistently implemented.				
6. A variety of strategies to increase students' opportunities to respond (e.g., turn to talk, guided notes, response cards, etc.) are used.				
7. Activity sequencing and choice are offered in a variety of ways.				
8. A variety of strategies are used to address difficult academic tasks and to ensure academic success.				

Action Planning

An Action Plan is simply a thoughtfully recorded list of all the tasks that your team needs to finish to meet a goal or an objective. Action plans differ from "To Do" lists in that they focus on the achievement of a single goal and gather together all of the careful planning for that goal. Action Plans make your work more intentional.

Action Plans are useful because they give you a framework for thinking about how you'll complete a task or project efficiently. They help you finish activities in a sensible order, and they ensure that you don't miss any key steps. When you can see each task laid out, you can quickly decide which tasks to assign to whom.

GOALS. During each day of training, goals or needs for development will emerge. These development needs are drawn from the Tier 1 Universal Checklist. These goals will answer the question, "What things do we need to do in order to move our work forward? A goal might be to "Build staff awareness of and commitment to the schoolwide discipline improvement process and SW-PBS" or "Create a representative SW-PBS Leadership Team with clear operating procedures and processes."

STEPS/TIMELINES/RESOURCES/COMMUNICATION

- ▶ **STEPS**. After identifying the goal and having a clear picture of what success will look like, begin brainstorming a list of all the things that need to be done to achieve the goal. You will typically want to start at the beginning: What is the very first action you'll need to take? What comes next? Are there activities that should be prioritized to meet specific deadlines? Try to make a logical progression of each thing you need to do.

- ▶ **TIMELINES**. Next match your steps or activities with timelines. What is realistic to get accomplished in a certain time? While timelines help with accountability, they may change as you move forward.

- ▶ **RESOURCES**. It is helpful to think in advance, while planning, what resources will be required to complete the tasks. What materials or assistance will be needed?

- ▶ **COMMUNICATION**. Also think about what communication will need to take place to accomplish the step. Who's input do we need? Who will implement the step and therefore need information and/or training? Who should receive information about this step? How should this information be shared? When should this information be shared? How will you receive feedback from stakeholders?

PERSON(S) RESPONSIBLE. This step is the delegation process. Which tasks should be delegated to specific team members or others? This, too, is a good accountability mechanism to help be sure the work gets done.

GOAL IMPLEMENTATION STATUS. This is where your team can mark whether the steps toward the goal have been put into place marked "Yes", put partially into place, marked "Partial", or not yet acted upon marked as "No".

GOAL EVALUATION MEASURE/EVIDENCE. How will you measure or record if the steps were completed? What evidence will your team have that it was completed? Often the evidence is an item or artifact that has been completed or documents the process, such as team meeting minutes, student handbook, written lessons, etc. In the pre-formatted Action Plan found in this chapter you will see items in bold text which are "required" artifacts to demonstrate fidelity and other items that are suggested. There are also lines for your team to enter items of your choosing.

Over the course of your work with SW-PBS you will have multiple goals and action plans. Maintaining these, as they are completed, for periodic review of your goals and tasks, will be helpful in monitoring and documenting your work. As with agendas, your consultants will be requesting to see your action plans to inform them of your work and possible needs for technical assistance. A sample Action Plan as well as a blank Action Plan follows.

To ensure you can readily find the blank Action Plan, place a Post-it Note at the top of its first page. As your team begins work on your Tier 1 Action Plan, utilize the Action Plan template that has been pre-filled with the Tier 1 Universal Checklist items for the Goals and the artifacts, surveys, and other documentation that you will create and/or take across your Tier 1 development and implementation years that can serve as possible examples of *Evaluation Measures/Evidence*.

Next Steps

At the conclusion of each chapter we will define your next steps – the activities that will lead your team and school toward success. While a general sequence of completion may be implied, the tasks may be completed in any order or may be interrelated. Some activities will focus on planning while others may involve a written product, data collection/analysis, or learning supports. An icon will denote the type of activity; action plan forms will be provided. You may have initiated or even completed some of these tasks during the training session, and others will require further work or refinement. While schools progress at slightly different rates, it is generally recommended that these tasks be completed prior to your next SW-PBS training session. Bring action plans, completed products, and data with you to share and discuss.

1. Review district or school mission statements (Pages 27)
   - Find statements related to academic and social outcomes.
   - Define purpose of your MO SW-PBS team.

2. Create School Vision (Pages 28-29)
   - Work with staff to create school vision as a result of your work with MO SW-PBS.
   - Add mission and vision to school handbook.

3. Develop a positive proactive philosophy and essential beliefs for Student Behavior (Pages 11-29)
   - Staff input
   - In writing; included in staff handbook

4. Conduct staff awareness and gain commitment to SW-PBS (Pages 30-32)
   - Rethink discipline and understand the SW-PBS process
   - Understand the Essential Components of SW-PBS
   - Take, review, share results of the *PBIS Self Assessment Survey*
   - Obtain staff commitment

Missouri Schoolwide Positive Behavior Support Team Action Plan

School: _____   Year: _____

Items in BOLD Strongly Encouraged. All Other Items Suggested; SSS= School Safety Survey, SAS= Self-Assessment Survey, TFI= Tiered Fidelity Inventory (numbered items come from Tier 1 Universal Checklist).

Component	GOALS	STEPS, TIMELINE, RESOURCES, AND COMMUNICATION	WHO IS RESPONSIBLE	GOAL IMPLEMENTATION STATUS			GOAL EVALUATION MEASURE/ EVIDENCE (Check those that apply. Bold must be completed.)
				NO	PARTIAL	YES	
1. Common Philosophy & Purpose	1.1 A positive and proactive philosophy, a vision and essential beliefs or guiding principles about student behavior and discipline are in writing and included in the school handbook.						☐ **Student Handbook** ☐ **Staff Handbook** ☐ Website ☐ _____
	1.2 The District or School Mission emphasizes both academic and behavioral outcomes (academic and social competency for all students).						☐ **Student Handbook** ☐ **Staff Handbook** ☐ Website ☐ _____
	1.3 Staff understands the essential components of MO SW-PBS and has made a commitment to the work.						☐ **SAS SW # 16** ☐ Survey Data ☐ _____

Component	GOALS	STEPS, TIMELINE, RESOURCES, AND COMMUNICATION	WHO IS RESPONSIBLE	GOAL IMPLEMENTATION STATUS			GOAL EVALUATION MEASURE/ EVIDENCE (Check those that apply. Bold must be completed.)
				NO	PARTIAL	YES	
2. Leadership	2.1 SW-PBS is one of the top School Improvement Goals.						☐ **Student Handbook** ☐ **Staff Handbook** ☐ Website ☐ _____
	2.2 The administrator(s) states frequent and public support for SW-PBS through regular communication with staff, students, families, and community. (e.g., conversations, letters, newsletters, website)						☐ **Student Handbook** ☐ **Staff Handbook** ☐ Website, Newsletters ☐ SWS SW# 13 ☐ _____
	2.3 The SW-PBS Leadership Team is representative of the building staff and includes active administrator participation.						☐ **Team Roster** ☐ SAS SW# 9 & 10 ☐ TFI # 1.1 ☐ _____
	2.4 The SW-PBS Leadership Team meets regularly (at least monthly) to develop, monitor, or maintain effective practices and systems.						☐ **Team Mtg Minutes or Solution Plan** ☐ SAS SW# 14 ☐ _____
	2.5 There are processes for efficient and effective Leadership Team Meetings in place (e.g., roles, agenda, norms or ground rules, means for determining consensus, rotation of members, etc.).						☐ Team Roster ☐ **Team Mtg Minutes or Solution Plan** ☐ SAS SW# 9 & 10 ☐ TFI # 1.2 ☐ _____

Component	GOALS	STEPS, TIMELINE, RESOURCES, AND COMMUNICATION	WHO IS RESPONSIBLE	GOAL IMPLEMENTATION STATUS			GOAL EVALUATION MEASURE/ EVIDENCE (Check those that apply. Bold must be completed.)
				NO	PARTIAL	YES	
2. Leadership (continued)	2.6 Action planning is used to guide and review the Team's work/ tasks						☐ **Current Year Action Plan** ☐ _____
	2.7 Meetings and professional learning are conducted with staff as needed to ensure they have the knowledge and skills needed to implement successfully, including a plan for new staff induction.						☐ **Mtg. Agendas** ☐ **Decision Making Protocol** ☐ **Professional Learning Plan** ☐ SAS SW# 17 & CR10 ☐ TFI # 1.7 & 1.10 ☐ _____
	2.8 Effective processes to engage staff in the review or development of procedures, gain their consensus, and keep everyone well informed have been developed.						☐ **Current Year Action Plan** ☐ SAS SW# 16 TFI 1.10 ☐ _____
	2.9 Ways to develop and sustain staff effort are in place (e.g., new staff induction, sharing and discussions, coaching, feedback, etc.), and staff are recognized for their contributions to SW-PBS.						☐ **Staff Mtg Minutes** ☐ **Professional Learning Plan** ☐ Memos, Emails, Bulletin Bd ☐ SAS CR#10 TFI # 1.10

Component	GOALS	STEPS, TIMELINE, RESOURCES, AND COMMUNICATION	WHO IS RESPONSIBLE	GOAL IMPLEMENTATION STATUS			GOAL EVALUATION MEASURE/ EVIDENCE (Check those that apply. Bold must be completed.)
				NO	PARTIAL	YES	
3. Clarifying Expected Behavior	3.1 Select three to five schoolwide expectations that define success for all students and are applicable in all settings (e.g., respectful, cooperative, safe, kind).						☐ **Schoolwide Matrix** ☐ **Student Handbook** ☐ **Staff Handbook** ☐ Website, Newsletters ☐ _____
	3.2 Create a matrix of specific behaviors/rules to further clarify each schoolwide expectation for every setting.						☐ **Student Handbook** ☐ **Staff Handbook** ☐ Website, Newsletters ☐ _____
	3.3 Determine procedures for each of the school's non-classroom settings (e.g., arrival / departure, hallways, cafeteria, recess, restrooms, assemblies, etc.).						☐ **Schoolwide Matrix** ☐ SAS SW#1 ☐ _____
	3.4 Ensure teachers have clarified behaviors/rules and procedures (e.g., arrival, small group, independent seatwork, etc.) to identify success in their classrooms that align with schoolwide expectations.						☐ **Classroom Matrix** ☐ **Schoolwide Matrix** ☐ SAS CR# 6 ☐ _____

Component	GOALS	STEPS, TIMELINE, RESOURCES, AND COMMUNICATION	WHO IS RESPONSIBLE	GOAL IMPLEMENTATION STATUS			GOAL EVALUATION MEASURE/ EVIDENCE (Check those that apply. Bold must be completed.)
				NO	PARTIAL	YES	
4. Teaching Expected Behavior	4.1 Lessons on schoolwide, non-classroom and classroom expectations, rules and procedures have been developed and shared with all staff.						☐ **Lesson Plans** ☐ **Staff Handbooks** ☐ SAS SW# 14 ☐ _____
	4.2 An annual plan for the ongoing teaching of all expectations and rules has been developed and disseminated to all staff.						☐ **Teaching Schedule** ☐ **Staff Handbooks** ☐ SAS SW# 15 ☐ _____
	4.3 All staff actively teach lessons on schoolwide, non-classroom and classroom expectations, rules and procedures.						☐ **Walk Through** ☐ **Observation Data** ☐ SAS SW #2 ☐ _____
	4.4 All staff use common language in all settings with all students.						☐ **Observation Data** ☐ SAS SW# 16 ☐ _____
	4.5 Staff regularly review expected behavior and reteach as needed (e.g., brief re-teaching, pre-corrects, and embedded across curricula).						☐ **Observation Data** ☐ ODR forms ☐ _____
	4.6 Orientation procedures that introduce expectations to new students have been developed.						☐ **Staff Handbook** ☐ **Student Handbook** ☐ Website, Newsletters ☐ _____

Component	GOALS	STEPS, TIMELINE, RESOURCES, AND COMMUNICATION	WHO IS RESPONSIBLE	GOAL IMPLEMENTATION STATUS			GOAL EVALUATION MEASURE/ EVIDENCE (Check those that apply. **Bold must be completed.**)
				NO	PARTIAL	YES	
5. Encouraging Expected Behavior	5.1 Staff use specific positive feedback to encourage expected behaviors at a high rate (4:1) in all settings.						☐ **Staff Handbook** ☐ Website ☐ _____
	5.2 Staff consistently use a schoolwide tangible reinforcement system to encourage desired student behavior.						☐ **Observation Data** ☐ SAS SW#3, NC# 4 & CR# 4 ☐ TFI # 1.9 ☐ _____
	5.3 A continuum or menu of strategies to encourage appropriate behavior has been developed.						☐ **Continuum / Menu for Reinforcement** ☐ TFI # 1.9 ☐ _____

Component	GOALS	STEPS, TIMELINE, RESOURCES, AND COMMUNICATION	WHO IS RESPONSIBLE	GOAL IMPLEMENTATION STATUS			GOAL EVALUATION MEASURE/ EVIDENCE (Check those that apply. Bold must be completed.)
				NO	PARTIAL	YES	
6. Discouraging Inappropriate Behavior	6.1 Staff view social/behavioral errors as opportunities to correct and teach the alternative or desirable behaviors and use instructional responses (e.g., redirect, reteach, conferencing, etc.).						☐ **Student Handbook** ☐ **Staff Handbook** ☐ Website ☐ ___
	6.2 There is a clear framework for staff to determine what behaviors they manage and what behaviors should be office-managed.						☐ **Student Handbook** ☐ **Staff Handbook** ☐ Website ☐ Memos, Emails, Bulletin Bd ☐ ___
	6.3 There is a continuum or menu of strategies to discourage minor inappropriate behavior that promotes learning of appropriate replacement behaviors.						☐ **Continuum / Menu for Discouragement** ☐ SAS SW# 5 & 6 CR# 5 & 6 ☐ TFI # 1.6 ☐ ___
	6.4 Staff uses responses to social errors that are respectful and reduce the probability of escalating behavior.						☐ **Observation** ☐ **Big 5 ODR Data** ☐ SSAS SW# 5 CR# 5 ☐ ___
	6.5 Staff utilizes appropriate strategies to de-escalate or diffuse intense behavior.						☐ **Student Handbook** ☐ **Staff Handbook** ☐ SAS SW# 8 ☐ ___
	6.6 There is a continuum or menu of strategies to address major inappropriate behaviors that includes alternatives to exclusionary practices such as suspension/expulsion.						☐ **Continuum / Menu for Discouragement** ☐ **Student Handbook** ☐ **Staff Handbook** ☐ Website, Newsletters ☐ Memos, Emails, Bulletin Bd ☐ ___

Component	GOALS	STEPS, TIMELINE, RESOURCES, AND COMMUNICATION	WHO IS RESPONSIBLE	GOAL IMPLEMENTATION STATUS			GOAL EVALUATION MEASURE/ EVIDENCE (Check those that apply. Bold must be completed.)
				NO	PARTIAL	YES	
7. Ongoing Monitoring	7.1 Team and staff complete and discuss the PBIS Assessments (e.g., Self Assessment Survey, School Safety Survey, etc.) to monitor and guide development and implementation.						☐ **SSS Results Graphs** ☐ **SAS Results Graphs** ☐ **SET or TFI Results Graphs** ☐ **Solution Plans Based on Results** ☐ TFI 1.4 ☐
	7.2 A data system is used for collecting, analyzing, and reporting office discipline referrals (ODRs) in a Big 5 format.						☐ **Big 5 Data Reports** ☐ **Staff Handbook** ☐ SAS SW# 11 ☐ Memos, Emails, Bulletin Bd ☐
	7.3 A system for monitoring frequent minor misbehavior is used to facilitate planning, teaching, and intervention efforts.						☐ **Minor Behavior Reports** ☐ **Staff Handbook** ☐ SAS SW# 6 ☐ Memos, Emails, Bulletin Bd ☐
	7.4 The SW-PBS Leadership Team reviews the Big 5 data report at least monthly and develops Solution Plan based on that data.						☐ **Monthly Solution Plan** ☐ SAS SW# 11 ☐

Component	GOALS	STEPS, TIMELINE, RESOURCES, AND COMMUNICATION	WHO IS RESPONSIBLE	GOAL IMPLEMENTATION STATUS			GOAL EVALUATION MEASURE/ EVIDENCE (Check those that apply. Bold must be completed.)
				NO	PARTIAL	YES	
7. Ongoing Monitoring (continued)	7.5 Team regularly communicates Big 5 data and Solution Plan with staff.						☐ **Monthly Solution Plan** ☐ SAS SW # 12 ☐ Memos, Emails, Bulletin Bd ☐ _____
	7.6 There is a system for annually collecting, reviewing and reporting the MO SW-PBS School Data Profile factors (e.g., demographics, attendance, graduation/dropout rates, ODRs, state assessments, special education eligibility, assistance referrals, staff counts, etc.).						☐ **Monthly Solution Plan(s)** ☐ SAS SW# 12, NC 9, CR 10 ☐ TFI # 1.15 ☐ _____
	7.7 Routine implementation is monitored through observations, walk-throughs, informal surveys, interviews, etc. to provide ongoing feedback and support to staff and adjust as indicated.						☐ **Student Handbook** ☐ **Staff Handbook** ☐ SAS SW# 18 ☐ Website ☐ _____

Component	GOALS	STEPS, TIMELINE, RESOURCES, AND COMMUNICATION	WHO IS RESPONSIBLE	GOAL IMPLEMENTATION STATUS			GOAL EVALUATION MEASURE/ EVIDENCE (Check those that apply. **Bold must be completed.**)
				NO	PARTIAL	YES	
8. Effective Classroom Practices	8.1 Classroom rules are aligned with schoolwide expectations, posted, and referred to regularly.						☐ **Staff Handbook** ☐ **Classroom Matrix** ☐ **Obsrevation** ☐ SAS CR# 1 ☐ TFI # 1.8 ☐ Classroom Newsletter ☐ Classroom Bulletin Bd ☐
	8.2 Classroom procedures and routines are created, posted, taught, and referred to regularly.						☐ **Staff Handbook** ☐ **Classroom Matrix** ☐ **Classroom News** ☐ Observation ☐ SAS CR# 1 ☐ Website ☐
	8.3 Positive specific performance feedback is provided using a variety of strategies and at a ratio of 4:1.						☐ **Observation** ☐ SAS SW# 3 , CR# 4 ☐ TFI 3 8 ☐
	8.4 A variety of strategies (redirect, re-teach, provide choice, and conference with the student) are used consistently, immediately, respectfully in tone and demeanor in response to inappropriate behavior.						☐ **Observation** ☐ SAS, CR# 5 ☐ TFI 3 8 ☐

Component	GOALS	STEPS, TIMELINE, RESOURCES, AND COMMUNICATION	WHO IS RESPONSIBLE	GOAL IMPLEMENTATION STATUS			GOAL EVALUATION MEASURE/ EVIDENCE (Check those that apply. Bold must be completed.)
				NO	PARTIAL	YES	
8. Effective Classroom Practices (continued)	8.5 Active supervision (scanning, moving and interacting) is consistently implemented.						☐ **Staff Handbook** ☐ **Observation** ☐ SAS NC# 7 ☐ _____
	8.6 A variety of strategies to increase students' opportunities to respond (e.g., turn to talk, guided notes, response cards, etc.) are used.						☐ **Staff Handbook** ☐ **Observation** ☐ Survey Data ☐ _____
	8.7 Activity sequencing and choice are offered in a variety of ways.						☐ **Staff Handbook** ☐ **Observation** ☐ Survey Data ☐ _____
	8.8 A variety of strategies are used to address difficult academic tasks and to ensure academic success.						☐ **Staff Handbook** ☐ **Observation** ☐ SAS CR# 9

CHAPTER 2: LEADERSHIP

"It appears indisputable that the building principal is the key to any major schoolwide staff development activity. Consequently, any school improvement or reform effort needs to have solid and clearly defined support from the principal for the endeavor to succeed."

Geoff Colvin, 2007

"School improvement will depend on principals who can foster the conditions necessary for sustained educational reform in a complex rapidly changing society."

Michael Fullan, 2009

"Every organization has a culture, that history and underlying set of unwritten expectations, that shape everything about the school. A school culture influences the ways people think, feel, and act."

Terrence E. Deal & Kent D. Peterson, 1999

Learner Outcomes

At the conclusion of this chapter, you will be able to:

▶ Understand the vital role of administrative leadership in your discipline efforts.

▶ Establish a viable SW-PBS Leadership Team that is representative of staff and with the skills and group processes to ensure your team's productivity.

▶ Use effective action planning to guide and monitor development tasks.

▶ Develop strategies to ensure full staff engagement and consensus building as you develop your schoolwide plan.

▶ Assess important conditions for lasting change relative to your school, and make plans to address key issues so as to ensure success.

The Data Based Decision Making Process

When launching your efforts, it is important to understand the positive, proactive, and instructional philosophy of discipline and SW-PBS and to be committed to the work. Schools must also blend commitment and proven practices with strong leadership and effective school improvement processes to promote deep and lasting change (U.S. Department of Education, 2014).

The ongoing Data Based Decision Making (DBDM) Process for SW-PBS is similar to most school improvement, problem solving, or decision-making models (See Figure 2.1) and includes collecting data to identify current status, analyzing data, identifying desired outcomes, developing an implementation plan including selecting strategies, determining indicators of results, and establishing an evaluation plan. This thinking is paramount for any improvement effort and remains at the heart of your SW-PBS work.

More specifically, the procedure for unfolding your schoolwide work is outlined below.

1. Collect & Chart Data
   ▶ Focus on a specific question and work to answer, where are we now?
   ▶ Gather data pertinent to answering the question at hand (staff survey; records of office referrals, detentions, suspensions, etc.; observations).

2. Analyze and Prioritize
   ▶ Where are the gaps in your current status compared to where you want to be?
   ▶ What data can help you drill deeper to further define the who, where, when, why and how?

3. Develop S.M.A.R.T. Goals
   ▶ Define your outcome goals so that they are S*pecific, Measureable, Achievable, Relevant, and Time Bound*.
   ▶ Short term and long term goals must be written to be observable and therefore measureable.

4. Select Strategies
   ▶ What strategies will most efficiently and effectively get you to your desired goals?
   ▶ Strategies selected should be written to into an action plan with aligned goals, steps resources, timeline and communication plans.

5. Determine Results Indicators
   ▶ Select indicators that help your team answer
     • Are we implementing the plan with fidelity?
     • Is implementation having desired impact on student outcomes?

6. Evaluate Plan
   ▶ Analyze collected data to determine progress toward meeting goals
     • Have we implemented our plan with fidelity?
     • Have we achieved our goal or are we making adequate progress toward achieving our goal?

Implied within this DBDM is the step of *implementation*, which would take place after all other steps have been developed. To learn more about DBDM see Chapter 7, *Ongoing Monitoring*, later in this workbook.

Problem Solving General Education Interventions to Increase Achievement (2004)
Missouri Department of Elementary and Secondary Education
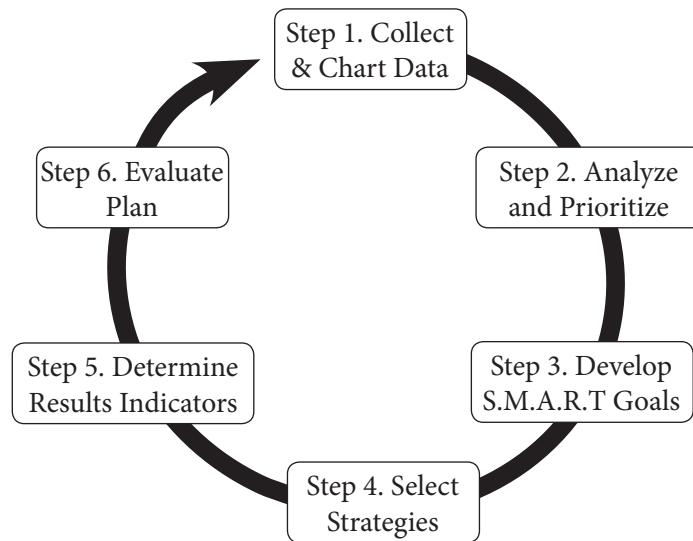
Figure 2.1

Administrator Role

Successful school improvement efforts, as outlined above, all share one commonality–strong leadership. Maintaining a well-disciplined school is one of the primary roles of the building administrator. As the principal goes, so goes the time, focus, resources, and attention to any given school improvement effort. To further define the role of the principal in the development and implementation of Schoolwide Positive Behavior Support, thirteen considerations are offered. (Colvin and Sprick, 1999; Colvin, 2007)

MAINTAIN STANDARDS FOR BEST PRACTICES. Principals are the "clearing-house" for practice selection and the final determiner of how the school will address school improvement needs. Principals must lead staff toward research-based practices and reject the myriad of practices and programs that may not be efficient or effective toward meeting school improvement goals. By serving as the "gatekeeper," the principal can maintain high standards for quality services.

PUBLICLY PROVIDE SUPPORT. The words and actions of the principal are powerful. Once a commitment has been made to embark on schoolwide discipline efforts, it is essential that the principal inform staff that whatever is possible and reasonable will be done to work with them to accomplish the goals of the project. This provides credibility and will make it easier to tackle related activities. This public support may also mean that the school's efforts are made visible, not only to faculty and staff, but to other district personnel, students, families, and the community.

ESTABLISH A SW-PBS LEADERSHIP TEAM. The principal gives staff a leadership role for SW-PBS by establishing a building-level team. Any successful school improvement must have the support of the staff. This is more likely to occur if they play an active role in the process from the beginning. The team should

be representative of those who will be directly impacted by the changes. Therefore, members should include teachers, paraprofessionals, supervisors, and perhaps parents and students (secondary schools). Using a leadership team, allows for the vital staff perspective while still operating efficiently. It is essential that the principal be a member of the team to provide the time and financial resources needed. In doing so, it is important that the principal share the leadership with the entire team.

SUPPORT THE SW-PBS TEAM MEMBERS. Team members assume a big responsibility and time commitment to provide leadership for SW-PBS. The administrator can show appreciation for their commitment by personally thanking them. In addition, the principal needs to be sensitive to members' workload and limit their participation in other committees and school activities, and consider ways to compensate them for their time commitment (e.g., special parking place, hiring substitutes to allow for planning time, etc.) Time for meetings should be protected and planning activities facilitated through the provision of time and resources (e.g., secretarial time, materials, staff meeting time, etc.). Support for the team and the project translates as a clear commitment and validates the work.

GUIDE THE DECISION MAKING PROCESS. Since discipline policies must be embraced and upheld by all, a process for gaining staff consensus is essential. An important leadership role the principal can provide is to teach and guide the team and entire staff through a process for making decisions. Several effective processes for determining consensus exist that ensure: 1) every staff member is heard, 2) that those who have concerns are invited to offer solutions, 3) the best decisions are made, and 4) decisions are more likely to be implemented consistently. Administration's active role in the decision making process can help to avoid the many possible tensions surrounding discipline planning.

TAKE A LEADERSHIP ROLE IN PROBLEM RESOLUTION. Even with a clear decision making process, in the complex process of rethinking schoolwide discipline, disagreements or problems are bound to arise among team members or between the team and the staff. The administrator has a clear role in assisting with problem resolution and stepping in and leading the group to discover a workable solution. This often includes reminding staff of the shared vision, encouraging effective communication, and supporting effective processes to guide decisions.

SUPPORT THE TEAM MEETINGS. One of the most important things an administrator can do to support the team is to consistently attend the SW-PBS Leadership Team meetings. As a member of the team, their full participation is a priority. If an assistant principal serves on the team and regularly attends the SW-PBS Leadership Team meetings, the principal should also attend the meeting when possible to show support.

PROVIDE RECOGNITION FOR FACULTY AND TEAM AND THEIR WORK. The principal can support the team members by recognizing, privately and publicly, the effort of each team member as well as faculty who work on behalf of the initiative. Showing sincere appreciation through notes or personal comments of gratitude for their effort is often greatly appreciated. This recognition will help all to continue the sometimes-challenging work needed to plan and implement SW-PBS.

SERVE AS THE POINT PERSON FOR SCHOOL-RELATED GROUPS. Another important role of the principal is to communicate importance of and progress on the goals of SW-PBS to other groups. The principal will communicate with school groups such as the parent-teacher organizations, district administrators, school board, student organizations, as well as community groups such as service or business organizations with an interest in the success of the school. Effective administrators look for ways to inform others of SW-PBS efforts.

MONITOR IMPLEMENTATION ACTIVITIES AND PROVIDE FEEDBACK. Principals have a vital supervisory role in observing and monitoring implementation of agreed upon practices and procedures. Staff need feedback on new strategies in order to refine and sustain their use, and staff need to see tangible evidence of the principal's interest and expectation regarding implementation. The principal should provide specific praise and recognition to staff implementing as designed as well as corrective feedback for those who have not followed through on new procedures. Private conversations may help individuals understand expectations and to identify any support they may need to be able to implement the SW-PBS practices. Staff need to know that their cooperation is expected, implementation will be monitored, and if problems exist, efforts will be made to find a solution.

REVIEW DATA AND PROVIDE FEEDBACK REGULARLY. Data collection, synthesis, and review are essential to SW-PBS. The principal will need to assign an individual on the team who will be responsible for data monitoring. In addition, secretarial or support staff may need to enter and create data charts for regular review by the principal and Leadership Team. The data, once received, must be reviewed first with the team and also with the entire staff. Data provides feedback on efforts and serves to reinforce or guide needed adjustments in practices. The administrator takes an active interest in this process.

ENSURE THAT INNOVATION IS SUSTAINED. The principal plays a crucial role in sustaining the SW-PBS initiative over time. Staff interest and attention to SW-PBS may wane if other initiatives are introduced or if staff feel that progress on addressing problem behavior is moving too slowly. The principal must be diligent to keep all staff focused on the SW-PBS purpose and goals and to guide deep work at an appropriate pace. A plan must also be created to keep new staff, students and families knowledgeable of the school's efforts.

MAKE A TIME COMMITMENT. Changing a culture requires that educators: 1) takes time, 2) do things well the first time, and 3) make decisions based on the process of change and the stages of implementation. The principal must understand that it takes time to fully implement the SW-PBS plan. Development and implementation of SW-PBS is not a sprint, it is a long distance run. The principal must be patient and persistent to continue the SW-PBS initiative by continuing to provide support, participation, and leadership.

As the principal goes, so goes the school.

Summary of Administrator Role

☐ Establish a leadership team, representative of the building staff.

☐ Support the school's SW-PBS work through public statements.

☐ Actively participate as a member of the team.

☐ Gain commitment from staff for the school's SW-PBS work.

☐ Ensure that the team meets regularly and uses effective operating procedures.

☐ Support team members by recognizing their contributions and protecting their time and work schedules.

☐ Secure budgetary allocations necessary to build and maintain SW-PBS.

☐ Work with the team to devise ways to engage staff and gain consensus on development and implementation activities.

☐ Arrange for staff meeting and professional learning time to plan, gain consensus, and learn new skills.

☐ Share data and discuss patterns of behavior with the team and staff for active decision-making on a regular basis.

☐ Provide ongoing communication with students, staff, District, families, and other community groups via newsletters, website, presentations and informal talks, etc.

☐ Arrange orientation for new staff and students.

☐ Conduct walk-throughs to monitor implementation and provide feedback to staff as they implement.

☐ Incorporate new practices into hiring and evaluation procedures.

Figure 2.2

DISCUSSION

How does this description of the administrative SW-PBS role match with your administration's present approaches? What functions will be natural or readily provided? What shifts or adjustments might need to be made to help ensure the success of the team's work?

The SW-PBS Leadership Team

The process recommended for effective school improvement is based on strong leadership, shared decision-making and consensus building among all school staff. It begins with the formation of a discipline leadership team. This team will assist their staff in the continual process of developing and maintaining a positive school environment where students behave responsibly.

Staff members who serve on the SW-PBS Leadership Team will have the opportunity to play a key role in shaping the school climate. Assigned to provide leadership, this team is not to assume sole responsibility for developing a school action plan. Instead, they will thoughtfully involve the entire staff in rethinking their beliefs about student behavior, reviewing existing procedures, and developing more effective practices and policies. When everyone has a hand in developing schoolwide discipline procedures, ownership is increased, consensus is more readily obtained, and consistent staff implementation of procedures is ensured. As you undertake your social behavioral school improvement effort you may uncover potential challenges that could impact your progress. Examples of this could be a current lack of cohesiveness among staff; lack of experience in knowing how to work together, weak communication between different grade levels or departments, and disconnects between administrators and staff. As challenges arise, it is even more important to have strong leadership that involves the entire staff in the process.

TEAM RESPONSIBILITIES. The SW-PBS Team is a standing committee responsible for developing and maintaining effective discipline procedures that reflect the unique needs of the school and its community. This includes:

► Initially gathering input from staff, families, and students as well as other data sources to evaluate the effectiveness of current policies and practices.

► Using that information to gain staff commitment to the needed changes and developing a common philosophy of discipline.

► Assisting staff to understand best practices for developing responsible student behavior and the elements of an effective school discipline policy.

► Guiding staff through a procedure development process to improve less effective practices and to protect effective practices by clarifying them and putting them in writing.

► Once practices are developed and protected in writing, this team is responsible for overseeing the implementation, maintenance, and revision of procedures. This includes: 1) reviewing procedures with staff (especially new staff) at the start of the year to ensure consistency, 2) coordinating dissemination of information to parents and students, 3) organizing schoolwide discipline-related instructional activities, 4) bringing staff concerns to the team, and 5) reviewing ongoing data to determine successes and continuing needs for in-service or modification of procedures.

TEAM COMPOSITION. As discussed before, schoolwide discipline planning should not be viewed as either a top-down or a bottom-up process. Rather, it is a collaborative venture with administration and staff working together. Therefore, it is essential that the team include a building administrator and full representation of the building staff.

Maintaining a well-disciplined school is one of the primary roles of the building administrator. Therefore the nature of the work of this committee, along with the need to ensure that practices are in line with board policy and legal stipulations, requires that an administrator be directly involved. Participation of the principal or assistant principal on this team is crucial.

Efficient teams are comprised of five to seven members. While it is important to keep the group small to ensure productivity, it is equally as important that all staff feel someone represents them on the committee. Broad representation leads to a greater assurance that all staff's views will be shared and that the committee's work will be widely accepted and the procedures widely implemented by all teachers, paraprofessionals, specialists, and administrators.

Although schools vary greatly in the degree to which students and families are involved in procedure development, thought should be given to whether or not they should be members of the team. We know that students are more likely to behave in agreement with policies they feel are supported by their families and their peers. Consideration should be given to engaging both parents and students in the review, adoption or validation process later. Plans to engage consumers should be carefully considered. While full involvement in routine work may not be practical, their input can be invaluable. Team configurations might include:

ELEMENTARY SCHOOL
▶ Principal
▶ Primary and Intermediate Teacher or representative from each grade
▶ Special Education Teacher
▶ Specialist (Guidance Counselor, P.E., Music, Library, Art, etc.)
▶ Paraprofessional
▶ Student

MIDDLE SCHOOL
▶ Principal or Assistant
▶ One Classroom Teacher from each grade
▶ Special Education Teacher
▶ Paraprofessional
▶ Counselor
▶ Student

HIGH SCHOOL
▶ Principal or Assistant
▶ One Teacher from each department
▶ Special Education Teacher
▶ Paraprofessional
▶ Counselor
▶ Student

SELECTING TEAM MEMBERS. The method for designating SW-PBS team members should be given careful thought. To be successful, the team should include staff members who are "doers," held in high esteem by their colleagues, and team players who focus on solutions and are positive and persuasive in their interactions with staff, students, and families. Team members will be responsible for planning and leading the many activities related to this school improvement effort (e.g., presenting data, facilitating planning and decision-making meetings, providing skill training, modeling, guiding, and encouraging others). Methods for selecting team members could include:

▶ **Appointment by administration.** This method allows the principal to recruit people known to possess the above qualifications. While appointment to the team has obvious advantages, it can be divisive if staff somehow views those chosen as the administrator's "select" or favored group.

▶ **Volunteers.** Some staff may respond best to a volunteer approach. The administrator can describe the role and responsibilities of the team and the desired composition and allow individuals to submit their name for consideration. The administrator will likely need a process to make final selections when more than one person from a representative group volunteers.

▶ **Election.** Representative groups can elect a constituent to represent them on the team. This election process might enhance staff consensus by ensuring that each group feels a personally selected staff member is sharing their interests. However, this process can feed into an already divisive staff by contributing to a tendency to form power blocks.

The method for deciding who will serve on the SW-PBS team will need to be determined by the

administrator based upon the culture in the building. One of the above methods should work in most buildings. For some, the process may simply be to use an existing staff development or leadership team. If an existing committee is considered, be sure that the added workload will not render the team ineffective.

LENGTH OF TERM. Since discipline planning is an ongoing process, not merely the completion of a product or document, the SW-PBS leadership team is an ongoing committee. Participation on the SW-PBS leadership team over time should be shared or open to interested staff and therefore the membership rotated. Consideration should be given to this rotation process when the team is first formed.

The amount of time served on the team will depend on the school's size, other committee responsibilities, the interest and willingness of staff to participate, staff turnover, etc. A two to three-year term is generally recommended, with the administrator serving continuously. A two to three-year term with no more than one-third of the team rotating off each year will allow for the continuity required to maintain effectiveness and productivity while providing shared participation and new ideas and perspectives. While rotation of specific staff occurs, the representation (the staff position) remains constant (i.e., when a specialist rotates off, a specialist joins the team).

When the leadership team is initially formed, this rotation process means that one-third of the original team would serve three years, one-third two years, and one-third would serve only one year. Team members beginning subsequent years would serve full three-year terms.

TEAM LEADERSHHIP IN THE WAKE OF ADMINISTRATIVE TURNOVER. School personnel perceive administrative leadership as singularly important to sustained implementation of effective practices (McIntosh, Predy, et.al, 2014). While administrative leadership is a driver, the turnover of administrative leadership becomes a chronic barrier to implementation. Team member actions in the face of administrative turnover should include steps to ensure the team is representative, plan proactively for sustainability (e.g. team rotation and PD for all), develop policies create a staff practices handbook, collect and show data documenting effectiveness and acceptability, meet with incoming administrator, and recruit district support (Strickland-Cohen, McIntosh, & Horner, 2014).

COMPENSATION. The time commitment to participate on the SW-PBS Leadership Team sometimes goes beyond the normal responsibilities of staff members. While respected professionals often make such a commitment gladly without thought of compensation, some consideration should be given to how to support the team for their commitment and work. This might include:

► Arrange meeting times and hire substitutes for a portion of the day when meetings are held.

► Meet outside of regular school hours with extra pay.

► Arrange for additional preparation time by periodically supervising team members' classes for them.

► Relieve participating team members of other duties such as bus supervision, recess duty, cafeteria supervision, etc.

Planning ahead for an effective process is essential if a collaborative policy is to be developed. A clear understanding of the role, functions, and time commitment of this leadership team promotes informed participation by individual team members, communicates the earnestness of this school improvement process to the other staff, and avoids any possible misunderstandings among all. An example of how one school clarified this process in writing for their staff follows.

MISSOURI MIDDLE SCHOOL
SCHOOLWIDE SW-PBS LEADERSHIP TEAM

In collaboration with staff and students, the Schoolwide SW-PBS Team provides leadership for the development, implementation and maintenance of procedures that promote responsible student behavior and a positive learning environment in our school.

```
                    District Leadership Team

    Student              Team Leaders           SW-PBS
  Assistance Team                          Leadership Team

                      Building Teams
```
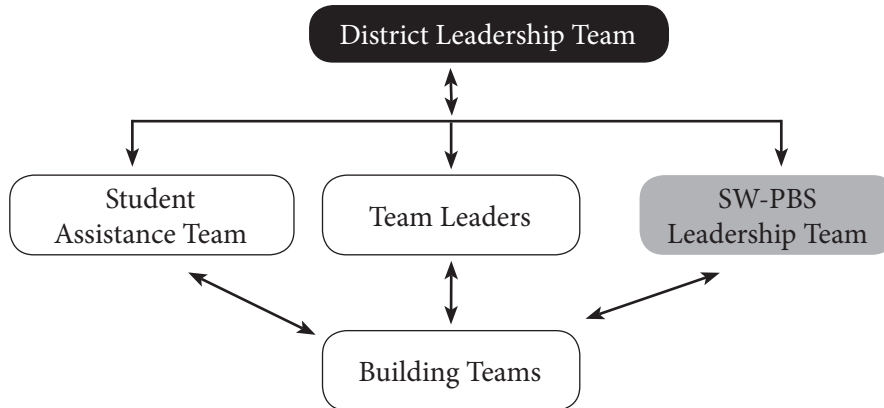
Team Composition
- Building Administrator
- Guidance Counselor
- Sixth Grade Teacher
- Seventh Grade Teacher
- Eighth Grade Teacher
- Special Education Teacher
- Para educator

The MMS SW-PBS Team is designed to be representative of our staff. Every staff member should feel that he or she has a voice on the team. Those who serve on this team have the opportunity to play a key role in shaping the school environment. They assist staff in a continual process of re-thinking, developing, and implementing effective discipline policies leading to and maintaining a positive school climate. This will include gathering and analyzing data about current discipline practices, communicating regularly with the staff, putting together a plan for developing new procedures or strategies, arranging faculty in-service, modifying the staff manual as necessary, bringing faculty concerns to the committee, and reviewing ongoing data to assess the success of new policies or approaches as they are implemented. They are charged with ensuring that our students' behavior and our school's climate lead to success for all.

The Missouri Middle School team members will generally serve a three-year term, with approximately two members–one grade level representative and either the Paraeducator or special education representative–rotating off each year. New members will be nominated by their peers or asked to serve by administration during the spring in preparation for the new school year.

The time commitment will vary as the team moves from an initial development phase to a maintenance function in subsequent years. Maintaining an effective climate and responsible student behavior is an

ongoing duty. The team will need to meet regularly to discuss faculty concerns regarding discipline, responsibility, and building climate, to examine related data, and make decisions about the need for ongoing policy development and revision.

Possible Meeting Times
- Half-day–Mornings (Best availability of all)
- 7:30-8:00–Before School
- 7:30–9:15 (Requires only 3 substitutes)

A meeting schedule will be developed quarterly, based upon need.

Working Agreements
The MMS Schoolwide SW-PBS Leadership Team will…

1. Operate with joint or shared leadership. The facilitator role will be rotated each meeting with leadership for the next meeting set at the conclusion of the present meeting. The facilitator will be responsible for: 1) seeing that the agenda is set, 2) planning group processes and gathering materials needed to ensure meeting is productive, 3) keeping the group focused on the objectives, 4) focusing the group's energy and encouraging everyone to participate, and 5) ensuring clarity regarding meeting follow-up tasks–who is going to do what by when, etc.
2. Set and use an agenda to guide each meeting. Planning or setting of the agenda for the next meeting will occur at the current meeting. Before starting each meeting, the facilitator will review the agenda, make needed changes, and set time parameters.
3. Honor confidentiality at all times.
4. Support those who enforce the ground rules.
5. Take public minutes/notes on chart paper or computer during the meeting, and see that the notes are distributed to the other members following the meeting. Notes will minimally include decisions made and assignments or "to do's".
6. Show respect for other members. Listen to understand; seek solutions.

With your team, reflect on what you learned regarding the SW-PBS Leadership Team. Discuss the who, what and how of the team for your building. How will this information be summarized and shared with your staff? Who can prepare a written document about the SW-PBS Leadership Team?

Who?

► Who comprises our SW-PBS Leadership Team? Do we have the full representation of our staff? Do we have the talent and skill sets that we need?

What?

► What is the charge of our SW-PBS Leadership Team?
► What is the relationship of the team to other school committees or structures?

How?

► How will team members (or new team members) be selected?
► How long will team members serve? How will rotation occur?

Effective Team Processes

Time is the most valuable resource for educators. Meeting and planning time is often scarce so we must learn to work smarter, maximizing our time and outcomes. Unproductive meetings can dim enthusiasm for your work and slow efforts, while effective team processes excite and inspire, and fuel progress. The most common categories of ineffective meetings include: 1) disorganization in planning; no clear meeting objective or purpose, 2) ineffective processes for running the meeting, and 3) no closure or follow-up. To guide your SW-PBS team work, we will address scheduling your meetings, ground rules or working agreements, using a meeting agenda, deciding how to decide, team member roles, planning for communication, action planning, and engaging the staff in your work.

Problems Commonly Associate With Meetings

- ▶ Getting off the subject
- ▶ No goals or agenda
- ▶ Too lengthy
- ▶ Poor or inadequate preparation
- ▶ Inconclusive
- ▶ Disorganized
- ▶ Ineffective leadership/lack of control
- ▶ Irrelevance of information discussed
- ▶ Time wasted during meetings
- ▶ Starting late
- ▶ Not effective for making decisions
- ▶ Interruptions from within and without
- ▶ Individuals dominate discussion
- ▶ Rambling, redundant, or digressive discussion
- ▶ No published results or follow-up actions
- ▶ No pre-meeting orientation
- ▶ Canceled or postponed meetings

DISCUSSION

What challenges to effective meetings have you experienced in your school? What meeting roadblocks would you like to avoid?

Team Meeting Schedule

Team meeting frequency will vary somewhat as you begin your work and are in the preparation phase and then move to implementing and finally sustaining your practices. During initial development or preparation, it is important for the SW-PBS Leadership Team to meet frequently. At a minimum, teams should meet once per month, with additional meetings scheduled as needed to achieve your goals and planning needs. It is recommended that your meetings be entered on the school master calendar early in the school year so other activities do not crowd out these important meetings. Additionally, teams are encouraged to schedule the length of meetings so as to allow ample uninterrupted time to plan; at least an hour is ideal. Schools often schedule meetings before or after school, on early release days, at a time during the day when all or most share a common planning time, or in some cases, schedule substitutes as necessary. Some schools occasionally "retreat" to allow longer, uninterrupted planning time. Creative scheduling helps to provide the time necessary to ensure good outcomes for your school.

ACTIVITY With your team, consider your meeting options. What meeting times will work for you? On the calendar below indicate your meeting dates and times for the upcoming months. Who will be responsible for entering these meetings on your school's master schedule?

SW-PBS Leadership Team Meeting Dates

AUGUST	SEPTEMBER	OCTOBER	NOVEMBER
DECEMBER	JANUARY	FEBRUARY	MARCH
APRIL	MAY	JUNE	JULY

Working Agreements

Working agreements or ground rules assist staff to achieve their meeting goals and to increase the productivity and effectiveness of their time (Garmston & Wellman, 2009). Working agreements provide a guide for professional staff behavior. They express the behaviors that are valued by the team and help to ensure that every staff member knows exactly what is expected. They not only increase productivity and staff comfort, they can also help you avoid conflict, and provide the standards that allow staff to evaluate their performance. Ground rules should be: 1) developed by the team, 2) posted visibly during meetings, 3) reviewed as each meeting is initiated, 4) occasionally used to review team performance at the close of meetings, and 5) revised as new issues surface. All staff should be willing to confront behaviors that are in violation of their working agreements when they occur during meetings. Effective ground rules are behaviorally specific—they should be readily understood by all—and stated as the desired or positive behavior. They create a picture of how a professional behaves and contributes to the team discipline planning process and the group's work culture. The example from Missouri Middle shared earlier in the chapter includes ground rules. Some common working agreements are listed below and an additional sample follows.

Working Agreements: Some Possibilities

- Start on time; end on time.

- Stay on topic.

- Avoid unnecessary repetition.

- Give your full attention; silence cell phones during meeting.

- Clarify agenda/meeting outcomes and time allotments before beginning.

- If presenting, be prepared.

- Watch and be considerate of time.

- Attend to the speaker; use post-its for side conversations.

- Wait to speak; use active listening.

- Indicate support for ideas you like or agree with.

- Ask for clarification if you don't understand.

- Share concerns thoughtfully; pair criticism with a way to improve.

- Keep focus on our group goal and what is best for students.

- Be willing to doubt your own infallibility and compromise when necessary.

> ## Working Agreements
>
> - Write them as a team.
> - Post them.
> - Review them before starting your meeting.
> - Cue or remind those not using agreements.
> - Conclude meeting by reviewing what worked well, what didn't, and what needs to be improved.

Be Respectful:
- ► Listen to others
- ► Limit side conversations

Be Responsible:
- ► Be on time
- ► Bring required materials

Be a Problem Solver:
- ► Discuss concerns with the team
- ► Brainstorm solutions

ACTIVITY Reflect on the professional behaviors that characterize efficient and effective meetings you have attended. What working agreements will support your team's work and heighten your productivity?

Meeting Agenda

Creating an effective agenda is one of the most important elements for a productive meeting. The agenda typically communicates: 1) topics for discussion, 2) a time allotment for each topic, and 3) the person responsible for reporting or leading. It can also be used as a checklist to ensure that all information is covered and, if it is distributed before the meeting, lets participants know what will be discussed. This gives the team an opportunity to come to the meeting prepared for the upcoming discussions or decisions. Additionally, agendas often include a space to take notes or indicate members present; tasks, activities, or assignments to be done before the next meeting; and the date of the future meeting as well as possible agenda items.

An agenda can be more focused and helpful in guiding an efficient meeting when objectives or outcomes replace simple topics. Terms such as "review and edit," "discuss and decide," "draft a plan for," "determine next steps," etc. help to avoid unfocused, long-winded discussions of topics and guides all toward specific outcomes. With each agenda item spelled out in this manner, the purpose and desired accomplishments are clear, and when team members are off on tangents, the speaker has a clear purpose to bring them back to. Examples of a team agenda as well as a blank meeting agenda template follow. Additional examples can be found online at the MO SW-PBS website. You will be asked to share your monthly meeting agendas with your Regional Consultants as a means to keep them informed of your work and to guide their planning for needed technical assistance.

SW-PBS Leadership Team Meeting
August 23

Members Present: *Ms. Martin, Mr. Elliott, Mr. Pierce, Mrs. Hagen, Miss Irwin, Mr. Alan*

Objective/Outcome	Time	Person Reporting
1. Review and edit draft mission, vision and philosophy of discipline	15 mins.	Ms. Martin
2. Solidify SW-PBS team roles and decision-making processes	10 mins.	Mr. Elliott
3. Create plan for professional learning activities to examine and establish beliefs regarding discipline and gain staff commitment to our work	30 mins.	Mrs. Hagen
4.		
5.		

To Do Before the Next Meeting:

1. *Prepare draft document on the SW-PBS Leadership Team role and operation, etc. for staff manual (Ms. Martin)*
2. *Review and share staff work on beliefs (Miss Irwin)*
3. *Review draft Leadership Team document/prepare final (All)*

Next Meeting: September 12
Possible Agenda Topics:

1. *Review and edit document on SW-PBS Leadership team and determine how to disseminate to staff*
2. *Review outcomes of staff activities to clarify beliefs and to gain commitment; decide next steps*
3. *Review staff survey data and decide how to share with staff*

SW-PBS Leadership Team Meeting Agenda

DATE:_____

Members Present:

Objective/Outcome	Time	Person Reporting
1.		
2.		
3.		
4.		
5.		
To Do Before the Next Meeting:		
Next Meeting: Possible Agenda Topics:		

Deciding How To Decide

As your work progresses, you will encounter regular decisions that need to be made by the team as well as larger decisions, made by the entire staff, regarding the development and implementation of new approaches. Without effective tools to make these decisions, you may get bogged down in indecision or prolonged discussions and even division.

WHO DECIDES? There are some decisions where it just doesn't make sense to involve everyone. Identifying an individual point person can be very appropriate when that person has much relevant knowledge or authority. Decision-making by the administrator or selected team member may be very appropriate. Similarly, team decisions may also be appropriate when representation of the school is needed, but involving the entire staff is impractical, unnecessary, or too time consuming. However, you will want to take the time to involve the *entire staff* when the issue is one that everyone needs familiarity with or that requires the support of each person to carry out. This is essential when decisions are being made about new procedures or approaches to be implemented by all.

HOW TO DECIDE. Once you have considered who needs to decide, the second question is how to decide. The common approaches for making decisions are in Figure 2.3.

Common Approaches to Making Decisions

DECISION OPTION	ADVANTAGES	DISADVANTAGES
Consensus *Every view or position is heard. All members are willing to support the decision.*	► Generally ensures greater buy-in and therefore increases likelihood of successful implementation. ► Benefits from the input from all perspectives. ► Once a decision has been reached, it can often be acted on more quickly than a unilateral decision handed down.	► Can be time consuming and difficult to do. ► Can be contentious if individuals or small minorities are allowed to block agreement; blocking can result in dissatisfaction with the inflexible minority or individual.
Majority Rule *Decision determined by a majority vote.*	► Familiar, time efficient. ► Considered "fair" by some.	► Regarded as competitive rather than cooperative. ► Ignores the possibility of compromise. ► Can reduce the commitment of each individual to the decision and create less willingness to act upon the decision.
Participative or Representative *Those making the decision seek and take into account input from the entire team or staff.*	► Efficient in that it does not tie up the entire team or staff, but still provides the advantage of their input. ► Staff feel that they were heard; generally acceptable by many. ► Allows for administrative (or other designated decider) to make final decision.	► Sometimes takes time to gather the input, and there is potential of missing someone. ► Requires good communication.
Unilateral *One person or a group is empowered to make a decision without consulting others.*	► Most efficient. ► Good for when a quick decision needs to be made.	► Open to abuse of authority. ► May overlook some perspectives. ► If overused, can be demoralizing by the group.

Figure 2.3

CONSENSUS STRATEGIES. While the process for structuring discussion and gaining consensus is important (see Engaging Staff), a method for staff to indicate their position following the discussion and revisions is also essential. Once a group is moving in a clear direction with their discussion, the facilitator will want to ask staff to indicate visibly how they feel. Common methods for doing this include "fist to five," "colored cards," and "thumbs."

Fist to Five. Participants are asked to raise their hand and indicate their level of support from five fingers to a closed fist:

5 Fingers = *It is a great idea; I will be one of the leaders in implementing.*
4 Fingers = *Solid support; I will work for it.*
3 Fingers = *Neutral; I am not in total agreement but it is a reasonable plan and I will support it.*
2 Fingers = *Minimal support; I do not agree; some minor changes could improve; I will support.*
1 Finger = *I do not agree; no support, but I will not sabotage; I will suggest changes that should be made.*
Fist = *No support; this is not a good idea and I am going to sabotage implementation.*

When all hands reveal two to five fingers, you have consensus and are ready to move forward; twos may be asked for any final tweaking. Anyone indicating one finger or a fist should be ask what they object to and what changes are necessary for them to support. "No support" voters can also be asked to join the planning group to seek solutions and bring a revised proposal back to the group.

Colored Cards. Each participant is given a set of colored cards–green, yellow, and red. The cards can be raised at the time of determining consensus:

Green = *Great plan; my full consent.*
Yellow = *Some reservations; I consent.*
Red = *Opposition or objection; I do not consent.*

Again, when a member uses a red card, it becomes their responsibility to help come up with a solution.

Thumbs. Another signal is this one where: Thumbs Up = *agreement*; Thumbs Sideways = *have some concerns but will support*; and Thumbs Down = *I don't agree and will not support*. With only three positions, like the colored cards, this is more useful for an instant polling or to get a quick reading of a group's sentiment. A slightly more detailed version of the thumbs signal includes a 5-point range: Thumbs Up = *strongly agree/ complete support*; Palm Up = *mostly agree/good support*; Thumbs Sideways = *"on the fence" or divided feelings/support with minor changes*; Palm Down = *mostly disagree/won't support*; and Thumb Down = *strongly disagree/won't support/will sabotage*.

Whatever consensus strategy you may be using, when, after much dialogue, a minority continue to object, leadership may need to move to "rough consensus"–where the question about agreement is left to a person of authority. If rough consensus is used and a decision to move forward made, the new approaches may be implemented on a trial basis with a scheduled review of how it is working by all at a designated later time.

When divisiveness is present, schools would be best to revisit mission, vision, guiding principles, or beliefs to foster harmony before moving on to make decisions using a consensus model.

Effective leaders understand the importance of striving for consensus, but also understand that not all decisions should be made by the entire group or by using consensus strategies. In that case a majority rule or unilateral decision will be made.

In addition, when the group is "stuck" consensus may not be the most effective or efficient strategy. A smaller group can be assigned to bring suggestions back to all. This would be an example of participative or representative decision-making.

Team Roles

To efficiently and effectively accomplish your SW-PBS tasks, the work must be distributed. The SW-PBS Leadership Team is a team in its' truest form: Together Everyone Achieves More. Effective meetings that lead to successful action planning and utilize consensus decision-making often have several common roles that are designated to make the processes run more smoothly. Although the name and nature of these roles may vary from group to group, this represents an array of roles that have been found to contribute to success. Depending on the size of your school and team, not all teams may use all of these roles - although some are essential, the most common are: 1) chairperson, 2) timekeeper, 3) secretary, recorder, or note taker. Roles are most often assigned based on interest and the specific skill sets of individual team members. Some teams opt to rotate the main roles through all the group members in order to build the experience and skills of all participants, avoid an over-reliance on a few, and equalize all while preventing any perception of concentration of power. The specifics of roles is perhaps less important than the commitment to use roles and effective group processes to heighten your operation and productivity.

COACHING. In addition to these suggested roles, team members may be designated to serve a coaching role to support full SW-PBS implementation by staff. In many ways, all team members will serve a coaching role which includes: 1) listening, questioning, reviewing data, 2) encouraging, teaching, prompting, providing practice and modeling, 3) communicating with stakeholders, 4) distributing information and gathering input, and 5) organizing and promoting professional learning activities. Some teams may have the ability to identify someone who serves primarily as a coach for their staff. For more information on providing support to all staff see Chapter 9, *Professional Learning*.

SW-PBS Team Roles and Responsibilities:
Before, During, and After Team Meeting

	Before Team Meeting	During Team Meeting	After Team Meeting
Chairperson	• Develop agenda with input from team • Send to team members	• Facilitate meeting	• Follow up on assigned tasks • Seek input from team members/staff
Secretary	• Notify/provide meeting reminder to team	• Keep meeting minutes	• Distribute team minutes to members/staff
Data Base Manager	• Prepare summary of ODR or other data • Organize & print Big 5 report	• Present update on data • Lead data discussion	• Share data highlights with staff • Collect any other necessary data
Communication Coordinator	• Collect and compile any feedback and/or input from staff	• Share compiled feedback/ input from staff • Lead planning for stakeholder communication	• Provide updates to staff • Coordinate stakeholder communication (e-mails, newsletters, website, etc.)
Time Keeper	• Review time slots on agenda	• Maintain time parameters • Use established signal to keep team on task	
Cheerleader	• Prepare summary of status of staff recognition activities	• Provide update on staff recognition activities. • Lead the planning for targeted recognition for staff	• Carry out recognition activities with staff.
Historian/Archivist	• Disseminate updates of products	• Lead discussion on any new files	• Maintain electronic database of team products and back up database regularly
All Members	• Review meeting notes • Preview agenda • Bring completed materials	• Follow meeting norms • Provide input	• Set the positive tone and example • Complete assigned tasks

Communication

One of the most important systems the SW-PBS Leadership Team must consider is how to keep all staff, students, and families informed of the SW-PBS activities as they unfold. While much of the initiative work will be done in conjunction with staff through regular staff meetings and professional learning activities (see Engaging Staff) thoughtful updating and sharing with staff helps build and maintain "buy-in" and sustain their commitment to the work. Similarly, systems to keep families, the community, and of course students informed are essential, too.

Creating a communication system must be intentional and strategic. There are three broad areas the SW-PBS Leadership Team will want to consider when developing a communication system: 1) sharing ongoing information, 2) presenting data and, 3) obtaining feedback from stake-holders (staff, students, families and community). Some ideas of communication strategies include:

- ▶ Communication "tree"
- ▶ Regular bulletins or newsletters
- ▶ Posters
- ▶ Parent letters
- ▶ Presentation at Open House
- ▶ Website
- ▶ Monthly staff meetings
- ▶ Bulletin board in the staff lounge (e.g., notices, general information, graphic data displays, etc.)
- ▶ Suggestion box and surveys
- ▶ Feedback/exit slips at conclusion or meetings or professional learning activities
- ▶ Requests of staff for draft revisions
- ▶ Bulletin boards for students
- ▶ Morning announcement/update
- ▶ Fair of student artwork or essays on SW-PBS
- ▶ Overview presentations for community groups
- ▶ SW-PBS overview in substitute packet and application paperwork

> ### Communication Questions for Team Meetings
>
> *What* needs to be communicated?
>
> *How* should it be communicated?
>
> *To Whom* do we need to share this?
>
> *Who* will be responsible for the communication?

In addition to the above creative communication ideas, teams will want to build time into team meetings to consider communication needs relative to agenda items just discussed. At the conclusion of your meetings, consider these questions: "*What* needs to be communicated? *How* should it be communicated (formally or informally)? *To whom* do we need to share this? and, *Who* will be responsible for the communication?" This routine thoughtful planning for communication should lead to well-informed stakeholders and greater unity.

While your Communication Coordinator may assume primary responsibility for organizing and maintaining the communication systems that you use, the team will want to assist with planning and selecting what will work best for your school and stakeholders. To ensure that you have a *systematic* way to communicate with staff, students, families, and your community, a full plan should be created.

Begin planning how you will regularly communicate with all stakeholders–staff, students, families, and community.

STAKEHOLDER	STRATEGY	RESPONSIBLE PERSON
Staff		
Students		
Families		
Community		

Action Planning

As described in Chapter 1, an Action Plan is a thoughtfully constructed list of the tasks your team needs to finish to meet a goal or an objective. Action plans differ from "To Do" lists in that they focus on the achievement of a single goal and gather together all of the planning for that goal.

DISCUSSION

Have you used action planning in the past? If so, do you have preferred formats? If not, how might action planning help focus and direct your work? What will you need to do to be sure to plan effectively?

Engaging Staff

Engaging the entire staff in your SW-PBS work can increase ownership. While some might feel that it is efficient for the team to do the work and share with the staff, this approach is not likely to garner the support that is needed for widespread use. We know that change occurs first at the individual level. All staff must enthusiastically implement the changes that you are seeking in your new approaches to discipline. A process that fully engages your staff in the development work will create a sense of responsibility for meaningful contribution and increase the likelihood of full implementation (Katzell & Guzzo, 1983; Mathews, McIntosh, Frank, & May, 2014; McIntosh, et.al., 2014; U.S. Department of Education, 2014). You are putting the planning and decisions as close as possible to those who will be using that information. Dispersing the work also expands contributions and generates many creative ideas or solutions that may have otherwise been missed. Engaging staff is a wise time investment.

A WORK GROUP PROCESS. A work group process can increase both productivity and staff satisfaction with minimal time constraints (Garmston & Wellman, 2009). See Figure 2.4. In this approach, the Leadership Team maintains responsibility for all leadership and oversight–planning, organizing tasks, leading development activities, obtaining feedback from stakeholders, gathering and analyzing data, etc. as discussed earlier in the SW-PBS Leadership Team section. When ready for development tasks that will require full staff use and implementation, adhoc work groups are formed to complete draft plans. The draft plans will then be reviewed by the entire staff, suggestions for revisions made, and when consensus is reached, plans implemented.
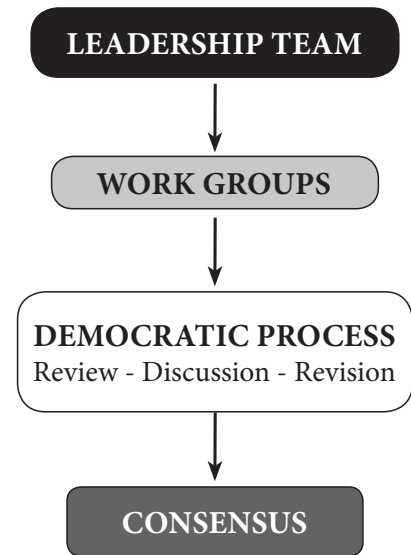
Figure 2.4

For example, when Missouri Middle School was ready to develop their schoolwide expectations, the team provided the entire staff with brief professional learning on the importance of expectations, what they are, and how to determine these valued behaviors and attitudes. The staff then brainstormed possible expectations, and each ranked their top five. A weighted vote was prepared that summarized the staff's preferences. The staff was then asked who might be interested in working as a small group to review the weighted vote and develop a draft set of expectations to be brought back at a future staff meeting. The call was for those who had a penchant for words, word meanings, and wordsmithing. They were to come up with their best effort on a draft of expectations and perhaps a slogan, etc. related to those expectations. Four staff were excited to offer their talents to this work group. Before the meeting ended, a follow-up meeting was set during the next staff meeting in two weeks. The work group met at their convenience and prepared their draft, which was then provided to staff in writing two days prior to their scheduled review at the staff meeting. Staff had ample time to consider the group's work ahead of time, and if they had questions, they were invited to visit with a work group member. At the staff meeting, twenty minutes were designated to review the work. The group shared briefly how they came up with their draft, and staff were invited to dialogue about what they liked and any changes. As the discussion indicated that the group was favorable, a call to check for consensus was made. All staff agreed with the work, showing 3-5 fingers. The new schoolwide expectations were complete and full consensus was achieved. This procedure was later repeated with work groups charged with drafting plans for teaching their expectations, creating an array of strategies to keep students and staff excited about using the expectations, etc.

As you can see from this example, some of the key aspects of this process are: 1) small voluntary work groups producing a draft proposal, 2) ample time for staff to preview draft work prior to the meeting, 3) controlled time for discussion and revisions, and 4) use of consensus decision-making. When managed carefully, the process can be contained to 20 minutes at regularly scheduled staff meetings.

SMALL VOLUNTARY WORK GROUPS. With this work group process there is an expectation that all staff will eventually serve on a work group. This helps to ensure the truly collaborative nature of this work. While all are expected to eventually serve on a group, participation on a specific group is voluntary. This flexibility, preference or choice matches personal interest with the work to be done and fosters eager participation. Work groups are typically small, 3-5 people; large enough to accomplish the work, but small enough to work efficiently and coordinate meetings. One member from the SW-PBS Leadership Team should be on each work group to help guide the planning and monitor their progress. The group will schedule their time to do the draft work, perhaps meeting at planning times, before or after school, etc. It is important that they present their best work, but also be prepared for likely revisions by staff. If their work has the potential of being controversial, they may want to have informal visits with staff to get their thoughts or share ideas before completing their draft.

Work Groups are ad hoc groups who disband when their work is done. They may be called back to service in the future should a review or revision be warranted and they are willing.

ALL STAFF REVIEW. All too often, a document for review is provided to staff at the meeting. For both efficiency at the upcoming meeting and to ensure a thorough and thoughtful review, provide staff with at least a 2-day window of time to review and consider draft work. Ask them to note things they like as well as any suggestions and bring them to the meeting. Also note who they can visit with to share thoughts or get clarification.

STAFF DISCUSSION AND REVISION. With the thorough review described above, no more than 20 minutes should be needed for discussion and revisions. At the meeting, a facilitator from the work group presents their work and any rationales for what they have done. They then invite comments on positive aspects of the draft, a well as concerns or needed changes. If minor changes are agreed to, they may be made immediately. When the facilitator senses that the dialogue is complete or people are repeating others, they call for a show of consensus. If the time is up and dialogue is not over or if non-support exists, the discussion should be tabled, those not in agreement asked to join the work group to prepare a second draft, and another meeting scheduled at a future staff meeting. If after repeated discussion, consensus cannot be achieved, leadership may need to determine rough consensus exists.

With this type of work group process, staff interact meaningfully with the new approaches and begin to depend on one another to accomplish the work. True collaboration exists, and the likelihood of implementation secured.

Engaging Students and Families

Often times a mismatch occurs between the life experiences and cultures of our students and families and the school staff. As you begin establishing SW-PBS in your school, take time to consider how to embrace the cultural diversity of your community and students. This may mean that you spend some time learning about your community diversity and considering ways to ensure that students and families have a voice in your work. This might include surveys, face to face meetings, home visits, and of course your newsletters, website and brochures. The inclusion of student and family representation on your SW-PBS Leadership Team is ideal, but may not be possible. However, their insights can be sought in ongoing ways to inform each step of your work. You are developing the social competencies that will help students be successful at

school and in the world of work. Our best efforts will occur when we are sensitive to those differences and teach and interact with our youth and families in respectful and inclusive ways. Consider now how you involve all stakeholders in a concerted way.

> **DISCUSSION**
>
> Think back to how change in practices has occurred at your school. Were staff fully involved in the planning? What were your outcomes–how was implementation affected? With the limited resource of time, how will you be sure to engage staff in the planning tasks that will require their routine use? Can the work group approach help you to ensure full staff involvement while still being time efficient? What system will you put into place to fully engage your staff? How will you get the student and family voice?

New Staff Induction

In this chapter, methods to communicate with and engage staff have been discussed. It is also important for the SW-PBS Leadership Team to plan professional learning supports to help all new staff develop the skills to implement SW-PBS. What additional information and practice will staff need to start the school year fluent in all the essential components of SW-PBS? We know a one-shot beginning of the year workshop will not be sufficient. What ongoing support may new staff need? Do new staff need specific coaching from a mentor who is fluent in teaching and recognizing expected behaviors and discouraging misbehavior? Some staff may begin working at your school during the school year. What professional learning support will they need and how will that be delivered? The SW-PBS Leadership Team will need to give careful consideration to a specific staff induction plan. See Chapter 9, *Professional Learning*, for more information on providing supports to all staff.

Change and SW-PBS

All too often, eager educators expect that change will occur quickly once a decision to implement has been made. However, implementation is a process, not an event. Implementation will not happen all at once or always proceed smoothly, particularly at first. While some success in a timely way is essential to sustain interest in the initiative, schools who work steadily and deeply through preparation activities prior to implementing experience the greatest success. An understanding of the complexity of change is important to manage the process and not become discouraged. In the section that follows, we will provide you with some fundamental understandings of implementation phases and change to help you successfully maneuver through your work with MO SW-PBS.

Phases of Implementation

Extensive research has identified and verified six specific stages of the implementation process (Fixsen, Naoom, Blasé, Friedman, & Wallace, 2005). They are: 1) Exploration and Adoption, 2) Program Installation, 3) Initial Implementation, 4) Full Operation, 5) Innovation, and 6) Sustainability (See Figure 2.5).

EXPLORATION AND ADOPTION. Exploration and Adoption has brought you to the SW-PBS training. The purpose of this phase is to assess the potential match between your school's needs, the framework of SW-PBS, and the necessary resources, and to make a decision to proceed or not. This typically begins by identifying the need for SW-PBS based upon data and stakeholder perceptions and then considering all information available. Attending awareness or informational sessions, seeking information from Regional Consultants, reading of related literature, and visits to schools successfully implementing are all possible ways to acquire the information needed to assess the fit. Of course, implementation will not occur without buy-in of all with a stake in the new approaches. Therefore, during this phase, preparation of staff and resources should also occur to mobilize support. The result of the exploration stage is a decision to "adopt," well-aligned support, and an implementation plan with an understanding of the tasks and timelines for the installation and initial implementation of SW-PBS.

Stages of the Implementation Process

Figure 2.5

PROGRAM INSTALLATION. After the decision has been made, there are tasks that need to be accomplished before implementation with students can occur. In Missouri, this is called the Preparation Phase. This stage is characterized by active preparation for doing things differently. Planning and development processes are put into place. This includes arranging for necessary funding, rallying active administrative support, creating a Leadership Team and effective team processes, developing systems for gathering and using data, establishing methods for engaging all staff, and providing professional learning opportunities to then begin the development of new practices and policies. When done well, all staff are thoroughly prepared and on board to begin implementation.

INITIAL IMPLEMENTATION. In this stage, work with students begins. It is essential that initial implementation be viewed as just that – an *initial* stage. Leadership must provide the support to staff that will ensure that the practices can move forward into full operation.
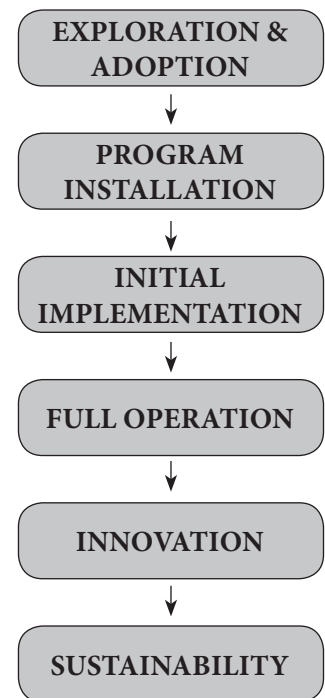
The essence of implementation is behavior change. During initial implementation, a change in skills is required of all staff. Training, time to learn and grow, skills practice or roleplay, feedback, and support are essential. The difficult work of implementing something new, fear of change, inertia, and investment in the status quo can test success, and confidence in the decision to adopt. The more staff have been intimately involved in the planning and learning, and the more support provided during this stage, the greater the likelihood that effort will be sustained.

FULL OPERATION. Full implementation of SW-PBS can occur only when the new learning becomes integrated into the schools practices, policies, and procedures. At this point, SW-PBS becomes fully operational. The processes and procedures for teaching, encouraging, and correcting clearly identified behaviors and the use of data to monitor implementation has become a routine function of how staff create student success. The innovation has become "accepted practice." At this time, anticipated benefits or outcomes are being realized, and monitoring indicates fidelity at or above criterion levels. It is at this point that schools may initiate the process of exploration and adoption of Tier 2 or 3 practices and systems while maintaining Tier 1.

INNOVATION. Successful adoption of an innovation depends on the degree to which initial and full implementation is done with fidelity before "tinkering" with the approaches. If attention to accurate or true implementation does not occur, program drift can result and outcomes be affected. When full implementation with fidelity has been achieved, then and only then can the opportunity to refine and extend the practices begin. It has been well established that adaptations made after a model has been implemented with fidelity were more successful than modification made before full implementation. This is the innovation stage–the stage of refinement and extension.

SUSTAINABILITY. After the hard work of establishing SW-PBS, the effort is not done. SW-PBS needs to be sustained in subsequent years. The goal during this stage is the long-term survival and continued effectiveness in the ever-present context of change. Leaders and well-trained staff will leave, new change efforts will be eminent, funding streams altered, requirements of schools change, and new problems arise. Sustaining of SW-PBS requires the ongoing attention of the Leadership Team to monitor all aspects of implementation, train new staff and students, evaluate staff on their use of practices, and hire new staff with the attitudes and skill that match the program (McIntosh et al, 2010).

Movement through implementation is seldom precise, however, awareness of these phases can equip educators with the knowledge to make decisions about where to focus efforts. The school recognition system of SW-PBS is based on these stages. Schools who have successfully maneuvered the challenging task of implementation and receive Bronze (Tier 1), Silver (Tier 1 & 2), or Gold (Tier 1, 2, & 3) status are all fully operating and in the Innovation or Sustainability stages.

The Conditions for Change

Change can be defined as the adoption of an innovation where the ultimate goal is improved outcomes for students and staff by altering practices. Unfortunately change is difficult and waves of attempted change, sporadic projects, or fragmented efforts have resulted in feelings of overload by many schools and staff and what has been termed "initiative fatigue." Additionally, there is no perfect formula for change. As schools have unique cultures, practices and traditions, it is evident that an individual tailoring of change for their setting is required (Fullan, 2009). This chapter has presented practices and systems that support to lasting change. These key insights have been gathered from literature and years of change efforts and can inform how to maneuver through your SW-PBS school improvement. These conditions for change are discussed briefly on the next page.

Conditions for Change

- ▶ More-demanding initiatives, well implemented, induce lasting change and growth in teachers and overall organizational improvement. Posing an innovation as easy or not challenging in order to appease staff will often result in diminished efforts and outcomes.

- ▶ There is no "quick fix" to discipline needs. Move slowly but certainly. Do it once, but do it thoughtfully and thoroughly.

- ▶ Schoolwide discipline is a process, not a product. It is a collaborative effort involving all staff in examining beliefs and gaining consensus on expectations and procedures. It is more than a matrix or collection of rules and consequences.

- ▶ Practices, in order to effect lasting change, must be used on a large enough scale to alter entire patterns of teaching and learning (the climate and culture). Changing student behavior requires changing staff behavior first.

- ▶ Training must effectively combine content (behavioral or discipline strategies) with effective processes (engaging staff, gaining consensus, etc.).

- ▶ Staff learning makes the most difference in teacher behavior and student outcomes when the training and development process is schoolwide and involves all staff. A whole school approach is necessary, with the need for shared decision-making and collaborative practices being paramount.

- ▶ The implementation phase does not signal the conclusion to the change process. Without continued attention and monitoring you will not be able to confirm that the desired outcome has been achieved or ensure sustained success.

- ▶ Sustaining the improvement also requires writing the practices into the school curriculum, operating policies and procedures, and the staff hiring and evaluation process.

- ▶ Strong building leadership is essential for lasting change. The leadership style of the administrator will determine the types of change that are likely to occur together with the ultimate success of implementation and subsequent improvement in learning outcomes.

- ▶ Staff need clear expectations for their implementation of new strategies or procedures and an understanding that they will be evaluated on their contribution to achieving the vision.

DISCUSSION

Think back. What past school improvement efforts have you undertaken? Were they effective–that is, did they result in full staff implementation and lasting change for both staff and students? If "yes," what factors contributed to your effectiveness? If "no," what contributed to the lack of success? What roadblocks presently exist? What needs to happen before you proceed?

Dealing With Resistance to Change

We embrace change, yet something in our nature also resists it. Change in many ways is a social process. It begins at the individual level. Those involved in the change must go through a learning process in order to shift paradigms and appreciate the goals of the change, to make adaptations to new practices, to be allowed to adequately prepare prior to attempting to implement the change, and to be supported as change is implemented. Understandably, with this complexity, some resistance will probably occur. Knight (2009) offers some reasons for resistance and some strategies to help address it below:

1. Teachers must believe the changes will make a difference
   - Leaders have verified the changes are research-based, supported by other practitioners and can provide significant positive impact
   - The proposed changes match staff identified needs
   - Support to learn, implement and sustain the change must be assured

2. Several types of support are needed
   - Provide high quality, up front training
   - Provide ongoing skill-building training sessions
   - Break down new approaches into sequential steps
   - Provide opportunities for feedback and coaching
   - Make sure teachers know how to make the changes and are comfortable doing so

3. Teachers and staff must see what is expected and believe it will work
   - Provide experiences and examples that demonstrate how and why it works
     ▶ Modeling, visits to other MO SW-PBS schools, videos, question and answer sessions, study groups
   - Allow them time to experiment and adjust before full implementation (preparation phase)
   - Allow time for staff to make up their own minds

4. Stakeholders must be involved in the decision-making
   - Provide opportunities for involvement in decisions; learn a variety of decision-making strategies
   - Respect teachers' professional autonomy and work to incorporate it where appropriate
   - The leadership team should be representative of the staff
   - Involve staff in the generation of ideas before making decisions
   - Clarify decision making; who makes what decisions, how they will be made

5. Respect the expertise of the staff
   - Recognize the expertise within the building and make sure those who wish to contribute are asked to do so
   - Presenters/team leaders should listen respectfully to staff questions and ideas
   - Recognition of staff contributions should be ongoing
   - Provide opportunities for reflection and shared vision

6. Understand and improve upon potentially poor prior experiences with change
   - When SW-PBS is being introduced, be sure adequate opportunities for input and practice have been built into the implementation plan
   - Have people identify how this change is similar and different from in the past
   - Allow time for implementation to be effective, using a variety of strategies that respect the individuality of your stakeholders
   - Administrative leadership publicly supports implementation and the ongoing work to assure success
   - Clarify that SW-PBS is a valued change and will be a long-term commitment by all; that it is worth the investment to learn, invest in and utilize what is implemented

DISCUSSION

Has your school experienced resistance to change? What was the nature of the resistance? What might be some ways to head off any resistance to your SW-PBS work?

Working Smarter

We have all heard this phrase before–work smarter, not harder–but what does it really mean, especially in education? We're all busy, that's a given. However, just because we are engaging in promising initiatives doesn't mean we are maximizing our possible successes. Whenever you are beginning something new, implementing something new, or even thinking about something new, it is a good time to step back and reflect on what work is currently on our plate, what the intent and outcomes are, who it is expected to impact, what staff are involved, and how the efforts related to our school improvement goals. Compiling this information across all initiative or efforts may help us to make decisions to consolidate committees or staff, eliminate initiatives, or wisely add to our improvement efforts and therefore, work smarter not harder (Kameenui & Carnine, 1998). A sample of how one school summarized and reviewed their school initiatives follows. Redundancy and possible staff overload is evident.

ACTIVITY On the Working Smarter template provided, identify all of your current initiatives or improvement efforts (e.g., School Safety Committee, PLC, Data Teams, DARE Committee, RtI, School Spirit Committee, etc.). Then note the purpose of that work, identify the outcomes, the group that is targeted by this work, the staff involved, and the related CSIP goal(s). Is there overlap? Are there efforts that do not have measureable outcomes? Can the work of some of the initiatives or committees be combined? Are some people serving on multiple efforts? How might you adjust to work smarter?

EXAMPLE

Working Smarter

Initiative or Committee	Purpose	Outcomes	Target Group	Staff Involved	CSIP
Attendance Committee	Increase attendance	Increased % of students attending school daily	All students	Eric, Ellen, Marlene	Goal #2
Character Education	Improve character	Improved character	All students	Frank, Ellen, Emma	Goal #3
DARE Committee	Prevent drug use	Decreased incidence of drugs	At-risk or High-risk students; drug users	Don	
School Safety Committee	Improve safety	Predictable routines or responses to threat or crisis	Dangerous students	Has not yet met	Goal #3
School Spirit Committee	Enhance school spirit	Improved morale	All students	Has not yet met	
Discipline Committee	Improve behavior	Decrease office referrals, incidence of bullying	Bullies, antisocial students, repeat offenders	Ellen, Eric, Marlene, Otis	Goal #3
SW-PBS	Implement three tiers of behavior supports	Decrease office referrals, increase attendance, enhance academic engagement, improve grades	All students	Ellen, Eric, Marlene, Otis, Emma	Goal #2 Goal #3

Working Smarter

Initiative or Committee	Purpose	Outcomes	Target Group	Staff Involved	CSIP

Next Steps

Below are some next steps to consider as you build your leadership team. Some of the steps also involve active staff input. Be sure to build your action plan with that in mind.

While schools progress at slightly different rates, it is generally recommended that these tasks be completed prior to your next SW-PBS training session. Bring action plans, completed products, and data with you to share and discuss.

1. Establish a SW-PBS Leadership Team (Pages 65-70)
   * Active administrator participation
   * Representative of staff
   * Term of service and responsibilities
   * In writing; included in staff handbook

2. Determine Team Meeting Processes (Pages 78-86)
   * Team meeting schedule
   * Working agreements
   * Meeting agenda
   * Decision processes
   * Team roles
   * Communication plan
   * Action planning
   * Strategies for engaging all staff

CHAPTER 3: CLARIFYING EXPECTED BEHAVIOR

"It is important to note a proactive approach to schoolwide discipline by definition focuses on behavior that is desirable."

Geoff Colvin, 2007

"Simply put, if the staff expect students to achieve and behave appropriately, they will. Conversely, if the staff expect the students to under-achieve and behave inappropriately, they will."

Geoff Colvin, 2007

"Although expectations and rules used by effective educators may vary from teacher to teacher and school to school, we do not find effectively managed schools and classrooms operating without them."

Carolyn Evertson & Edmund Emmer, 2008

Learner Outcomes

At the conclusion of this chapter, you will be able to:

► Select three to five schoolwide expectations that define success for all students and are applicable in all settings (e.g., respectful, cooperative, safe, kind).

► Create a matrix of specific behaviors/rules to further clarify each schoolwide expectation for every setting.

► Determine procedures for each of the school's non-classroom settings (e.g., arrival / departure, hallways, cafeteria, recess, restrooms, assemblies, etc.).

► Ensure teachers have clarified behaviors/rules and procedures (e.g., arrival, small group, independent seatwork, etc.) to identify success in their classrooms that align with schoolwide expectations.

A Social Behavioral Curriculum

Schools have curricula to guide the teaching of each and every subject. No teacher would be expected to teach math, reading, or the sciences without one. The curriculum ensures that all teachers are working in harmony toward the same end goals. And yet for the social behavioral development of our students, much has been left up to individual teachers and staff to determine what social behavior will be encouraged, allowed, or disallowed. Across school staff, many variations of acceptable behavior exist. Without a curriculum to guide what we want our students to achieve socially, little consistent teaching and monitoring can occur. With a proactive and instructional approach to discipline, we first develop a social behavioral curriculum.

A Social Behavioral Curriculum

- Creates a vision of a successful student.
- Allows us to proactively teach behaviors for success.
- Communicates a positive message to students and staff about success at school.
- Provides a framework to guide staff decisions about discipline.
- Aligns staff through use of consistent language.
- Validates and supports individual teachers' procedures and requests.

Why Define Expected Behavior In A Curriculum?

Our curriculum is based on determining the social skills and behaviors we expect all students and staff to learn and display. These provide a vision of the successful student and lead us to clarify what are the preferred social behaviors. They offer a framework to guide staff decisions about discipline, and create the conditions for an aligned staff, increasing consistency in our efforts with students. They allow us to teach proactively and to provide students and parents with a positive message about discipline. They also help to validate teachers' procedures and requests. When there are schoolwide expectations, the procedures of teachers are not perceived as arbitrary but a direct outcome of schoolwide valued behaviors and expectations held by all. Perhaps most importantly, they show students how they can be successful (U.S. Department of Education 2014).

Components of a Social Behavioral Curriculum

Our expectations are a direct outgrowth of our beliefs and our vision and mission. They, in essence, operationalize our vision and mission. First, three to five overarching **schoolwide social behavioral expectations** are defined and agreed to by all staff. These are valued social skills and behaviors for success at school and eventually in life (e.g., respect, responsibility, caring, etc.).

Once we have identified these 3-5 broad schoolwide expectations, we then need to define the expected social **behaviors or rules** which are what students do *specifically* to achieve those expectations. These tell us how we want our students to act. This process involves clarifying or defining specific behaviors/rules for different settings in our school. In essence, we need to describe what respect, responsibility, and caring, etc. look like in:

1. All settings of the school
2. Non-classroom areas (hallways, cafeteria, recess, etc.), and
3. Classrooms

In addition to expectations and rules, procedures will be defined in non-classroom areas and in each classroom. Procedures are the methods or process for how things are done. Procedures break down rules into teachable steps. When procedures are taught to fluency they help students form routines to efficiently and smoothly accomplish tasks.

Defining schoolwide expectations, non-classroom and classroom behaviors/rules and procedures creates a full curriculum to allow us to proactively teach success, and to also address any problem behavior that may occur across any school setting.

This workbook and your team training will guide your school to develop the following products to comprise your school's social behavioral curriculum:

► A matrix that shows your school expectations and behaviors/rules for all settings, non-classroom areas and perhaps your classroom behaviors/rules.

► The non-classroom procedures that will be posted in those settings and printed in staff and student handbooks.

► The classroom behaviors/rules align with the schoolwide expectations and are posted in each classroom.

► The lessons taught to students to learn the classroom behaviors/rules and procedures.

Terminology

EXPECTATIONS – 3-5 words that define the kind of people you want your students to be (e.g., respectful, responsible, etc.)

BEHAVIORS/RULES – specific tasks students are to do to achieve the schoolwide expectations

PROCEDURES – methods or process for how things are done in non-classroom settings and each classroom

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Once the products are developed, a plan to share the entire curriculum with families should also be implemented.
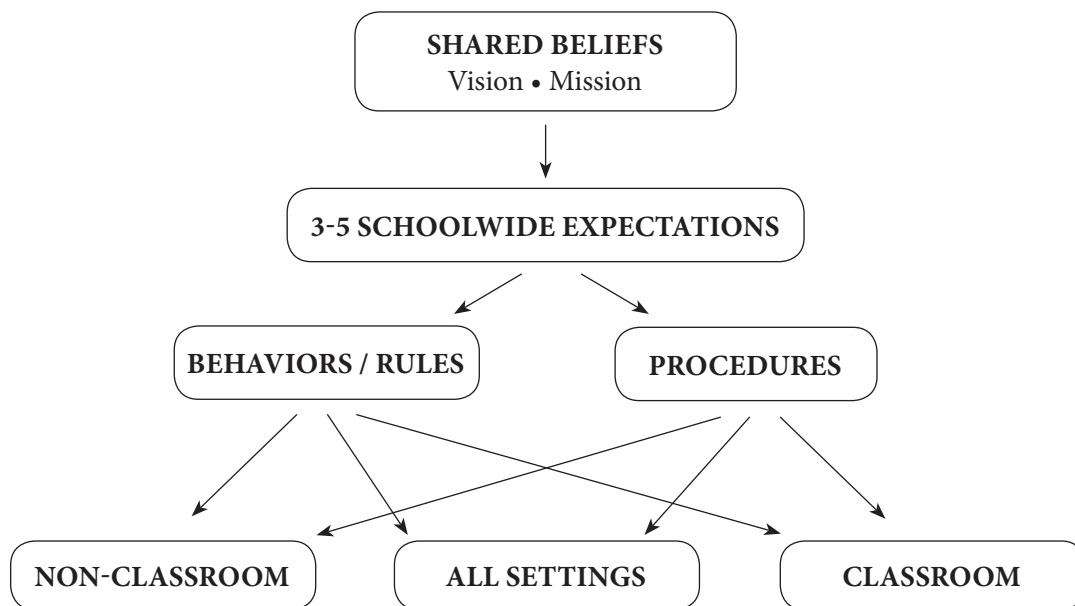
Figure 3.1

DISCUSSION

Discuss how a curriculum–perhaps math or reading–unifies staff and focuses their work, ensuring that all are striving for the same student outcomes. What are some of your thoughts about the power of having a social behavioral curriculum?

How to Develop a Social Behavioral Curriculum

This chapter will walk your school step-by-step through the process of developing your social behavioral curriculum. There are some things to consider when developing all components of the social behavioral curriculum.

▶ The curriculum should be preventative in nature. What do successful students do? What is the vision we have for this success? What will we teach to prevent problem behaviors from occurring?

▶ It should define those behaviors that address current problem behaviors. Office referral data and staff, student and family perceptions can help determine current behavior problems. These problems can then be turned into positive behaviors to teach by asking, "What do we want students to do instead?"

▶ When defining specific behaviors/rules they should be:
1) observable–behaviors that we can see,
2) measureable–we could actually count the occurrence of the behavior,
3) positively stated–things to do to be successful,
4) understandable–student-friendly language, and
5) always applicable.

> ## Defining Specific Behaviors
>
> - **O**bservable
> - **M**easureable
> - **P**ositively stated
> - **U**nderstandable
> - **A**lways Applicable

▶ Incorporate existing school resources such as social skills curricula, bully prevention curricula, conflict management materials, etc. into the social behavioral curriculum. Existing materials that have proven to be effective in teaching students expected behaviors can and should be embedded into the framework of this social behavioral curriculum.

▶ Engage staff in the development of the social behavioral curriculum. Seek their input and ideas by having them complete the activities shared in this workbook. Use work groups of staff volunteers as described in Chapter 2 to develop drafts from the ideas generated during whole staff discussions and use a democratic process to review, discuss and revise the various components of the social behavioral curriculum.

▶ Seek student and family input. As components of the social behavioral curriculum are being developed, take action to get ideas from students and families. Their perspective of behavioral expectations and skills to be taught are critical to create a social behavior curriculum that is responsive to the culture of all students and families.

This introduction to a social behavioral curriculum has given you a brief overview of the why, what and how. The remainder of this chapter will guide the development of a cohesive set of expectations across all settings, non-classroom and classroom environments. The next few pages are examples of preschool, elementary and high school expectations and behaviors/rules matrices which is where you start to build your social behavioral curriculum.

Example Preschool Matrix

Expectation	All Settings	Classroom	Bathroom	Playground	Meal Time	Walkways	Bus/Van
Be Safe	• Use walking feet • Keep hands and feet to self	• Use materials as you are taught	• Wash hands with soap and water	• Go down slide on bottom, feet first • Rocks and wood chips stay on the ground	• Push chairs in • Ask to be excused	• Stay with an adult	• Keep seatbelts on • Back to back, seat to seat
Be Kind	• Share with others • Use nice words • Use inside voice	• Help others	• One person in a stall	• Ask others to play	• Chew with mouth closed	• Wait your turn	• Thank the driver
Be Responsible	• Follow directions • Clean up	• Use listening ears	• Flush toilet • Turn off water	• Use equipment correctly • Line up when the whistle blows	• Keep food on plate	• Stay together	• Keep track of your belongings

EXAMPLE

Example Elementary Matrix

Expectation	All Settings	Bus	Hallway	Cafeteria	Restroom	Playground	Classroom
Safe	• Walk	• Remain seated • Listen to the driver	• Stay to the right • Keep your eyes forward	• Stay seated until dismissed • Report spills	• Wash hands using soap	• Use equipment as taught • Play carefully	• Keep feet under desk • Push your chair in
Respectful	• Follow directions	• Wait your turn • Keep hands, feet, objects to self	• Hands at your sides • Talk quietly	• Eat quietly • Respond to quiet signal • Listen to speaker	• Wait your turn • Use a quiet voice • Clean up after yourself	• Take turns	• Listen to the speaker • Accept help
Responsible	• Use appropriate voice level	• Keep your belongings with you	• Be in hall only with permission • Have a pass at all times • Go directly to your destination	• Clean up after yourself • Ask permission before getting up	• Flush the toilet before leaving • Report problems to staff	• Play by the rules • Line up when the bell rings • Collect and return all equipment	• Put things away • Take care of school property

Example High School Matrix

EXAMPLE

Expectation	Bus	Hallway	Cafeteria	Restroom	All Settings
Be Responsible	• Be ready when bus arrives • Board promptly • Exit promptly	• Use a hallway pass at all times • Be in seat when bell rings	• Have money or lunch card ready • Keep account current • Place order quickly	• Use facility quickly and quietly • Return to class promptly	• Follow directions first time asked • Attend school each day • Be on time to class • Be prepared with materials • Complete all assignments
Be Respectful	• Follow Driver's instructions • Take seat immediately • Speak softly to those close by	• Talk quietly • Go directly to your destination • Throw trash away in bins	• Wait patiently in line • Use food and silverware as intended • Put trash in bins • Clean up after self	• Keep water in sink • Put paper towels in trash cans • Clean up after yourself	• Follow the dress code • Use polite language • Accept correction calmly • Follow regulations on showing affection
Be Safe	• Two people per seat • Remain seated	• Always walk • Stay to the right	• Find a seat quickly and remain seated while eating	• Report problems to staff • Remain in own stall	• Notify adults of unsafe conditions • Use school property as intended • Keep personal belongings stored safely
Be Your Best	• Thank driver when exiting • Be a model for other students	• Visit quietly • Take care of items in the hallways (e.g. posters, displays)	• Say please and thank you • Use appropriate words • Use appropriate voice volume	• Take care of your own business	• Greet staff • Offer to help others

Creating Schoolwide Expectations

Schoolwide expectations are guiding principles – valued behaviors and attitudes for success at school. They are: 1) broad constructs or classes of behavior, 2) positively stated, 3) brief – no more than three to five in number, and yet 4) comprehensive, that is they allow you to address all behaviors by referencing one of them. Schoolwide expectations reflect the language and culture of each school. They will become the language all staff use when they teach, remind, recognize, and correct students. A few of the many varied schoolwide expectations that schools have developed are below.

EXAMPLE

Schoolwide Expectations

THE FIVE B'S

- Be Respectful
- Be Responsible
- Be Cooperative
- Be Productive
- Be Safe

At East High we will…

…*Respect Ourselves and Others*
…*Respect Property*
…*Respect Our Learning Time*

We are:

- Respectful
- Responsible
- Safe

At Our Pre-school:

I will be kind and respectful.
I will make safe choices.
I will listen and learn.

Our Guidelines for Success:

- Respect yourself and others.
- Be responsible.
- Be cooperative.
- Be your best.

Viking Code

- Respectful
- Responsible
- Cooperative
- Here to learn
- Caring and supportive

Respect • Work • Belong

- We believe it is important to _respect_ all people and their property.
- We believe it is important to _work_ hard on all learning activities.
- We believe it is important to _belong_ to the group and care about each other.

Each Day I will…

Respect myself, others, and property
Always do my best
Be responsible
Care for others

While the creative aspect of schoolwide expectations is evident in these examples, it is equally important that they be selected with full staff involvement. The process for selecting schoolwide expectations for your school is a visionary task–what you want students to be. It also addresses current student needs by defining what you want students to do instead. If you could tell families and students, "If all our students are to be successful in school and in life, they need to know how to do ……." what would those three to five things be?

ACTIVITY

This activity gives your team an opportunity to practice the steps to creating your schoolwide expectations. Your SW-PBS leadership team will want to plan how to engage staff in this same process.

1. Read through the list of valued behaviors and attitudes on the following page. Circle approximately ten that resonate with you personally. Feel free to add values that come to mind that are not listed.

2. Now, read through the list again, this time placing a checkmark by approximately ten behaviors or attitudes that are *essential for the success of your students*. These may be different from your personal values. Again, feel free to add any important but missing values. Don't worry about the form of the word as many words have similar connotations. Wordsmithing can be done later, once the constructs or concepts are agreed upon.

3. Share your list with your team, noting similarities and differences. If you could choose only five, which would be your top five–those most important for your students' success? Order by their rank of importance.

4. Now, list frequent student behaviors of concern. What are the common problem behaviors at your school? What are students receiving office discipline referrals for most frequently? Would you be able to address those problem behaviors by referencing one of your selected expectations?

Some Valued Behaviors and Attitudes

Accepting	Dedicated	Independent	Resolute
Accomplished	Dependable	Inspiring	Resourceful
Achievement	Determined	Integrity	Respect
Agreeable	Devoted	Intellectual	Responsible
Ambitious	Diligent	Inventive	Safe
Appreciative	Eager	Involved	Self-confident
Articulate	Effort	Knowledgeable	Self-reliant
Authentic	Empathy	Kind	Selfless
Being alive	Encouraging	Learning	Self-respect
Being in control	Enterprising	Love	Sensitive
Being your best	Enthusiastic	Loyalty	Service to others
Belonging	Ethical	Meticulous	Sincere
Capable	Excellence	Modest	Supportive
Caring	Fair-minded	Motivated	Sympathetic
Cautious	Flexible	Obedience	Team player
Cheerful	Focused	Optimistic	Tenacity
Commitment	Friendliness	Orderliness	Tenderness
Cleanliness	Forgiveness	Outgoing	Thoughtful
Community	Generous	Participation	Tolerant
Compassionate	Genuine	Patient	Trusting
Competence	Goal directed	Perseverance	Trustworthy
Confidence	Good-natured	Persistence	Unity
Conscientious	Gracious	Pleasant	Understanding
Considerate	Grateful	Polite	Willing to learn
Contribute	Hardworking	Positive	Wisdom
Conviction	Harmonious	Prepared	Others:
Collaboration	Healthiness	Problem solver	
Cooperation	Helpful	Productive	
Courage	Honesty	Prompt	
Courteous	Imaginative	Reliable	
Creativity	Industrious	Resilient	

Engaging Staff in Selecting Schoolwide Expectations

Your staff can be asked to complete the previous activity during a staff meeting, an early release or professional learning day, in grade level teams or in department meetings. Once you have each staff's **top five** preferred expectations in rank order, a weighted vote will allow you to analyze their preferences with priority in mind. The sample results of one school's weighted vote are in Figure 10. Once you have the weighted vote, a work group can be formed. Using staff input as summarized in the weighted vote, this work group will be asked to prepare a draft set of schoolwide expectations and any related slogan or logo. See Chapter 2, *Engaging Staff*, for more information on the work group process. Their draft work can then be brought back to staff to discuss, revise, and check for consensus. A tool for figuring weighted vote follows on the next page. At the bottom of the page is an example of how to calculate.

When staff have reached consensus on the schoolwide expectations you can put them on your expectations and behavior/rules matrix. Look on the Missouri website (www.pbismissouri.org) for an electronic copy of a blank matrix your team can use.

Determining Weighted Vote

Item	FREQUENCY OF RANKINGS					Total
	1st Choice	2nd Choice	3rd Choice	4th Choice	5th Choice	
1.	__ x 5 = __	__ x 4 __	__ x 3 __	__ x 2 __	__ x 1 __	
2.	__ x 5 = __	__ x 4 __	__ x 3 __	__ x 2 __	__ x 1 __	
3.	__ x 5 = __	__ x 4 __	__ x 3 __	__ x 2 __	__ x 1 __	
4.	__ x 5 = __	__ x 4 __	__ x 3 __	__ x 2 __	__ x 1 __	
5.	__ x 5 = __	__ x 4 __	__ x 3 __	__ x 2 __	__ x 1 __	
6.	__ x 5 = __	__ x 4 __	__ x 3 __	__ x 2 __	__ x 1 __	
7.	__ x 5 = __	__ x 4 __	__ x 3 __	__ x 2 __	__ x 1 __	
8.	__ x 5 = __	__ x 4 __	__ x 3 __	__ x 2 __	__ x 1 __	
9.	__ x 5 = __	__ x 4 __	__ x 3 __	__ x 2 __	__ x 1 __	
10.	__ x 5 = __	__ x 4 __	__ x 3 __	__ x 2 __	__ x 1 __	

EXAMPLE

Item	FREQUENCY OF RANKINGS					Total
	1st Choice	2nd Choice	3rd Choice	4th Choice	5th Choice	
1. Respect	27 x 5 = 135	10 x 4 = 40	8 x 3 = 24	6 x 2 = 12	0 x 1 = 0	211

Walking Through an Example

As we progress through this chapter the process of developing a social behavioral curriculum will be shared using an example, Fabulous School.

EXAMPLE

During a faculty meeting, the Fabulous School schoolwide SW-PBS Leadership Team led their faculty through the activity outlined earlier that engaged staff in identifying their Top Five Expectations. A member of the Leadership Team collected all the lists of Top Five Expectations and tabulated the weighted vote. Figure 10 below shows the result of that weighted vote.

Fabulous School Schoolwide Expectations: Weighted Vote

Rank	Weighting	Value/Concept
1	294	Respect, Manners, Civility, Self-Control
2	247	Accountability, Responsibility, Preparedness
3	157	Effort, Achievement, Doing Best
4	150	Honesty, Integrity
5	82	Cooperation
6	40	Acceptance, Tolerance of Differences
7	27	Community, Caring, Supportive, Empathy
8	25	Self-Confidence
9	15	Courage

Figure 3.2

The weighted vote results were posted in the faculty lounge with a sign-up sheet asking for volunteers to help develop a draft set of schoolwide expectations. The work group decided the Fabulous School Falcon Expectations would be: Respectful, Responsible, Safe and Do Your Best. These expectations were shared at the next faculty meeting and staff consensus was reached. They started their expectations matrix as seen on the next page.

EXAMPLE

Fabulous School Falcons Expectations and Behaviors/Rules Matrix

Expectations →	SETTINGS					
Respectful						
Responsible						
Safe						
Do Your Best						

Blank Matrix for your team's work

SETTINGS				
Expectations →				

1. Discuss how you will engage staff in selecting schoolwide expectations.
2. Use the following chart to jot down your team decisions.
3. These notes will be helpful as your team adds to your team action plan.

Discussion Notes to Engage Staff in Selecting Schoolwide Expectations

How will we engage staff in selecting schoolwide expectations, starting with each staff creating their top 5 preferred expectations in rank order?	
When?	
Who will facilitate the process?	
Who will collect the list of five expectations the staff develops?	
Who will do the weighted vote process?	
Who will put these on a matrix? Look on the MO SW-PBS website for a blank matrix to use.	
How will we share the weighted vote results with staff?	

Defining Specific Rules/Behaviors for All Settings

Once you have your 3-5 schoolwide expectations, you are ready to define each of those more specifically. The specificity should be clear for teachers and students to know exactly what is to be done. Here you are answering the question, "What does [respect, responsibility, best effort, etc.] look like in all settings, in our [hallways, cafeteria, recess, commons, on the bus, etc.] and in our classrooms?" As mentioned earlier, we want to ensure when defining specific rules/behaviors they are observable, measureable, positively stated, understandable and always applicable (OMPUA).

All Settings

Most schools begin by clarifying specific behaviors/rules for all school settings. These are the ones that are expected in each and every school location and are connected to the 3-5 schoolwide expectations that have been defined. Below are some samples of how schools have defined their schoolwide expectations specifically for all school settings.

EXAMPLE

Schoolwide Expectations for All Settings

I am **SAFE**
- Walk with hands at my side
- Keep hands and feet to myself
- Report if someone is hurt or could be hurt
- Ask permission to leave the area or school

I am **RESPECTFUL**
- Use kind words
- Follow directions quickly
- Use good manners
- Take care of school property
- Listen to the speaker with my eyes and ears

I am **RESPONSIBLE**
- Always do my best
- Be where I am supposed to be
- Work hard on assignments
- Use peaceful words to solve problems

Responsible
- Attend school each day; be on time for class
- Attend to assigned work carefully
- Complete and return homework on time
- Put forth best effort
- Take ownership for mistakes, striving to do better

Respectful
- Follow requests of adults promptly
- Share concerns constructively
- Show tolerance for differences in others
- Value your property and that of others

Caring
- Compliment and support others
- Volunteer to help
- Listen and try to understand
- Show gratitude for kindness of others
- Forgive those who make mistakes

Engaging Staff, Students and Families in Selecting All Setting Behaviors/Rules

Again the process of deciding on the expected behaviors or rules of all settings is one all staff should be involved in. This could be done during a staff meeting by putting up chart paper with one expectation written on each paper. Then give each staff member some Post-it notes to ask them to write one behavior/rule on each note they can then post on the chart paper under the appropriate schoolwide expectation. The SW-PBS leadership team could then take the charts and list a few behaviors/rules for each schoolwide expectation on the matrix. Another way to engage staff would be to create a handout (similar to the one in the activity below) for each staff member and have them complete the all settings column of your matrix as a small group. Collect the work of the groups and synthesize in a SW-PBS leadership team meeting. Remember to ensure all behaviors/rules adhere to OMPUA.

To ensure your matrix reflects valued behaviors of students and families, your team can seek their input on behavior/rules for all settings in the school. There are many creative ways to do this. Classroom teachers could engage students in activities similar to the ones described for staff. Student council could create a draft of behaviors/rules for all settings that is shared with all students for comments. Similarly family input may be obtained while they are waiting for parent-teacher conferences, during science night or PTA meetings or by worksheets sent home. Families who complete the activity could have their names entered for a drawing for a small prize.

EXAMPLE

Fabulous School Example

After the Fabulous School selected their schoolwide expectations, the SW-PBS Leadership Team took time during the next faculty meeting to share the new expectations and do a quick review of the OMPUA guidelines. To get staff ideas for expected behaviors for all settings in the school, they gave each table a handout like the one below and asked them as a group to reach consensus on 2-3 behaviors for each expectation. Again, volunteers to form a workgroup to review the staff ideas and come up with a draft list of expected behaviors for all settings were recruited.

	Behaviors/Rules for All Settings (Everywhere) in Our School
Respectful	
Responsible	
Safe	
Do Your Best	

The workgroup considered all the staff ideas and came up with 1-2 expected behaviors for each expectation and put it on their matrix. They put a copy of the draft matrix in each teacher and staff mailbox, asking for written suggestions to be given to the workgroup. The workgroup considered the suggestions and developed another draft that was shared with everyone at the next faculty meeting. Staff reached consensus. The SW-PBS Leadership Team decided they would wait until they had a complete matrix to share with students and families for suggestions. See the Fabulous School matrix on the next page.

DISCUSSION

How will you engage your entire staff in defining behavior specifically for all settings of your school? How will you get student and family input?

Fabulous School Falcons Expectation and Behaviors Matrix

EXAMPLE

Expectations →	All Settings	SETTINGS				
Respectful	• Follow directions • Use respectful language					
Responsible	• Be where you should be • Take care of materials and school property					
Safe	• Keep body to self					
Do Your Best	• Put forth best effort					

Defining Specific Behaviors/Rules and Procedures for Non-Classroom Areas

Non-classroom areas are those areas of the school that may be under the direct supervision of a variety of differing adults depending on the day or time. Often these non-classroom settings also have fewer staff supervising larger numbers of students. Another challenge is that non-classroom areas are often those sites where expected behaviors are not clear or agreed upon by all staff. Having clear, agreed upon behaviors/rules and procedures will allow staff to teach students the expectations prior to entering the setting and consistently use them when supervising. Deciding on the behaviors/rules for these areas, assuring that all staff is fluent with them, and making a plan for how to train new staff throughout the year should also be addressed.

Non-classroom Behaviors/Rules

We typically think of a few common non-classroom areas – hallways, cafeteria, recess, bus, restrooms, etc., but the list can include such times or areas as AM arrival/PM departure, after school activities, bus waiting area, computer area special work or group areas, assemblies, pep rallies, school grounds, etc.

A list of possible non-classroom areas follows.

Possible Non-Classroom Areas

- Restrooms
- Cafeteria
- Hallways
- Recess or Breaks
- AM Arrival and PM Dismissal
- After School Homework Assistance
- Assemblies or Concerts
- Parking Lot

- Work Area
- After School Activities
- Office Area
- Computer Lab
- Gym or Equipment Area
- Nurse's Office
- Pep Rallies

The same considerations when defining specific behaviors/rules for all settings apply to non-classroom settings. First, they will be aligned or anchored to your schoolwide expectations. Again, clarity of expectations is critical; using OMPUA will help to ensure that behaviors/rules are clear and understandable. These specific behaviors should be student-centered and define behaviors/rules that will lead to success in that setting.

Engaging Staff, Students and Families in Selecting Behaviors/Rules for Non-classroom Settings

Once again you will want to engage staff in determining the behaviors/rules for non-classroom settings. First, you may want to ask staff to brainstorm all possible areas of your building for which commonly shared behaviors/rules would be helpful. Using the weighted vote process described earlier, you can also identify those settings of greatest concern and begin your work there.

You will want to get student and family input on the areas of school that need to be addressed. One way to do that would be to give students a map of the school. Have them color red the areas where they are afraid or misbehaviors take place or green where they feel safe.

Once those areas of concern in the school for staff and students have been identified, small workgroups may be used to develop draft behaviors/rules that will then be brought back to staff to reach consensus

on. Again, ensure all ideas follow OMPUA. As staff members agree on specific behaviors/rules they can be added to your matrix. As you work through the process of gaining consensus it is advisable to date your matrix and write DRAFT on it until staff, students and families agree it is "final."

Once your matrix is complete, it will be important to share with staff, students and families in newsletters, handbooks, school website and post the behaviors/rules in each specific setting.

EXAMPLE

Fabulous School Example

At the next Fabulous School SW-PBS leadership team meeting they decided it would be important to get student ideas about where they felt safe at school and where they did not. During homeroom, teachers gave each student a school map and asked them to color red the areas where they did not feel safe. A member of the leadership team reviewed all the maps and determined these areas of concern: hallways, cafeteria, restrooms and gym locker area.

At the next faculty meeting, the SW-PBS leadership team posted four chart papers with the non-classroom areas of concern listed on them. Faculty members were asked to write desired behaviors for each setting on the charts. To get ideas of desired behaviors from all staff, the posters were posted in the staff lunchroom and staff were encouraged to add their ideas.

At the next Fabulous School SW-PBS leadership team meeting, they reviewed the charts and came to consensus on a few behaviors for each setting, ensuring all followed the OMPUA guides. They added the expected behaviors to their matrix (with a new date at the top). The team repeated the process of giving all staff a copy in their mailbox for review.

The leadership team then decided they would send a copy of the draft matrix home with each student, asking for families to review it and make suggestions. They also posted it on the school website. A member of the leadership team reviewed the suggestions from families and brought those ideas to the entire leadership team. When the leadership team felt they had sufficient input, they shared the "final" matrix with staff, families and students. See the completed matrix on the next page.

EXAMPLE

Creating an Expectation and Behaviors/Rules Matrix

Expectations	SETTINGS				
	All Settings	**Hallways**	**Cafeteria**	**Restrooms**	**Gym Locker Room**
Respectful	• Follow directions • Use respectful language	• Walk quietly so others can continue learning	• Raise hand if you need help	• Allow for privacy of others • One person per stall	• Respect the privacy of others
Responsible	• Be where you should be • Take care of materials and school property	• Go directly to your destination	• Eat only your food • Stay in your seat	• Keep water in sink	• Keep your clothes and equipment in your locker
Safe	• Keep body to self	• Walk • Hold onto banisters • Stay to right	• Push in chair • Put trash in trash can	• Wash hands with soap and water	• Report water puddles • Leave locker area when bell rings or coach dismisses
Do Your Best	• Put forth best effort	• Return to class promptly	• Use a peaceful voice • Use proper manners	• Clean up	• Be ready for gym in time allotted

DISCUSSION

How will you engage your entire staff, students and families in deciding on settings in your school where common expected behaviors/rules would be helpful? Specifically how will you have staff, student and family generate specific behaviors/rules for these non-classroom settings?

Team Discussion Notes:

Non-classroom Procedures

Once you have your specific behaviors/rules for each non-classroom area, you may also need to consider more detailed procedures for these settings. Clearly defined procedures allow staff to teach and supervise consistently and predictably. All staff will teach and model the procedures so it will be important to have staff reach consensus on them.

When defining non-classroom procedures it is important to consider what will help prevent congestion or confusion that may contribute to misbehavior. Reviewing existing or writing missing procedures may involve making environmental changes such as defining and labeling the "in" and "out" doors or rerouting lines of students to provide more space and to ease crowding. These procedures should be comprehensive enough to ensure student success in each specific setting.

Sample Procedures

AM Arrival
To be safe, respectful and responsible, we will:
- Enter the school through the main "In" doors
- Walk to the breakfast stations
- Get breakfast quickly
- Walk directly to your classroom

Cafeteria
- Enter through the west doors
- Stand in line along the wall
- Pick up milk
- Select sack lunch or food tray
- Pick up utensils
- Stand in line
- Pay for lunch
- Find seat at assigned tables
- Raise hand if you need help
- When supervisor gives signal, stand up, push in chair, pick up tray or trash and walk to trash can
- Throw away trash
- Line up along wall to be dismissed through east doors

Independent Use of Computers in Media Center
- Computers are for school work
- Use approved websites
- Ask attendant at desk for help with computer malfunctions
- Log off after using
- Leave computer if teacher with a class arrives to use lab
- Take all your materials when finished using computers

Engaging Staff in Determining Procedures for Non-classroom Settings

Again your SW-PBS leadership team will want to plan how to involve staff in the process of identifying non-classroom settings where current procedures are weak or nonexistent. The SW-PBS leadership team might ask staff who typically supervise in a non-classroom area to form a workgroup to review and revise existing non-classroom procedures. For example, a few teachers and cafeteria supervisors could review existing procedures in the cafeteria to make getting food efficient, having lunch enjoyable and moving the "traffic" of students efficiently and safely.

EXAMPLE

Fabulous School Example

The Fabulous School SW-PBS leadership team was feeling pretty good that they completed their matrix but they knew there was more work to be done to complete the social behavioral curriculum. They decided to "divide and conquer" to review and revise existing procedures. As a team, they decided to modify the activity in the Tier One Team Workbook to help them decide who should be involved in creating or reviewing current procedures and what team member would lead that process.

Non-classroom Procedure	People to create or review current procedures	Team Member to Coordinate
Hallways	1 teacher from each grade	Teacher member
Cafeteria	Cafeteria supervisors	Assistant principal
Outside during dismissal	Teachers and staff who supervise dismissal outside	Counselor
Gym locker room	Coaches and P.E. teachers	Teacher member

Then four team members were responsible to observe in each setting and coordinate the staff to review existing or create new procedures.

After new procedures were created, they were shared with all staff who supervised in those areas at the next staff meeting. The leadership team gave the new procedures to the principal to include in the staff and student handbooks. The Fabulous School's new procedures are on the next page.

Fabulous School Procedures

Hallways	Cafeteria
Walk Use the right side of the hall Open lockers with caution Go promptly to your destination Be respectful of posters on walls	Enter east doors Stay in line Get drinks Select salad bar, cold or hot lunch Wait in line Enter student number in computer Give money to supervisor Take utensils Sit at assigned tables Talk with friends only at your table Ask permission to go to restroom Stay seated until dismissed When supervisor gives signal, walk to trash can Dispose of trash respectfully Line up Walk out west doors
Outside During Dismissal	**Gym Locker Room**
Students waiting for parent pick up walk past flag pole, stand and watch for your parent's vehicle. Students boarding buses 10, 11 and 15, walk to the right when you exit the school. Students boarding buses 8, 22 and 25 walk to the left when you exit school, look for your bus, stay in line on sidewalk , wait your turn to board bus and board safely. All students look for your bus, stay in line on the sidewalk, wait your turn to board bus and board safely.	Use lock on your locker. Everyone is expected to change into approved gym clothes/uniforms and shoes. Wait for instructions from coach before exiting locker room. After class or game, pick up towels in bin. Shower quickly. Take gym clothes home to wash. Lock locker. Put uniforms in dirty bin. Wait on benches for coach to dismiss class.

ACTIVITY What are some non-classroom procedures that are currently absent or ineffective and are needed to facilitate teaching and supervision? Brainstorm and list these below. Discuss and identify people who will create needed procedures or review current procedures and revise them. How might you include students and families in developing non-classroom procedures?

Non-classroom Procedure	People to create or review current procedures

ACTIVITY What process will you put into place to get full staff consensus on non-classroom procedures drafted by these groups? How will the non-classroom procedures be shared with teachers, staff, students and families?

Classroom Behavior/Rules and Procedures

The key to successful classroom management is prevention of problems before they occur. Clarifying specific expected behaviors/rules for the classroom is essential, and the same behaviors/rules that reduce classroom disruptions are clearly associated with increased student learning (Brophy & Evertson, 1976).

Clarifying expected behaviors/rules for the classroom involves two distinct tasks: 1) defining classroom behaviors/rules and 2) developing classroom procedures. We will discuss these two concepts that together help create a classroom that is safe and supportive.

Some schools choose to identify specific behaviors for all classrooms and define them as part of their expectations and behaviors/rules matrix. Schools do this because they think the consistency across all classrooms is helpful to reduce confusion for students. The elementary and high school matrices provided earlier in this chapter are examples of this. Other schools think it is best if each teacher clarifies their own classrooms expectations.

Defining Classroom Behavior/Rules

Jones and Jones (1998) share six factors that increase the likelihood students will accept and consistently follow classroom rules.

Effective classroom behaviors/rules….

1. Are developed by students and teachers.
2. Need to be clearly stated. Previously we have referred to OMPUA – observable, measureable, positively stated, understandable and always applicable – to assist to ensure the rules are clear.
3. Are as few as possible.
4. Must be clearly accepted by students. Students must indicate their acceptance of the behavior standards agreed on by the class.
5. Must be monitored and frequently discussed to ensure they are consistent with classroom standards. Because the classroom behaviors/rules may be different than behavioral expectations outside school, it is important that student behavior be monitored and students are given feedback about how their behavior matches the expected norms.
6. Communicated and accepted by significant others, such as parents and peers. Students will more likely follow classroom behaviors/rules if they know others agree with them.

Adapted from Jones & Jones, 1998 page 241

Teachers can facilitate the creation of classroom behaviors/rules with students by following these steps:

1. Have a discussion about why behaviors/rules are needed. Connections to traffic rules and laws in general can be made to help students see the need for rules to keep society as a whole orderly and safe.
2. List the schoolwide expectations (i.e. safe, respectful, ready) and have students make a list of expected behaviors/rules under each expectation. Teachers may need to guide students to make the behaviors/rules match the OMPUA guidelines such as turning negative statements, such as "Don't talk when others are talking" into "Listen quietly when someone is talking" so the behavior/rule is positively stated.
3. After the behaviors/rules have been developed, the teacher should lead a discussion to clarify each behavior/rule and to gain student commitment for them. If a student questions a behavior/rule it may be important to clarify if the student does not think the behavior/rule will help create a safe and

positive learning environment or whether the student does not think they can act in accordance to the behavior/rule. Discussions with small groups of students and the class as a whole may need to continue to determine whether a behavior/rule needs to be deleted or amended.

4. To publicly commit to the behaviors/rules, teachers may have students sign a poster of the rules, make a palm or thumb print or use another way to publicly show their promise to uphold the classroom behaviors/rules.

5. Once there is an agreed upon list of behaviors/rules teachers can send the class behaviors/rules home to inform parents and to share their philosophy of classroom management.

6. Display the classroom behaviors/rules in a big and bold way in a location in the classroom where they are handy to refer to often. After all, the behaviors/rules are the standards for how everyone is going to be treated in the classroom.

A few examples of classroom behaviors/rules are below.

We are SAFE by…
- Walking
- Keeping our bodies to ourselves

We are RESPECTFUL by…
- Listening when others are talking
- Relating discussion to current topic

We are RESPONSIBLE by…
- Following directions quickly
- Turning assignments in on time
- Being prepared with materials

We are RESPECTFUL by…
- Being in seat when bell rings
- Having materials needed

Engaging Staff in Determining Classroom Behaviors/Rules

If your school included classroom on your matrix, you have already engaged staff in determining universal classroom behaviors/rules just as you defined behaviors/rules for non-classroom settings. If classroom is not on your matrix, activities to engage staff in a conversation about classroom behaviors/rules may seem as a "no-brainer". Many teachers know the benefits of having clearly articulated behaviors/rules. A short inservice using the MO SW-PBS classroom module on Expectations and Behaviors may be sufficient to ensure all teachers have classroom behaviors/rules that meet OMPUA, are aligned with the schoolwide expectations and are posted big, bold and beautiful.

Additional information to guide staff to develop classroom behaviors/rules is available in Chapter 8. The classroom module on Expectations and Behaviors, which is a PowerPoint presentation and learning activities, can be found on the Missouri Schoolwide Positive Behavior Support website, www.pbismissouri.org.

Fabulous School Example

As a learning process, the Fabulous School SW-PBS Leadership Team decided to do a quick walkthrough of each classroom to see if teachers had expected classroom behaviors posted. They did this by dividing the classroom among team members and creating a short form to address these questions:

► Does the classroom have expected behaviors posted? Yes No

► Do the expected classroom behaviors address the schoolwide expectations (respectful, responsible, safe, do your best)? Yes No

► Are the expected classroom behaviors big, bold and beautiful? Yes No

► Are the expected classroom behaviors posted in a prominent location in the classroom that will encourage teaching of those behaviors? Yes No

They learned 30% of all classrooms had all yes's to the questions. This data told them they needed to help teachers understand the importance of expected classroom behaviors.

To do this they decided to sponsor a "make and take" workshop. This workshop included a short presentation of the MO SW-PBS classroom module on Expectations and Behaviors. They also shared the information in this chapter about how to get students involved in developing the expected classroom behaviors. Then they provided chart paper, markers and photos so teachers could make their expected classroom behavior posters. Some teachers made their posters then and other teachers worked with their class to create their expected classroom behaviors.

As promised, two weeks later the SW-PBS Leadership Team did another walk through. This time 88% of classrooms had all yes's to the questions. The names of teachers who had not yet completed their expected classroom behaviors were given to the administrator who scheduled private conversations with those teachers.

The Fabulous School SW-PBS Leadership Team wrote steps on their action plan to review expected classroom behaviors during next year's back to school workshop. They wanted to remind all teachers to engage their students in developing expected classroom behaviors during the first week of school. The Leadership Team told teachers they would do another walkthrough the third week of school and if 100% of classrooms had big, bold and beautiful posters of their expected classroom behaviors, teachers would earn a jeans and sweatshirt day.

DISCUSSION

If you did a walkthrough of your building and went into each classroom, how many of those classrooms would have behavior/rules posted in a prominent location? Do the teachers in your building know the benefit for establishing classroom behaviors/rules? What can be done in your school to support all teachers to establish classroom behaviors/rules tied to the schoolwide expectations?

Classroom Procedures

We have discussed the establishment of classroom behaviors/rules as a technique that helps keep the class orderly. Defined behaviors/rules however are not enough for students to understand what is expected of them in the classroom. Well-defined classroom procedures are also needed. Classroom procedures are the method or process to follow to accomplish a classroom activity. Classroom procedures are patterns for accomplishing classroom tasks. Procedures break down classroom behavior/rules into teachable steps. When procedures are taught and reinforced over time routines are established that help students meet classroom behaviors/rules.

Having classroom procedures…

1. **Increases instruction time by preventing problem behavior.** Procedures show students how to behave, and minimize the amount of non-academic time while increasing time for academic instruction.
2. **Frees teachers from correcting misbehavior.** When students perform routine functions smoothly, teachers can focus on catching them being good and are freed to take care of instructional tasks, review student work, and have to provide less correction.
3. **Improves classroom climate.** When you take time to explain how things are to be done, you appear fair and concerned. Students then experience higher rates of success and satisfaction, ensuring a positive learning environment.
4. **Creates shared ownership of the classroom.** Involving students in management of the learning environment empowers them, helping them to feel a partnership for their success and that of others.
5. **Develops self-discipline.** Procedures provide students with productive work habits that lead to personal accountability and effectiveness later in life.

A few examples of one teacher's classroom procedures are below.

Lining Up to Exit the Classroom
1. At the signal, put materials away and clear your desk
2. When your row is called, push in your chair and move quietly, walking to the doorway
3. Line up facing the door, keeping one space between each person
4. Keep hands and feet to self
5. Listen to the teacher and wait for the signal to depart

Independent Seatwork
1. When given the instruction to begin, get all materials out and begin within 5 seconds
2. Continue working until done
3. Visit quietly with a neighbor if you need help; all conversation is related to work
4. Raise your hand if you need help or to get permission to leave your seat
5. When your work is finished, review and check
6. Turn finished work into the work box

Large Group Instruction
1. Have out only the materials needed for the lesson
2. Sit up straight, eyes on the teacher or your materials
3. Listen attentively
4. Take notes if appropriate
5. Raise your hand to contribute or ask a question
6. Remain in your seat

Engaging Teachers in Selecting Classroom Procedures

Although each teacher will select and define procedures for their own classroom, the SW-PBS leadership team may need to facilitate that process. During professional develop time, teachers may be grouped in grade level teams or departments to review the list of classroom procedures provided at the end of this chapter and write procedures together. Teachers might be asked to reflect on procedures they currently use to decide if they are effective in reducing problem behaviors and efficient in the time they take students to complete. Teachers could identify procedures they lack and have time to "pick the brains" of other teachers.

The SW-PBS leadership team might also use the classroom module on Classroom Procedures that includes a PowerPoint presentation and learning activities that is available on the Missouri Schoolwide Positive Behavior Support website, www.pbismissouri.org.

Additional information to guide staff to develop classroom procedures is also provided in Chapter 8.

EXAMPLE

Fabulous School Example

The Fabulous School SW-PBS Team felt good about how they addressed expected classroom behaviors with teachers and it gave them confidence to address classroom procedures. At a faculty meeting they asked each teacher to write down two times during the day when they gave the most reminders and redirects to students. They then shared the MO SW-PBS Classroom Procedures module and the lists of potential classroom procedures at the end of this chapter. Teachers were asked to select a partner to brainstorm new procedures for the two problem times they each identified.

As homework, teachers were asked to review the lists of procedures, to create any procedures they lacked and to write down any procedures they currently use that are efficient and effective. Teachers were told to submit those lists of procedures to the principal in two weeks. This compilation of procedures would be put in the Fabulous School's SW-PBS staff handbook. Teachers were encouraged to post procedures in their classroom, directly teach them to their students and to put them in their instructions for substitute teachers.

ACTIVITY

Read through the lists of possible classroom procedures on the next two pages. Check any that are applicable to your classroom and note any others not listed. You may want to go through your typical day and identify each routine activity. Then choose one procedure and identify the steps or specific behaviors for that activity. When done, ask yourself: Do they meet the OMPUA guidelines? Do they create a vision of a successful student in this activity or task?

DISCUSSION

How will you assist all staff in a process of developing procedures for their classrooms?

Considerations for Classroom Procedures–Elementary
(Evertson & Emmer, 2008)

Room Areas/Use
- Student desks, tables, storage areas
- Learning centers, stations
- Teacher's desk, storage
- Drinking fountain, sink, bathroom, pencil sharpener

Whole-Class Activities
- Student participation
- Student attention during presentations
- Making assignments
- Passing out/collecting papers, books, supplies
- Handing back assignments
- Make-up work
- Checking class work or homework

Small-Group Activities
- Student movement into and out of group
- Bringing materials to group
- Expected behavior of students in group
- Expected behavior of students out of group

Seatwork
- Talk among students
- Obtaining help
- Out-of-seat policy
- Activities after work is completed
- Turning in work

Other Procedures:
- Beginning of day/class
- End of day/end of class
- When absent
- Transitions
- Substitutes
- Office referrals
- Student conduct during delays, interruptions
- Leaving/returning to room
- Field trips

Possible Classroom Procedures
(Wong & Wong, 2005)

- Entering the classroom
- Getting to work immediately
- When you are tardy
- End-of-period class dismissal
- Listening to/responding to questions
- Participating in class discussions
- When you need paper and pencil
- Keeping your desk orderly
- Indicating whether you understand
- Coming to attention
- When you are absent
- Working cooperatively in small group
- Changing groups/activities
- Keeping your notebook
- Going to the office
- When you need help or conferencing
- When a schoolwide announcement is made
- Handing out playground equipment
- Walking in hall during class time
- Passing in papers
- Exchanging papers
- Returning homework
- Late work
- Getting out materials
- Moving about the room
- Headings of papers
- Going to the library
- When you finish early
- Handling disruptions
- Asking a question
- Responding to a fire drill
- Responding to severe weather
- When visitors are in classroom
- If you are suddenly ill
- When the teacher is called away
- Grading criteria
- Restroom, water fountains

Next Steps

Your tasks for developing clarifying expected behavior for your school are listed below. While a general sequence of completion may be implied, the tasks may be completed in any order or may be interrelated. Some activities require planning and a written product; all involve some professional learning, engagement of all staff and input from students and families. It is recommended that these tasks be completed prior to your next MO SW-PBS training session. Please bring completed action plans and products with you to share and discuss.

1. Create schoolwide expectations for your students and staff, along with specific behavior definitions for all settings (Pages 98-115)
   - Three to five overarching expectations
   - Full staff input; obtain consensus
   - Specific behaviors related to each expectation (OMPUA)
   - In writing; included in staff handbook

2. Define specific behaviors for non-classroom areas (Pages 116-123)
   - Aligned with schoolwide expectations
   - Full staff input or work group process; obtain consensus
   - Specific behaviors (OMPUA)
   - In writing; included in staff handbook

3. Assist staff to develop procedures for their classroom (Pages 124-129)
   - Aligned with schoolwide expectations and specific behaviors for all classrooms
   - In writing; included in sub folders

CHAPTER 4: TEACHING EXPECTED BEHAVIOR

"If a child doesn't know how to read, we teach.
If a child doesn't know how to swim, we teach.
If a child doesn't know how to multiply, we teach.
If a child doesn't know how to drive, we teach.
If a child doesn't know how to behave, we …teach? …punish?
Why can't we finish the last sentence as automatically as we do the others?"

Tom Herner, 1998

"For a child to learn something new you need to repeat it on average eight times."

Harry Wong & Rosemary Wong, 2005

"Teaching behavior as relentlessly as we teach reading or other academic content is the ultimate act of prevention, promise and power underlying PBS and other preventive interventions in America's schools."

Bob Algozzine, Chuang Wang & Amy S. Violette, 2011

"Behavior and academics are two sides of the same coin. We need to better understand how the two are connected."

George Sugai & Rob Horner, 2009

Learner Outcomes

At the conclusion of this chapter, you will be able to:

▶ Understand and explain how teaching social behavioral skills is synonymous with teaching academic skills.

▶ Develop, with staff, lesson plans to teach your schoolwide expectations and non-classroom specific behaviors and procedures.

▶ Develop a plan for teaching expectations across schoolwide, non-classroom and classroom settings.

▶ Use informal teaching strategies that incorporate monitoring, pre-correction, and re-teaching.

▶ Consider how to gain commitment from all stakeholders on teaching social behavioral skills.

The Importance of Teaching

Why teach? We teach because it works. All of us appreciate knowing what to do, when to do it and how to do it regardless of what the expectation may be. Effective organizations are clear and purposeful in conveying what is expected and of whom. Consider your own learning history. Can you identify those times when you felt you had been clearly taught what you were to do? Our students need this, too. If you are reading this workbook then you have already made the decision to integrate the important skills you possess as an educator and apply them to social behavior instruction.

We also teach social behavior skills because we know there is a close connection between academic and social competence (Algozzine, Wang & Olivette, 2011; Horner & Sugai, 2005). Successful students and adults have both. Just as we consider what to teach and how to structure the content based on what is age and developmentally appropriate for academic subject matter, we determine what is developmentally and age appropriate for teaching social behavior skills.

Why don't we just call them behavior skills or social skills? Behavior refers to "acting, reacting or functioning in some specified way." Social refers to "living in an organized community, not solitary" (Oxford American Dictionary, 1980). If we are teaching them to act in a specified way within an organized community they must be taught together.

The Science of Behavior has taught us:

- Students are not born with bad behaviors.
- Students do not learn better ways of behaving when only given aversive consequences.
- To learn better ways of behaving, students must be directly taught the expected behaviors.
- To retain new behaviors, students must be given specific, positive feedback and opportunities to practice in a variety of settings where the behaviors should be used.

Teaching expected behavior is a cornerstone because it integrates the notion of what students should know and be able to do (your matrix) with how you will be sure they can do it. Tier 1 of the continuum of support triangle (Figure 11) reminds us that what is to be taught is for all students in all settings and is based on a preventive proactive approach. It also reminds us that what we implement at Tier 1 is ongoing, even if Tier 2 and 3 strategies are added. A solid teaching base at Tier 1 supports all of our SW-PBS work. The cultural context within your school, district and community will help to shape SW-PBS.

Traditionally, teaching social behavior has consisted of stating the rule, expecting students to always follow the rule and then providing negative consequences when the rule was not followed. Using this approach to teach academics would be considered ludicrous. For example, teaching the order of math operations to calculate the area of a triangle and then isolating a student who did not remember the formula (rule) would not be considered an effective instructional approach.

In this workbook you'll see "behaviors" synonymous with "rules." "Behaviors" relates to specific skills we are teaching all to demonstrate and to consistently use. Effective instruction requires more than providing the rule–it requires instruction, practice, feedback, reteaching, and encouragement (Sprague & Golly, 2005; Sugai, Hagan-Burke & Lewis-Palmer, 2004). If we think of the connections to academic instruction, we are more likely to embrace the responsibility of teaching social behaviors for the important life skills they are.

A Continuum of Support for All

Academic Systems

Behavioral Systems

Tier 3 / Intensive Individual
- Individual Students (High-Risk)
- Assessment-based
- High Intensity

Tier 3 / Intensive Individual
- Individual students (High-Risk)
- Assessment-based
- Intense, durable procedures

Tier 2 / Targeted Group
- Some students (At-Risk)
- High efficiency
- Rapid response

Tier 2 / Targeted Group
- Some students (At-Risk)
- High efficiency
- Rapid response

Tier 1 / Universal
- All students
- Preventive, proactive

Tier 1 / Universal
- All settings, all students
- Preventive, proactive
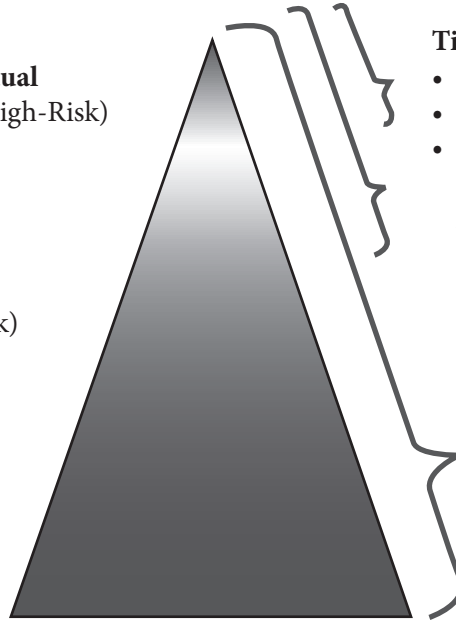
Figure 4.1

DISCUSSION

Think about the information above. What would be the main ideas you'd like to share with your whole staff regarding how teaching social behavioral skills is based on the same pedagogy as teaching academic skills? Make a list of these and think how you could best share them.

Sharing Responsibility for Writing Lesson Plans

In Chapter 2 you were introduced to the idea of using the work group process to gain input and consensus on materials to implement SW-PBS. As your team begins to think about developing lessons to teach social skills you will want to be purposeful in involving others. Whoever is involved in lesson writing should be instructed to write DRAFT on lessons they develop to indicate feedback will be asked for. Also instruct lesson planners to write the date on the lesson to help you keep track of various versions.

Your team can involve students as well as staff in the development of teaching or training materials to increase the viability and relevancy of the desired behaviors. Family and community members can also be recruited to not only teach expected behaviors in school and community settings, but can also be tremendous resources for providing a compelling rationale for schoolwide expectations in the context of life outside or beyond the school setting.

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There are a number of ways to get input from others but the most important thing to do is to seek and consider the feedback you get. Following are a few suggestions:

- ► Ask vertical/grade level/department teams for lesson suggestion.
- ► Ask ALL support staff (cafeteria supervisors, resource officers, secretaries, custodians, bus drivers) for lesson suggestions.
- ► During a designated class period, discuss lesson ideas with all students. Have students turn in their suggestions.
- ► Create a SW-PBS Advisory Council to both advise the Leadership Team and to gather input from the student body.
- ► Ask for family input at Back to School Night, in school newsletter, and during parent conference (a task to do while they are waiting).
- ► Build a system of regularly scheduled opportunities to send information home to families (weekly folders, school newsletter with regular feature of "lesson of the week," information about how to use lesson content at home, updates from the building administrator, district updates).
- ► Conduct short surveys to ask staff, students and families to share their questions, ideas and views about SW-PBS.
- ► Ask drama classes to write, direct and act in video lessons.
- ► Provide information to local newspapers, TV and radio stations.
- ► Ask communication classes to write and broadcast daily/weekly lessons and announcements.

DISCUSSION Discuss possible ways your school could share the work of writing lessons. Also discuss how you will engage staff and ask for their input regarding which should be the priority lessons.

What to Write Lessons About

In general, the SW-PBS Leadership Team will want to ensure you have lessons for all components of your social behavioral curriculum as described in Chapter 3. Lessons will be needed for specific:

- Behaviors/rules on your school's matrix.
- Nonclassroom procedures (arrival, cafeteria, playground rules, dismissal, etc.)
- Classroom rules
- Classroom procedures

Non-classroom behaviors/rules from the matrix and other non-classroom procedures is usually the first focus of teaching and therefore lesson writing. Focusing on teaching in non-classroom settings helps all staff practice using common language and learn the steps of directly teaching social behavior skills. Getting everyone involved in teaching in nonclassroom settings can build a sense of unity and common purpose. Full implementation of teaching lessons, starting with lessons for nonclassroom rules and procedures first, will begin to leverage implementation efforts for fidelity and sustainability over time (Mathews, McIntosh, Frank, & May, 2014).

Below are some ideas to help your team prioritize which lessons to write first:

▶ Consider guiding the staff to write lessons for the All Settings behaviors first. Your team and school will have determined those skills as needed throughout the school and therefore, might be considered a good place to start lesson writing.

▶ Non-classroom procedures need to be explicitly taught. An overview of procedures for the most common settings need to be introduced at the beginning of every year (e.g., hallways, cafeteria, etc.). Once introduced, more detailed lessons on specific behaviors (e.g., how to treat cafeteria servers) can be taught.

▶ Review your draft matrix to decide if there are 2-3 behaviors listed that could logically be combined into one lesson. For example, an elementary matrix may list "flush" and "wash hands with soap and water" on the matrix. Both of these could be included in one lesson. A high school matrix may list "walk", "use quiet voice" and "take care of items in the hallways" which could all be addressed in one lesson.

▶ Review your office discipline referral data. What problem behaviors occur most frequently? What skill from your matrix do you want students to do instead? For example if physical aggression was a frequent problem behavior, the specific behavior of keep hands and feet to self would be an important lesson to write.

▶ Review your office discipline referral data to determine the non-classroom location of problem behaviors. What skill from your matrix do you want students to do instead in that location? If problem behaviors take place in the hallways, do specific lessons need to be written to address getting to class on time?

DISCUSSION   Discuss which lessons your school needs to have written first. Plan how other lessons will be written in the future.

Choose two of the specific behaviors listed below and write a clear description of what it means so that it could be used when creating a lesson.

1. Walk quietly _____
_____
_____
_____
_____

2. Maintain personal space _____
_____
_____
_____
_____

3. Use kind words _____
_____
_____
_____
_____

4. Use polite language _____
_____
_____
_____
_____

Lesson Planning and Teaching Considerations

Some primary things to consider when designing a teaching system for your school are the needs of the learners, lesson purpose, format, content and settings.

NEEDS OF THE LEARNERS. When developing lesson plans schools will want to think about the needs of their learners and to differentiate instruction based upon those needs. If students are at the acquisition level of learning social skills, lessons will need to be direct, explicit and taught frequently. Students at the acquisition level do not regularly display use of the skills, they have not had an opportunity to learn or have not had sufficient practice with the new skill. At the preschool and elementary level and for underclassman or students new in a secondary building lessons that include components of direct instruction including *tell*, *show* and *practice* will be most effective. This direct teaching can be done in a way that best fits the unique nature of your building, possibly combining some or all of the following:

> ► Instruction takes place each day, all day throughout the entire school year for young or those students who continue to demonstrate they are at the acquisition level.

> ► Direct instruction the first few weeks of school in the setting where the skills or procedures are used.

> ► Beginning of school year orientation period, such as a day for underclassmen.

> ► Weekly lessons in advisory, homeroom, or classroom.

> ► New Student Orientation using student ambassadors as orientation models for newly enrolled students.

> ► Week long review lessons after school breaks.

> ► Specific focus on a behavior from the school matrix that addresses a problem behavior evident from data (e.g. focus on 'following directions' to address 'noncompliance' or 'disrespect').

When students do show fluency in their use of social behaviors from your matrix, teaching may be periodic maintenance or "booster" lessons. These lessons would consist of reminders of the when, where and how expected behaviors are to be performed. Staff continue to actively supervise giving students feedback to maintain skill usage. Maintenance or "boosters" may include:

> ► Beginning of the year focused lessons to teach all schoolwide and classroom expectations, rules and procedures

> ► Quarterly assemblies followed with group practice

> ► Short reminder lessons after school breaks

> ► When your data indicates a need for reteaching

Understanding the skill level of students will ensure staff design lessons that articulate the lesson purpose and use an understandable format to address student needs.

LESSON PURPOSE. The purpose of the lesson is guided by its identified outcome. If you are just introducing a skill you will need to go more in depth than if it is a review of a skill that was previously taught, as described above. Some lessons will be for procedures in a setting, while others will be discrete skills.

LESSON PLAN FORMAT. The first items every lesson should include are:

- The **Expectation** from your schools matrix to help staff see how the lesson ties to the common language.
- Specific **Behavior(s) and/or Procedures** which is a clear description of the skill to be taught.
- **Context** to identify the location(s) where the behavior is expected.

Instruction of social behaviors in initial lessons for acquisition includes *tell*, *show* and practice. **Tell** means introducing the skill or behavior by directly telling the student the definition, the specific steps needed to correctly perform the skill and the location in which the skill will be expected. **Show** means the teacher demonstrates or models the expected behavior. The teacher clarifies the difference between following the behavior and not following the behavior by providing positive examples and a negative example (non-example). Remember only an adult should demonstrate the non-example. Students in the class then demonstrate the examples. The guided **practice** component of the lesson is a pivotal part of every lesson. Guided practice ensures that students can accurately and appropriately demonstrate the skill steps (Lewis & Sugai, 1998). Optimally, practice should occur in the setting(s) to effectively teach expected behaviors and procedures.

Strong positive results for teaching social skills to older students or students who have demonstrated fluency with the skills have been found when adults:

Pre-Correct/Remind = Regularly remind students of behaviors, procedures & routines.
Pre-corrects are best used after students have been formally taught and reminded of the correct behavior and procedures for a given setting. When a teacher can anticipate students may have difficulty, a pre-correct is given to them about the expected behavior (Colvin, Sugai & Patching, 1993; Lewis, Newcomer, Trussell & Richter, 2006). A pre-correct is different from a teacher directive. A pre-correct tells the students what to do and how to do it using the behaviors/rules that have already been taught. For example, if a teacher knows students will have trouble moving in the class without bumping into each other, the teacher might pre-correct students of the expected classroom behavior of maintaining personal space. Or before the students are asked to move into groups, the teacher would pre-correct by saying, "Remember to move safely and maintain your personal space." Just before exiting school for the day, the teacher would pre-correct by saying, "Remember to walk in the hallways and into the parking lot." In these examples, the pre-correct sets the stage for opportunities for the teacher to recognize students for walking quietly and safely.

Supervise = Monitor student performance or compliance in all settings. To have a positive impact on student behavior, to prevent problem behaviors from occurring and to monitor student performance, teachers must actively supervise students. Active supervision includes: 1) Moving = constantly, randomly, and targeting problem areas, 2) Scanning = observe all students, make eye contact, look and listen, and 3) Interacting Frequently = positive contact, frequent feedback, correct errors, deliver consequence.

Feedback = Provide feedback, non-contingent and contingent, including specific positive feedback.
To help students learn and maintain social behaviors teachers must recognize student effort. The least expensive and readily available way to recognize students is to provide specific verbal feedback and regularly recognize the efforts of students who correctly exhibit the behavior. When giving specific verbal feedback the teacher precisely states the skill the student displays so the student has no doubt about what he or she did correctly. An example would be, "Thank you Bob for being responsible by being on time and having your assignment ready to turn in." More extensive information on providing feedback will be in Chapter 5.

Re-teach = providing additional instruction and practice on each of the steps required to correctly exhibit the behavior. As some students struggle to learn the expected social behavior, it is important to provide additional practice and recognition to them as they make progress toward correctly exhibiting the behavior (e.g. "Nice work, Ted, turning in your homework. Let me show you which bin you should place it in as you come in the door of the classroom."). Re-teaching can also be supported through extension activities using other modalities. For example, if the class has been taught how to follow directions, the instructor could provide independent practice for the students through an art activity or game where they apply the steps in following directions. Sometimes teachers need to recognize "almost there" behavior as an incremental step toward perfect performance of a social behavior.

LESSON CONTENT. Lesson content is primarily guided by the age of the students and their prior learning histories. Teachers employ a variety of teaching strategies and modalities to help students become fluent with the skill. Examples of practice activities might include role playing, playing games that include use of the skill, watching videos of examples and non-examples, tying the social lesson with academic content, or a debate of why the skill is important to self and others. The practice examples will vary according to the level of students in your building. Teaching younger children is typically more direct and "hands on." Teaching older students typically involves embedding schoolwide expectations and behaviors into the academic curriculum as well as designated settings.

Following are some examples of ways to build social behavior lesson content into the academic curriculum:

Writing activities: Students describe the behaviors or illustrate the benefit of their use through narrative, poetry, plays, songs, etc.

Artistic representation: Performing skits, writing & performing songs, making posters/paintings or studying famous artists and musicians and how their art and lives were influenced by social behavior.

Sports teams, student organizations, etc.: Making connections to guidelines or operational rules for these student groups and the schoolwide expectations.

Laboratory classes: Making connections between safety guidelines and manuals and the schoolwide expectations.

Literature/Language Arts: When studying To Kill A Mockingbird and other books, discuss how characters view expected behaviors and how those expected behaviors are the same or different than your school matrix.

It is important to remember that regardless of who writes them, lessons are drafts until reviewed, understood and approved by the appropriate stakeholders.

Teaching Changes As Students Get Older

In preschool and elementary school the focus is on directly teaching students the expected social behavior through tell, show, practice, monitor and reteaching steps described earlier. Instruction takes place each day, throughout the day, all year long. With consistent and ongoing instruction throughout the year in elementary school, the focus of instruction in middle school and high school may change (Colvin, 2007). As has been mentioned earlier, the focus of lessons for older students includes the components of *Remind*, *Supervise* and *Feedback* and assumes that: 1) The faculty and staff have agreement on expectations and specific behaviors from their schoolwide matrix; 2) Older students have had an orientation to these commonly held procedures and routines; 3) For returning students or upperclassman at the beginning of the year, the adult actions of *remind*, *supervise* and *feedback* may well be sufficient for supporting desired student behaviors.

Regardless of the age of students being taught, the critical idea is that consistent, ongoing and planned instruction does indeed take place until students become fluent using the desired social skills. Telling and expecting students to "know it" is insufficient for students to be fluent and competent in performing the social behaviors expected at school.

Sample lesson plans follow. First you will see lessons on Responsibility–Following Directions–for preschool, elementary, middle school, and high school levels. That is followed by a lesson for all levels on procedures for the cafeteria.

ACTIVITY

Review the following sample lessons and look for commonalities and differences according to the age/grade levels they represent in relation to purpose, format, content, and setting.

Sample Preschool Lesson: Following Directions
(Initial Teaching for Acquisition)

Expectation		*Be Responsible*
Specific Behavior(s) and/or Procedures *List behavior and steps to complete*		Following Directions means: • Eyes on teacher • Do what teacher asks • Raise hand for help
Context *Identify the locations(s) where behavior is expected.*		All Settings
Tell *Introduce the behavior and why it is important*		• Chant *"Be Responsible"* over and over while clapping hands to gather group. Could add words as needed, like: *"Follow Directions and Be Responsible"* • Ask, *"What does it mean to follow directions?"* • Discuss who gives directions (parents, teachers, older sisters and brothers) • Discuss who must follow directions.
Show *Teacher demonstrates or models the behavior. Teacher models non-examples*		• The whistle is blown on the playground, all students stop playing, look to the teachers and walk to their line up spot. • The teacher directs the class to put their crayons in the box on their table. The class puts their crayons in the box and wait to be told about the next activity. • Teacher models the non-example: Teacher role-plays being the child who does not stop playing at the kitchen center.
Practice *Give students opportunities to role play the behavior across all relevant settings*		• Give a direction, such as walk to the carpet, and time students to see how quickly they comply. • Simon Says game: practice with this follow-the-leader game to reinforce compliance with directions. • Role-play procedures such as lining up at the end of recess, throwing away trash after snack time, washing hands after going to the bathroom.
Pre-correct/Remind *Anticipate and give students a reminder to perform behavior*		• "Before I give the next directions, let's review the steps to following directions. They are eyes on teacher, do what teacher asks and raise hand for help." Point to chart of steps with words and photos.
Monitor	Supervise *Move, scan and interact with students*	After directions are given, move, scan and interact with student to give them feedback about how they are following directions and correct as needed.
	Feedback *Observe student performance & give positive, specific feedback to students*	• "Great job of following directions! Way to go!" • "Elvis thank you for following directions and putting your coat on. That was responsible of you."
Reteach *Practice throughout the day*		• Have students share examples of when they followed directions. • Play games and as game rules are followed, point that out to students.

Sample Elementary Lesson: Following Directions
(Initial Teaching for Acquisition)

Expectation	*Be Responsible*
Specific Behavior(s) and/or Procedures *List behavior and steps to complete*	Following Directions means: • Eyes on teacher • Do what teacher asks • Raise hand for help
Context *Identify the locations(s) where behavior is expected.*	All Settings
Tell *Introduce the behavior and why it is important*	• "Today we are going to review the skill I can follow directions." Read the behavior and steps. • Brainstorm with the class a list of adults that they encounter on any given day at school. These would include their own teachers, specialists, P.E. coaches, secretaries, media specialists, lunchroom workers, bus drivers, custodians and many others. • Discuss why it is important to follow directions given by all adults in the building.
Show *Teacher demonstrates or models the behavior. Teacher models non-examples*	• An adult blows the whistle on the playground; all students stop playing, look to see that the path to their line up spot is clear and move keeping their hands and feet to themselves to their line up spot. • The teacher directs the class to push their chairs in and line up. The class politely pushes in their chairs and forms a line, getting in their line order and leaving space for others to get in line. They get to their special class on time • Teacher models the non-example: Teacher has student role-play being the teacher giving directions to get materials out for a lesson and teacher is non-compliant.
Practice *Give students opportunities to role play the behavior across all relevant settings*	• Give a direction, such as clear your desk, and time students to see how quickly they comply. • "Simon Says" game: practice with this follow-the-leader game to reinforce compliance with directions. • Role-play procedures such as lining up at the end of recess. Have one student be the "supervisor" and have that child verbalize the positive things they notice.
Pre-correct/Remind *Anticipate and give students a reminder*	• "Before I give the next directions, let's review the steps to following directions. They are listen attentively, raise hand to speak or ask questions and begin task immediately."
Monitor	Supervise *Move, scan and interact with students*	After directions are given, move, scan and interact with student to give them feedback about how they are following directions and correct as needed.
	Feedback *Observe student performance & give positive, specific feedback to students*	• Thank you for following the fire drill expectations and safely exiting the building." • "Great job of counting off quickly and moving to numbered corners. That shows responsible use of our learning time. I heard some interesting discussions…"
Reteach *Practice throughout the day*	• Have students share examples of when they followed directions promptly. • Share examples of someone you saw following directions promptly and tie compliance to positive outcomes such as more time for recess because the class was timely in getting lined up!

Sample Middle School Lesson: Following Directions
(Initial Teaching for Acquisition)

Expectation	Be Responsible
Specific Behavior(s) and/or Procedures *List behavior and steps to complete*	Following Directions means: • Listen attentively • Raise hand to clarify questions • Begin work immediately
Context *Identify the locations(s) where behavior is expected.*	All Settings
Orientation Plan *For underclassmen and new students to the building*	• Orientation for all 6th graders will be during the first week of school and the week after each school break. Teachers are to teach all school-wide and classroom behaviors and routines. Special attention is given to teach following directions. • All grades will review school-wide and classroom behaviors and routines the first day of school. • New students will receive an overview orientation by the school counselor using the tell, show, and practice teaching strategies below. • New students will be assigned a student Team Viking Volunteer for their first week of school.
Tell *Introduce the behavior and why it is important*	• "Today we are going to review the skill I can follow directions." • Brainstorm with the class a list of adults that they encounter on any given day at school. These would include their own teachers, specialists, P.E. coaches, secretaries, media specialists, lunchroom workers, bus drivers, custodians and many others. • "It is important to follow directions of all adults in the building because it helps build a sense of 'everyone is responsible for everyone,' and ensure everyone is safe and treated well. Following directions is a skill needed for life; at work, while driving, using equipment at home. Others?"
Show *Teacher demonstrates or models the behavior. Teacher models non-examples*	• Nate looked at the teacher and listened carefully as she gave directions. He raised his hand to ask one clarifying question to make sure he understood what to do and then said to himself, "I can do that!" and started to do the assigned work. When he finished his work early, he got a book to read (example). • Teacher models non-example: The adult supervising in the hallway asked Alfred to quiet his voice and Alfred replied with a disrespectful tone, "You're not my teacher." Or "Whatever."
Practice *Give students opportunities to role play the behavior across all relevant settings*	• The cafeteria worker asked Tiffany her student number. Tiffany smiled and said, "It's 00001." The cafeteria worker smiled and said, "Thanks, enjoy your lunch." • Students are in the cafeteria and one is talking on a cell phone. The supervising adult asks the student to hand over the phone (school policy). Have the students role play how they should follow directions.

Sample Middle School Lesson: Following Directions
(Maintenance "Booster")

Expectation	*Be Responsible*
Specific Behavior(s) and/or Procedures *List behavior and steps to complete*	Following Directions means: • Listen attentively • Raise hand to clarify questions • Begin work immediately
Context *Identify the locations(s) where behavior is expected.*	All Settings
Teaching All Students	
Pre-correct/ Remind *Anticipate and give students a reminder*	• Reiterate the importance of following directions at frequent intervals by ALL staff. • Include in morning announcements, signage, student/family news, etc. • Remind before students are expected to follow directions, such as: "Before I give you directions for your next assignment, let's review the steps of following directions. They are l) listen attentively, 2) raise your hand if you have questions, and 3) begin task immediately. Now turn to page….".
Monitor Student Performance — Supervise *Move, scan and interact with students*	After directions are given, move, scan and interact with students as they follow instructions.
Monitor Student Performance — Feedback *Observe student performance & give positive, specific feedback*	• "Thanks for following my instructions and getting right to work." • "I notice many of you getting right to work and being learners. That's awesome!" • "Great job of counting off quickly and moving to numbered corners. That shows responsible use of our learning time. I heard some interesting discussions about the quote today…"
Reteach *Practice throughout the day*	Review the behavior and the steps of following directions, if students display a skills deficit provide SHOW and PRACTICE components. Increase reminders, supervision and feedback for "almost there" performance to support student compliance.

Sample High School Lesson: Following Directions
(Initial Teaching for Acquisition)

Expectation	*Be Responsible*	
Specific Behavior(s) and/or Procedures *List behavior and steps to complete*	Following Directions means: • Listen attentively • Raise hand to clarify questions • Begin work immediately	
Context *Identify the locations(s) where behavior is expected.*	All Settings	
Orientation Plan *For underclassmen and new students to the building*	• Orientation for all 9th graders will be Tuesday before school starts. All teachers are to teach all school-wide and classroom behaviors and routines the first week of school. Special attention is given to teach following directions the first time. • New students will receive an overview orientation by the resource officer using the tell, show, and practice teaching strategies below. • New students will be assigned a Student Council representative for their first week of school.	
Orientation for Underclassmen	Tell *Introduce the behavior and why it is important*	• "Today we are going to discuss what it means to be responsible at Great High School. One of the important skills to being responsible is follow directions the first time asked." • Discuss the importance of following directions in school, the real world and life beyond high school. • Also tie Following Directions the First Time to the academic curriculum.
	Show *Teacher demonstrates or models the behavior. Teacher models non-examples*	• Sam looked at the teacher and listened carefully as she gave directions. He raised his hand to ask one clarifying question to make sure he understood what to do and then started to do the assignment. When he finished his work early, he got to work on the computer (example). • Teacher models non-example: The adult supervising in the hallway asked Alicia to move to allow students to walk up the stairs. Alicia replied with a disrespectful tone, "You're not my boss."
	Practice *Give students opportunities to role play the behavior across all relevant settings*	• The cafeteria worker asked Tiffany her student number. Tiffany smiled and said, "It's 00001." The cafeteria worker smiled and said, "Thanks, enjoy your lunch." • There is a new policy at school where teachers are to ask students to put any cell phones out of a student's backpack onto the teacher's desk until the end of the hour. The teacher sees Frank checking the time on this phone and asks him to put the phone on the desk until class is over. Have students role play how they should follow directions the first time asked.

Sample High School Lesson: Following Directions
(Maintenance "Booster")

Expectation	*Be Responsible*
Specific Behavior(s) and/or Procedures *List behavior and steps to complete*	Following Directions means: • Listen attentively • Raise hand to clarify questions • Begin work immediately
Context *Identify the locations(s) where behavior is expected.*	All Settings
Teaching All Students	
Monitor — Pre-correct/ Remind *Anticipate and give students a reminder*	• Reiterate the importance of following directions at frequent intervals by ALL staff. • Include in morning announcements, signage, and report data of decreases in non-compliance and insubordination. • Remind before students are expected to follow directions, such as: "Before I give you directions for your next assignment, let's review the steps of following directions. They are l) listen attentively, 2) raise your hand if you have questions, and 3) begin task immediately. Now turn to page….".
Monitor — Supervise *Move, scan and interact with students*	After directions are given, move, scan and interact with students as they follow instructions the first time.
Monitor — Feedback *Observe student performance & give positive, specific feedback*	"Thanks for being responsible for your learning and following my instructions. Awesome!"
Reteach *Practice throughout the day*	Review the behavior and the steps of following directions, if students display a skills deficit provide SHOW and PRACTICE components. Increase reminders, supervision and feedback for "almost there" performance to support student compliance.

ACTIVITY To become more familiar with social behavior skill lesson plans, return to examples of following directions on the previous pages. Review the one that is most like your school and discuss with your team. Is the content of this lesson one that would be appropriate for your school? Assign one person to be the recorder as you make suggestions of how it might need to be revised to fit your situation.

Sample Elementary Cafeteria Procedures Lesson Plan
(Initial Teaching for Acquisition)

Expectation	Cafeteria Procedures
Specific Behavior(s) and/or Procedures *List behavior and steps to complete*	At All Times: • Respond to quiet signal • Listen to speaker and follow directions given While Entering, Getting Food & Being Seated: • Walk in designated areas • Smile, greet servers • Say please and thank you • Get utensils, napkins and all items needed before moving to your designated seating area While Eating: • Make friendly table talk • Use an indoor voice • Eat politely and quietly • Report spills to an adult • Raise your hand if you need assistance While Cleaning Up & Exiting: • Clean up after yourself • Ask permission before getting up • Stay seated until dismissed • Walk
Context *Identify the locations(s) where behavior is expected.*	Cafeteria
Tell *Introduce the behavior and why it is important*	• "Today we are going to learn the cafeteria procedures that describe how all students and staff responsibly, respectfully and safely behave during the lunch period in the cafeteria so that everyone has sufficient time to eat in a clean and welcoming environment." • "There will be steps to follow at all times while in the cafeteria, when entering the cafeteria and either getting food or finding a seat, while eating lunch, and during cleanup and exiting the cafeteria." • The teacher may choose to briefly brainstorm with students why it is important to have procedures for the cafeteria.
Show *Teacher demonstrates or models the behavior. Teacher models non-examples*	• Teacher first describes steps for each part of the procedure • "At all times we must respond to the quiet signal and listen carefully to the announcement or directions being given." • Teacher models examples and non-examples of following entering, eating and exiting procedures asking students to give performance feedback with thumbs up for appropriate and thumbs down for inappropriate.

Expectation		Cafeteria Procedures (cont.)
Practice *Give students opportunities to role play the behavior across all relevant settings*		• Have students first role-play while in the classroom immediately after the Show portion of the lesson. • Teacher sets a time to practice cafeteria procedure in the cafeteria before lunchtime begins on the first day. If students are the youngest in the building (e.g., kindergarten or first grade) have older students available to first model and then assist in practice.
Monitor	Pre-correct/ Remind *Anticipate and give students a reminder to perform behavior*	• Before leaving the classroom teacher prompts students by saying, "Who can remind us of how we should enter the cafeteria and get our lunch?" • While students are waiting in the lunch line the teacher may say, "Remember to say please and thank you and to greet our cafeteria workers with a smile" or "Remember to get everything you need and walk to our designated table." • When students are seated, "Remember to use your inside voice, use polite table manners, and clean up after yourself. Wait for permission to throw away trash and line up to leave the cafeteria."
	Supervise *Move, scan and interact with students*	• If students are the youngest in the building (e.g., kindergarten or first grade) have older students assist in cafeteria during the first week of school. • The teacher will assist all his/her students through the line and to the designated seating area before exiting the cafeteria. Teachers will provide prompts, specific positive feedback and corrections as needed to any and all students during this time.
	Feedback *Observe student performance & give positive, specific feedback to students*	• "Thank you for remembering to greet the cafeteria workers with a smile and for saying thank you, that is being respectful of others." • "Thank you for raising your hand and letting me know there was a spill under the table, that shows respect for our school building."
Reteach *Practice throughout the day*		• Teachers can ask for feedback from cafeteria supervisors or janitors regarding student behaviors and cleanliness of cafeteria when their class exits. This serves as information about what the students might need to re-practice, as well as opportunities for the teacher to recognize students for following expected procedures and how this contributes to a safe and welcoming cafeteria environment. • Teachers should plan for whole class re-teaching sessions whenever a new student joins the class, whenever feedback from other adults indicates there is a need, or after vacations or extended breaks in the school year.

Sample Secondary Cafeteria Procedure Lesson Plan
(Initial Teaching for Acquisition)

Orientation Plan *For underclassmen and new students to the building*		• Schedule cafeteria visits and run-throughs as part of underclassman orientation procedures. Upperclassman and staff can be stationed at pivotal spots and provide a 2-minute infomercial regarding the steps during each part of lunch (e.g., entering and getting lunch, while eating, exiting). • All classes with underclassman will be asked to conduct a mini lesson during the first day of class covering all cafeteria procedures as a whole and spending subsequent time the rest of the first week giving specific group feedback based on observational feedback. • Upperclassman can write and produce short videos that demonstrate cafeteria procedures. Viewing the video can be incorporated into underclassman orientation.
Orientation for Underclassmen and New Students	Tell *Introduce the behavior and why it is important*	• Today we are going to learn the cafeteria procedures that describe how all students and staff responsibly, respectfully and safely behave during the lunch period in the cafeteria so that everyone has sufficient time to eat in a clean and welcoming environment." • "There will be steps to follow at all times while in the cafeteria, when entering the cafeteria and either getting food or finding a seat, while eating lunch, and during cleanup and exiting the cafeteria."
	Show *Teacher demonstrates or models the behavior. Teacher models non-examples*	• The teacher can use the student-produced video in conjunction with describing the steps. • Upperclassmen can also be utilized to demonstrate procedures and to give pointers or answer questions (e.g., which line takes the longest? where are condiments and utensils located? etc.)
	Practice *Give students opportunities to role play the behavior across all relevant settings*	• Have students check menus, review pricing and a map of cafeteria and various food areas prior to entering cafeteria so they know what they want to purchase prior to entering.

Sample Secondary Cafeteria Procedure Lesson Plan
(Maintenance "Boosters")

Expectation	Cafeteria Procedures
Specific Behavior(s) and/or Procedures *List behavior and steps to complete*	At All Times: • Follow directions first time asked • Use appropriate talk • Use school property as intended While Entering, Getting Food & Being Seated: • Wait patiently in line in designated area(s) • Know your order; place it quickly • Have money or lunch card ready • Keep account current • Smile, greet servers • Say please and thank you • Find a seat quickly and remain seated while eating While Eating: • Use appropriate talk • Use food and silverware appropriately While Cleaning Up & Exiting: • Clean up after self • Put trash in bins
Context *Identify the locations(s) where behavior is expected.*	Cafeteria

Teaching All Students

Monitor	Pre-correct/ Remind *Anticipate and give students a reminder*	• All staff who interact with students during 4th period (lunch time) will be asked to remind students about the cafeteria procedures before the students exit for lunch. • During the first week of school 5 minutes each day will be spent on the pre-correct/reminder with all steps discussed on the first day, and on the following day the topics for reminders will come from performance feedback of cafeteria supervisors and administrators. • In subsequent weeks teachers are asked to give a 1-minute pre-correct/reminder each day regarding hallway behavior on the way to the cafeteria and/or cafeteria procedures. There may be times where specific pre-corrects/prompts will be given to the teachers from the SW-PBS leadership team.
	Supervise *Move, scan and interact with students*	• Everyday during the first week of school all teachers area asked to go to the cafeteria once students are dismissed to lunch to model hallway and cafeteria expectations and procedures and to provide assistance to assigned supervisors as needed. • In subsequent weeks staff will, as assigned, complete designated cafeteria supervision. • Additionally, during periods when increases in problem behaviors in the hallways during lunch periods or in the cafeteria are anticipated staff may be asked to provide extra supervision or support (e.g., after vacation breaks, final week of school, etc.).

	Feedback *Observe student performance & give positive, specific feedback*	• "Thank you for being responsible by disposing of your trash and recyclables in designated bins. That shows respect for our school and the environment." • "Thank you for keeping your tone and volume at a level that shows respect for those around you."
Reteach *Practice throughout the day*		• Staff may be asked to review procedures in classrooms before dismissing students to lunch if certain behaviors become consistently problematic across a lunch period. • Supervisory staff may be asked to reteach in the cafeteria setting all or specific steps that many students are not displaying with consistency. • Use student written and produced videos for use in re-teaching school-wide or with lunch periods who show repeated noncompliance with cafeteria procedures.

Acquisition Lesson Plan

Expectation	
Specific Behavior(s) and/or Procedures *List behavior and steps to complete*	
Context *Identify the locations(s) where behavior is expected.*	
Tell *Introduce the behavior and why it is important*	
Show *Teacher demonstrates or models the behavior. Teacher models non-examples*	
Practice *Give students opportunities to role play the behavior across all relevant settings*	

Monitor	Pre-correct/ Remind *Anticipate and give students a reminder to perform behavior*	
	Supervise *Move, scan and interact with students*	
	Feedback *Observe student performance & give positive, specific feedback to students*	

Reteach *Practice throughout the day*	

Maintenance "Booster" Lesson Plan

Expectation		
Specific Behavior(s) and/or Procedures *List behavior and steps to complete*		
Context *Identify the locations(s) where behavior is expected.*		
Orientation Plan *For underclassmen and new students to the building*		
Orientation for Underclassmen	**Tell** *Introduce the behavior and why it is important*	
	Show *Teacher demonstrates or models the behavior. Teacher models non-examples*	
	Practice *Give students opportunities to role play the behavior across all relevant settings*	

Teaching Schedule

Each school determines its own perpetual teaching schedule. A teaching schedule helps keep all staff aware of when lessons are taught and therefore helps keep them accountable and committed to teaching social skill lessons. A teaching schedule should be perpetual, meaning it is sustained throughout the year. It also needs to be flexible enough to allow for lessons to be taught that address student needs when problem behaviors surface. The teaching schedule includes when during the day social skill lessons are taught and when lessons are taught throughout the year.

Teaching in the Daily/Weekly Schedule

Schools need to decide when lessons will be taught during the day or week. Some typical examples of how to arrange time for teaching social behavior skills might include: homeroom, daily class meetings, schoolwide announcement over intercom, daily or weekly web announcements, embedding in academic subjects, and older students leading younger students through school orientation activities.

Teaching All Year

Schools may decide to create a teaching calendar that schedules when lessons are to be taught. When developing a teaching calendar schools may consider devoting a significant amount of teaching at the beginning of the year. Review should be planned throughout the year, particularly following breaks or holidays. Teach just prior to needing to use the behavior (e.g., assembly behavior taught right before the first assembly) should also be scheduled.

There are many, many ways that teaching can be accomplished. Some important considerations are making sure the schedule is: 1) acceptable to stakeholders, 2) capable of being sustained throughout the year, 3) time sensitive in terms of length, and 4) has adequate staff to teach in the identified settings.

DISCUSSION

Based on the grade levels of students in your school, what might be some logical ways to weave initial schoolwide teaching of social behavioral skills into your school day and year? How will you plan initial teaching of social skills at the beginning of the school year? How will you arrange for regular, ongoing teaching throughout the school year? Here are a few to use as discussion starters:

- ► Use in-house media such as your school's TV channel or website.
- ► Have a "boot camp" the first weeks of school to go over expectations and behaviors in designated settings.
- ► Have a morning announcement followed by a 10-minute schoolwide teaching time.
- ► Develop a SW-PBS motto, school song, cheer or pledge to start the lessons.
- ► List other ideas that your school or you personally are already using.

Teaching Schedule

Date	Lesson (Taught during Home Room unless otherwise indicated)
8/18 8/19 8/19 8/20 8/21	Respect, Responsible, Ready at Genius Middle School • Assembly at end of day to encourage staff & students to be respectful, responsible, & ready. Store jackets/coats, backpacks, and electronic devices in locker & Arrive on Time Honor dress code Positive Language with peers and adults - Appropriate volume when talking Have materials you need for class • Assembly end of day to celebrate first week's work. Send Matrix home via e-mail and flyers
8/25 8/26 8/27 8/28 8/29	Review Week 1 Lessons Actively listen Use restrooms and water fountains for intended purposes Keep all areas of the building free of debris • Assembly end of day to celebrate good work and discuss establishing goals for September.
9-2	Follow directions
9-8	Positive language with peers and adults
9-15	Respond Positively when spoken to – Respectful Disagreement
9-22	Post only approved art
9-29	Have materials you need for next class • Assembly end of day to celebrate good work and discuss establishing goals for October
October	Lessons from data review and Solution Plan
November	Lessons from data review and Solution Plan
December	Lessons from data review and Solution Plan
January 5	Booster Review Respect, Responsible, Ready in Nonclassroom Settings Review classroom rules and routines
January 12	Lessons from data review and Solution Plan
February	Lessons from data review and Solution Plan
March	Lessons from data review and Solution Plan
After Spring Break	Booster Review Respect, Responsible, Ready in Nonclassroom Settings Review classroom rules and routines
Before State Tests	Responsible – Do your best work
April	Lessons from data review and Solution Plan
May	Lessons from data review and Solution Plan

Using Common Language

Staff using common language with all students helps take advantage of the unexpected and spontaneous opportunities to reinforce skills you've already taught. Informal teaching means "teaching all day every day" and includes using the language of your school's matrix, nonclassroom procedures and classroom rules and procedures. By using common language we ensure consistency for all students which is especially important for students who are at-risk and high-risk of behavior incidents. It often involves making a connection for students of prior lesson content to what is happening in the here and now. Common language is one of the cornerstones, along with common experience and common vision/values constitute membership in the social culture we are shaping called school.

Establishing a Social Culture
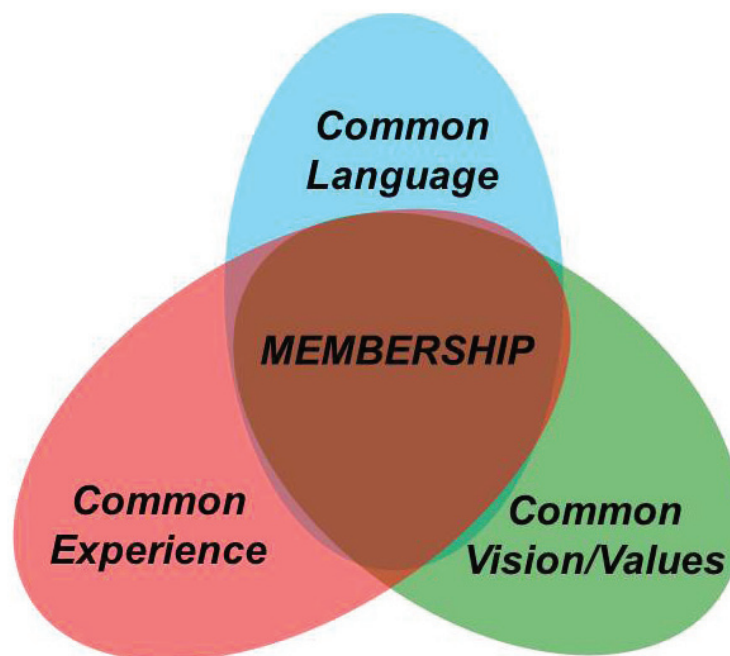
Sugai 2015
Figure 4.2

There are a number of identified research-based skills that have shown good outcomes in establishing and maintaining the type of environment where teaching and learning can occur (Darch & Kame'enui, 2004) and that can be used in multiple settings. The lesson plan examples and format shared earlier in this chapter emphasize the use of common language that all staff can apply to schoolwide, non-classroom and classroom settings.

To have a deeper meaning of why the use common language is important, we have arranged pre-corrects and feedback in the A-B-C's of behavior format. Pre-corrects set the stage, or trigger, the students to perform the matrix behaviors that have been taught. If the student indeed performs the skill, the consequence of specific positive feedback helps increase the likelihood that skill will be exhibited again in the future. If the student does not perform the skill with a pre-correct, a redirect or some re-teaching is warranted. The following two examples demonstrate the application of the ABC's to the use of pre-corrects, positive feedback and re-teaching corrections.

Elementary
Schoolwide Expectation: Be Ready

Antecedent	Behavior	Consequence
Event that activates the behavior. When teachers anticipate students will struggle with demonstrating a skill that has already been taught, they give a reminder to students about that skill.	Matrix) Expected behavior we want student to maintain or behavior we want student to use instead of misbehavior.	The resulting event that causes an effect: encourage expected behavior or discourage inappropriate behavior.
Pre-corrects: "In one minute it will be time for us to change from our desk work to our group work. When you move, be sure voices are off and you walk. Listen for my signal." "Before we begin, take out your pencil and notebook, and voices at 0."	**Procedure Previously Taught:** I can <u>be on time</u>. This means I can: • Be in my assigned area when the activity starts • Have my materials ready to start my work • Stop what I am doing when asked so I can start my new work on time	**Encourage:** "Thank you, Sam, for being ready by listening for my signal and coming to the carpet area right away." "Thank you, Tamika, for being ready by coming to the carpet area with your library book." **Discourage:** "Jill, when I call you to be ready and join the group I need you to put away what you're working on and join us as quickly as possible." "Fred, this isn't the right time to sharpen your pencil. Please put it away and come to the carpet area for group work."

Secondary
Schoolwide Expectation: Be Ready

Antecedent	Behavior	Consequence
Event that activates the behavior. When teachers anticipate students will struggle with demonstrating a skill that has already been taught, they give a reminder to students about that skill.	Matrix) Expected behavior we want student to maintain or behavior we want student to use instead of misbehavior.	The resulting event that causes an effect: encourage expected behavior or discourage inappropriate behavior
Pre-corrects: "Remember to use your time in the hallway wisely so you'll get to your next class before the bell rings." "Before you leave class, think about your route to your next class. We want you to be on time!"	**Procedure Previously Taught:** I can <u>be on time</u>. This means I can: • Be prepared to leave when the teacher dismisses the class • Use the hallway time wisely • Plan my route to my next class • Be in the classroom when the bell rings	**Encourage:** "Jamal, it is great to see you here on time! You have earned a Valiant Viking Card." "Jessica, I can tell you have been planning your routes to class. Way to go!" **Discourage:** "Jim, use your hallway time wisely and move onto your next class." "Jane, you didn't make it to your class on time. You'll need to follow our class procedure for make up the missed work."

Gaining Stakeholder Commitment to Teaching

Once you and your staff have created some draft social behavioral lessons, it is essential to get input and feedback from others about them. Remember to write DRAFT on your lessons (to indicate you're seeking feedback) and date it (to help you keep track of various versions). Consider using the work group process and procedures for gaining consensus outlined in Chapter 2.

Your team can involve students as well as staff in the development of teaching or training materials to increase the viability and relevancy of the desired behaviors. Family and community members can also be recruited to not only teach expected behaviors in school and community settings, but can also be tremendous resources for providing a compelling rationale for schoolwide expectations in the context of life outside or beyond the school setting.

There are a number of ways to get input from others but the most important thing to do is to seek and consider the feedback you get. Following are a few suggestions:

- ▶ Discuss the draft social behavior lessons with vertical/grade level/department teams
- ▶ Give a copy of draft social behavior lessons to ALL support staff (cafeteria supervisors, resource officers, secretaries, custodians, bus drivers)
- ▶ During a designated class period, share and discuss with all students. Have students turn in their suggestions.
- ▶ Invite students to create their own SW-PBS Advisory Council to both advise the Leadership Team and to gather input from the student body.
- ▶ Ask for family input at Back to School Night, in school newsletter, and during parent conference (a task to do while they are waiting).
- ▶ Build a system of regularly scheduled opportunities to send information home to families (weekly folders, school newsletter with regular feature of "lesson of the week," information about how to use lesson content at home, updates from the building administrator, district updates).
- ▶ Conduct short surveys to ask staff, students and families to share their questions, ideas and views about SW-PBS.
- ▶ Conduct presentations about SW-PBS in your building to your school board and local community groups.
- ▶ Provide information to local newspapers, TV and radio stations.

DISCUSSION

How will it work best to get input from your staff, students, families and community? Jot down some ideas that may work. Remember to put your communication ideas about this in your team action plan.

Summary

At first it may seem overwhelming to teach students social behavior. Yet it is hard to deny that social skills are critical for success throughout life (Willingham, 2011). It may be helpful to remember that students learn appropriate behavior in the same way they learn academic skills–through instruction, practice, feedback, re-teaching, and encouragement. It may also be helpful to remember that teaching these proactively can increase the likelihood students will follow the expectations, thereby also increasing academic instructional time (Scheuermann & Hall, 2012).

One of the primary goals of teaching social behavioral skills is to encourage their generalization. This means that the skills taught in the curriculum will be naturally applied to other real life situations where they should be used (McIntosh & MacKay, 2008). Generalization comes more naturally to some than to others. As you are building your systems to support Teaching Expected Behaviors, be sure to include multiple opportunities for students to use them in a variety of situations and settings.

Next Steps

Your tasks for ensuring ongoing teaching of the expected behaviors for your school are listed below. Lesson planning will require planning and a written product; professional development and engagement of all staff is also essential. It is recommended that these tasks be completed prior to your next MO SW-PBS training session. Please bring completed action plans and products with you to share and discuss.

1. Create lessons for your schoolwide expectations and non-classroom areas. (Pages 130-149)
   - Include: expectation, specific behavior or procedure, context, tell, show, practice, monitor, and re-teach
   - Full staff input; obtain consensus
   - In writing; distributed to staff; included in staff handbook or website

2. Develop a teaching schedule. (Pages 150-151)
   - Perpetual calendar
   - Beginning of the year or orientation
   - Plan for ongoing teaching and review (e.g., monthly themes, review or booster sessions, etc.)

3. Assist all staff and stakeholders to understand the importance of and develop the capacity to teach and monitor social behavior. (Pages 152-155)
   - Know how to conduct lessons
   - Use common language

CHAPTER 5: ENCOURAGING EXPECTED BEHAVIOR

"Teacher praise has been supported as among one of the most empirically sound teacher competencies."

Jon Maag , 2001

"I have not worked with a school that has been able to give enough feedback to students to maintain positive behavior without using a tangible item, like a Pride ticket. The tangible helps staff remember to give positive recognition to students."

Timothy J. Lewis, 2002

"The purpose of schoolwide recognition is to acknowledge and show appreciation to students who have provided positive demonstrations of the schoolwide behavioral expectations."

Geoff Colvin, 2007

Learner Outcomes

At the conclusion of this chapter, you will be able to:

► Understand and explain to others the importance and impact of both contingent and non-contingent attention on student behavior and school climate.

► Use preferred adult behaviors to build relationships and positive school climate and effectively interact with students when talking about behavior.

► Demonstrate specific positive feedback that specifically describes behavior and uses rationales.

► Develop a tangible reinforcement system to enhance your use of specific positive feedback.

► Develop and implement an effective menu or continuum of positive reinforcement that serves to motivate all students across settings.

► Monitor staff's use of encouragement strategies with students.

Introduction to Encouraging Expected Behavior

SW-PBS includes a component for developing a continuum of procedures for encouraging expected behavior because we know teaching alone is not sufficient for success in learning social behavior. It is important to follow the desired behavior with consequences that are reinforcing to most students such as adult attention along with other forms of reinforcement.

It is typical for schools to have a variety of ways to encourage students to improve academic performance such as daily grades, quarterly and semester grades, honor roll, awards assemblies, math bowl trophies, music certificates, drama medals, etc. A schoolwide menu for encouraging appropriate social behavior is similar to encouragement for academic performance. Yet often this continuum of encouragement for social behavior is not as organized or systematized in our schools.

There are many terms associated with encouraging student behavior: "acknowledgement," "teacher approval," "recognition," "encouragement," "reinforcement," "praise," "reward," and "specific positive feedback." While there are nuances in the meaning of these terms, the most commonly used terms are reinforcement and specific positive feedback. Reinforcement is an over-arching term for a contingently delivered positive consequence that is associated with an increase of future behavior. Reinforcement can take many forms (social or attention, tangible items, and activities). Specific positive feedback is perhaps the most common term for verbal reinforcement, which provides students with social attention along with specific information on their performance. Together they increase the likelihood of students using the desired behavior again in the future. Figure 5.1 helps to clarify some of the commonly used terms. We will generally use the terms reinforcement and specific positive feedback.

This chapter will focus on the practices needed to build a comprehensive system to encourage and motivate students, both as they are learning the expected behaviors and then to maintain those skills as students become more fluent with their use. There are four important interrelated topics we will explore to develop a comprehensive schoolwide encouragement system: 1) adult non-contingent and contingent attention, 2) effective, specific positive feedback, 3) use of a tangible reinforcement system, and 4) a menu or continuum of reinforcers.

Although these four components will be introduced separately in this chapter, all are needed for staff to be able to effectively recognize and encourage students when they display expected behaviors and to create a positive school environment where learning flourishes.

Terms Related to Encouraging Expected Behavior

REINFORCEMENT–overarching term for a contingently delivered consequence associated with an increased likelihood of future behavior; reinforcement can take many forms, most commonly praise or specific positive feedback (social reinforcement), but also tangible reinforcement (tickets, tokens, coupons, etc.), and activity reinforcers. The consequence is only a reinforcer when it serves to strengthen or increase the use of the desired behavior; it is always based on the perspective of the learner, not the intentions of the adult delivering the reinforcement.

REWARD–something that reinforces a desired behavior, most often a preferred tangible/object or activity; often used interchangeably with "reinforcement," but has acquired a controversial tone and misconstrued as bribery.

SPECIFIC POSITIVE FEEDBACK–verbal reinforcement; a form of social reinforcement that provides information on successful behavior while reinforcing or increasing the likelihood that behavior will be repeated; combines social attention, instruction, and reinforcement.

PRAISE–often used interchangeably with specific positive feedback; an expression of admiration for performance that serves to reinforce the behavior; verbal recognition.

TEACHER APPROVAL–used in research to assess the relationship of teacher behavior to student learning; generally verbal praise and encouragement, but may also include non-verbal attention (e.g., smiles, facial attention, touch, etc.).

Figure 5.1

Before beginning to develop practices for encouraging behavior, it is important to revisit the A-B-Cs of behavior. Up to now our work has focused on altering antecedents. We now turn to look at consequences, making adult attention contingent on the performance of the expected behavior. The consequences of behavior effect future performance of that behavior. One effect is an increase in the likelihood the behavior will recur in the future, called reinforcement. Figure 13 illustrates this point by using a hallway behavior example. A consequence can also decrease the likelihood the behavior will recur in the future, which is called punishment.

A – B – C

Antecedent → Behavior → Consequence

Events that happen immediately before and trigger the behavior.	An observable act. What the student does.	The resulting event or outcome that occurs immediately following the behavior.
• Hallway expectations and routines clarified and taught. • Teachers use prompts/pre-corrects to remind students to walk in the hallway, quiet voices, body to self, and walking on the right side. • Teachers greet, while actively supervising the hallway.	Students keep voices quiet, body to self, and walk on the right side.	The Media Specialist observes the students following hallway expectations and says, "Great job for keeping your voices quiet, your body to yourself, and staying to the right. You are showing respect for others and being safe."

Figure 5.2

Understanding the Power of Adult Attention

One of the outcomes schools seek when deciding to implement schoolwide positive behavior support is improvement of the school climate or environment. Encouraging expected behavior is crucial to help students learn the desired expectations and shift the focus from addressing misbehavior to responding with specific positive feedback for expected social behavior. Teacher and staff attention have a powerful influence on the behavior of individuals and small and whole groups of students. Adult attention helps create a positive and safe learning environment. All staff members help set the tone or mood of the school through relationships with students and families and frequently recognizing students' efforts to meet academic and behavioral goals.

There are two types of adult attention and both have a positive impact on interactions in schools. Non-contingent attention is attention provided regardless of performance and includes such things as greetings, proximity, smiles, and conversations. Contingent attention is provided based upon student performance of an identified expectation or behavior. The attention is contingent upon the student performing a specific desirable behavior. Together, both types of attention create a positive school climate and build rapport and relationships, and help students learn social behavioral expectations.

Non-contingent Attention

Given that many instances of inappropriate behavior is based in a desire for attention, if we provide sufficient non-contingent attention, the frequency of behavior problems may decrease. As teachers report that positive student–teacher interactions increase, the numbers of disciplinary referrals students receive decreases. Also, students report an increase of positive quality in the student–teacher relationship, a decrease in the number of behavior referrals they receive and an increase in the amount of time they spent on-task (Decker, Dona & Christenson 2007). Finally, non-contingent attention provides students with role models of positive social interactions. Non-contingent adult attention such as smiles, greetings, and community building activities are examples of antecedents that help establish positive relationships between students and staff and set the stage for students to display the desired academic and behavioral expectations. They also create the relationships that will help students accept correction when it is needed.

Contingent Attention

Contingent attention is attention given after the desired behavior takes place. The student must perform the expected behavior before a teacher responds with attention. Research shows that contingent attention increases academic performance (Good, Eller, Spangler, & Stone, 1981) and on-task behavior (Sutherland, Wehby, & Copeland, 2000). We also want to use specific positive attention (contingent) when students display expected social behavior. A familiar saying is "You get what you pay attention to."

Most teachers agree it is important to provide contingent attention for students' academic work. Without this specific feedback students would not be able to discern the "right" answer from the "wrong" answer. For example, when a student is learning to use "their" and "there" in a sentence, the teacher can say, "Great

job of using "their" to show the books belong to Jake and using "there" to show where Jake put the books." Because the feedback from the teacher is positive and specific, the likelihood the student will correctly use "their" and "there" in the future is significantly increased. Giving specific positive feedback is equally important to help students learn appropriate social behavioral skills.

Although there are no universal reinforcers that will increase the likelihood that all students will repeat the appropriate skills in the future, adult attention is reinforcing for most students, especially when adults have previously built a positive relationship with them. Positive reinforcement (e.g., positive adult attention or specific positive feedback) for most students increases the probability that they will use the desired behavior again (Maag, 2001).

Low Rates of Teacher Attention

In spite of the evidence that contingent attention can change the climate and learning conditions of the classroom, many teachers fail to take full advantage of this powerful tool. In her seminal article, White (1975) found that naturally occurring or typical teacher approval statements for academic responses far outweighed those for social behavior across all grade levels, with highest rates for each type of approval occurring in second grade and tapering off dramatically after that. In all grade levels, teachers responded to correct academic performance (20.36 per hour average) more frequently than disapprovals (7.56 per hour average). On the other hand, statements of disapproval for social behavior (19.20 per hour) were always more frequent than approvals (1.52 per hour). A summary of the findings is in Figure 14.

Since White's studies in the 1970's, subsequent research has found one constant, academic behavior of students is more likely to attract positive teacher attention than is social behavior. In addition, teachers respond far more frequently to inappropriate social behavior than to appropriate behavior (Beaman & Wheldall, 2000). The result of teachers giving more attention to misbehavior is that their attention may be unknowingly maintaining or increasing the misbehavior.

Research observations in Missouri classrooms indicated that teacher use of specific praise and the ratio of positive to negative interactions was less than optimal (Reinke, Herman, & Stormont, 2013).

A schoolwide focus on all staff ensuring high rates of non-contingent and contingent attention is important because it can improve interactions between students and staff and therefore, improve the school climate.

	Approval Statements	Disapproval Statements	Ratio of Positive to Negative
Academic	20.36 per hour	7.56 per hour	2.7:1
Social	1.52 per hour	19.20 per hour	1:12.6

Figure 5.3

DISCUSSION

Reflect on what you have learned about adult attention, both non-contingent and contingent. Teach someone the definitions of each and their power in working with students to create a positive school environment. List as many examples as you can of both non-contingent and contingent attention that are presently in place in your school.

Preferred Adult Behaviors

Related to teacher attention is the student-teacher relationship and preferred adult behaviors. There is a growing body of research that indicates academic achievement and students' behavior are both influenced by the quality of teacher-student relationship (Jones & Jones, 1998 and Algozzine, Wang, & Violette, 2010). When students are asked what makes a teacher special and worthy of respect, students consistently cite three characteristics: firmness, compassion, and an interesting, engaging, and challenging teaching style (Noguera, 1995).

Given these relationships, teachers and staff need to learn simple behaviors that will positively impact relationships. Adult behaviors that build relationship include: 1) communicating privately, in close proximity with the student, 2) listening, 3) eye contact, 4) pleasant voice tone, 5) smiles, 6) appropriate professional touch and 7) use of students' names. These behaviors express warmth, care and concern for students while also communicating respect. They increase student affect (the likelihood that they will say they like school or their teacher), compliance (the likelihood that they will do as asked) and also enhance learning. Not only do these adult behaviors impact relationships, but they also set the stage for effectively interacting with students and delivering genuine feedback. Wong (2005) describes these teachers as "intentionally inviting." Their professional attitude depicts their view of students as able, valuable, and responsible.

Preferred Adult Behaviors

- Proximity
- Listening
- Eye contact
- Pleasant voice
- Smiles
- Touch
- Use of student's name

DISCUSSION

Review the list of preferred adult behaviors for building positive teacher-student relationships. What behaviors do you currently use that you want to *continue*? Which behaviors do you need to *add*? Are there behaviors, contrary to these, that you want to *eliminate*? Do the staff in your school use these preferred adult behaviors when interacting with students? How can you share what you have learned about teacher attention and preferred adult behaviors with your staff?

Specific Positive Feedback

The preferred adult behaviors and non-contingent attention we've been talking about are not sufficient to change and sustain behavior; just as we shared earlier, contingent attention or specific positive feedback is essential. With specific positive feedback you are recognizing attainment of specified performance criteria, effort, or successes at tasks that are difficult for the child. To ensure continued use, specific positive feedback is essential. General praise or commonly used phrases such as "good job," though important for a pleasant classroom, are inadequate for building and sustaining desired behavior. Students need clear, specific feedback on their use of the schoolwide expectations and any other behaviors such as acts of kindness, compassion, helpfulness, and general positive citizenship that are extended reflections of your expectations. Effective specific positive feedback: 1) specifically describes the behavior, 2) provides reasons or rationales, and 3) can include a positive consequence.

Specifically describe the behavior. Students need to know explicitly what behavior they did that was correct and earned the acknowledgement of the teacher. Teachers readily do this when giving feedback about academic work. Teachers often use a rubric when reviewing academic work that helps specifically describe the desirable behavior displayed. Davis (2007) describes this as acting "like a video camera, helping students see their own positive behavior." In effective praise we simply describe the behavior observed to make the feedback clear and specific. For example, "When I said it was time to begin your assignment, you cleared off your desk, got your materials out immediately, and began working quickly." It is a videotape replay of exactly what the student did, couched in the words of your expectations. Do not add any references to past mistakes the student has made or wishes for future behavior. Simply describe exactly what you saw that you want the student to continue doing in the future. Additionally, be cautious in adding "I'm proud of you." We want students doing the appropriate behavior because of the benefits to them rather than simply to please the teacher.

Provide a rationale. Explain the reason why the behavior is important. Rationales or reasons teach the students the benefits of their behavior and the impact it has on them and others. This often includes stating the overarching schoolwide expectation (e.g., respect, caring, cooperation, etc.) and pointing out what the student might expect could happen if they use the appropriate behavior. "Getting started right away like that shows cooperation and will help you avoid having homework."

Can include a tangible item or preferred activity. For many students, the specific positive feedback alone is sufficiently reinforcing to strengthen the behavior. However for some students, and when a behavior requires a great deal of effort, pairing the verbal feedback with tangible or activity reinforcement may be helpful. When using a tangible item or preferred activity it is imperative that you also use the complete verbal praise so that students are aware of exactly what they did that has resulted in earning the consequence. It is not the consequence that changes the behavior so much as the awareness of what is being reinforced; the consequence merely provides additional incentive. You will want to say something like, "Because you walked so quietly in the hallway, you have earned a Cardinal Card." Note that adults do not "give," instead students "earn." Careful use of these terms helps students to take ownership for their behaviors and teaches the link between appropriate behavior and positive outcomes.

It is also important that specific positive feedback be given sincerely and appropriately for student's age. This is especially important when working with older students. Staff need to find their own style to communicate sincere care and concern for the student. Use of a variety of phrases shows spontaneity and therefore credibility.

Finally there are some considerations for when and how to use specific positive feedback. Use specific positive feedback:

Contingently. Since students "earn" specific positive feedback and consequences, it is provided only when they have demonstrated the desired behavior.

Immediately. Specific positive feedback is best when it follows closely to the behavior so that students can connect what they did with the feedback they are receiving. The younger the student, the more important this is.

Frequently when trying to build a new behavior. When students are learning new skills, provide feedback on a continuous schedule. This means that every time the student displays the desired behavior, they receive specific positive feedback.

Unpredictably or Intermittently to maintain behavior. Once the skill or behavior has been learned, you can shift to use of general praise and occasional use of specific positive feedback. This intermittent use of specific positive feedback helps to maintain the behavior. We must be careful not to omit all specific positive feedback as students may not sustain the skills that they have learned.

Davis (2007) writes: "When we focus our praise on positive actions, we support a sense of competence and autonomy that helps students develop real self-esteem." Isn't social competence and independence a goal of education?

ACTIVITY With a partner, role-play the examples of specific positive feedback that follow, being aware of the preferred adult behaviors along with your words. When you are comfortable with these, role-play delivering specific positive feedback spontaneously, using your school's expectations and specific behaviors from your matrix.

"Dolly, you stopped and took some time to think about your decision and then walked away from Sam. That wasn't easy, but it can help to avoid an argument."

"Hey Tammy, thanks for throwing your trash away. That shows cooperation and respect for our school."

"Jack, thank you for getting your book out and getting started right away. We value our learning time here at school, and you will be more likely to get your work done here and avoid homework."

"Sue, you stayed calm when Jill got upset with you. You were responsible for your own actions and possibly avoided hurt feelings."

"I noticed you have been getting to class on time, Jose. That shows respect for your teachers and shows you are taking your classwork seriously."

"Jackson, you asked Fred to play the computer game with you. That shows caring, and when you include others they will be more likely to include you."

"Wow, Darius, you were on task; you got your journal out right away and worked the entire writing time! You should be proud of yourself. That's being responsible."

When we acknowledge positive student behavior as described above we help students learn behavior that will lead to success in school and adult life.

4:1 Ratio. We have discussed how to use adult attention (specific positive feedback) contingent upon performing a specific behavior to build or maintain that behavior. Another important point in building positive schoolwide and classroom environments is to ensure that appropriate behavior receives much more attention (at a higher ratio) than inappropriate behavior. We want students to experience predominantly positive interactions across all school settings. As we shared earlier, that is unfortunately not always a day-by-day occurrence in our schools. In his literature review of teacher praise, Brophy (1981) showed the relative frequency of academic specific positive feedback was quite low, with an average of only 5 per hour and praise for good conduct occurring only once every 2-10 hours in early grades and tapering to non-existent

Teacher Interactions

An average ratio of 4:1 teacher interactions is recommended; four responses to desired (positive) student behavior to one response from the teacher to student misbehavior (negative).

Reavis, Jenson, Kukic & Morgan (1993)

after that. Brophy went on to state that praise should be used contingently, with specificity and credibility, and that it should occur in the range of a 3 or 4 positives to negative interactions in order to be the most encouraging to students. Reavis, Jenson, Kukic & Morgan (1993) recommend a ratio of 4:1; four comments in response to desired student behavior to one response to student misbehavior. Interactions with students are considered positive or negative based on the behavior of the student at the time the attention is given, not the demeanor of the teacher. Figure 15 summarizes the benefits of specific positive feedback.

Benefits of Specific Positive Feedback

► Helps adults and students focus on positive social behaviors and actions.

► It is the most powerful behavior change tool teachers have in their repertoire.

► Increases the likelihood students will use the recognized behaviors and skills in the future.

► Decreases inappropriate behavior and therefore, reduces the need for correction.

► Enhances self-esteem and helps build internal locus of control

Figure 5.4

DISCUSSION

Reflect on the power of specific positive feedback. How extensively is it being used in your school? Is there a ratio of four times more positive interactions with students than negative? What are some ways that you can share what you have learned about the role of specific positive feedback in SW-PBS with your staff?

Tangible Reinforcers

One of the hallmarks of schoolwide positive behavior support is the development and implementation of a menu of positive consequences that includes tangible reinforcers. The tangible is typically in the form of a ticket or coupon (e.g., Compliment Cards, Bulldog Bucks, Braggin' Dragon Cards, Bee Tickets, etc.). These tangibles may be reinforcing in and of themselves to collect, but typically have further reinforcing value because of what they can be exchanged for. This might include a personally selected reinforcer from a menu, to help meet a jointly set goal, a free item from a school store, a raffle opportunity, etc. Some examples of the many creative ways "tickets" have been used in schools are in Figure 16.

Creative Ways to Use "Tickets"

► Set class or school goals

► Write name on ticket and drop in a raffle box

► Competition between grade levels

► "Golden Tray" award for class receiving most tickets during lunch

► Chart and graphs of tickets earned (math)

► Roaming trophy for the most tickets each month; current class prepares celebration for the next class who receives

► Display tickets in hallway, outside classroom door

► Tickets traded for piece of string and made into a giant string ball for the entire school

► Post tickets on a bulletin board

► Trade ticket for paper strip to make paper chain around the school

► Set a destination to "travel" to and learn about; each ticket equals a mile toward the destination on a map

Figure 5.5

166
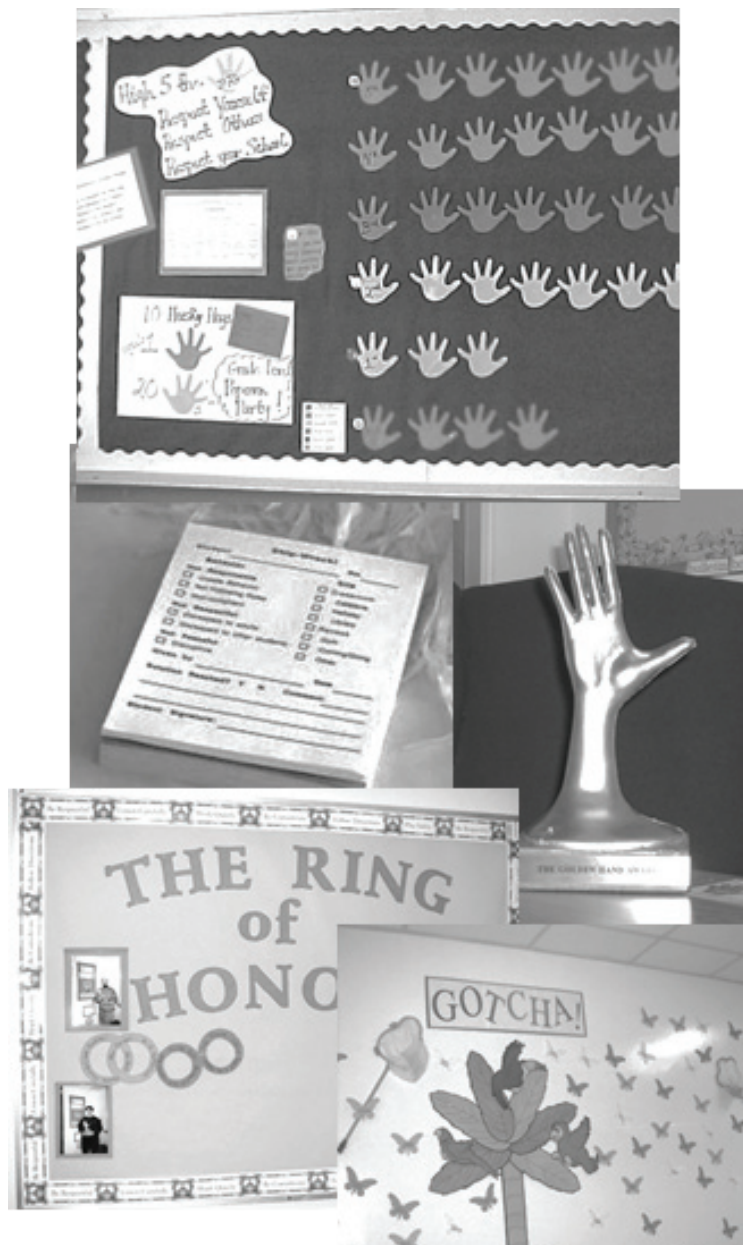
The benefits to students may be obvious, but another reason schools choose to use a tangible along with specific positive feedback is to ensure teachers' use of high rates of praise. Tangibles serve as a visual reminder for staff to watch and deliver specific positive feedback. Some schools replenish the teachers' supply of tickets daily, thus reminding them to catch students being good. In addition, the proximity required to deliver the ticket helps to ensure the effectiveness of the teacher's feedback. Looking a student in the eye, saying "You followed directions; that helped you complete your assignment quickly and accurately. Because your followed directions you have earned a Tiger Ticket," enhances the relationship between the student and teacher. In addition, these tangibles create a ready signal to all students, both to the ones who earn them as well as others near by who witness it. When the tangible item is used to count toward a

> *"Using a reward system is not the same as bribing a student to behave appropriately. A bribe is something offered or given to a person in a position of trust to influence or corrupt that person's views or conduct. SW-PBS acknowledges and rewards students for following schoolwide expectations and rules. Appropriate behavior is acknowledged after it occurs. Rewards are earned, not offered as payoff in exchange for good behavior."*
>
> Florida Positive Behavior Support
> Website Nov 14 2006

classroom, grade level or schoolwide goal, they work doubly to provide the immediate reinforcement as the student earns the ticket, and then again as the ticket goes into the class bucket toward the class goal. When all students contribute to a class, grade or schoolwide goal, it builds a sense of community. Once the goal is achieved everyone celebrates together. Once a ticket or other recognition has been earned, it should not be taken away. Rather, another one should not be awarded until the student next earns it.

There are some practical things to consider when developing your schoolwide tangible system. First, make them easy to distribute to students. Consider creating them so that minimal writing is required at the time they are awarded. The easier to award tickets to students displaying the expected behavior, the better. You will also want to build a system to sustain your use of the tangible, considering such things as: 1) who will reproduce the tickets and supply teachers, 2) who will be in charge of raffle items or other items of exchange, and, 3) if tickets are to be counted for awards or data collection, who will handle the counting. Be sure to think through all details to sustain your tangible system.

Some staff might be concerned that using a tangible item might be bribing students to behave or that the use of a tangible will diminish intrinsic motivation.

Of course, our ultimate goal is for students to be intrinsically motivated. The reality is that schools award students with many tangible items for success in academics, sports, music, theater, etc. in the form of grades, trophies, medals, etc. Yet we continue to struggle with the idea of awarding tangible items or specific positive feedback for success in social behavior skills. Indeed providing students with feedback to help them discriminate the difference between what behavior is desired and undesired helps students learn the difference between the two along with the power of using the desired behavior, which in turn fosters intrinsic motivation to master social behavior skills. The bottom line is that students need recognition and encouragement and they respond positively, as all of us do, to acts of appreciation.

Tangible Reinforcers...

► Help staff be accountable for recognizing student behavior and providing specific positive feedback.

► Provide all staff with an efficient and always available system for providing feedback and a reinforcer to any and all students.

► Give faculty and support staff a tool to engage in a positive way with any student in the school.

► Can create a more positive culture in school where we are "all in this together."

► Can give us a gross measure of the frequency of specific positive feedback statements given and can help to guide staff to use higher rates of specific positive feedback.

► Are a universal sign to students that they have performed the expected behaviors.

► Should be easy to distribute with minimal, if any, writing required. The easier and quicker to award to students displaying the expected behavior, the better.

► Tangible "tickets" can be turned in and counted toward class, grade or school goals, activities or tangible items on the schoolwide menu.

Figure 5.6

DISCUSSION

Explain the parallels between reinforcement for academic, artistic, or athletic performance and social behavior. What are some ideas for a creative schoolwide tangible system in your school? How might you incorporate your school mascot or other school themes or slogans? How can you use the work group process to engage all staff in the development of a schoolwide tangible system for your school?

Missouri Middle School Cardinal Card Procedures
Respectful • Responsible •Ready • Safe

Why is Missouri Middle School Focusing on Having Students Earn Cardinal Cards?
* To increase student use of respectful, responsible, ready, and safe behaviors.
* To focus on positive social interactions between staff and students.
* To help us all be more positive this school year.

Who Awards Cardinal Cards?
* *All* staff will be supplied with Cardinal Cards each day to award any student who is being Respectful, Responsible, Ready and Safe.

Who Can Receive a Cardinal Card?
* Cardinal Cards are earned by individual students who are using behaviors that reflect being Respectful, Responsible, Ready and Safe.
* Cardinal Cards can be earned for being Respectful, Responsible, Ready and Safe *anywhere* in the building and at any time.

What Do Staff Say When They Award a Cardinal Cards?
* The most important thing to remember about the Cardinal Cards is to provide the student specific, positive feedback about how they are being Respectful, Responsible, Ready, Safe learners. For example: "Wow, Fred, you are being respectful of others by walking quietly in the hall. Because you are using our hallway expectations, you have earned a Cardinal Card." "Ethel, thanks for remembering to push in your chair and clear off your table. You are showing respect for the cafeteria help as well as students that will follow you. You've earned a Cardinal Card for respect."

What Do Students Do When They Receive a Cardinal Card?
* Students write their name and grade on the back of the Cardinal Card.
* Students take their Cardinal Cards to their class office and put in the bucket.

What Will Happen With the Cardinal Cards?
* At the end of the month, office helpers will count the Cardinal Cards from each class office and post the number earned on a main office bulletin board.
* Every month there will be a drawing from all Cardinal Cards earned that month for individual prizes as well as privileges for each class. Names will be posted near each class office.
* Students whose Cardinal Card is posted can take it down and turn it into the secretary for their prize.

What Are Some Other Things to Consider About Cardinal Cards?
* Cardinal Cards can be earned but not lost. This is a positive system. Once earned they are the student's property. If correction is needed, do so; but do not take cards away.
* If students ask for a Cardinal Cards kindly say something like: "I know you will get a Cardinal Cards soon. *All* students can earn them. Staff determine when to award."
* If you suspect "forgery" of Cardinal Cards, contact your Schoolwide PBS team representative.
* If you need more Cardinal Cards, contact Suzy Cue.

Who Will Answer My Questions About Cardinal Cards?
* Your SW-PBS Team representative or any member of the SW-PBS Team.

A Menu of Reinforcers

While a "ticket" or tangible schoolwide system for encouraging expected behavior will cover many or your reinforcement needs, it is important to remember:

- ► Not all students are encouraged by the same thing or in the same ways

- ► As students are learning new skills they need immediate and frequent reinforcement

- ► As students demonstrate mastery they respond to intermittent to long-term reinforcement to maintain their social behavioral efforts.

- ► Many students try to get or seek social attention while others try to avoid it.

- ► Students who avoid social attention may be reinforced by activities, privileges or tangibles.

- ► Many young students are motivated by adult attention while older students typically are more motivated by peer attention, activities, privileges or freedom.

Therefore, it is recommended that a menu of ways to encourage students include social attention, activities, or tangible items that appeal to all student needs in your school (Lane, Kahberg & Menzies, 2009).

Social Behavior

Frequent	Intermittent	Occasional
• Verbal Praise • Stickers • Rubber Stamps • Thumbs up • Notes Home	• Phone Calls • Post Cards • Special Privileges • Extra Computer Time	• Field trips • Special Projects • Recognition to the Principal • Student of the Week

Schoolwide Recognition System Plan
High School Example

Adapted from Colvin, G. (2007). 7 Steps for Developing a Proactive Schoolwide Discipline Plan. Thousand Oaks, CA: Corwin.

	Name	Resources	Description & Criteria	When & Where Presented	Information to Staff	Goal(s)	Celebrations	Coord.
Frequent	Cardinal Cards	Cards, box in office, Susie to draw weekly & give names to student announcers, $50 for prizes	Staff give high rates of verbal specific feedback, using the Cardinal Code language to all students and give Cardinal Card.	Any staff to any student following expectation & rules, any location. Students sign & put in box in office.	Staff: more Cardinal Cards in mailbox weekly	100 Cards in office box per week.	Draw 25 names from box weekly; names read in announcements, small prizes.	Susie Q.
Intermittent	Cardinal Tweet (Phone calls); OR Special Privileges	List of privileges generated and agreed upon by all staff located in Student Handbook & SW-PBS Notebook	Staff record the names of students who have consistently demonstrated specific behaviors for 1 or more weeks	Any staff to any student who has consistently demonstrated specific behaviors for 1 or more weeks	Record the names of students who qualify; Randomly select from qualifiers	90% of students qualify	Teacher will individually speak to students who qualify	Dolly
Occasional	Cardinal All-Star	Gift certificates	For every student who met goal for specific behaviors for at least 4 weeks.	Any staff to any student who has consistently demonstrated specific behaviors for at least 4 weeks	Record the names of students who qualify and submit to SW-PBS Data Manager and to School Store Manager	90% of students each month	Each student will get free gift certificate for items at school store	Billy Bob

Cautions When Developing A Menu or Continuum of Reinforcers

When creating your menu or continuum of reinforcers to encourage expected behavior, it is important that you have a range of options to meet all students needs. Make sure there are ways to encourage improved behavior for all students, from those who struggle to behave as well as those who regularly demonstrate desired behavior. Be cautious if your system:

Is so difficult or cumbersome that staff will not use consistently. Keep the system simple, doable and yet effective.

Is based on an "all or nothing" criteria. A "No Tardy Party" reinforces only a certain portion of your school and may be demotivating to others. If I am tardy the first day of the month, why try? While you may want to keep this reinforcer for the few it serves (it is a bit like the Honor Roll), you could also celebrate improved on time behavior, thus encouraging all to improve or strive to meet the expectation.

Requires students to prolong their efforts for long extended periods of time. Again, some occasional or long-term reinforcement is okay if other immediate and and frequent reinforcers are also available. With long-term reinforcers, there will be some students who see them a unobtainable.

Fails to motivate the at-risk students or consistently recognizes those student who need it the least. What activities are interesting and motivating to the at-risk students whose behavior you most desire to improve? Involving students in the planning of the schoolwide reinforcement system may be a very effective way to hear their voice.

Becomes boring and predictable. A schoolwide system to encourage will need to be "tweaked" and kept fresh for students and staff.

DISCUSSION

Begin brainstorming a menu or continuum of reinforcers for your school using the template provided. Be sure to include short-term immediate reinforcers, as well as those that require more sustained effort. Be sure that you meet the needs of "seekers" as well as "avoiders." How will you engage staff in the creation of your continuum?

Missouri Middle School
Menu of Reinforcers

The below list of reinforcers includes those that can be used immediately in response to student appropriate behavior as well as some that are used periodically or are more long-term in nature. Select the reinforcer that best matches the effort required by the student and their individual interests. Also consider if they are "seekers" or "avoiders."

- ► Winks, thumbs up, smiles, etc. (individuals and groups)

- ► Specific positive feedback (individuals and groups)

- ► Schoolwide ticket–Cardinal Card (individuals; see guidelines for use)

- ► Special activities or privileges: (individuals or groups, where appropriate, for worthy effort)
    - Preferential seating
    - Lunch with adult of choice
    - Free time
    - Computer time
    - "Fast Pass" for lunch line
    - Tardy pass
    - Homework pass (only one per quarter)
    - 5 minute early dismissal

- ► Coupon for 25% off at school store (individuals for worthy effort)

- ► Positive phone call, note, or email home (individuals; significant improvement)

- ► Class party (popcorn or treat; spontaneous celebration for group improvement, e.g. no tardies for a week, all homework turned in on time, etc.)

- ► Goal Achieved certificate (improvement in difficult personal social behavior)

- ► Progress Report (individuals for improved attendance, on time to class; turned into office for inclusion in announcements and grade reports)

- ► Quarterly letter for perfect attendance (sent to parents)

Continuum of Schoolwide Procedures for Encouraging Social Behavior

Adapted from Colvin, G. (2007). 7 Steps for Developing a Proactive Schoolwide Discipline Plan. Thousand Oaks, CA: Corwin.

	Name	Resources	Description & Criteria	When & Where Presented	Information to Staff	Goal(s)	Celebrations	Coord.
Frequent								
Intermittent								
Occasional								

Encouragement for Staff and Families

As schools create exciting ways to encourage students, you may also want to consider a menu of reinforcers to encourage the staff who are actively teaching and encouraging students. In addition, some schools consider ways they can "share the good news" about student behavior with families and therefore, reinforce their efforts at home to support your work. Some ideas follow.

Ideas for Encouraging Staff and Families	
STAFF:	**FAMILIES:**
- Award or recognition for efforts given during faculty meeting - Recognition during an assembly - Featured in PBIS video/skit - Ticket to school event (play, sporting event) - Preferential parking spot - School t-shirt - Gift cards - Lunch delivered - Special dessert - Restaurant coupon - Positive note from peer or administrator - Free yearbook - Car wash coupon - Movie pass - Released from duty (bus, recess, lunchroom, hallway - Principal teaches class for one hour - Pass to leave work early or arrive late	- Their student featured in newsletter, bulletin board, website - Positive phone call or note from school - Featured in PBIS video/skit - Ticket to school event (play, sporting event) - Bumper sticker for car - Postcard sent home regarding student's exemplary behavior - School t-shirt

DISCUSSION

What are some of the things you could do to encourage staff to regularly use SW-PBS practices? How might you reinforce parents?

Monitoring the Use of Specific Positive Feedback

It is important to check on the use of feedback in classroom and non-classroom settings, both for fidelity of implementation and to determine if the rate of specific positive feedback students are earning is optimal for the environment you desire. Fidelity checks will determine if the majority of staff are effectively using contingent specific positive feedback for student behavior as described earlier in the chapter. In addition, the goal is always to maintain an average 4 to 1 ratio of positive responses to correction. Checks can also determine if this optimal ratio is being met. Both a fidelity check and a ratio check will provide information for the SW-PBS Leadership Team to determine how to support staff to effectively encourage student behavior. There are a number of ways to do this monitoring:

MONITORING USE OF SCHOOLWIDE TANGIBLES. If a schoolwide raffle is used, tickets can simply be counted prior to the raffle. If student and staff names are on tickets, that data can be collected as well as the overall number. Classroom teachers can submit weekly counts to a designated person in the building who can then create regular reports of the number of tickets earned per class, grade level, or for the building as a whole. A visual graph of tickets earned per week or month can serve as a reminder to staff to focus on giving students feedback for expected behavior.

SELF-MONITORING. It's important that all staff get information about their personal efforts to respond to students who are displaying expected behavior, especially as staff are first learning how to effectively give specific, contingent feedback. Individual self-monitoring is one way to do this. Remember this data collection does not need to occur for the duration of an entire day. Rather, pick a 5–10 minute period and consistently collect over a few days each week. There are a number of easy ways to collect the rate of responses to positive student behavior compared to corrections, such as:

- ▶ Move pennies or paperclips from one pocket to another when positive student behavior is recognized.
- ▶ Tear an index card to collect the number of positive responses to corrections.
- ▶ Make tally marks on a piece of tape on your arm or post-it note on clipboard.
- ▶ Move popsicle sticks into cans.

OBSERVATION. Do a simple observation and tally staff interactions with students. This observation can be done by tallying the **teacher responses** to desired (positive) student behavior and **teacher responses** to student misbehavior (negative). Periodically observe and record occurrences of teacher responses and use of specific positive feedback for a short time duration (5-10 minutes) and compare like settings and situations (e.g. classroom to classroom, cafeteria, etc.). These observations can be done by pairing teachers to do peer observations, or having the SW-PBS Leadership Team members observe in non-classroom settings. For example, frequency of interactions in each hallway might be compared or during whole group lessons in all classrooms. If this tallying is done periodically throughout the year, the ratio can be compared over time. A simple format for tallying staff interactions with students follows in Figure 18.

Remember as you are observing or self-monitoring, it is the *student behavior* that is occurring at the time of the interaction, not the tone of the interaction, which determines whether an interaction is positive or negative.

Also refer to Chapter 6, *Discouraging Inappropriate Behavior,* to effectively respond to student misbehavior.

Frequency and Type of Student Interactions

Teacher:_____   Observer: _____

Date: _____   Time: _____   Activity: _____

Attention to Positive, Appropriate Student Behavior	**Attention to Negative, Inappropriate Student Behavior**

Ratio of Teacher Interactions:

_____ *attention to positive student behavior:* _____ *attention to inappropriate, negative student behavior*

Notes:

Adapted from Sprick, R., Knight, J. Reinke, W., & McKale, T. (2006)

Figure 5.7

DISCUSSION

How might you monitor and ensure staff are using high rates of encouragement with students?

Next Steps

Your tasks for developing a comprehensive system to encourage expected behavior for your school are listed below. While a general sequence of completion may be implied, the tasks may be completed in any order or may be interrelated. Some activities require planning and a written product; all involve some professional learning and engagement of all staff. You are encouraged to complete these tasks prior to your next SW-PBS training session. Please bring completed action plans and products with you to share and discuss.

1. Conduct professional development to teach all staff the importance of adult attention and how to use effective specific positive feedback through examples and practice. (Pages 163-171 and 182-183)
   - Power of attention, both non-contingent and contingent
   - Referred adult behaviors for relationship-building
   - How to use Effective Specific Positive Feedback
   - Monitoring use of feedback

2. Develop a schoolwide tangible reinforcement system. (Pages 172-175)
   - Creative, tied to school mascot, slogan, etc.
   - System for use and maintenance by staff as well as what students do with the tangible; easily used
   - Full staff input or work group process; obtain consensus
   - Describe system in writing; included in staff and student handbook and substitute teacher folders

3. Create a menu or continuum of reinforcement for your students, families and school. (Pages 176-180)
   - A full continuum of immediate, short-term and long-term reinforcers to meet the needs of all students including social, activity or privileges, and tangible items
   - Full staff input; obtain consensus
   - In writing; included staff handbook

CHAPTER 6: DISCOURAGING INAPPROPRIATE BEHAVIOR

"Punishing students doesn't teach them the right way to act."

George Sugai, 2005

"Unfortunately, most of the practical techniques used by teachers to respond to acting-out children are only of limited effectiveness and some, such as reprimands, arguing, and escalated hostile interactions, can actually strengthen the behaviors they are intended to suppress or terminate."

Hill Walker, 2000

"The single most commonly used but least effective method for addressing undesirable behavior is to verbally scold and berate a student."

Paul Alberto & Anne C. Troutman, 2012

"When it comes to discipline, it does not make sense for educators to use the criminal justice model first, before employing what they were professionally prepared to use–teaching and mentoring approaches."

Forest Gathercoal, 2004

"When everyone handles infractions with instructional correction procedures, students learn that what happens when they misbehave is procedure not personal."

Bob Algozzine, Chuang Wang & Amy S. Violette, 2011

Learner Outcomes

At the conclusion of this chapter, you will be able to:

▶ Explain to others the role of teaching in response to student social errors.

▶ Define for your school what constitutes a "major" or office-managed behavior that warrants an office referral.

▶ Develop an office referral form with all essential data fields, and clarify procedures surrounding the use of office referrals.

▶ Use respectful strategies for staff-managed "minor" inappropriate behavior.

▶ Demonstrate instructional strategies for responding to inappropriate behavior.

▶ Develop a process to monitor minor student behavior and guide discipline decisions.

▶ Develop an effective system or continuum of supports to address the full range of inappropriate behaviors.

Instructional Approaches for Discouraging Inappropriate Behavior

Even with the most consistent implementation of schoolwide practices covered in Chapters 1-5, some students will still make social behavioral learning errors. Generally, learners fail to use expected behaviors for one of two reasons: 1) absence of knowledge or insufficient understanding of when to use the expected behavior (acquisition skill deficit, "can't do"), or 2) the social skills are known but there is a failure to perform the expected behavior at acceptable levels or in the correct circumstance (performance deficit, "won't do") (Gresham, Sugai & Horner, 2001). For many students, they do not know how to perform the expected behavior appropriately or don't know it well enough to routinely use it at the appropriate times. For other students, they are not sufficiently motivated or invested in using the appropriate behavior even when they understand what is expected. When the learner is not motivated, it is often the result of not knowing the skill well enough to perform it easily, or not understanding why it is important. Either problem - skill deficit or performance deficit - requires more teaching and practice to resolve.

Punishment Is Not the Solution

Schools have a long history of using punitive push-out approaches for misbehavior (e.g., removal from class, in school suspension, detention, expulsion, etc.). However, exclusion and punishment are ineffective at producing long-term reduction in problem behavior (Costenbader & Markson, 1998) and punishing problem behavior without a positive, proactive, educative approach has been shown to actually increase aggression, vandalism, truancy, and dropouts (Mayer & Sulzer-Azaroff, 1990; Skiba, Peterson, & Williams, 1997). Punishment also interferes with teaching and learning. As we learned in Chapter 1, proactive discipline practices are synonymous with teaching. Given that most schools already have a discipline policy in place that includes consequences for inappropriate behavior, your task is to develop a continuum of procedures for discouraging inappropriate behavior that focuses on teaching, helping students to learn the desired behaviors and when to appropriately use them (Lewis & Sugai, 1999).

Prevention is the key. When inappropriate behaviors occur, educators should first assess setting or antecedent events that could be adjusted and ask the questions: "Do we have clear expectations?" "Have they been thoroughly taught?" and "Are we consistently using strategies to encourage the desired behaviors?" The best defense is always a great offense.

One of the most effective approaches is to view inappropriate behavior as a teaching opportunity to clarify and re-teach expectations. The same calm instructional approaches used when students make academic errors should be used first to correct social behavioral errors – pointing out the problem through specific feedback, re-teaching, providing guided and unguided practice, and follow-up feedback to indicate progress. This chapter will guide you to develop instructional approaches and a system that provides a continuum of instructional responses to address and remediate inappropriate behavior.

The Power of Correcting Social Errors Through Teaching

► Upholds and demonstrates the importance of expectations.

► Restores order to the learning environment.

► Interrupts the inappropriate behavior and prevents practice of that behavior.

► Capitalizes on the teachable moment; the learner is active, the learning is relevant.

► Gives the child a chance to learn to be successful, to learn valuable social skills.

► Increases probability of future correct behavior.

► Decreases future time out of learning/instruction.

► Builds relationships with students.

► Maintains a positive learning climate.

DISCUSSION

How does this teaching approach to student inappropriate behavior align with present thinking of your staff? Does your staff view inappropriate behavior as a teaching opportunity?

Building a Continuum to Discourage Inappropriate Behavior

Realizing the value of correcting social behavior errors, schools must have a system in place that allows staff to efficiently and effectively respond to a range of inappropriate behavior, from relatively minor ones such as talking out or being off-task, to chronic minor behaviors, and to more serious or major problems such as physical or verbal aggression. This continuum thinking begins with making a clear distinction between behaviors that are serious enough to warrant an office referral and those which can and should be managed by staff within the context of the classroom or non-classroom settings. It requires staff to have clarity on what behaviors are "staff-managed" and which are "office managed." Most systems also encourage opportunities for staff to seek assistance from others such as parents, a grade level team, or a teacher assistance team when staff-managed behaviors are not responding to typical strategies. Figure 20 depicts a continuum of responses to a range of student behavior (Colvin, 2007).
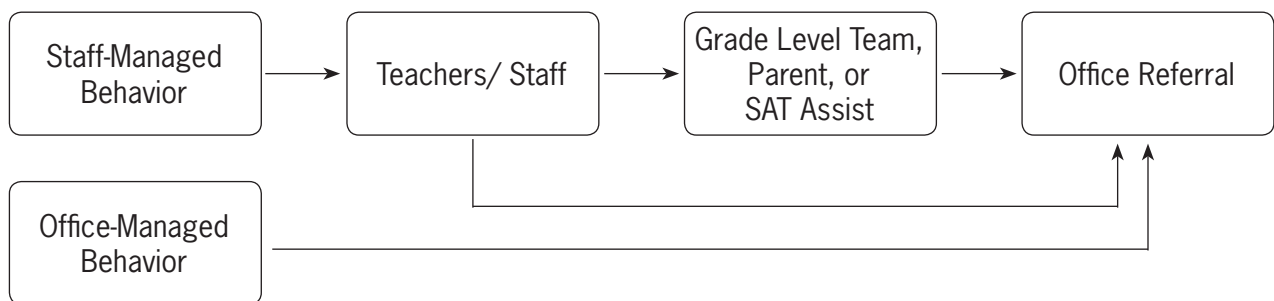
Figure 6.1

In this continuum, *staff managed behavior* is addressed by the teacher or staff using best practices that include correction and re-teaching. If the inappropriate behavior persists or intensifies, it is important to know when to step away from the situation before the inappropriate behavior escalates beyond what can be appropriately managed in the instructional environment. It is also important to know students well enough to anticipate those who are more likely to escalate when confronted by staff. If the behavior continues to persist then the student may be referred to the office. The assumption is that staff have done all they can to correct the problem, that the behavior is not responding to intervention, and the student is not being successful.

For *office-managed behaviors*, the behavior is a serious or chronic disruption, concerns safety for the student or others, or is a potentially illegal behavior. This will typically result in actions taken in the office that may include more intensive teaching, restitution activities, strategies to help the student handle future situations, or phone calls home.

To operationalize this system, you will need to: 1) know strategies to respond to minor or staff-managed behaviors, 2) define what constitutes major or office-managed behavior, and 3) develop related data gathering tools. (Adapted from Colvin, 2007, pp. 65-66)

DISCUSSION

What systems are currently in place for responding to a full range of behavior problems in your school? How might clarifying a continuum of responses help your staff and students?

Office-Managed Behavior

One of the most confusing and often frustrating issues in school discipline is the use of office referrals. Teachers and administrators sometimes differ on what constitutes an appropriate referral and what should happen during and after the referral (Cotton, 1995; Newcomer, Lewis & Powers, 2002). Administrators often state that students are sent to the office for a wide range of misbehaviors from "minor" ones such as not having a pencil to those that are more "major" such as physical aggression. If a school's goal is for staff to be more consistent in upholding their expectations, the staff must determine what behavior is typically staff-managed and what is office-managed.

Defining Behaviors Warranting an Office Referral

School district policy often dictates a list of behaviors warranting an office referral. Office referral behaviors typically include potentially illegal behavior, serious disruptions to learning, or unsafe behavior that poses danger to the student or others. An example list is included in Figure 6.2.

Once you have agreed upon these behaviors for your school, written definitions should be developed for each. Sample definitions can be found on page 185. Additional examples used in the Schoolwide Information System (SWIS) (May, Ard, Todd, Horner, Glasgow & Sugai, 2003) can be found on page 186.

Possible Office-Managed Behaviors

1. Possession of weapons
2. Fighting or assault
3. Possession of controlled substances
4. Theft
5. Vandalism
6. Abusive language
7. Disruption to the learning environment
8. Noncompliance
9. Leaving the school grounds without permission
10. Chronic behaviors not responding to teacher intervention

Figure 6.2

With your team, determine the behaviors that should be office-managed for your school. List them below, and then define each to ensure thorough understanding by all staff and consistency in using office referrals.

Office-Managed Behaviors

Problem Behavior	Definition

Missouri Middle School
Office-Managed Behaviors[1]

Problem Behavior	Definition
1. Possession of weapons	Being in possession of any items designed as weapons including simulated weapons (e.g., knives, chains, clubs, brass knuckles, firearms, gases such as mace, etc.)
2. Fighting or assault	Fighting involves the mutual exchange of physical contact such as shoving and hitting with or without injury. Assault is when one student or group of students may be inflicting bodily harm to another student or staff member.
3. Possession of controlled substance	Being in possession of or using any form of alcohol, drugs, or tobacco. Includes all mood-altering substances or imitation of that have not been medically prescribed for the student.
4. Theft	Taking property belonging to the school or any individual or group without prior permission.
5. Vandalism	Intentionally causing damage to or defacing school property or the property of others.
6. Abusive Language	Verbal threats or swearing audibly directed at staff or other students.
7. Disruption to the learning environment	Having sustained, disorderly behavior that prevents instruction from continuing or continuing with difficulty after reasonable attempts to correct the behavior.
8. Noncompliance	Refusal to follow directions, accept "no" for an answer, or accept a consequence when reasonable efforts have been made to de-escalate and enable the student to cooperate.
9. Leaving school grounds without permission	Leaving the school grounds, building, classroom or assigned area without obtaining prior approval of staff.
10. Chronic behaviors not responding to interventions	A pattern of frequent or increasingly complex behavior that is resistant to the use of staff-managed interventions. Assistance has been sought and multiple efforts attempted.

Adapted from Colvin, 2007

SWIS Office Referral Definitions

Major Problem Behavior	Definition
Abusive Language/ Inappropriate Language/ Profanity	Student delivers verbal messages that include swearing, name-calling or use of words in an inappropriate way.
Arson	Student plans and/or participates in malicious burning of property.
Bomb Threat/ False Alarm	Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.
Defiance/Disrespect/ Insubordination/ Non-Compliance	Student engages in refusal to follow directions, talks back and/or delivers socially rude interactions.
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	Student wears clothing that does not fit within the dress code guidelines practiced by the school/district.
Fighting/ Physical Aggression	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	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	Student uses gesture, dress, and/or speech to display affiliation with a gang.
Harassment/Bullying	Student delivers disrespectful messages* (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. *Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.
Inappropriate Display of 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	Student is in an area that is outside of school boundaries (as defined by school).
Lying/Cheating	Student delivers message that is untrue and/or deliberately violates rules.
Property Damage/Vandalism	Student participates in an activity that results in destruction or disfigurement of property.
Skip class	Student leaves or misses class without permission.
Truancy	Student receives an unexcused absence for ½ day or more.
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 inappropriate behavior in the school).
Technology Violation	Student engages in inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.
Use/Possession of Alcohol	Student is in possession of or is using alcohol.
Use/Possession of Combustibles	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	Student is in possession of or is using illegal drugs/substances or imitations.
Use/Possession of Tobacco	Student is in possession of or is using tobacco.
Use/Possession of Weapons	Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm.

Construct Office Referral Form

Once you have clearly defined what behaviors are to be office-managed, you will want to consider your office discipline referral (ODR) form. ODR forms provide a count of the number of behavior incidents, the types of inappropriate behaviors that take place, the time of day of incidents, the location or where incidents occur, the possible motivation of the behavior, and the students who are involved. They allow you to calculate the time that students are out of instruction. An average per day per month for ODRs can indicate trends throughout the year and across years, and provide great information to guide your discipline efforts.

The ODR form needs to include some important factors that will ensure that you can answer the key questions: "Who is involved?" "What happened?" "Where and when did it happen?" "How often does it happen?" and "Why did it happen?" The factors you will want to include on your ODR form are listed in Figure 6.3. A comprehensive discussion regarding the importance and use of this data for ongoing monitoring of your discipline efforts is included in Chapter 7. There are many versions of functional office discipline referrals. Some sample forms are included later in this chapter.

Items for your ODR Form

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

Figure 6.3

Preparing Staff

Once your office-managed behaviors are defined, the office referral form is aligned with those definitions and inclusive of the essential items; you will want to prepare staff for using ODRs consistently. This will include a thorough understanding of the form, the staff's role in making a referral, and what they can expect will happen in the office during and after the referral (problem resolution, possible consequences, data entry, and visits to referring staff, etc.). Possible roles of the teacher or staff in making an office referral are as follows:

- ▶ Work consistently to address staff-managed behaviors and refer students appropriately, according to definitions for office-managed behaviors.

- ▶ Thoroughly complete the ODR form; be prepared to visit with an administrator if necessary.

- ▶ Send the student to the office; use an escort or call for help if safety is an issue.

- ▶ Notify office when student has been sent.

- ▶ Be prepared to visit with administrator to determine restitution, make up work, additional interventions, etc.

- ▶ Accept the student back into class when the administrator determines readiness and ensure a smooth transition for the student.

Ensuring Office Capacity

Of course, carefully thinking through what constitutes an appropriate referral, preparing a functional ODR form, and preparing staff is only useful when aligned with what transpires in the office during the referral process. For the majority of routine problems referred to the office, the administrator or designee will meet with the student, review the referring problem, teach/remind about acceptable behaviors for handling the situation in the future, deliver consequences, and help prepare the student for a successful return to their

school activities. To adequately plan how to address more serious issues a clear system of operation should be in place. The system should include comprehensive planning, practicing of strategies, problem-solving and communication among stakeholders; including how law enforcement officers or crisis teams will work within the school system.

ACTIVITY

With your team, review your current office discipline referral form. Does it include the essential items? How does it need to be revised? Who will be responsible for completing the revision? How will you train staff on office-managed behaviors and their role in discipline referral?

Preschool Office Behavioral Report

Child's Name_____ Classroom Teacher _____

Person Reporting_____ Date_____ Time_____

PROBLEM BEHAVIOR
Externalizing:
- ☐ Physical Aggression
- ☐ Inappropriate Language
- ☐ Property Destruction

Internalizing:
- ☐ Crying, whining through activity
- ☐ Isolated play after prompt to join others

Non-compliance:
- ☐ Running away
- ☐ Refusal
- ☐ Disruption of learning
- ☐ Self-abuse/stimulation
- ☐ Other:_____

LOCATION
- ☐ Classroom
- ☐ Hallway
- ☐ Playground
- ☐ Gym
- ☐ Chapel
- ☐ Restroom
- ☐ Field Trip/Bus
- ☐ Other: _____

OTHERS INVOLVED
- ☐ Peer(s)
- ☐ Teacher
- ☐ Aide
- ☐ Specialist
- ☐ Substitute
- ☐ Administration
- ☐ Other: _____

ROUTINE
- ☐ Arrival
- ☐ Circle time
- ☐ Large group activity
- ☐ Small group activity
- ☐ Individual activity
- ☐ Centers
- ☐ Free Play
- ☐ Clean up
- ☐ Meals
- ☐ Nap
- ☐ Transitions
- ☐ Dismissal
- ☐ Other: _____

INITIAL TRIGGER FOR BEHAVIOR
- ☐ Adult request/redirection
- ☐ Peer provoked
- ☐ Difficult task
- ☐ Adult not in close proximity
- ☐ No peer attention

MOTIVATION FOR BEHAVIOR
- ☐ Obtain desired item
- ☐ Obtain desired activity
- ☐ Gain Peer attention
- ☐ Gain adult attention
- ☐ Obtain sensory
- ☐ Avoid task/activity
- ☐ Avoid peers
- ☐ Avoid adult attention
- ☐ Avoid sensory
- ☐ Don't know

CONSEQUENCE FOR BEHAVIOR/TEACHER ACTION
Level One
- ☐ Prompt/redirection
- ☐ Re-teaching of rule/routine
- ☐ Practice skill
- ☐ Behavior choice given
- ☐ Move within group

Level Two
- ☐ Removal from activity
- ☐ Conference with student
- ☐ Loss of privilege

Level Three
- ☐ Moved to safe spot in classroom
- ☐ Moved to safe spot in buddy room

CONSEQUENCE FOR BEHAVIOR/OFFICE ACTION
- ☐ Safe spot in office
- ☐ Student conference
- ☐ Parent contact
- ☐ Parent Conference
- ☐ Behavior contract
- ☐ Other: _____

This report will not be sent home. It is for collection for anecdotal information only.
*** If a level 3 consequence is given or office action has to be taken or the behavior is chronic then a copy of this report will be sent home.*

If parents are contacted, note how: ☐ In person ☐ By phone Date parent contacted: _____

Parent Response _____

Elementary Office Discipline Referral Form

Student_____ IEP: Y or N Date _____

Grade: K 1 2 3 4 5 Time of Incident: _____

Classroom Teacher_____ Referred by_____

Location of Incident: (please check)
- ☐ Restroom
- ☐ Library
- ☐ Playground
- ☐ Hallway
- ☐ Special event (field trip/assembly)
- ☐ Bus area
- ☐ On bus
- ☐ Cafeteria
- ☐ Classroom
- ☐ Other _____

REASON(S) FOR THE REFERRAL: (Please attach narrative of the incident if necessary.)

SAFETY
Minor:
- ☐ Physical contact

Major:
- ☐ Physical aggression/assault
- ☐ Bullying/harassment
- ☐ Danger to self or others
- ☐ Weapons
- ☐ Other _____

RESPECT
Minor:
- ☐ Defiance/disrespect/non-compliance
- ☐ Inappropriate verbal language
- ☐ Disruption

Major:
- ☐ Disrespect/non-compliance
- ☐ Disruption
- ☐ Verbal assault/threat
- ☐ Damage or destruction of property
- ☐ Inappropriate language
- ☐ Other _____

RESPONSIBILITY
Minor:
- ☐ Property misuse
- ☐ Other

Major:
- ☐ Schoolwork/homework
- ☐ Incomplete
- ☐ Technology violation
- ☐ Possession of illegal school objects
- ☐ Other _____

POSSIBLE MOTIVATION:
- ☐ Attention from peers(s)
- ☐ Attention from adult(s)
- ☐ Avoid peer(s)
- ☐ Avoid adult(s)
- ☐ Avoid work
- ☐ Obtain item
- ☐ Don't know
- ☐ Other _____

OTHERS INVOLVED:
- ☐ None
- ☐ Peers
- ☐ Staff
- ☐ Teacher
- ☐ Substitute
- ☐ Unknown
- ☐ Other: _____

TEACHER ACTION TAKEN PRIOR TO REFERRAL:
- ☐ Changed student's seat
- ☐ Consulted Counselor
- ☐ Sent previous report home
- ☐ Conferred privately with student
- ☐ Consulted Principal
- ☐ Time out in the classroom
- ☐ Met with Student Assistance Team
- ☐ Telephoned parent/guardian
- ☐ Other (Please specify)

_____

TYPE OF DISCIPLINE ASSIGNED BY ADMINISTRATOR:
- ☐ Counselor referral
- ☐ Out of school suspension (_____ days)
- ☐ Agency referral
- ☐ In-school detention
- ☐ Time out in office
- ☐ Loss of privilege
- ☐ Conference with student
- ☐ Restitution
- ☐ Parent contact
- ☐ Individual instruction
- ☐ Sent home
- ☐ Other: _____

PARENT CONTACTED: (Check one) ☐ Call ☐ Mail ☐ Message ☐ Email ☐ Conference

COMMENTS: (Use back if needed)

Teacher's Signature: _____ Principal's Signature: _____

High School Office Discipline Referral Form

Student_____ Student #_____ Grade _____

Others Involved_____

Referring Staff_____ Date_____ Time_____ Period _____

Location of Incident: (please check)

☐ Bus ☐ Classroom #_____ ☐ Media Center ☐ Hallway ☐ Commons/Common Areas
☐ Bus Loading Zone ☐ Cafeteria ☐ Office ☐ Restroom ☐ Other _____

MAJORS *(Office-Managed Behavior)*

☐ Abusive/Inappropriate Language ☐ Cheating/Integrity ☐ Tardy #_____
☐ Defiance/Disrespect ☐ Disruption ☐ False Alarm
☐ Fighting/Physical Aggression ☐ Forgery/Theft ☐ Harassment/Bully
☐ Property misuse or damage ☐ Truancy ☐ Use/Possession of Tobacco
☐ Use/Possession of Alcohol ☐ Use/Possession of Drugs ☐ Use/Possession of Combustible Items
☐ Use/Possession of Weapon ☐ Vandalism ☐ Uncooperative
☐ Missed Detention ☐ Unprepared/No Materials ☐ Other

MINORS *(Staff-Managed Behavior)*

☐ Inappropriate Language ☐ Property Misuse ☐ Physical Contact/PDA
☐ Dress Code Violation ☐ Defiance/Disrespect ☐ Disruption
☐ Not Prepared for Class ☐ Other_____

POSSIBLE MOTIVATION Comments:

☐ Obtain Peer Attention ☐ Avoid Task/Activity ☐ Other_____
☐ Obtain Adult Attention ☐ Avoid Peer(s) ☐ Unknown
☐ Obtain Items/Activities ☐ Avoid Adult

ADMINISTRATIVE ACTION

☐ Time in Office ☐ Loss of Privileges ☐ Conference with Student
☐ Parent Contact ☐ ASD_____ (Date) ☐ Restitution
☐ Referred to Guidance ☐ Individualized Instruction ☐ Bus Action/Suspension
☐ In-School Suspension ☐ Out of School Suspension ☐ Assistance Team Referral
☐ Saturday Detention ☐ Lunch Detention ☐ Discipline Points _____
☐ Other_____

COMMENTS:

PARENTS: A copy of this referral has been given to your student or sent home for your review. We encourage you to discuss this incident with your student so they may learn to conduct themselves appropriately in the school environment. Should you have any questions, please contact us at 214-0000.

ADMINISTRATOR: _____ Principal _____ Assistant Principal A _____ Assistant Principal B

COUNSELOR: _____ A _____ B _____ C _____ D

HOME SCHOOL COMMUNICATOR: _____

Instructional Strategies to Discourage Inappropriate Behavior

Determining staff-managed behaviors that require intervention is relatively easy once office-managed behavior has been defined. All staff is expected to manage inappropriate behavior that is not listed as office-managed. This includes those that have been identified through staff consensus for schoolwide and non-classroom settings. While these are classified as minor behaviors, it is essential that they not be overlooked and that staff address and correct them just as they would an academic error. Minor misbehaviors take away from valuable instructional time and negatively impact school climate.

It is critical to remember the importance of prevention when managing misbehavior. As educators, it is your job to use strategies to decrease the likelihood the behaviors will occur in the first place. When student misbehavior is a concern, teachers are encouraged to reflect on their use of two preventive strategies; active supervision and using pre-corrects.

ACTIVE SUPERVISION (MOVING, SCANNING, INTERACTING). Madeline Hunter used to say, "Inspect what you expect." Effective teachers scan continuously for appropriate and inappropriate behavior. They are also continuously up and moving about, interacting with the students and providing supportive interactions. When teachers use prompts, it not only sets students up for success but also reminds the teacher to watch for the desired behaviors across the school day.

PRE-CORRECTS. Pre-corrects are a means to proactively remind ourselves and others about the rules and procedures that have been agreed to and practiced to fluency, thereby becoming routines. A pre-correct is used as a general reminder preceding the context in which the behavior is expected, such as transitions or beginning of a class period. Pre-corrects provide students with a reminder of what to do to increase the probability of their success.

General Considerations When Correcting Misbehavior

When minor misbehaviors occur, a series of best practice procedures exist for individual staff to handle them. Before learning a few of those strategies, there are some general considerations:

CONSISTENCY. Misbehavior can occur in all school settings and therefore, all staff needs to respond consistently. It is less important what the agreed upon response is than that something is consistently utilized. Consistency is one of the main keys to changing behavior.

USE LEAST INSTRUSIVE STRATEGY. The disruptive influence of the teacher's response should be no greater than the disruption of the student. Staff will want to use strategies that are least intrusive for the behavior, its frequency or severity.

SPECIFIC, YET BRIEF. Specific descriptions of the behavior and expectations help students to know exactly what is expected. With specific descriptions, you are using the inappropriate behavior as an incidental teaching opportunity. Be short and concise, and then disengage quickly. Address the concern as a learning error and use the same objective and targeted feedback you would use with an academic error.

QUIET, RESPECTFUL INTERACTION WITH THE STUDENT. First, make quiet contact in close proximity with the student, securing their attention. Next, state your request or re-direct in a respectful matter-of-fact manner to encourage compliance and relationship building. A private, quiet, personal contact will help with compliance as well as relationships.

REFOCUS CLASS IF NEEDED. If the inappropriate behavior will require a bit of time, first refocus the attention of the class on their tasks at hand. Then deal privately with the student. Most correction strategies can be handled within the classroom or setting, while still maintaining respect for the student and the learning of the entire class.

Summary for Staff Managed Behavior

Not all student misbehavior requires elaborate response strategies. Sometimes students will respond quickly to a teacher action to minimize the behavior before it gets out of hand and requires more extensive intervention. Certain behaviors surface spontaneously during a lesson or activity and are minimally disruptive. Teachers have a number of tried and true strategies that have been proven effective across time (Dhaem, 2012; Long & Newman, 1980; Maag, 2001; Van Acker, 1993). The advantage of these strategies is that they are unobtrusive and can be carried out quickly during the instructional activity.

It should be pointed out that all responses to misbehavior will work best when, after pausing for the student to demonstrate the desired behavior, teachers remember to provide encouraging feedback to them for doing so. Following their behavior change with this specific positive feedback serves to strengthen the likelihood students will use the desired behavior again.

While there are many strategies for dealing with misbehavior, a list of **indirect** and **direct** instructionally-based strategies are suggested. Indirect strategies are actions to minimize the misbehavior before it gets out of hand and requires more extensive intervention. **Indirect** strategies are unobtrusive and carried out quickly during instruction. **Direct** correction strategies are suggested for inappropriate behaviors that continue or do not change after indirect strategies have been used. When implementing these direct strategies, interact with students using the language from the matrix. Interact privately and match your response with the frequency and severity of the behavior. It is also important to increase teaching opportunities and praise students' efforts to follow the established rules. A range of indirect and direct strategies form a continuum of strategies for staff to use to discourage inappropriate behavior. See the following pages for more detail about this continuum.

A Continuum of Strategies to Discourage Minor Inappropriate Behavior

Technique	Explanation	Example
Proximity	Every teacher knows how effective it is to stand near a child who is having difficulty. This technique is the strategic placement/movement by the teacher in order to encourage positive behavior. The teacher is a source of support and strength and helps the student to control his impulses by her proximity	When Alan is off task or talking, the teacher continues to teach the group while, at the same time, moving toward Alan or even standing next to him for a moment. Once Alan brings his behavior in line, brief specific positive feedback will help to maintain the desired behavior, "Thanks, Alan for showing respect with your attention."
Signal Non-verbal Cue	Teachers have a variety of signals that communicate to the student what is expected. These non-verbal techniques include such things as eye contact, hand gestures, a card system, picture cues, etc. Such simple cues suggest that the teacher is aware of the student's behavior and is prepared to intervene if the behavior continues. This works best when the teacher has a relationship with the student(s) and the non-verbal cues have already been taught to the group.	When Sarah begins to talk to her neighbor, the teacher glances in her direction and holds the look until she is again quiet and attending. The teacher then praises Sarah for her attention. The group of students is getting restless. The teacher uses her hand signal to regain their attention, then praises the group and reminds them of the expectations for independent work time.
Ignore/Attend/Praise	This technique is based on the power of praise or specific positive feedback. The teacher praises an appropriately behaving student in proximity to the inappropriately behaving student. The praise serves as an indirect prompt for the misbehaving student and reinforcement for the one behaving appropriately. When the student exhibits the appropriate behavior, attention and praise is then provided.	James is off-task during independent work time. The teacher briefly ignores James, and specifically praises a student nearby who is on task, "Good work, LeBron. You are working away on your assignment." When James begins to get back to work, the teacher then, immediately, praises him: "Thanks, James for being on task; you'll be sure to get your work done."

Strategy	Explanation	Example
Re-Direct	This strategy employs a very brief, clearly and privately stated verbal reminder of the expected behavior. A re-direct includes a specific restatement of the schoolwide, non-classroom or classroom rule/procedure. A redirect emphasizes the "what" of the behavior instead of the "why."	"Jason, please begin your writing assignment." (Later) "Nice job being responsible, Jason, you have begun your assignment."
Re-teach	Re-teaching builds on the re-direct above and re-teaches the specific expectation in question and reminds of the procedures or routine for doing so. It capitalizes on the teachable moment to review the expectation more thoroughly yet briefly. As in all instruction, you label the skill, teach and show, and give the student the immediate opportunity to practice demonstrating the behavior. Once the student uses the appropriate behavior, specific positive feedback should follow.	"Jason, you need to be responsible by being on-task. That means your desk is clear of everything but your book and notebook, you begin working right away, continue working until done, and if you need help, you raise your hand. (Pause) Nice job being responsible, Jason; it looks like you are ready to work. Let me know if you need help."
Provide Choice	Providing choice can be used when re-directs or re-teaching have not worked. This is the statement of two alternatives– the preferred or desired behavior and a less preferred choice. When options are paired in this way, students will often make the preferred choice. Pause after providing the choice, and when the student chooses wisely, provide praise.	"McKenzie, you are asked to get on-task and begin your work or you can finish this task later today during our special activity. I will watch to see if you would rather begin now." or "Lynn, you can get organized and work here at your seat, or you can work in the quiet area. Which would you prefer?"
Student Conference	This is a lengthier re-teaching or problem solving opportunity when behavior is more frequent or intense. The behavior of concern is discussed, the desired behavior is taught, and a plan is made to ensure the behavior is used in the future. A student conference might include practice.	"B. J., several times today I have reminded you about being on task. When you are given an assignment, you need to…. When you do that you can get done more quickly and move on to things you enjoy more. Tell me what you will do when given an assignment. Let's practice… How can I help you to do that if you get stuck?" (Then) "Can I get a commitment from you to do that?"

As with all strategies to address inappropriate behavior, they should be done privately and with instructional demeanor. Use the strategy that is the least intrusive for the behavior. It is also important to remember that when inappropriate behavior occurs, increased teaching and rates of encouragement should also occur. Individual teaching and prompts or pre-corrects can help to avoid the need for correction and allow for frequent specific positive feedback.

> **DISCUSSION**
>
> Review the document *A Continuum of Strategies Discourage Minor Inappropriate Behavior* quickly. Which of these strategies is your staff currently using? What techniques do you already use and want to continue? What could you add to your repertoire? What behavior might you need to eliminate? How can you share this with your building staff?

> **ACTIVITY**
>
> Read and reflect on each of the inappropriate behaviors listed below. Answer two questions: 1) Which of the techniques or strategies would be best to use for each scenario? 2) Why? Role-play each scene using that selected strategy and your school's expectations or routines.

1. Fred is blurting out answers during a review of yesterday's lesson.

2. Burke pushes the swing and almost hits Chloe. He had difficulty using the swings correctly at the last recess.

3. Betty is digging in her purse during an independent seatwork assignment.

4. After re-directing Jake for being off-task, he is again turned around, trying to get Marc's attention.

5. Jane barked at the cafeteria server, saying, "Yuk! I hate that!"

6. Amy is daydreaming and looking out the window during instruction.

7. Wilma does not have a pencil again today to complete the class activity.

8. Aaron has been sighing, rolling his eyes, and complaining when he is assisted with his work for the last couple of days.

9. The class is getting loud during their paired group work activity.

10. Jason walks into class after the bell has rung again today; he has been tardy three days this week.

11. During small group work, Talia calls out, "Hey, Jackson took my marker!"

12. Fred and Jose run to line up at the door when the teacher announces time for lunch.

13. Zach has his cell phone out during class. The teacher re-directed Zach about his phone use several times recently.

Using Additional Consequences

The strategies that have been introduced are all consequences. That is, using the A-B-C model, they are the "C"–consequences or responses that occur following a behavior and serve to decrease future occurrences of inappropriate behavior. Although in technical behavioral terms they are called "punishment," these consequences are not punitive but instructional–a means to help the student learn the appropriate behavior. In the previous activity, you may have found yourself seeking additional consequences for some of the example behaviors. Teachers use consequences daily in response to inappropriate behavior (e.g., loss of an activity, making up missed work, returning and walking again, etc.), particularly when inappropriate behavior is repetitive or not responding to teaching strategies alone. In this section we will explore how to select and strategically use additional consequences. Some basic understandings about effectively using consequences are included below.

CONSEQUENCES ARE NOT PUNITIVE. Consequences paired with teaching of the alternative or desirable behavior can heighten behavior change. Effective consequences result in greater learning and often involve learning tasks or opportunities directly related to the inappropriate behavior. In this manner, they are similar to what we do when students are not making academic progress. We find additional practice or activities to help them learn. Role-play or practice, reflecting on the behavior and the alternative, arranging a situation for the student to demonstrate the skill, and making amends for behavior that impacted others are all effective learning-based consequences. Effective consequences maintain student dignity and invite the student to take responsibility for his/her behavior and be a part of the solution.

Even though consequences for inappropriate behavior are intended to be educational, they are also mildly aversive. That is, they require effort and should leave little incentive to repeat the inappropriate behavior.

CONSISTENCY, NOT SIZE IS IMPORTANT. It is not the size of the consequence that promotes behavior change, but the certainty that something will be done. This is a common misunderstanding as educators often look for a bigger consequence – that big one that will stop the behavior. When students passing in the hallways see that all educators consistently stop students to address the same violations of procedures, tthey will be more likely to use the expected behavior. It is important to note that increasingly harsh consequences can lead to antisocial behavior. An overemphasis on punishment focuses the attention of the student on the looming consequence and limits their consideration of the effect their behavior has on others or themselves (Alberto & Troutman, 2012).

CONSEQUENCES SHOULD BE SELECTED INDIVIDUALLY. Consequences are best when they are selected to fit the individual, the specific behavior and setting, the frequency, or the severity of the behavior. What fits one may not fit another. For the middle school student who was rude to a substitute, perhaps having her determine how students should treat guest teachers and then teaching her peers is a powerful consequence. For the student having difficulty getting along at recess with a peer, planning an activity that they can successfully do together might be effective. In both of these examples the standard of respect is being consistently upheld, but the consequences are personalized.

Schools often get caught up in a desire to be fair. Fairness and consistency is achieved through clear expectations and standards that are upheld for all. Consequences in upholding those standards may be different as appropriate for the student. Fairness doesn't mean that everyone gets the same thing. Fairness means that everyone gets what they need in order to be successful and meet the standard.

RESPONSE COST SYSTEMS CAN PROMOTE CHRONIC BEHAVIOR. "Response cost is when points, tokens, privileges, or other reinforcers already given to a student are removed contingent on instances of a specific behavior or behaviors" (Storey & Post, 2012, p. 92). Some common examples include red, yellow, green cards; taking away points already earned; taking away tickets, and taking away earned free time. With a continuum of strategies, we are better off to use the least intrusive consequence for the frequency or severity of the behavior and increase our teaching efforts. Response cost alone can be discouraging to students. Students who struggle with social behavioral issues may perceive that they can't meet the goals or expectations and therefore give up. Response cost may actually increase the likelihood of inappropriate behavior rather than reduce it.

RESTITUTION. Restitution is a logical consequence, and is one that is a logical outcome of the student's behavior, allowing the behavior and consequence to be easily linked in the student's mind. Restitution is when the student repairs damage or makes amends as a result of the inappropriate behavior. Some examples are assigning homework when a student does not finish work in class; when class did not transition from one activity to another quickly, they were delayed in getting work done and would then be late to _____; when student was running in the hall he had to return and walk. Developing a menu or continuum of consequences specific to each non-classroom area or for each classroom procedure will help you to avoid illogical consequences such as the removal of recess or detentions, which tend to be overused in many schools (Ramstetter, Devore, Allison, M., Ancona, Barnett, ... & Okamoto; 2013). Figure 6.4 lists some common consequences that have educational relevance; Figures 6.5 and 6.6 depict specific classroom procedures and some consequences selected by that teacher that reflect logical, setting-specific responses to social behavioral errors. In summary, use consequences as needed to help students change their inappropriate behavior. Be sure to pair any additional consequence with teaching and within an environment of a 4:1 ratio of specific positive feedback to corrective feedback.

SOME CONSEQUENCES ARE INEFFECTIVE. If a teacher notices they are repeatedly using a consequence for the same behavior and the consequence is not changing the behavior, then it's likely that its time to employ a different consequence. This is an example of that old saying, "If you do what you've always done, you're likely to get what you've always gotten." This could be a good time to work with your colleagues to come up with other strategies or consequences to try.

EXAMPLE

Some Possible Consequences

- Being detained for teaching
- Planning or problem solving
- Extra practice or role-play of social/behavioral skill
- Make up missed work
- Restitution
- Mediation essay
- Teach others
- Note sent home
- Alteration of activity Phone call to parents

- Temporary removal from activity until learning occurs
- Make amends to others
- Loss of privilege
- Contract
- Office referral
- Parent conference
- Referral to counseling or behavior groups

Figure 6.4

Classroom Transitions

How to Transition

1. When you hear teacher's signal, begin transition in 3-5 seconds.
2. Put materials away quickly and get only what is needed for next activity,
3. Move quietly and quickly.
4. Keep hands and feet to self.
5. When ready (new materials, new location), give teacher your full attention.

Menu of Consequences

- Go back to seat and do again until reach criterion
- Re-teach procedure with class; practice several times
- Delayed start to activity and related outcomes (less time for work in class (homework); delay in getting out to recess, lunch, etc.
- Individual re-teaching or conference
- Individual role-play/practice at selected time
- Group or individual instruction just prior to next transition
- Behavior plan or mediation essay
- Reflection checklist
- Self-monitoring

Figure 6.5

Science Laboratory

Procedures for Lab

1. Work with assigned partner.
2. Participate; do your share of the work, attending to Partner A & B directions.
3. Stay at your workstation except to get supplies.
4. Raise your hand for assistance.
5. Follow all directions carefully, written and verbal.
6. Talk should be quiet and work related.
7. When finished, double-check your worksheet, and then read references for today's lesson.

Menu of Consequences

- Re-direct or re-teach
- Loss of/reduced participation points
- Return to desk (individual, pair, or entire group) briefly for re-teaching; try again (may result in more work to do as homework, or delay in preferred activity, etc.)
- Loss of privilege to participate this period; do alternative written assignment
- Being detained after class for re-teaching or conference
- Group or individual instruction just prior to next lab activity
- Behavior plan or mediation essay
- Reflection checklist
- Self-monitoring

Figure 6.6

ACTIVITY Select a classroom or non-classroom procedure. Brainstorm a list of possible consequences for inappropriate behavior. Be specific and list as many as possible. Are they instructional and logical? That is, do they help the student to learn, do, or practice the desired behavior? When your list is complete order them by increasing intrusiveness.

Monitoring Minor Misbehavior

When students are not responding to staff efforts to teach, encourage, and/or correct minor misbehavior, we want to have a systematic way to move our planning along the continuum and access the staff and specialized services available. Collecting data on minors will promote this early intervention as well as assist teachers to self-evaluate the effectiveness of their strategies. This data may also assist staff to identify specific skills or schoolwide settings that requires more teaching, supervision or encouragement.

With minor misbehavior and teacher correction occurring frequently across the day, it would be impossible to keep track of every occurrence. When should documentation begin? Each school will want to define when the decision to monitor minor behavior should occur. Some typical considerations include: 1) the student is losing instructional time because of his/her behavior, 2) the behavior is occurring frequently, requiring substantial teacher time, or 3) the intensity of the behavior draws attention by those close-by causing disruption to activities. When these types of situations or similar ones occur, staff will want to maintain documentation to help make decisions of when to engage other supports to address the problem.

Data collection does not need to be cumbersome or time consuming. Many schools have a place on their ODR form to also monitor these types of minor behaviors. Other simple strategies include using a teacher log, using forms specifically designed to tally or check off minor behavior as it occurs, or employing simple electronic monitoring software. Some sample formats currently used by schools are included on the following pages.

Once you have a decision rule for when to begin collecting minor data and have a format for collecting the information, it is also critical to create a system for analyzing the data. To establish such a system you will need to identify someone who will be responsible for collecting the data from all staff on a regular schedule. Then you will establish a process for analyzing and sharing the data-based results with other appropriate stakeholders. Chapter 7 will further address the use of minor data.

ACTIVITY

Determine with your team when you will ask staff to begin gathering data on minor misbehavior. What will your decision rule be? Develop a simple form to facilitate the recording. What will your system be for collecting and analyzing this data? Who will collect it? How often will it be collected?

EXAMPLE

Missouri Middle School—Minor Infractions Log

Student Name	Hour/Time	Date	Corrective Strategy Used	Notes/Behavior	Event #	Date Referral Sent

Minor Inappropriate Behaviors

Student Name: _____   Teacher/Grade: _____

Date/Time	Location	Behavior	Possible Motivation	Strategy Consequence	Comments

De-Escalation of Problem Behavior

Even with a proactive plan developed and implemented there will be instances when a small percentage of students still demonstrate intense and possibly dangerous behaviors. Geoff Colvin (2004) first identified the process whereby these behaviors are displayed in the Phases of Acting Out Behavior. Understanding these phases can help all of your staff to recognize when their actions or words can be used to help calm or de-escalate a student or to unintentionally provoke a student. Studies have indicated that a high rate of teacher attention to inappropriate behavior actually encourages continuation of it. Also, attention to misbehavior often exceeds attention to appropriate behavior (White, 1975; Reinke, Herman & Stormont, 2013).

There are 7 phases in the cycle of acting out behavior and they include:
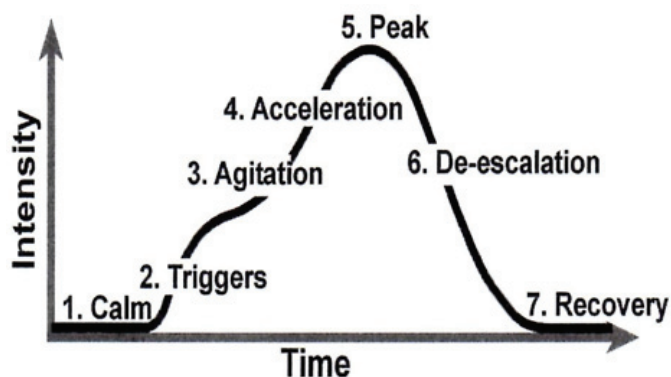
A summary of each of the 7 phases is outlined below. Your team will learn more about each phase and most importantly the most effective strategies for adults to utilize during each phase in your final year of Tier 1 training. During your first years of Tier 1 training your team will be learning about the evidence practices essential components of SW-PBS as a proactive and preventative process to decrease the number of students and or events that escalate.

1. **Calm** > Students exhibit appropriate, cooperative behavior and are responsive to staff directions

2. **Triggers** > Triggers are activities, events, or behaviors that provoke anxiety and set off the cycle of problem behavior.

3. **Agitation** > Characterized by emotional responses (e.g., anger, depression, worry, anxiety, and frustration.)

4. **Acceleration** > Escalated behaviors intended to test limits. Students exhibit engaging behavior that is highly likely to obtain a response from another person – typically the teacher.

5. **Peak** > Students with acting-out behavior may be a threat to themselves or others.

6. **De-escalation** > This phase is characterized by student disengagement and reduced acting-out behavior.

7. **Recovery** > This is a period of regaining the equilibrium of the calm phase.

Summary

Now that you have considered a full continuum of support for discouraging inappropriate behavior, you may want to summarize the strategies and decision-making processes that will be used in your building. Following the activity below are two different examples that show you different ways to summarize your continuum for discouraging inappropriate behavior.

ACTIVITY

How will you provide training for your staff on discouraging inappropriate behavior? How might you depict your continuum of responses to inappropriate behavior? Use the following examples to guide your discussion and help you build a visual representation of your continuum that you could take back to your staff as a draft for their input.

Continuum of Support for Discouraging Inappropriate Behavior

Ongoing Teaching and Encouraging of Expectations

Inappropriate Behavior Occurs

Office-Managed?

Office Discipline Referral

Staff-Managed?

Behavior Improves

- Proximity
- Signal/Non-verbal Cue
- Praise
- Restitution
- Support for Procedure/ Routine

Behavior Improves

- Re-direct
- Re-teach
- Provide Choice
- Conference

Behavior Intensifies or increases in Frequency

Behavior Improves

Assistance From:
- Parents
- Grade Level Team
- Department Team
- Student Assistance Team

Behavior not responding to strategies

Figure 6.7

Behavior Intensity Levels

Level	Behaviors Minors & Majors Examples such as:	Intensity	Adult Interactions	Documentation
Level 1	• Refusal to follow directions • Scowling • Crossing arms • Pouting	Behavior is confined only to the focus student.	• Ignore • Proximity • Nonverbal signals	No documentation required
Level 2	• Slamming textbook closed • Dropping book on the floor • Name calling • Using inappropriate language	Behavior disrupts others in the student's immediate area	• Proximity • Redirect • Reteach • Provide Choice	Record as a minor
Level 3	• Throwing objects • Yelling • Open defiance of teacher directions • Leaving the classroom	Behavior disrupts everyone in the class.	• Proximity, Redirect, Reteach, Provide Choice • Student Conference • May include a consequence to decrease behavior (refer to menu) • Provide environmental supports • Increase prevention strategies	These behaviors may require an office interaction.
Level 4	• Throwing objects • Yelling • Open defiance of school personnel's directions • Leaving school campus	Behavior disrupts other classrooms or common areas of the school.	• Assess child's level of escalation. • Use response strategies to de-escalate.	These behaviors do require an office referral. Consider restitution Make home contact
Level 5	• Display of weapons • Assault on others	Behavior causes or threatens to cause physical injury to student or others.	Implement the safety plan immediately (Ex: Assess safety of all involved parties to determine to remove student or class)	Automatic office referral Restitution Home contact

Figure 6.8

This chapter outlines a number of strategies to address student misbehavior. To tie these strategies to prior learning, the strategies have been identified as antecedent or consequence strategies below.

A – B – C

Antecedent → Behavior → Consequence

- Define expected behaviors/rules and procedures
- Directly teach expected behaviors/rules and procedures
- Pre-correct
- Active supervision
- Calm demeanor
- Proximity

Following Directions

- Specific positive feedback
- Signal/non-verbal cue
- Ignore/Attend/Praise
- Re-direct
- Re-teach
- Provide choices
- Student Conference

ACTIVITY

REFLECTION

Noncompliance is the number one reason for discipline referrals. Using the chart above, write the antecedents and consequences you will use when a student is not following directions in your class (or another setting in the school). What interventions can be used to increase the likelihood that students will exhibit your expected behaviors? **Be specific and include as many as you possibly can.**

A – B – C

Antecedent → Behavior → Consequence

What will I do tomorrow to prevent noncompliance?

The replacement behavior for noncompliance is:

_____

What will I do tomorrow when a student is compliant or noncompliant

Next Steps

Your next steps to implement a system for discouraging behavior are below. Although these activities are not necessarily in order they are all integral to your success in developing clear systems, data and practices to reach the desired outcome of decreasing the need to discourage inappropriate behavior. Next Steps will also help you stay on track with the needed products and activities to be completed. Please bring your completed work and your action plans with you to the next training session.

1. Conduct professional development on strategies for responding to staff-managed (Minor) behaviors. (Pages 198-205 and 209-211)
   - General considerations
   - Minor behavior techniques
   - Response strategies
   - Use of additional consequences
   - Continuum Chart

2. Define office-managed (Major) behavior and construct an accompanying ODR Form. (Pages 189-197)
   - Specific descriptions of office-managed behaviors
   - Input from staff; in writing
   - Form contains the nine essential contextual factors

3. Train staff on ODRs, and their role when making a referral.
   - Definitions of office manage behaviors (Pages 193-194)
   - Use of the referral form
   - Staff and administrator role

4. Develop system for collecting and analyzing data on minor behaviors; provide training for all staff. (Pages 206-208)
   - Determine data decision rule
   - Create data form
   - Devise system for collecting (who and when) and analyzing

CHAPTER 7: ONGOING MONITORING

"Data need not be a four letter word."

Robert Horner, George Sugai & Anne Todd, 2001

"The effectiveness of the actions we take depends on the quality of questions we ask."

Eric Vogt, Juanita Brown, and David Isaacs, 2003

Learner Outcomes

At the conclusion of this chapter, you will be able to:

- ► Determine what data is important to collect and analyze.
- ► Develop effective and efficient systems to collect, monitor, and analyze implementation and outcome data.
- ► Develop an effective process to analyze data and use this analysis for decision making.
- ► Develop systems to regularly share data summaries with stakeholders.
- ► Use a data system for collecting, analyzing and reporting office discipline referrals (ODRs) in a Big 5 format.
- ► Create a system for monitoring frequent minor misbehavior to facilitate planning, teaching, and intervention efforts.
- ► Lead staff reviews of the Big 5 data report at least monthly and make decisions based on that data.
- ► Complete and discuss the PBIS Assessments (e.g., Self-Assessment Survey, School Safety Survey, etc.) to monitor and guide development and implementation.
- ► Monitor routine implementation through observations, walkthroughs, informal surveys, interviews, etc., to provide ongoing feedback and support to staff as they make needed modifications to their practices.
- ► Develop a system for annually collecting, reviewing and reporting the MO SW-PBS School Outcome Data factors (e.g. ODRs by IEP, proportion of students meeting Tier 1, Tier 2, and Tier 3 decision rules, state academic assessments, special education eligibility, assistance referrals, etc.).

Introduction

Decision making is a ubiquitous part of the day to day operations of a school. Educators constantly make decisions regarding content, instructional strategies, school improvement goals and action steps, to name a few. When these decisions are made by a leadership team using a standardized decision making process and informed by data, they are more likely to lead to effective action steps targeted at solving specific problems (Newton, Horner, Algozzine, Todd & Algozzine, 2009). This chapter explores how data can be used by SW-PBS leadership teams to monitor progress, inform decisions, and establish regular cycles of continuous improvement.

Although the focus of this workbook is on using student behavioral data to inform decisions aimed at improving social-emotional and behavioral outcomes for students, many of the concepts described also apply to the use of academic data to make decisions aimed at improving academic outcomes. In addition, as we have seen, rates of academic success directly affect behavior, and vice versa. As such, it is recommended that teams consider academic data when problem solving around behavioral data.

What Data is Most Important?

Schools can be literally drowning in a sea of data. School teams need to have a systematic method for determining which data leads to the most effective decision-making, and is therefore most worthy of collecting. Teams should consider the strategic elimination of the collection of data that does not lead to improved outcomes for students. Furthermore, teams should bear in mind that even data that can lead to improved outcomes for students is worthless if it is not used to inform decisions. Therefore, teams should develop systems to regularly review this data and use it for making decisions.

The data that is collected, analyzed and used for decision-making should be directly related to the desired outcomes. There are two different frames in which data can be considered: 1) outcome (effect or impact) vs. input data (cause or fidelity); and 2) formative vs. summative data. Outcome and input data will be examined, first.

What data is measured depends upon the desired outcome for students. Therefore, the outcome (effect) data that is selected should directly measure that which the team is hoping to achieve. For this reason, desired outcomes must be selected that are observable and measureable. For example, if a team desires to improve student attendance, it needs to collect, track and analyze student attendance data.

Similarly, input data are measures of the fidelity of implementation of the systems and practices that are put in place to achieve the desired outcomes. Input data are the adult behaviors that are expected to result in the desired outcomes. As with desired outcomes, the adult behaviors selected as measures of inputs should be directly observable and measureable. Again, using our example of a school attempting to improve student attendance, the team decides to encourage attendance by recognizing those students who attend school on a daily basis. To do this, they ask teachers to give specific positive feedback along with a special attendance ticket to every student who is in attendance on that particular day. Students write their names on the tickets, and on Fridays, all of the tickets that were distributed during the week are collected, counted, and placed in a drawing. The weekly count of the tickets can be compared to the weekly attendance count to determine the degree to which staff members are implementing the plan.

Data can also be summative or formative. Summative data provide information of end results. They are examined after the fact. Summative data are used to evaluate the effects of the steps that were taken to determine whether the desired outcomes were achieved. This information can be used to monitor year-

to-year progress, determine whether similar actions might be used in the future, and determine whether further action is needed. In addition, summative data provides information that informs annual goals and action plans. Using our attendance example from above, the average daily attendance rate for the entire year would provide the team with information regarding whether they achieved their desired outcome of improving student attendance. From this data, the team can assess whether their actions had the desired effects, and determine whether improving attendance is still a concern for the following year. This information can also be shared with stakeholders as part of a state of the school report, or to promote how the actions of the school staff resulted in positive outcomes for students.

Alternatively, formative data provides the team with ongoing feedback, enabling them to adjust plans that are in progress in ways that increase the likelihood of achieving the desired outcomes by the target date. An example of formative outcome data is the weekly attendance for the month of October. Formative input data is the weekly count of attendance tickets. The weekly attendance data informs the team whether they are on track to achieve their annual goal. The weekly count of attendance tickets informs the team whether the staff is implementing the plan. In combination, this information informs the team whether they should continue with the current plan, increase the fidelity of implementation of the current plan, or modify the plan in order to achieve their desired outcome of improving annual attendance.

Whether data is formative or summative, input or outcome, often depends on how the information is used. For example, the Self-Assessment Survey (SAS)(Sugai, Horner, and Todd, 2003/2009), a survey of staff perceptions regarding the extent to which different SW-PBS systems are in place, is formative data if the survey is given as a pre and posttest, and the information is used to measure the impact of efforts to improve staff communication. It is summative if taken once in the spring, and the information is used as a measure of staff perceptions of the overall SW-PBS implementation. It is input data if it is used as a measure of the fidelity of implementation. Finally, it is outcome data if the desired outcome is an increase in staff awareness of and buy in to the school's SW-PBS activities.

This discussion may appear to suggest that the answer to the question, "What data is most important?" is "it depends." To a certain extent, this is true: the data collected depends upon the desired outcome and the action steps selected to achieve the desired outcome. However, because SW-PBS focuses on social-emotional and behavioral outcomes, and because there are a standard set of research based practices that are proven to help schools to achieve these outcomes, there are some input and outcome data sources that are standard for all SW-PBS schools. Many of these data sources are already part of the business of schools. However, there may be some data tools that are new to you, but that provide important information. These recommended data sources are listed in Figure 7.1.

MO SW-PBS Data Collection Sources

Inputs / Cause	Outputs / Effects
Lessons Taught (i.e. teacher sign off form)	Attendance
Recognition Provided (i.e. daily/weekly count of tangibles provided)	Graduation / Dropout Rates
Consistency of Correction (i.e. minor behavior logs)	Frequencies of Office Discipline Referrals (ODR) by: • ODR (per day per month) • Behavior • Time of day • Location • By Grade Level (IEP & Non-IEP) • By Student
Classroom Practices (i.e. Walkthrough forms)	
	ISS
	OSS
	Assistance Referrals & Special Education Identification / Eligibility
	Missouri Assessment Program (MAP)
	Common Formative Academic Assessments
PBIS Assessments from PBIS National Center	
Inputs / Cause / Fidelity MO SW-PBS Tier 1 Universal Support Checklist School Safety Survey (SSS) Self-Assessment Survey (SAS) School-wide Evaluation Tool (SET) SW-PBS Tiered Fidelity Inventory (TFI)	Outputs / Effects School Safety Survey (SSS)
Other Recommended Data Sources	
Inputs / Cause / Fidelity Student Demographics • Race, • Ethnicity • F/R Lunch • IEP School Demographics • Staff count • Enrollment • Grade Levels	Outputs / Effects Minor Discipline Referrals

Figure 7.1

Data Analysis Cycles

Highly effective SW-PBS leadership teams use *cycles* of data collection and analysis that align with their team meeting schedule (Hamilton et al., 2009; Means, Chen, DeBarger & Padilla, 2011; Newton, Horner, Algozzine, Todd, & Algozzine, 2009), times when the data are available, and the intended use of the data. These regular *cycles* use specific data sets to inform decision-making (Horner, Sugai, Todd, 2001). Cycles typically fall into two categories: 1) monthly or semi-monthly, and 2) annual or semi-annual.

Monthly or Semi-Monthly Cycles

SW-PBS Leadership Teams often meet on a monthly basis throughout the school year. This is the optimal time to monitor progress toward the desired outcomes and the implementation of action plan steps. The team should include a review of the monthly Big 5 Data report as part of the standing agenda for monthly SW-PBS leadership team meetings (see below). In addition, the following information should be available for review, as needed:

Other Outcomes Data, as Appropriate
- ▶ Staff managed or minor behaviors;
- ▶ In-school suspensions (ISS);
- ▶ Out of school suspensions (OSS);
- ▶ Attendance;
- ▶ Tardies;
- ▶ Academic Data
  - • Common Formative Assessments
  - • Benchmark Assessments.

Input (Implementation Fidelity)
- ▶ Evidence of lessons taught (i.e. staff lesson sign-off forms; walkthrough data);
- ▶ Evidence of reinforcement of appropriate behavior (i.e. count of tangibles given; walkthrough data);
- ▶ Evidence of consistent correction of inappropriate behaviors (i.e. walkthrough data; staff implementation fidelity rating);
- ▶ *The MO SW-PBS Tier 1 Universal Support Checklist*;
- ▶ *SW-PBS Tiered Fidelity Inventory* (TFI);
- ▶ Artifacts identified by action plan for providing evidence of completion of action steps;
- ▶ School generated surveys.

Annual or Semi-Annual Cycles

At a minimum, the team should conduct an annual review of all data that can illustrate the current status and trends, as well as provide cause for reflection, celebration, and re-commitment. In addition, many teams take a quick "state of the school" assessment at either midyear (semester) or trimester. You will note that some monthly data sources are repeated at the mid-year and year-end review. These reports are typically cumulative rather than monthly reports (see Figure 7.1).

In addition, some data is typically only available once or twice per school year. This data provides "big picture" information regarding the state of the school. To maximize the accuracy and usefulness of this data, it should be reviewed as it becomes available.

Data available for periodic review includes the results from the following PBIS Assessments:

- ▶ *School Safety Survey* (SSS)–taken in the fall each year by all staff, students and parents;
- ▶ *Self-Assessment Survey* (SAS)–taken in spring of year by all staff;
- ▶ *School-wide Evaluation Tool* (SET)–external observation typically late winter or early spring;
- ▶ *SW-PBS Tiered Fidelity Inventory* (TFI)–taken quarterly by team until three consecutive scores of 80% are achieved.

MO SW-PBS has developed a standardized schedule for participating schools to take surveys and submit data to regional consultants. The purpose of these data submissions is to encourage best practices around cycles of data review, and to provide consultants with information that can enhance the support that they provide to schools. The MO SW-PBS data collection schedule is shared with participating schools via training sessions, emails, and online at the MO SW-PBS website: http://pbismissouri.org/teams/ongoing-monitoring. Please contact your regional consultant to learn of the preferred method for submitting Big 5 data, team meeting minutes and other artifacts.

The table on the following page outlines the surveys and tools specific to SW-PBS implementation efforts. For each data source a more thorough description of what, why, how and when will follow.

MO SW-PBS Data Collection At-A-Glance

Data Source	Reporter	When	Purpose
Big Five ODR Reports	Database Manager	Monthly	The compilation of a school's office discipline referral (ODR) data which includes: 1) average referrals per day per month, 2) behavior, 3) location, 4) time, and 5) frequency per student. Leads to specific problem identification and action planning. Also used to monitor progress on efforts.
Team Meeting Minutes	Secretary	Ongoing	A record of leadership team meetings including decisions, next steps, and progress on action steps. Minutes serve as a means to communicate SW-PBS activities to all stakeholders.
Self-Assessment Survey (SAS)	All School Staff	Initially and Annually	A survey of staff perceptions regarding the status and priority of SW-PBS systems. Includes assessment at the following levels of analysis: 1) school-wide systems, 2) non-classroom systems (e.g., cafeteria, hallway, playground), 3) classroom systems, and 4) systems for individual students with severe and/ or chronic challenging behaviors. Used to assess fidelity of implementation, action planning and decision-making, and validation of leadership team's actions.
School Safety Survey (SSS)	Representative Staff	Annually	A staff survey to determine risk and protection factors for school safety and violence. It is completed by a minimum of five staff members and should include at least one each of the following: an administrator, a custodial staff member, a supervisory/classified staff member, a certified staff member, and an office staff member. Provides information to determine training and support needs related to school safety and violence prevention.
MO SW-PBS Universal Support Checklist	Leadership Team	On-going	A team checklist of Tier I systems and activities that should be completed in conjunction with action planning. Monitors activities for implementation of SW-PBS by tracking essential component items that are in place, partially in place, and not in place. All team members provide input and one member records group responses.
MO SW-PBS School Outcome Data (SOD)	Administrator, Coach, or Database Manager	Annually	Schools are asked to submit the following data annually for aggregation into an End of Year (EoY) report supplied by MO SW-PBS: 1) assistance referrals, referrals to special education and eligibility for special services by grade level, 2) ODRs by grade level and IEP status, and 3) total ODRs by student documenting numnber of students with 0-1 ODRs, 2-5 ODRS and 6+ ODRs.
SW-PBS Tiered Fidelity Inventory (TFI)	Individual with "Team Member" rights on PBIS Assessments	Recommended quarterly until 80% achieved three consecutive times	Taken by the team, and informed by staff and student interviews, the TFI results are entered online through PBIS Assessments. This survey was designed to replace several PBIS Surveys, including the Benchmarks of Quality (BoQ) and the Benchmark for Advanced Tiers. The TFI is an assessment of various systems that are in place at each of the three tiers. The National Center recommends that the section pertaining to the tier at which a team is implementing be taken each quarter until three consecutive scores of 80% are achieved. After this, the TFI is taken at least once per year but can be taken more frequently for purposes of progress monitoring.
Schoolwide Evaluation Tool (SET)	Trained SET Evaluator / Regional Consultant	Annually; Following Implementation	An external review that assesses the fidelity of implementation of SW-PBS essential features. The SET is a research tool that also provides SW-PBS teams with important feedback, tracks improvement, and monitors SW-PBS sustainability. The essential features include: expectations defined, expectations taught, rewarding expectations, responding to behavioral violations, decision making, management and District level support.

Effective Systems to Collect, Monitor, Analyze, and Share Data and Resulting Action Steps

The SW-PBS Leadership Team will need to ensure the data collected are accurate, collected in a timely manner, and graphic reports are ready when meetings are held (Horner, Sugai, & Todd, 2001). This requires the development of clear and efficient procedures, and the assignment of roles and responsibilities. Additionally, professional development may be needed for some or all staff that participates in survey completion, data collection, data entry, report generation and data analysis. Time spent on establishing efficient and effective systems to collect, enter, report and analyze data will yield accurate data reports that facilitate decision-making.

In incorporating data into a systems approach to improving organizational performance, the SW-PBS Leadership Team will need to consider the following questions for each data source that will be used in decision-making:

▶ *Who enters data/completes the survey/tool?*

▶ *When is the survey/tool completed?*

▶ *Who prepares graphic summaries/reports and when?*

▶ *Who does analysis of the survey/tool?*

▶ *Who suggests possible action steps?*

▶ *Who has authority to decide on the action steps to take?*

▶ *How are data summaries and resulting action steps shared with stakeholders?*

When developing systems to collect, monitor, analyze, and communicate data, particular attention must be paid to clarifying who informs the decision-making process and *who makes the final decision*, (Garmston &Wellman, 1999; Newton, Horner, Algozzine, Todd, & Algozzine, 2009). For more information on determining who has what authority in the decision making process, please refer to Chapter 2, *Leadership*.

DISCUSSION — Use Figure 7.2, on the next page, to action plan systems for collecting and analyzing common SW-PBS data sources.

Tier 1–Universal Supports • Data Collection, Reporting, Analysis and Action Planning

Data Source	When	Who Completes	Who Enters	Who Generates Reports	Who Analyzes	Who Proposes Action Steps	How to Share With School Community
Big Five ODR Reports	Monthly	ODR forms completed by referring staff					
Self-Assessment Survey	Annually in Spring	All Staff	Everyone takes online at PBIS Assessments				
School Safety Survey	Fall of each year	All Staff, Students and Family	Everyone takes online at PBIS Assessments				
MO SW-PBS Universal Support Checklist	Monthly	SW-PBS Leadership Team					
MO SW-PBS School Outcomes Data	Annually in Spring	SW-PBS Leadership Team	SW-PBS Regional Consultant	SW-PBS Regional Consultant			
Action Plan	Monthly	SW-PBS Leadership Team					
PBIS Assessments Used by Advanced SW-PBS Leadership Teams							
School-wide Evaluation Tool (SET)	Spring after full year of implementing with students	SW-PBS Regional Consultant	SW-PBS Regional Consultant				
Tiered Fidelity Inventory (TFI)	Spring of the year, once team has earned two consecutive scores of 80/80 on the SET.	W-PBS Leadership Team in Consultation with an Outside Facilitator	SW-PBS Leadership Team Member with Team Member Level Access to PBIS Assessments				

Figure 7.2

The Decision Making Process

As part of efforts to integrate and align the various state supported initiatives, the Missouri Department of Elementary and Secondary Education has adopted the Missouri Data Based Decision Making (DBDM) process as the preferred data based decision making model for academic and behavioral decisions making. MO SW-PBS is committed to this alignment.

The DBDM process has been adapted from and with the permission of the Leadership and Learning Center's Data Team/Decision Making for Results model (Besser, Flach & Gregg, 2010; Besser & Almeda, 2008). It can be used by a schoolwide team for data based decisions impacting the entire school, for use by a Tier 2 or Tier 3 team for decisions affecting small groups or individual students, and by grade level or content area teacher teams using pre and post common formative assessments to make instructional decisions. In addition, the DBDM process has been adapted for use by SW-PBS leadership teams for use with Office Discipline Data to address schoolwide behavior problems. A general description of the DBDM will follow. A description of the adaptation for use with Office Discipline Data will be discussed later in this chapter.
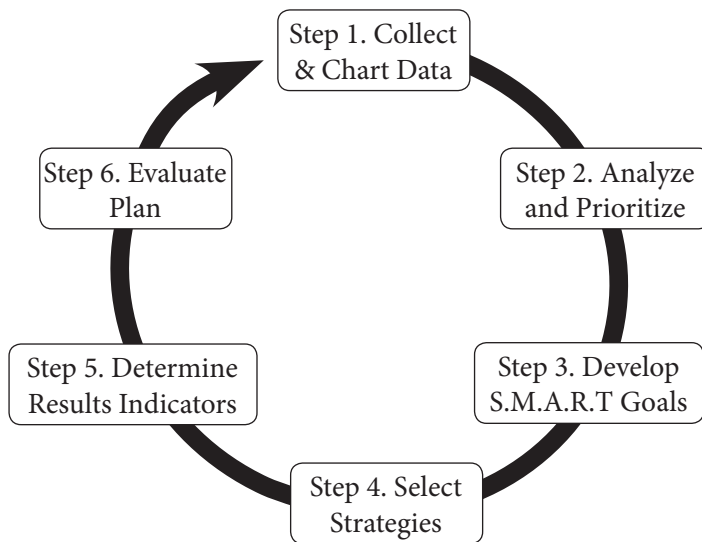
Figure 7.3

STEP 1: COLLECT & CHART DATA

The first step in using the DBDM process is to start with a question. This question should be related to academic, behavioral, or social-emotional outcomes for students. The question should be fairly general, such as "Are all students making adequate progress in reading achievement?" or "Do all students perceive the school to be safe?" Once this question is identified, the team is ready to begin data collection and analysis.

The team will gather data related to the entrance question. This data should come from a variety of sources, including 1) student outcome data; 2) student demographic data; 3) staff, student, and parent perceptual data; and 4) "school processes" data (implementation fidelity of schoolwide initiatives, resources, organization, leadership strategies, etc.). Where possible, these data should be longitudinal, so that the team can identify trends over time.

Also, where possible, these data should be disaggregated by grade level, content area, race and ethnicity, gender, IEP status, and free and reduced lunch status. Disaggregation allows the team to identify problems

that might otherwise be hidden in aggregate data. In addition, it helps the team to ensure that all students benefit from positive academic, behavioral, and social-emotional outcomes. Finally, disaggregation enables the team to more precisely define the context surrounding any problems that are identified during the data review.

By reviewing multiple types of data that relate to the entrance question, the team begins a process of triangulation. Triangulation is a term associated with navigation and land surveying that involves using the convergence of two or more points to determine the location of another point in space. Triangulation in the social sciences is similar. It involves using multiple data points to better understand a problem (Denzin, 1978; Merriam, 2009). For example, if a team were trying to assess reading achievement in their school, they might look at reading scores on the state accountability assessment, diagnostic reading assessments, running records, benchmark assessments, student attendance, and Office Discipline Referral reports to gain a better understanding of possible causal relationships related to reading achievement. Once the team has gathered, organized and reviewed the data, they are in a position to begin identifying those things that they do well, as well as opportunities for growth. Furthermore, they can begin to prioritize these opportunities in ways that are likely to lead to real school improvement.

STEP 2: ANALYZE AND PRIORITIZE
Data analysis actually begins at Step 1: Collect & Chart Data. By looking at data longitudinally, disaggregating the data, and triangulating multiple related sources of data, the team is able to identify and precisely define achievements and opportunities for further growth.

At Step 2, this analysis is taken deeper. The team identifies and takes time to celebrate strengths and achievements. They also identify opportunities for growth, and infer possible causal relationships. The team will then prioritize a small number of these opportunities for growth. In selecting the areas on which to focus, it is suggested that teams focus on areas and action steps in which they feel they can leverage the biggest impact for the least amount of effort (Horner, 2011).

The team will then make an inference as to a possible cause of the problem. This causal inference should be informed by the review of multiple data sources at Step 1.

Finally, the team develops a hypothesis statement of adult actions that will result in the desired changes. This hypothesis statement should propose adult actions that will result in the desired change in the data. It should be based upon the causal inference. Lastly, it can be stated as an "If…then…" statement.

STEP 3: WRITE A S.M.A.R.T GOAL
Once the team has identified priorities and established hypotheses, they are ready to write a S.M.A.R.T. Goal. A S.M.A.R.T. Goal is a goal that is Specific, Measureable, Achievable, Relevant, and Time Bound. Writing the goal in the form of a S.M.A.R.T. Goal helps the team to define the goal in such a way that short and long-term outcomes can be observed, allowing the team to monitor progress and evaluate whether they have achieved the goal. A S.M.A.R.T. Goal establishes a desired outcome that is important for students. It is challenging, yet achievable. Finally, the S.M.A.R.T. Goal establishes a timeframe that allows adequate time for the intervention to have the desired impact while still allowing time for any necessary mid-course corrections. Finally, making the goal observable and time bound makes it easier for the team to hold themselves accountable for achieving the goal.

STEP 4: CHOOSE STRATEGIES
If the S.M.A.R.T. goal identifies the desired destination, then "Step 4: Choose Strategies" involves identifying the route and vehicle. Systems, practices and strategies selected for the plan should be

evidenced based and directly address the prioritized opportunity for growth and related causal inferences identified in Step 2. In addition, the plan should consider contextual fit. Contextual fit accounts for cultural and structural considerations that may prevent the plan from being fully implemented.

The plan should be written in an action plan format. An action plan identifies goals, action steps selected to meet those goals, persons responsible, timelines, communications or professional development required, evidence of implementation, and evidence of desired outcomes. Putting the strategies in an action plan format helps the team to hold themselves accountable for implementing the plan.
It is recommended that teams select no more than two or three goals and three or four action steps per goal at any given time (Besser and Almeida, 2008). This will help ensure that the team has adequate time and other resources needed to accomplish those goals deemed to be priorities for the school.

STEP 5: DETERMINE RESULTS INDICATORS
Results indicators provide easily monitored benchmarks that inform the team of whether the plan is making the desired progress, or if a mid-course correction might be in order. Results indicators are metrics that answer two questions:

1. Are we implementing the plan as designed?
2. Is the plan having the desired impact on student outcomes?

Results indicators require that the team identify some metric that measures whether the adults are implementing the plan. This metric can be a simple Likert type survey, collected artifacts such as recognition tickets, a sign-off sheet indicating that lessons have been taught, or other measures that are quick and easy to collect and review.

In addition, the team needs to identify benchmark (intermediate) outcomes that indicate whether students are making progress toward the desired outcome. These can include use of new strategies by students, measures of achievement, or measures of changes in behaviors such as ODR reports, among others. Results indicators should be identified for each strategy or action step that the team identifies in Step 4. Furthermore, the team needs to plan how this information will be collected, when and by whom. Finally, the team should meet regularly to monitor results indicators, in order to progress monitor and make any necessary mid-course corrections to the plan in a timely manner.

STEP 6: EVALUATE THE PLAN
The final step is to evaluate the plan, and make decisions regarding next steps. This decision will depend upon how the team answers the following two questions:

1. Have we implemented our plan with fidelity?
2. Have we achieved our goal or are we making adequate progress toward achieving our goal?

If the plan was implemented with fidelity but the team is not making adequate progress toward the goal, the team may need to modify their plan, or develop a new plan. This may require going back to step 2 to determine if the inferences and resulting hypothesis are appropriate. If the plan was not implemented with fidelity and adequate progress has not been made toward achieving the desired outcomes, then the team will need to determine what obstacles have prevented the plan from being fully implemented, and address these. If the goal is achieved, but the plan was not implemented, the team should reflect upon possible causes that resulted in the achievement of the goal. This awareness can help the team to act with wisdom and purpose as they work to achieve future goals. Finally, if the plan was implemented and the team has achieved the goal, or is making adequate progress toward achieving the goal, then the team simply needs

to plan for sustainability, or, in some cases, declare "mission accomplished" and move on to the next problem. In this way, the DBDM becomes part of a cycle of continuous improvement.

The following table is a decision making rubric that has been developed for Step 6 of the DBDM:

	Goal Not Met	Goal Met
Not Implemented with Fidelity	Are there obstacles to implementation? ☐ Yes: Modify plan to eliminate obstacles ☐ No: Implement the plan	Look at data to determine why goal was achieved
Implemented with Fidelity	Re-analyze data; develop an alternate hypothesis; modify the plan to address the alternative hypothesis	Plan for sustained implementation Go back to your data; Data cycle around your most frequent behavior

DISCUSSION Do you have a standard process for problem solving currently in place? If yes, do all team members know the steps in the process? Do all staff members know the steps? If no, where can you get further information or training to establish a consistent and efficient process for problem-solving schoolwide?

Communicating with Stakeholders

It is important that the SW-PBS Leadership Team continuously share data summaries and resulting action steps with stakeholders. Such transparency will maintain high levels of trust as well as buy in among stakeholders. It also keeps stakeholders informed of challenges that must be addressed, and the actions that they will need to take to resolve these challenges. For more guidance on developing strong systems of communication, please see Chapter 2.

The Big Five

"Patterns of office discipline referrals may prove a simple, available, and useful data source to aid in assessment, monitoring, and planning."

George Sugai, Jeffrey Sprague, Robert Horner and Hill Walker, 2000

Office Discipline Referral (ODR) data are the foundation of progress monitoring for social behavioral outcomes. Patterns of ODR data provide a metric that can be used as a measure of school climate (Spaulding, et.al. 2010). ODR data can be used to problem-solve at the schoolwide, classroom, or individual student levels of analysis. They provide effective and efficient means to identify problems and possible solutions, monitor and evaluate the effectiveness of plans, and assess the impact of SW-PBS implementation over time. Furthermore, ODR data can be an invaluable source of information for teams using a response to intervention (RtI) logic for identifying individual students who are not responding to Tier 1 or Tier 2 interventions, and who therefore may require more intensive Tier 2 or Tier 3 supports, respectively. Finally, ODR data can provide the contextual information necessary to provide teams with a more comprehensive understanding of the causes of inappropriate behaviors. Such an understanding can help teams to develop interventions that are more likely to improve student behavior.

The Logic of the Big Five ODR Reports

In the past, educators often viewed an office discipline referral as a way to document behavioral infractions and punish students (Horner, Sugai, & Todd, 2001). Because the forms emphasized the consequences that resulted from various infractions, information regarding the context surrounding the problem behavior was frequently left undocumented. Additionally, the completion and submission of ODR forms was often inconsistent. Remember that the collection of accurate contextual information is critical for the identification of alternative *antecedents* and *consequences* that, respectively, will signal and support expected student behavior (Todd, et al., 2011).

The Big Five Report is the foundational data that informs development of schoolwide systems and practices that will be implemented by all staff for the benefit of all students. The Big Five report takes its name from the critical contextual information that must be available for decision making. This critical information includes the frequency of behavioral events (ODRs per day per month), as well as the frequency of problem behaviors (*what*), frequency in which problems occur in different locations (*where*), the frequency in which problems occur at different times of the day (*when*), and the frequency in which problems are reported for different students or groups of students (*who*). Other useful contextual information that can further inform data analysis include *race or ethnicity, gender, grade, IEP status, possible motivation, others involved,* and *staff or administrator response.*

> *"Take the problem out of the kids and put it in a context. Then and only then we can work on a solution. Precise statements of the problem context lead to smaller, more efficient and more effective interventions."*
>
> Rob Horner (2011)

The value of using Big Five data for effective decision making will depend, in large part, on the quality of the school's policies and procedures for ensuring consistent use of ODRs and accurate data (Irvin, Tobin, Sprague, Sugai, and Vincent, 2004). This requires common definitions and decision rules regarding when a behavior is classroom-managed (minor) or office-managed (major). In addition, forms and procedures should be designed for ease of use, while still maintaining data integrity. Quick, easy to use forms and

procedures for recording and submitting behavioral incident information increase the likelihood that this data will be complete and accurate (for more information, see Chapter 6).

This also requires effective and efficient systems for 1) collecting ODR data, 2) reporting ODR data, 3) sharing data with the team and staff, 4) analyzing the data, and 5) basing decisions on this analysis. The accuracy of the data and the efficiency of the processes for decision-making directly impact the precision of the action steps (Todd, et.al. 2011).

Data Management Systems

In order for teams to effectively and efficiently use ODR data to make decisions, teams must have the *right* data at the *right* time, and in the *right* format (Gilbert, 1978). As will be illustrated below, data summaries that include certain contextual information are most effective for developing plans to address problem behaviors. Furthermore, data summaries need to be *timely*: they should be available when they are relevant for decision making. Therefore, ease of putting together the desired reports are a critical feature of any data management system. Finally, research suggests that people are more efficient and effective at analyzing data when it is presented in a graphic format (Horner, Sugai, & Todd, 2001). At minimum, the data management system should be capable of easily producing a Big 5 graphic report that includes charts of:

- ► Frequency of ODRs per day per month
- ► Frequency of ODRs by behavior
- ► Frequency of ODRs by location
- ► Frequency of ODRs by time of day
- ► Frequency of ODRs by individual student or groups of students (individual student report, grade level, and/or triangle reports)

There are a variety of useful free and fee-based electronic data management systems that can make the collection, storage, and reporting of ODR information much more efficient and effective. Some of these tools have drill down features that make deep analysis of the data much easier. District student information systems can sometimes be configured to allow for the collection and reporting of the Big 5 data and other contextual information relevant to decision making around student behavior. A modified district student information system can eliminate the need for double entry that can sometimes occur when the district system requires some behavior incident information, but does not include the capacity to collect Big 5 information. Typically, there are costs associated with adopting and maintaining such systems. However, many districts have already purchased such a system.

Another electronic data management option is School Wide Information Systems (SWIS). SWIS is a fee-based system that was designed specifically to collect and report behavioral and contextual information for SW-PBS schools. SWIS provides for efficient data entry and easy to run reports. It collects a variety of useful information in addition to the Big 5, and includes a drill down tool that provides teams with an efficient means to pinpoint the context surrounding problem behaviors. More information about SWIS can be obtained at https://www.pbisapps.org/Pages/Default.aspx.

Free electronic data management tools have also been developed by MO SW-PBS. These include the Big 5 Generator and the Data Collection Tool. Both of these tools are available at http://pbismissouri.org/. The Big 5 Generator is simple to use, and provides monthly and cumulative Big 5 data graphs. However, it lacks the drill down capacity necessary to precisely define problems. The Data Collection Tool is somewhat more complex, requiring separate entries for each behavior incident, similar to district student

information systems or SWIS. However, the Data Collection Tool includes features that allow deeper data analysis than does the Big 5 Generator.

Whether fee based or free, each of these tools has advantages and disadvantages. Teams are urged to explore and compare these different options to find the tool that best meets their needs.

Collecting Minors

Chapter 6 addresses the need to collect minors, discusses decision rules for when to collect minor behaviors, and provides examples of tools that can be used to collect minor problem behaviors. As with ODRs, it is helpful to have a system for efficiently and effectively aggregating and reporting this data. Both the SWIS and the MO SW-PBS Data Collection Tool electronic data management systems are configured to allow for easy entry and reporting of minor problem behaviors. Some student information systems can also be configured to collect and report minor problem behaviors. Again, be sure to explore different options to see which is right for your organization.

Big Five Data Analysis for Schoolwide Improvement

School teams will use the same process for making decisions from a Big 5 data report that they use for other data based decision making. Although the Missouri DBDM process is used, below, to illustrate the Big 5 Data analysis, teams are reminded that they can use another similar data decision making process. To aid teams in using the Missouri DBDM process, MO SW-PBS has developed the Missouri DBDM/Solution Plan Worksheet. This worksheet will guide teams step-by-step through the DBDM process using a Big 5 ODR Report. See Figure 30, next page. The following description of each step will also include an illustration of an analysis of a Big 5 Data report using data from a Missouri Middle School and the Missouri DBDM process.

Missouri Data Based Decision Making Model

<table>
<tr>
<td>1. Collect & Chart Data</td>
<td colspan="4">Big-5 Report

What were the average number of ODR's per day per month?

What is the most frequently reported problem behavior?

Where are most problem behaviors occurring?

When are most problem behaviors occurring?

Who are most frequently engaged in problem behaviors?
(i.e. individuals, grade level, team, etc.)</td>
</tr>
<tr>
<td rowspan="4">2. Analyze and Prioritize</td>
<td colspan="4">From Step 1, select ONE area of focus for intensive analysis</td>
</tr>
<tr>
<td>Behavior:</td>
<td>Location:</td>
<td>Time of Day:</td>
<td>Students:</td>
</tr>
<tr>
<td>Where:

When:

Who:</td>
<td>Behavior:

When:

Who:</td>
<td>Behavior:

Where:

Who:</td>
<td>Behavior:

Where:

When:</td>
</tr>
<tr>
<td colspan="4">Replacement Behavior:</td>
</tr>
<tr>
<td>3. Write a S.M.A.R.T. Goal</td>
<td colspan="4"><u><Population></u> will decrease ODRs for <u><behavior></u> from <u><start number></u> to <u><target number></u> between <u><start date></u> and <u><target date></u>, as measured by the Big-5 Data Report for the month of <u><intervention month></u>.</td>
</tr>
<tr>
<td>4. Select Strategies</td>
<td colspan="4">Develop Solution Plan based on answers to analysis questions and resulting hypothesis. Use <i>Solution Plan Template</i> on the back of this form.</td>
</tr>
<tr>
<td>5. Determine Results Indicators</td>
<td colspan="4">These are the progress monitoring data from the solution plan. This data should be monitored weekly or bi-weekly. Make mid-course corrections, as necessary.</td>
</tr>
<tr>
<td rowspan="3">6. Evaluate Plan</td>
<td></td>
<td colspan="2">Goal Not Met</td>
<td>Goal Met</td>
</tr>
<tr>
<td>Not Implemented with Fidelity</td>
<td colspan="2">Are there obstacles to implementation?
☐ Yes: Modify plan to eliminate obstacles

☐ No: Implement the plan</td>
<td>Look at data to determine why goal was achieved</td>
</tr>
<tr>
<td>Implemented with Fidelity</td>
<td colspan="2">Re-analyze data; develop an alternate hypothesis; modify the plan to address the alternative hypothesis</td>
<td>Plan for sustained implementation

Go back to your data; Data cycle around your most frequent behavior</td>
</tr>
</table>

Figure 7.4

Solution Plan

School: _____   Month and Year _____

S.M.A.R.T. Goal: <Population> will decrease ODRs for <behavior> from <start number> to <target number> between <start date> and <target date> as measured by the Big-5 Data Report for the month of <intervention month>.

Solution Components	What are the Action Steps?	Who is Responsible?	By When?	What Professional Development and/or communication is required?	How will Fidelity be Measured?
Prevention (example: clarify expectations, rules or procedures; increase supervision; adjust task difficulty, increase OTRs)					
Teaching					
Recognition					
Corrective Consequence					

	What data will we review?	Who is responsible for gathering the data?	When/How often will data be gathered?	Where will data be shared?	Who will see the data?
Progress Monitoring Data Collection	Fidelity: Benchmark:				

STEP 1: COLLECT & CHART DATA

Unlike using the DBDM process more generally, when using the DBDM process to specifically address schoolwide behavior, teams will always start with an initial Big-5 Data Report. The Big 5 data report is named for the five questions that it answers:

How frequently are problem behaviors occurring?
What is the most frequent problem behavior?
Where are problem behaviors most frequently occurring?
When are problem behaviors most frequently occurring?
Who are the students most frequently engaged in problem behaviors

For example, the team at Missouri Middle School examines the following Big 5 data report from their SWIS account for January 2015 to identify possible opportunities for growth:

Missouri Middle School Big 5 ODR Report

Figure 7.5

Using the Big 5 Data from Missouri Middle School, the team can answer the Big 5 questions for the month of January. These answers amount to a series of simple problem statements.

▶ *How* frequently did problem behaviors occur (average number of ODRs per day per month)? **There were 1.56 ODRs per day for January 2015**

▶ *What* was the most frequently referred behavior? **12 (38%) of ODRs were for physical aggression.**

▶ *Where* did problem behaviors most frequently occur? **10 (31%) of all ODRs occurred in the classroom**

▶ *When* did problem behaviors most frequently occur? **7 (22%) of ODRs occurred at 12:45 PM**

▶ *Who* (which student or group of students) most frequently engaged in problem behavior? **ODRs are fairly evenly divided across the three grades, with sixth grade collecting slightly higher number of ODRs, with 12 (38%).**

Notice that this information helps the team to identify areas for concern, but does not parse out what is happening in those areas. For example, the team knows that the most frequently occurring behavior is physical aggression, and the most frequently reported location for inappropriate behavior is the classroom, but they do not know whether the physical aggression is occurring in the classroom or somewhere else, because the physical aggression may be spread out across several locations. For this reason, they will need to conduct a deeper analysis. Figure 7.6 shows how the team might complete step 1 of the Big 5 DBDM – Digging Deeper worksheet.

| 1. Collect & Chart Data | **Big 5 Report**
What were the average number of ODR's per day per month? *1.56 ODRs Per Day/Per Month*

What is the most frequently reported problem behavior? *12 ODRs were for Physical Aggression*

Where are most problem behaviors occurring? *10 ODRs occurred in the classroom*

When are most problem behaviors occurring? *7 ODRs occurred at 12:45 PM*

Who are most frequently engaged in problem behaviors? *ODRs were evenly distributed across all three grades, with 6th grade collecting a slightly higher number of ODRs, with 12* |

Figure 7.6

STEP 2: ANALYZE AND PRIORITIZE
From their review of the initial Big 5 data, the team can identify and take time to celebrate achievements. They can also use this data review to identify a new problem on which to focus improvement efforts. As teams review the initial Big-5 data report, they will notice a number of "red flags." That is, they will see that one behavior is referred more frequently than the others. They will notice that there is a location where more students receive ODRs than others. There is a time of day when students receive more ODRs. And,

there is a group of students (grade level) that receive more ODRs than the others. It is recommended that the team focus on one "red flag" for behavior, location, time of day, or group of students for the coming month. However, the team will also want to consider the following:

- Safety
- Number of students involved
- Impact relative to effort (Horner,2011)

When selecting a focus problem, the team should prioritize any problems that represent a significant student safety concern. For example, a team may identify tardy as their most frequently referred problem behavior. However, physical aggression, their second most frequently referred problem behavior, represents a real safety concern. Therefore, the team chooses physical aggression as their focus problem for the coming month.

In addition to safety, Tier 1 teams should take into consideration whether the problem is isolated to a small number of students, or more systemic. Remember, the focus here is on schoolwide problem solving. Experience implementing SW-PBS in schools suggest that problems involving 10 or more students in a given context should be considered systemic (Rob Horner, personal communication March 8, 2016). Problems involving fewer than 10 students may be considered to be isolated incidents, or some of these students may be candidates for Tier 2 or Tier 3 referrals.

Finally, teams should consider selecting a focus problem that gives them the biggest change for the least amount of effort (Horner, 2011). For example, when trying to decide whether to focus on a red flag behavior (tardy) or a location (classroom), the team may decide that it would take much less effort to significantly reduce the numbers of referrals for tardiness than to reduce problem behaviors in the classroom.

Once a focus problem has been selected, the team is ready to conduct a deeper analysis. This analysis is based upon the same questions asked in Step 1, only this time they relate specifically to the area of focus. Keep in mind, one of the questions was answered when the focus was selected. For example, if the team selects the most frequently reported behavior on which to focus in the coming month, then the questions become: "*Where* is this behavior most frequently reported?", "*When* is this behavior most frequently reported?" and "*Who* is/are the student(s) most frequently engaged in this behavior?" Similarly, if the focus is on the location where problems were most frequently reported, the questions become "*What* behaviors are most frequently reported for this location?", "*When* are these behaviors most frequently reported?" and "*Who* is/are the student(s) most frequently referred in this location?" If the focus is on the time of day when most problem behaviors are reported, the team would ask "*What* behaviors are most frequently occurring at that time of day?", "*Where* are problems most frequently occurring at this time of day?" and "*Who* is/are the student(s) most frequently referred during this time of day?" Finally, if the focus is on a student or group of students, the questions become: "*What* are the behaviors that this/these student(s) are engaged in?", "*Where* is/are this/these student(s) most frequently behaving inappropriately, and "*When* is/are this/these student(s) most frequently behaving inappropriately?"

The easiest way to answer these questions for the focus problem is to use an electronic data management system with drill down features, such as SWIS. However, teams can also drill down by hand, using the following steps:

- Separate all ODRs for the month that involve the focus area.
- Sort through the ODRs for the focus area, using tally marks to count what (behavior), when (time of day/day of week), where (location), and who (grade level; individual; gender, etc) for each referral.

Once these questions have been answered for the focus area, the team can identify one or two replacement behaviors. Typically, these behaviors will be specific behaviors found on the matrix for the setting identified in the analysis of the focus problem. However, this may not always be the case. Where the replacement behavior is not on the matrix, the team will want to consider adding it to either "all settings" or the specific setting where the problem behavior is occurring.

Based on the January Big 5 data report, our Missouri Middle School team decides to focus on their most frequently reported behavior, Physical Aggression, for further analysis. They use the SWIS drill down filters to come up with the following reports of where the physical aggression occurred, when the physical aggression occurred, and who were the students involved in the physical aggression:

Figure 7.7

The team now has enough information to answer the following questions:

▶ *Where* did most of the physical aggression occur? **4 (30%) of the ODRs for physical aggression occurred in the Hall**

▶ *When* did most physical aggression occur? **4 (30%) of the ODRs for physical aggression occurred at 12:45 PM.**

▶ *Who* (student or group of students) most frequently engaged in physical aggression? **5 (42%) of the ODRs for physical aggression involved 7th graders.**

Notice that once the team analyzed the data, they found that even though the majority of the ODRs came from the classroom, the majority of the ODRs for physical aggression came from the hall. In addition, 7th grade students had the fewest overall ODRs, but 7th grade students were involved in more incidents involving physical aggression than were 6th or 8th graders. This deeper understanding of the context in which the behavior occurs can give the team insight as to the contextual factors that contributed to the inappropriate behavior. The team can then manipulate these factors in a way that supports students as they engage in the desired replacement behavior, while discouraging the use of the inappropriate behavior. The team identifies two replacement behaviors: 1) keep hands, feet and objects to self; and 2) use conflict resolution strategies.

Figure 7.8 shows how the team might complete Step 2 of the DBDM: Analyze and Prioritize. Notice that they only complete the column for Behavior. This is because their focus problem is a behavior: physical aggression.

2. Analyze and Prioritize	**From Step 1, select ONE area of focus for intensive analysis**			
	Behavior: *Physical Aggression*	Location:	Time of Day:	Students:
	Where: *Hall* When: *12:45 PM* Who: *7th Graders*	Behavior: When: Who:	Behavior: Where: Who:	Behavior: Where: When:
	Replacement Behavior: Keep hands, feet and objects to self. Use conflict avoidance/resolution strategies.			

Figure 7.8

Figure 7.8 shows how the team might complete step 2 of the Big 5 DBDM – Digging Deeper worksheet. Notice that only those columns for the focus area have been completed.

STEP 3: WRITE A S.M.A.R.T GOAL

Step 3 is to write a S.M.A.R.T. goal. When writing a S.M.A.R.T goal for schoolwide behavior improvement, the S.M.A.R.T goal can be written in the following format:

_____ will decrease _____ from _____
   (who)   (behavior)   (% or number)

to _____ between _____ to_____
  (% or number)   (begin date)   (end date)

as measured by the Big-5 data for the month of _____.
                     (month)

In general, when using the DBDM cycle to review and analyze Big 5 data, the following guidance is recommended:

▶ The school is the unit of analysis. Therefore, the target student population can be broad, including "all students" or an entire grade level. For purposes of a schoolwide intervention, the goal should not target individual students.

▶ Because in most schools appropriate behaviors far outnumber inappropriate behaviors, the easiest way to make a school-wide goal *measureable* is to focus on *reducing ODRs for a problem behavior, location, and/or time of day*.

▶ A monthly data cycle fits nicely in the SW-PBS leadership team's meeting cycle and, in most cases, allows adequate time for a behavioral intervention to show whether it is having the desired impact.

▶ The goal should be directly tied to the analysis in Step 2.

▶ Finally, at this time, there is no research based guidance regarding what is an achievable goal. Therefore, it is critical that the team have earnest conversations around how to set challenging but achievable targets.

Figure 7.9 shows how the team in our Missouri Middle School example might complete Step 3: *Write a S.M.A.R.T. Goal.*

3. Write a S.M.A.R.T. Goal	**7th Graders** will decrease ODRs for **physical aggression** from **12** to **2** between **February 1, 2016** and **February 28, 2016**, as measured by the Big-5 Data Report for the month of **February**.

Figure 7.9

STEP 4: CHOOSE STRATEGIES

The next step in using the Big 5 data report for problem solving is to develop a plan that is targeted at addressing the problem as defined in step 2 of the DBDM. This plan should address *Prevention, Teaching, Recognition, Discouragement and Monitoring*.

▶ *Prevention* strategies may include changing the environment by increasing supervision, modifying schedules, adding or clarifying expectations, rules and procedures, or incorporating student engagement strategies into instruction (OTR, Activity Sequencing, Choice, Task Difficulty).

▶ *Teaching* strategies include teaching replacement behaviors; replacement behaviors should be rules or procedures that are pulled directly from the matrix, or added to the matrix.

► *Recognition* strategies include providing specific positive feedback for students engaged in the appropriate behavior; recognition may also include providing tangible reinforcement.

► *Discouragement* includes the continuum of strategies for discouraging the inappropriate behaviors; discouragement strategies should be consistently applied when students engage in the inappropriate behavior.

► *Monitoring* strategies should identify what data will be collected to assess the fidelity of implementation of the plan, progress toward goal, and evaluation of the plan.

In addition, plans must include procedures for:
► Communicating the plan to staff, and for providing staff with the professional development necessary to implement the plan;

► Providing staff with opportunities to practice any necessary skills;

► Procedures for recognizing staff that meet the expectations of the plan;

► Procedures for working with staff who do not meet the expectations outlined in the plan.

The team at Missouri Middle School chose the following strategies to address the problem defined during steps 2 and 3 of the decision making model:

► Prevention: the team decides they need to increase active supervision in the hallways; they also need to clarify conflict resolution strategies.

► Teaching: the team decides to reteach students the hallway replacement behavior of keeping hands, feet and objects to self; they also decided that they need to teach students the conflict resolution strategies of using "I messages" and asking for adult assistance.

► Recognition: the team decides to increase the frequency with which students receive feedback for using the conflict resolution strategies and using the replacement behavior of keeping hands, feet and objects to self; teachers on active supervision in the halls will increase rates of interaction and feedback with students; the team has decided to use a special red respect ticket to acknowledge students who exhibit the desired behaviors; respect tickets will be put into a drawing each Friday, in which 10 students and one teacher will receive prizes.

► Correction: teachers will increase their use of redirects and reteaching for minor physically aggressive behaviors (i.e. bumping, pushing) as well as behaviors that lead to physical aggression (disrespectful language); staff will continue to refer major physical aggression to the office.

► Monitoring: Mr. Ferguson will check to make certain that teachers are at assigned places for hall duty; teachers will initial, date, and submit the lesson accountability form to the principal, in return for a cold soda; Respect tickets will be counted each week; weekly ODR behavior reports will be run to progress monitor physical aggression and behavior that leads to physical aggression; staff will rate the fidelity with which they follow the continuum for correcting inappropriate behaviors using the implementation scale on Google forms.

Figure 7.10 shows how the team might complete Solution Plan (action plan) for Step 4 in the *Big 5 DBDM-Digging Deeper Worksheet*.

Solution Plan
(Missouri Middle School Example)

Outcome: To increase the use of conflict resolution strategies; to decrease physical aggression

Solution Components	What are the Action Steps?	Who is Responsible?	By When?	What Professional Development and/or communication is required?	How will Fidelity be Measured?
Prevention (example: clarify expectations, rules or procedures; increase supervision; adjust task difficulty, increase OTRs)	Increase active supervision in halls from 8:00 to 8:50, and from 12:00 to 12:50.	Assistant Principal Mr. Ferguson; Staff assigned to hall duty (Mr. Smith, Ms. Doe, Ms. Clark)	At next staff meeting, staff will watch the active supervision video, and will role play A.S. Scenarios	Effective Monday 2/2/2015	Mr. Ferguson will monitor whether staff are in assigned locations; Staff meeting minutes
Teaching	Reteach respect in hallway lesson; Teach conflict resolution strategies; lessons will occur during advisory	MS. Caldwell (PBIS Chair); Advisory teachers	The lesson plans will be reviewed at the staff meeting	Lessons will be covered on Wednesday 2/4/2015	Teachers will initial and date lesson schedule, and return to Mr. Ferguson for cold soda.
Recognition	Students will be given special red respect tickets for demonstrating respectful behavior in the hall	Ms. Caldwell (PBIS Chair)	At staff meeting, staff will be reminded to give specific positive feedback with respect ticket; respect tickets will be put in a weekly drawing with one staff member and one student recognized each week	2/5/2015 through 2/27/2015	Respect tickets will be counted;
Corrective Consequence	Teachers will use redirects and reteaching for minor physical aggression and disrespectful language; write up major PhysA	Ms. Maxwell (PD Chair) Mr. Ferguson	During staff meeting, staff will be reminded to use redirects and reteach. Staff will role play redirect and reteach	2/5/2015 through 2/27/2015	Each Friday, staff will rate fidelity using fidelity survey on google forms

	What data will we review?	Who is responsible for gathering the data?	When/How often will data be gathered?	Where will data be shared?	Who will see the data?
Progress Monitoring Data Collection	Weekly Big 5 data report	Ms. Maxwell (data)	Every Friday	Via principals weekly electronic newsletter, once per week (Monday)	All staff

Figure 7.10

STEP 5: DETERMINE RESULTS INDICATORS

Results indicators answer two questions:
1. Are we implementing the plan as designed?
2. Is the plan having the desired impact on student outcomes?

Results indicators require that the team identify some metric that measures whether the adults are implementing the plan. This metric can be a simple Likert type survey, collected artifacts such as recognition tickets, a sign-off sheet indicating that lessons have been taught, or other measures that are quick and easy to collect and review.

Measures that help the team to monitor whether the plan is having the desired impact on student behavior can include (but are certainly not limited to) a weekly count of ODRs for the target problem behavior, or a count of the use of a desired strategy or replacement behavior. An example of such a strategy might be counting recognition tickets for using the conflict resolution strategy.

The Solution Plan includes space for identifying results indicators (see the above for the Missouri Middle School example of how to complete the results indicators on the Solution Plan).

STEP 6: EVALUATE THE PLAN

Step 6 is a decision making rubric for evaluating the effectiveness of the plan. This step is identical to that which was described on page 221 with regard to using the DBDM for more general decision making.

6. Evaluate Plan		**Goal Not Met**	**Goal Met**
	Not Implemented with Fidelity	Are there obstacles to implementation? ☐ Yes: Modify plan to eliminate obstacles ☐ No: Implement the plan	Look at data to determine why goal was achieved
	Implemented with Fidelity	Re-analyze data; develop an alternate hypothesis; modify the plan to address the alternative hypothesis	Plan for sustained implementation Go back to your data; Data cycle around your most frequent behavior

Figure 7.11

Making the DBDM Process Efficient and Effective

By following the Missouri DBDM/Solution Plan, teams can develop and implement effective schoolwide behavior interventions that lead to overall improvements in student behavior. The following are strategies that may make the process more efficient, although they should be tailored to address the culture of the team:

► Set and adhere to strict time limits for each step of the process, reserving a majority of meeting time for developing the solution plan.

► Consider completing Step 1, and possibly steps 2 and 3, prior to the team meeting.

► Assign pre-meeting tasks to various team members.

► Complete pre-meeting tasks prior to the meeting.

► Take advantage of electronic data collection systems, such as SWIS, that allow teams to quickly run initial Big-5 data reports and drill down reports.

► Brainstorm possible action steps and results indicators prior to meeting.

DISCUSSION

As a team, discuss the following:
- Do you have an electronic data management system that is efficient to use, and can instantaneously provide you with charts depicting the frequency of ODRs, behaviors, locations, time of day, and students?
- Do you have procedures in place to ensure that ODR data is efficiently collected and entered into your electronic data management system?
- Do you have "Big 5 Data Analysis" as a standing agenda item for your PBIS leadership team meetings on at least a monthly basis?
- Do you monitor both fidelity of intervention implementation and outcomes?

If the team answered "no" to any of these questions, action plan how you will create systems for each of the above action steps

Triangle Data

In addition to the Big 5 analysis for developing schoolwide plans, the referrals by student and the related triangle graphs are also important tools for the early identification of students needing additional tier 2 or tier 3 supports, and for monitoring outcomes of SW-PBS implementation. Teams can use decision rules based on the number of office referrals that individual students have acquired to trigger additional behavioral supports. A decision rule such as 2-5 ODRs can be used to identify students needing Tier 2 level supports, and 6 or more office referrals may indicate a need for Tier 3 level supports. In addition, PBIS National Center recognizes that students with 2 or more ODRs in October are on a trajectory to receive 6 or more ODRs by the end of the school year. As such, they recommend that students who have received 2 or more ODRs by October meet decision rule for a tier 2 or tier 3 intervention. This "October Catch" enables schools to provide early intervention to the students most in need of more intensive supports ("The October Catch," 2015).

By identifying the percentages of students who meet these decision rules, the team also has a good metric by which to monitor their SW-PBS implementation on an annual basis. This can be depicted in graphic form as a triangle shaped graph, with the percentage of students who have received one or fewer ODRs depicted at the base of the graph in green, the percentage of students with 2-5 ODRs depicted in yellow in the middle of the graph, and the percentage of students with 6 or more ODRs depicted at the top of the graph in red. By monitoring the triangle graph on a monthly and annual basis, the team can monitor the percentage of students who respond to the schoolwide interventions (University of Oregon PBIS Workgroup–A, 2010).

The triangle graph is a graphic reminder to teams of the importance of having Tier 1 systems and practices in place and for students to be responding to these interventions before the school begins to implement at Tier 2 or Tier 3. When implemented with fidelity, the majority of students will respond to Tier 1 interventions. Tier 2 and Tier 3 interventions are much more intensive than Tier 1, requiring a greater staff to student ratio. Schools will experience more success if they can reduce the proportion of students who meet the decision rules for Tier 2 and Tier 3 through a high quality Tier 1 intervention. MO SW-PBS requires that 80% or more of all students have one or fewer office referrals, or that the proportion of students with one or fewer office referrals be within the PBIS National Center's National averages for the school's grade configuration, before the school will be allowed to move on to Tier 2 training.

Students with 6+ Referrals
Students with 2-5 Referrals
Students with 0 or 1 Referrals
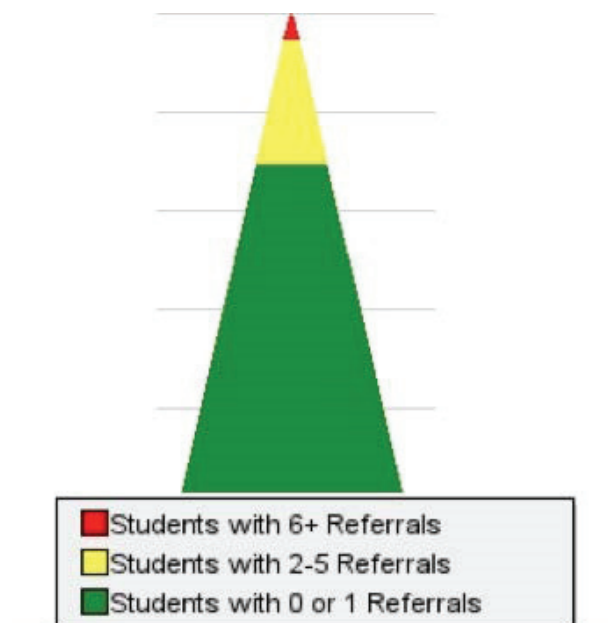
Figure 7.12

Each year, PBIS National Center publishes national norms based upon the percentage of students meeting decision rules for Tier 1, Tier 2, and Tier 3 interventions. These norms are based upon SWIS data, and give schools a standard against which to compare their own triangle data. The national norms indicate that the percentages of students meeting Tier 1, Tier 2, and Tier 3 decision rules vary according to the school configuration. Teams are encouraged to compare their data to National Norms based on the same or similar grade configurations.

13.4 - Mean Percentage Students (2014-15 Reg Ed) (Majors Only)
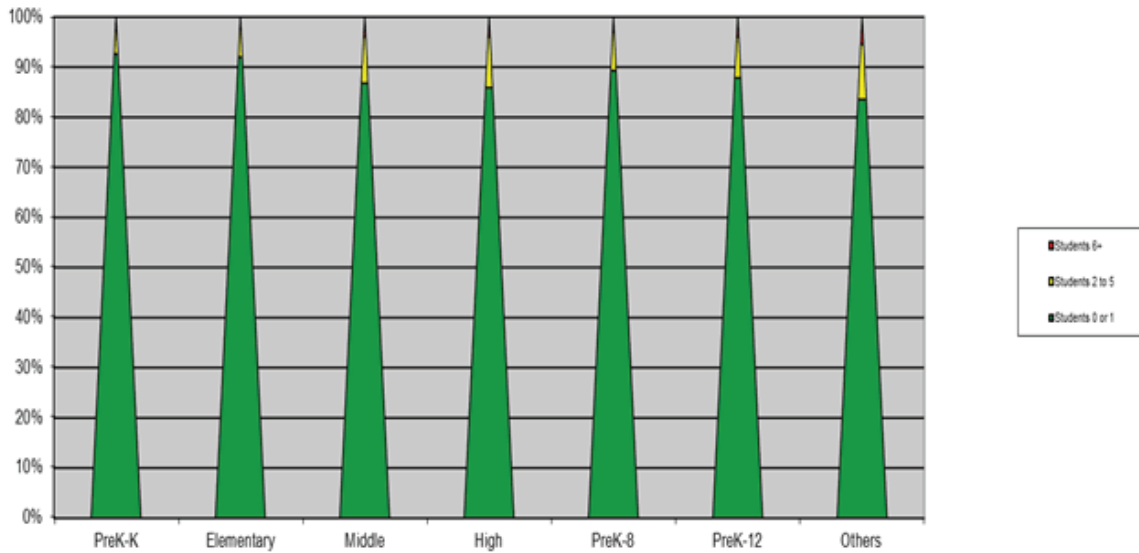
2014-2015 Proportion of Students with ODRs by Grade Configuration: PBIS National Center

Figure 7.13

DISCUSSION   As a team, do you currently have a system in place for determining the proportion of your students in each group?
- 0-1 ODRs
- 2-5 ODRs
- 6 or more ODRs

Advanced Big Five Review: Calculating the Cost of ODRs

An accurate measure of the amount of time students are *out of instruction*, whether for ODRs or suspensions, is important because the time students are engaged in instructional activities has been consistently shown to be a strong correlate with student achievement (Brophy, 1988; Fisher, Berliner, Filby, Marliave, Cahen, Dishaw, 1980). ODRs not only result in lost instructional time for the teacher and student, but also cost administrators time away from important leadership activities as they deal with student misbehavior. These *opportunity costs* of ODRs are worth further exploration.

ACADEMIC ACHIEVEMENT. A number of initial studies have shown that SW-PBS decreases problem behaviors, increases time engaged in instructional activities, and is correlated with improved academic achievement (Putnam, Horner, & Algozzine, 2009). Putnam, Horner and Algozzine note that while these studies are suggestive, they are still descriptive in nature. The science of behavior suggests that the relationship between academic achievement and behavior may be reciprocal. However, because of the relationship between the time students are engaged in instructional activities and their academic achievement, instructional time gained through the reduction in ODRs resulting from SW-PBS implementation is worth monitoring.

INSTRUCTIONAL TIME AND EXPENSE. To get an idea of the cost of ODRs on academic achievement, schools can estimate the amount of lost instructional time for students due to office discipline referrals (ODRs) and suspensions. A district in Maryland estimated that for each ODR, individual students lost approximately 20 minutes of instructional time (Scott & Barrett, 2004). Assuming that 20 minutes is a reasonable estimate of the average time out of instruction, the total instructional time lost can be estimated by multiplying the total number of ODRs in a given year by 20 minutes. This can be converted to days by first dividing instructional time lost in minutes by 60 to get instructional time lost in hours. This figure can then be divided by the number of hours in the school day to get the number of days of instruction lost. Instructional time in days lost due to suspension can then be added to this figure. Using *Example K-8 School* that had 728 ODRs in 2011-2012, time lost from instruction could be estimated using the following calculations:

- ▶ 728 X 20 = 14,560 minutes lost instructional time
- ▶ 14,560 / 60 = 242.6 hours lost instructional time
- ▶ 242.6 / 6 hours = 40.43 days lost instructional time
- ▶ 40.43 Instructional Days Lost due to ODRs + 21 Instructional Days Lost due to Suspension = 61.43 Total Instructional Days Lost

In most schools, this time out of instruction is spread out among a relatively small number of students, magnifying the impact for these students.

In addition, the financial costs of ODRs can also be estimated. The median per pupil expenditures for the state of Missouri during the 2011-2012 school year (the latest figures available; inflation adjusted) was $8,910 per year per student (Cornman, 2014). A per day expenditure can be calculated by dividing $8,910 by 180 instructional days, the cost per instructional day equals $49.50. The cost of ODRs in dollars can then be calculated by multiplying instructional time lost in days by the median per pupil per day expenditure. Using our Example K-8 School, the school lost 61.43 days of instructional time to ODRs and resulting suspensions. Therefore, the cost of ODRs for this school can be estimated to be approximately $3,040.79 for the school year!

Many schools demonstrate a significant (i.e., 30%-50%) drop in ODRs once SW-PBS is implemented with fidelity. Consider if *Example K-8 School* demonstrated a decrease in ODRs by a mere 10% during the 2012-2013 school year. This would result in a gain of 6 school days of instruction and nearly $300.

Savings in Time and Dollars: 10% Decrease in ODRs
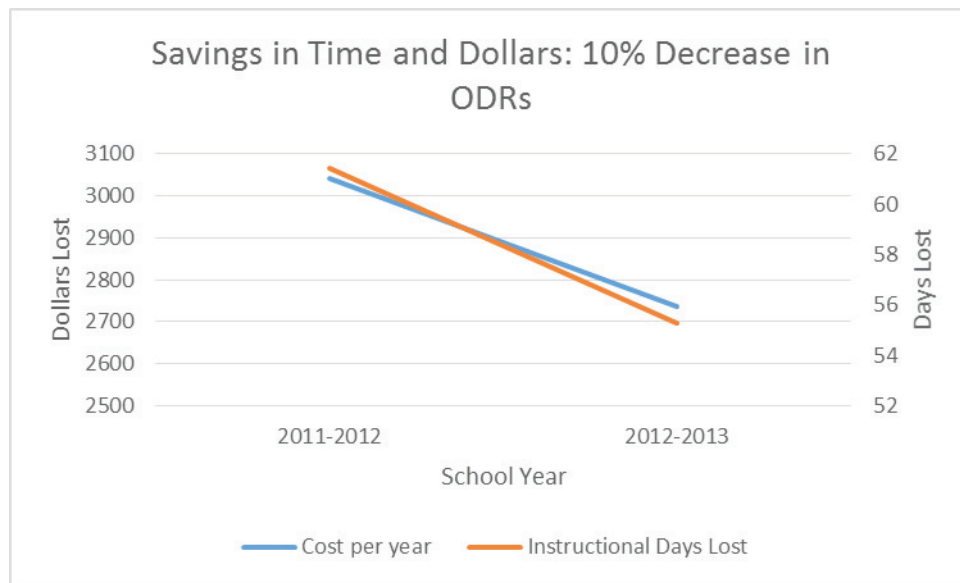
DISCUSSION

Discuss the average amount of instructional time lost at your school for a "typical" ODR. How can you involve your school community in this discussion? What is the average per pupil instructional cost for your district? Once you have agreed upon a metric for student instructional time lost, calculate the time lost to your school for ODRs using the following formula:

Number of ODRs X 20 minutes = Instructional Minutes Lost

Instructional Minutes Lost X 60 = Hours Lost

Hours Lost/ Hours per School Day = Days Lost

Days Lost X 49.50 = Financial Cost of ODRs

ADMINISTRATIVE TIME AND EXPENSE. In addition to the lost instructional time and per pupil expenditures associated with ODRs, there are also opportunity costs for administrators that result from having to spend time dealing with ODRs. These opportunity costs include time that could have been spent on important leadership activities, including instructional leadership. The school in Maryland estimated that it took an average of 25 minutes out of an administrator's day to deal with each ODR (Barrett & Scott, 2006). Assuming this is a reasonable estimate of the time that it takes an administrator to deal with a typical ODR, we can estimate the total administrator time spent dealing with ODRs by multiplying the number of ODRs for the year by 25 minutes. This yields the total minutes lost. Total minutes lost can be converted to hours by dividing the total number of minutes of administrative time lost by 60. Total

number of hours lost can be converted to school days by dividing hours lost by the number of hours in a typical school day. Using our *Example K-8 School* that had 728 ODRs in 2011-2012 and assuming an 8 hour school day, administrative time lost is calculated as follows:

► 728 ODRs X 25 minutes = 18,200 minutes lost administrative time

► 18,200 minutes / 60 minutes = 303.3 hours lost administrative time

► 303.3 hours / 8 hour work day = 37.88 days lost administrative time

While it is certainly arguable that the typical administrator works more than eight hours per day, this is sufficient to provide us with an estimate of the impact that ODRs can have on an administrator's time.

What does this lost administrative time look like in terms of dollars and cents? Using salary figures from Scott & Barrett (2004), if *Example K-8 School* has a hypothetical average administrative salary of $78,405 divided by 190 work days, the administrative cost per day equals $412.66. If the school lost 37.88 days of administrative time to ODRs then the total dollars lost would be $15,631.56 for that year.

As mentioned above, many schools demonstrate a significant (i.e., 30%-50%) drop in ODRs once SW-PBS is implemented with fidelity. Imagine if our *Example K-8 School* demonstrated a mere 10% decrease in ODRs during the 2012-2013 school year. This would give the administrator back nearly four days and the district would get back $1,563.16!
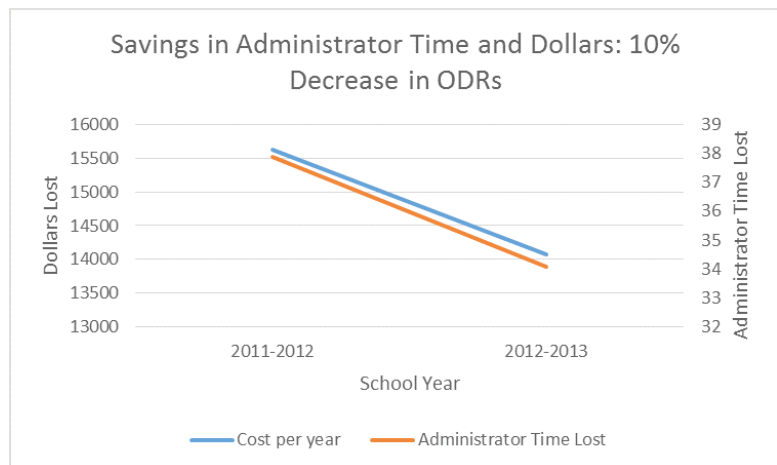
Figure 7.15

DISCUSSION

Discuss the average amount of administrative time lost at your school for a "typical" ODR. How can you involve your school community in this discussion? What is the average administrative salary in your district? How many days are administrator contracts? Use these values to calculate the costs of ODRs for your school, using the following steps:

- Number of ODRs for the year X 25 = Administrator minutes lost
- Administrator Minutes Lost / 60 = Administrator Hours Lost
- Administrator Hours Lost / Hours in School Day = Administrator Days Lost
- Salary/Days of contract = Salary per day
- Administrative Days Lost X Salary per Day = Monetary Cost of Administrator Time Due to ODRs

Who would be interested in these data? How can you share this data for discussion?

Disaggregating ODRs for Signs of Disproportionality

"We want to create a social context/environment that is consistent across people, place and time, where subjective decisions are not part of the equation."

Rob Horner

One of the primary tenets of SW-PBS is that effective schools establish: 1) a common vision and values, 2) a common language and behaviors and 3) environments in which all staff, students and families have a common experience. Unfortunately, numerous studies demonstrate not all students benefit from a *common experience* in schools. Evidence from across the nation paints a rather grim picture regarding the reality of experiences for students of various groups including: students with disabilities, racial and ethnic minorities, students from low socioeconomic families, and students who identify themselves as lesbian, gay, bisexual, transgender or questioning (LGBTQ) (Greytak, Kosciw, & Diaz, 2009; Skiba & Peterson, 1999; Spaulding et al, 2010; Losen, 2011).

One primary area of disparity relates to student disciplinary interactions and is evidenced in 1) the overall rate of ODRs, 2) the types of behavioral referrals given, and 3) the level and severity of administrative consequences for these student groups (Skiba & Peterson, 1999; Spaulding et al, 2010; Losen, 2011; Welch & Payne, 2010). Research consistently demonstrates that minority students, particularly African American students, receive more ODRs, are more likely to be given ODRs for low level discretionary behaviors (i.e., disruption, disrespect), and are more likely to be suspended or expelled for the same behaviors as are their white peers (Skiba, Horner, Chung, Rausch, May, and Tobin, 2011; Welch & Payne, 2010).

In an analysis of the U.S. Department of Education 2006 Civil Rights Data Collection of out of school suspension, Losen (2011) found:

- ► There is no research base to support frequent suspension or expulsion in response to non-violent and mundane forms of adolescent misbehavior.
- ► Large disparities by race, gender and disability status are evident in the use of these punishments.
- ► Frequent suspension and expulsion are associated with negative outcomes.
- ► Better alternatives are available.

Evidence of the negative outcomes associated with disproportionality of out of school suspension is the relationship between out of school suspension of African American students and the academic achievement gap (Morris & Perry, 2016). Furthermore, researchers have documented a relationship between out of school suspension and dropping out of school (Balfanz, Byrnes, and Fox, 2015; Bowditch, 1993; Shollenberger, 2015), as well as a relationship between out of school suspension and eventual involvement with the justice system (Fabelo, Plotkin, Carmichael, Marchbanks, and Booth, 2011; Shollenberger, 2015).

The work of Russell Skiba and colleagues at the Indiana Equity Project (http://www.indiana.edu/~equity/index.php) and the analysis of the SWIS 2005-2006 by Spaulding and colleagues (2010) underscore that the problem of disciplinary disparity is pervasive, and it exists even in schools implementing a proactive approach to schoolwide social-behavioral success (i.e., such as SW-PBS). Rob Horner noted in a keynote presentation (2011), "We want schools to work for everyone. We can create concern when we generate and review ethnicity reports, but what we want to create is a difference."

Losen (2011) makes the following policy recommendations to ensure similar school experiences for all students:

- Public school educators should routinely collect, reflect upon, and publicly report data on school discipline referrals. Reports at the state, district, and school level (where permissible) should include data disaggregated by race or ethnicity, gender, and disability status in terms of numbers of each group disciplined. These reports should also include the percentage of each group that experiences suspension and expulsion, as well as disaggregated incidence data on the type of infraction and the number of days of missed instruction that results from such removals.

- The Elementary and Secondary Education Act and the Individuals with Disabilities Education Act, provide incentives for schools, districts, and states to support students, teachers and school leaders in systemic improvements to classroom and behavior management where rates of disciplinary exclusion are high–even where disparities do not suggest unlawful discrimination.

- Federal and state policy should specify the rate of out-of-school suspensions as one of several factors to be considered in assessments of school efficacy, especially for low-performing schools.

- Researchers should investigate connections between school discipline data and key outcomes such as achievement, graduation rates, teacher effectiveness, and college and career readiness.

- System-wide improvements should be pursued through better policies and practices at all levels– including an effort to improve teachers' skills in classroom and behavior management.

Similarly, PBIS National Center makes the following 5 recommendations for preventing and addressing disproportionality in school discipline:

1. Use Effective Instruction to Reduce the Achievement Gap.
2. Implement School-wide Positive Behavior Interventions and Supports (SWPBIS) to Build a Foundation of Prevention
3. Collect, Use and Report Disaggregated Student Discipline Data
4. Develop Policies with Accountability for Disciplinary Equity
5. Teach Neutralizing Routines for Vulnerable Decision Points" These recommendations provide the foundations for intervening, and will be elaborated on later in this chapter (McIntosh, Girvan, Horner, Smolkowski, & Sugai, 2014).

There are numerous connections between Losen's recommendations and the Essential Components that were embedded with SW-PBS when it was developed in the late 1990's (Lewis & Sugai, 1999). These connections persist in the ongoing work of MO SW-PBS statewide team and their associated participating schools. The National PBIS Center is concentrating future research and support in the areas of examining referral disparity at school, district, state and national levels (creating concern) and resulting planning for culturally responsive practices in schools (creating a difference).

Creating concern and creating a difference requires that schools review and make public data on possible disproportionality, and to develop and implement effective action steps when signs of disproportionality are apparent. The PBIS OSEP Technical Assistance Center (McIntosh, Barnes, Eliason, and Morris, 2014) recommends using a data decision making cycle, such as the MO SW-PBS Decision Making Model, to guide the process of creating concern and creating a difference. Although other data decision making models can be effectively and efficiently used to identify and address disproportionality, the MO SWPBS Decision Making Model will be used to demonstrate the process.

Step 1 Identify Outcomes: The first step involves identifying the desired outcomes. The fair treatment of all students, regardless of race, ethnicity, gender, sexual orientation, or disability status is the desired outcome.

Step 2 Identify Current Status: Step 2 involves looking at current data on disproportionality, and comparing this data to internal and external standards in order to determine if the magnitude of disproportionality in disciplinary outcomes indicates possible bias.

The PBIS OSEP Technical Assistance Center (McIntosh, Barnes, Eliason, and Morris, 2014) suggests that no one metric is sufficient for understanding possible disproportionality in the application of discipline. Instead, using three different metrics to examine disproportionality in a school, district, or state can more accurately monitor equity in disciplinary outcomes (May et al., 2003). These metrics include the Risk Index, the Risk Ratio, and Compositional indices. These metrics can be used with any subgroup on which the school, district, or state collects discipline data, including but not limited to ODRs, suspensions, and expulsion. In addition, it is important to note that these metrics are not valid for use in schools in which there are fewer than 10 students in the subgroup of interest or in the comparison group. This is not to suggest that bias does not exist, merely that it cannot be shown using these metrics.

The Risk Index is the proportion of a subgroup that receives a certain outcome. This can be considered to be a measure of the risk that someone from that group will receive that outcome. The Risk Index is the number of students who have received one or more of the outcomes of interest, divided by the total number of students in that subgroup. The Risk Index can be written as follows:

$$\frac{\text{Number of students in subgroup with 1 or more target outcomes}}{\text{Number of subgroup enrolled}} = \text{Risk Index}$$

Example 1:

$$\frac{\text{Number of African American Students with 1 or more referrals}}{\text{Number of African American Students Enrolled}} = \frac{153}{226} = 0.68$$

Example 2:

$$\frac{\text{Number of White Students with 1 or more referrals}}{\text{Number of White Students Enrolled}} = \frac{156}{267} = 0.58$$

The Risk Index is considered to be an *unstable* metric, because it will increase every time a member of the subgroup receives the target outcome for the first time. Therefore, like the triangle graph, the risk index is more meaningful as a summative statistic. A more stable metric that can be used to progress monitor throughout the school year is the Risk Ratio.

The Risk Ratio is a measure of the likelihood of an outcome occurring for a target group relative to a comparison group. The comparison group is most often White students, but it can be other groups, including *all students*. A Risk Ratio of 1.00 indicates that the risk for the two groups is equal. A risk ratio over 1.00 indicates that the target group is overrepresented, and under 1.00 indicates underrepresentation (Boneshefski and Runge, 2014). The Risk Ratio is calculated by dividing the Risk Index of the group of interest by the Risk Index of the comparison group, such that:

$$\frac{\text{Risk Index of Target Group}}{\text{Risk Index of Comparison Group}} = \text{Risk Ratio}$$

For example:

$$\frac{\text{Risk Index of African American Students for receiving an ODR}}{\text{Risk Index of White Students for receiving an ODR}} = \frac{0.68}{0.58} = 1.17$$

Composition: Risk Indices and Risk Ratios describe the proportion of students from a group that have received an outcome at least once, but do not reflect the number of those outcomes received by the group. For example, a risk index shows the likelihood that a student may receive at least 1 ODR, but because some students receive multiple ODRs, a risk ratio does not describe the number of ODRs that members of the group have received. This metric shows the percentage of total referrals received by subgroup relative to the percentage of the total enrollment that is made up of each ethnicity.

$$\frac{\text{Total Number of Outcomes by the Subgroup}}{\text{Total Number of Outcomes by } all \text{ Students}} \quad \text{Compared to} \quad \frac{\text{Number of students enrolled in subgroup}}{\text{Number of Students Enrolled in School}}$$

A chart of composition data pulled from the SWIS Demo School is as follows:

Referrals By Ethnicity
Major, 2014-15

Legend: ■ % of Total Referrals ■ % of Enrolled Students

PBISApps
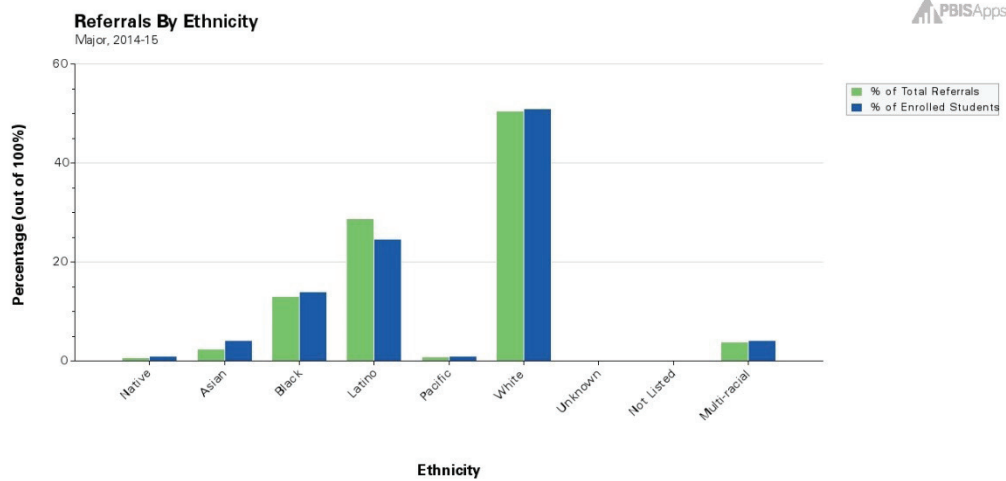
Figure 7.16

Once metrics have been calculated, the team must determine whether the magnitude of the metric indicates a problem. The PBIS OSEP Technical Assistance Center notes that this can be challenging, since "there is no federal definition of what constitutes disproportionality," (McIntosh, Barnes, Eliason, and Morris, 2014). They therefore recommend that schools use multiple measures compared to internal and external standards to determine whether the magnitude of metrics indicates disproportionality. Internal standards are comparisons of current metrics to those recorded in the past for the same school. This provides teams with a comparison against which to measure disproportionality metrics, and enables the team to track progress as they pursue cycles of continuous improvement. While internal standards provide a standard against which to measure progress, teams still need an external standard against which to compare their disproportionality metrics in order to determine whether the magnitude of their numbers are great enough to indicate a problem.

There are two options for external standards against which schools may compare Risk Ratios in order to determine the magnitude of disproportionality. PBIS National center has used SWIS data from 2011-2012 school year to establish national risk ratio norms for African American students, using White students as the comparison group. Based upon these norms, they recommend that schools with high risk ratios aim for the 50th percentile of 1.84 or lower, whereas schools with relatively low risk ratios may aim for the 25th percentile of 1.38, or lower.

In addition, PBIS National center suggests using the standard for disparate impact recommended by the United States Equal Employment Opportunity Commission (EEOC) known as the "4/5ths rule." With regard to the risk ratio, this means maintaining risk ratios between 0.80 and 1.25 (McIntosh, Barnes, Eliason, & Morris, 2014).

These ranges can be used in Step 1 Identify Outcomes as the team establishes a target desired outcome.

STEP 3: ANALYZE. Once it has been determined that disproportionality exists, the next step is to explore the context in which the ODRs occur. This analysis can yield clues to possible reasons why the disproportionality is occurring. Disproportionality that is consistently high across all settings suggests explicit, or systematic bias. Disproportionality that is higher in some contexts than others may indicate implicit bias, which is the unconscious and unintentional bias in decision making (Lai, Hoffman, Nosek, and Greenwald, 2013).

Data analysis can help teams to identify what PBIS OSEP Technical Assistance Center (McIntosh, Barnes, Eliason, and Morris, 2014) refers to as "vulnerable decision points," or the context in which decisions are made that lead to the disproportionality. The analysis of disproportionality is similar to that of the analysis of the Big 5 Data Report. The same basic questions are asked:

► What behaviors are most frequently referred?

► Where are these behaviors most frequently reported?

► When are these behaviors most frequently reported?

► Who (adult) is/are most frequently writing ODRs/ issuing suspensions?

► Why are these behaviors perceived to be occurring (what is the perceived function)?

Indeed, The PBIS OSEP Technical Assistance Center (McIntosh, Barnes, Eliason, and Morris, 2014) recommends calculating risk ratios for different contexts (locations, time, behaviors). This can help the team to precisely define the problem. Alternatively, filters available in data bases such as SWIS or excel can be used to first look at the location to determine where disproportionality is occurring. This would allow the team to pinpoint where, when and what behaviors are most frequent for the sub group. This is then compared to the same context for all students to determine if the problem is specific to the subgroup. Finally, the PBIS OSEP Technical Assistance Center also recommends that teams review implementation fidelity data to determine whether PBIS has been fully implemented, as well as academic achievement data to determine whether achievement gaps may contribute to the disproportionality in disciplinary outcomes (Gregory, Skiba, and Noguera, 2013; McIntosh, Girvan, Horner, Smolkowski, & Sugai, 2014).

STEP 4: DEVELOP A PLAN. Once the data has been analyzed and the problem identified, the team is ready to develop a plan. PBIS OSEP Technical Assistance Center (McIntosh, Barnes, Eliason, and Morris, 2014) suggests a number of possible causes of disproportionality, and steps that can be taken to address them.

PROBLEM	STEPS
Inadequate PBIS Implementation	Implement core features of PBIS
Misunderstanding of the schoolwide expectations	Obtain input from students, families, and community to implement culturally responsive PBIS
Academic Achievement Gap	Implement effective core academic instruction
Systematic or Explicit Bias	Enact strong anti-discrimination policies that hold individuals accountable
Implicit Bias	Use the vulnerable decision points identified in Step 3 to develop training designed to reduce the effects of bias in these areas. This should include the assisting teachers to identify and implement "neutralizing routines." Neutralizing routines are basically replacement behaviors for teachers to implement at those vulnerable decision points when disproportional consequences are typically utilized.
Lack of student engagement	Implement culturally responsive pedagogy to ensure curricular relevancy

Adapted from McIntosh, Barnes, Eliason, and Morris, 2014

Figure 7.17

STEP 5: IMPLEMENT PLAN. Once the plan is developed, it must be implemented in order to be effective. The team will need to monitor the fidelity of this implementation and the impact that the plan is having on disproportionality metrics. It is recommended that the team use the Risk Ratio for this progress monitoring. PBIS OSEP Technical Assistance Center recommends that fidelity and impact progress monitoring data be reviewed at least quarterly. This allows enough time to pass for the plan to have a measureable effect, but is still frequent enough for the team to make any needed course corrections in time to achieve the desired objectives (McIntosh, Barnes, Eliason, and Morris, 2014).

STEP 6: EVALUATE PLAN. Finally, the same metrics that were used to identify disproportionality should be used on an annual basis to determine whether the goals were achieved. In addition, fidelity data should also be reviewed. The team will use the same table that was used to guide actions in step 6 using the Big 5 data report.

	Goal Not Met	**Goal Met**
Not Implemented with Fidelity	Are there obstacles to implementation? ☐ Yes: Modify plan to eliminate obstacles ☐ No: Implement the plan	Look at data to determine why goal was achieved
Implemented with Fidelity	Re-analyze data; develop an alternate hypothesis; modify the plan to address the alternative hypothesis	Plan for sustained implementation Go back to your data; Data cycle around your most frequent behavior

Figure 7.18

DISCUSSION Are all students at your school treated equitably by all staff members? How do you know? What are the dimensions of diversity at your school? Do you currently monitor discipline outcomes to ensure that all students are treated fairly? As a team, identify action steps needed to ensure that all students are treated equitably at your school.

Monitoring Fidelity

PBIS Assessments

In addition to ODR data, PBIS schools are encouraged to take a number of surveys and assessments. These surveys will provide important information regarding the perception of staff, students, and in some cases families. Surveys also help monitor the fidelity of SW-PBS implementation, a critical step in the problem-solving process described earlier.

To assist schools in taking surveys and reviewing survey data, The University of Oregon's Department of Educational and Community Supports operates PBIS Assessments. PBIS Assessments is one of the applications housed on the PBIS APPS web site (https://www.pbisapps.org/Pages/Default.aspx). Each PBIS school has a secure account. Accounts are managed by regional consultants. However, one or more school based personnel are also granted access to their school's assessment account. These school based personnel with "team member" access can enter data for some single response surveys, copy and send out hyperlinks to stakeholders for multi-user surveys, and run a variety of reports based upon these surveys. MO SW-PBS schools are strongly encouraged to use PBIS APPS. For more information about setting up an account with PBIS Assessments, please contact your regional consultant. Consultants will defer to the wishes of the building administrator in assigning levels of access to team members.

Single user surveys are those surveys in which only one response per item per school is recorded. MO SW-PBS schools take a variety of single user surveys. Beginning with the 2015-2016 school year, Missouri SW-PBS schools will take the Tiered Fidelity Inventory (TFI). In addition, schools are encouraged to take the School-wide Evaluation Tool (SET) as an external fidelity assessment. Finally, Missouri SW-PBS schools also take the MO SW-PBS Tier 1 Universal Support Checklist (not available in PBIS Assessments, see Chapter 1).

Multi-user surveys are surveys in which many different stakeholders per school will submit responses. Multi-user surveys taken by MO SW-PBS Tier 1 schools include the School Safety Survey (SSS) and the Self-Assessment Survey (SAS).

Some general directions for accessing single and multi-user surveys from PBIS Assessments, as well as running survey reports will be provided below. This will be followed by a description of each of the surveys taken by MO SW-PBS schools.

To access your PBIS APPS account, first log into PBIS APPS. If you only have PBIS Assessments, this will take you directly to your organization's PBIS Assessments Dashboard. If you have other PBIS Apps Accounts (such as SWIS), you will need to select Assessments from the menu bar at the top.

To take a *single user survey*, from the dashboard select the desired single user survey, then click on "take survey."
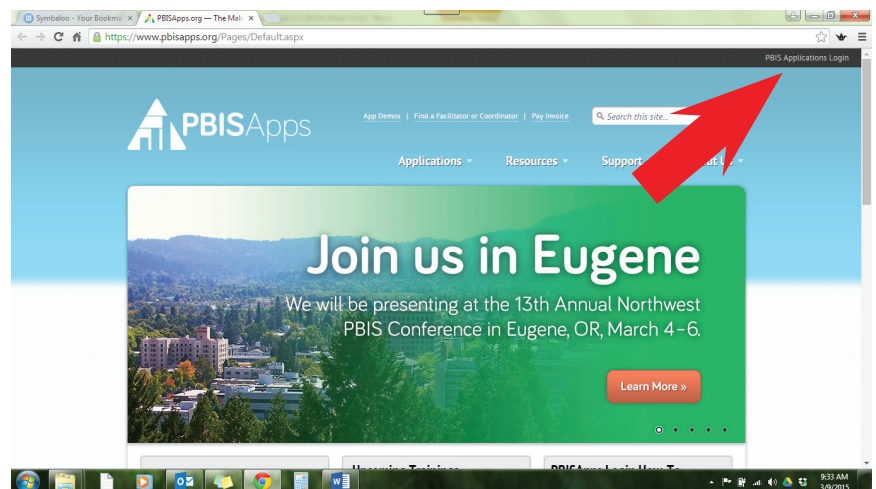
Figure 7.19

To obtain the link for a *multi user survey*, select the multi-user survey for which you need the link.
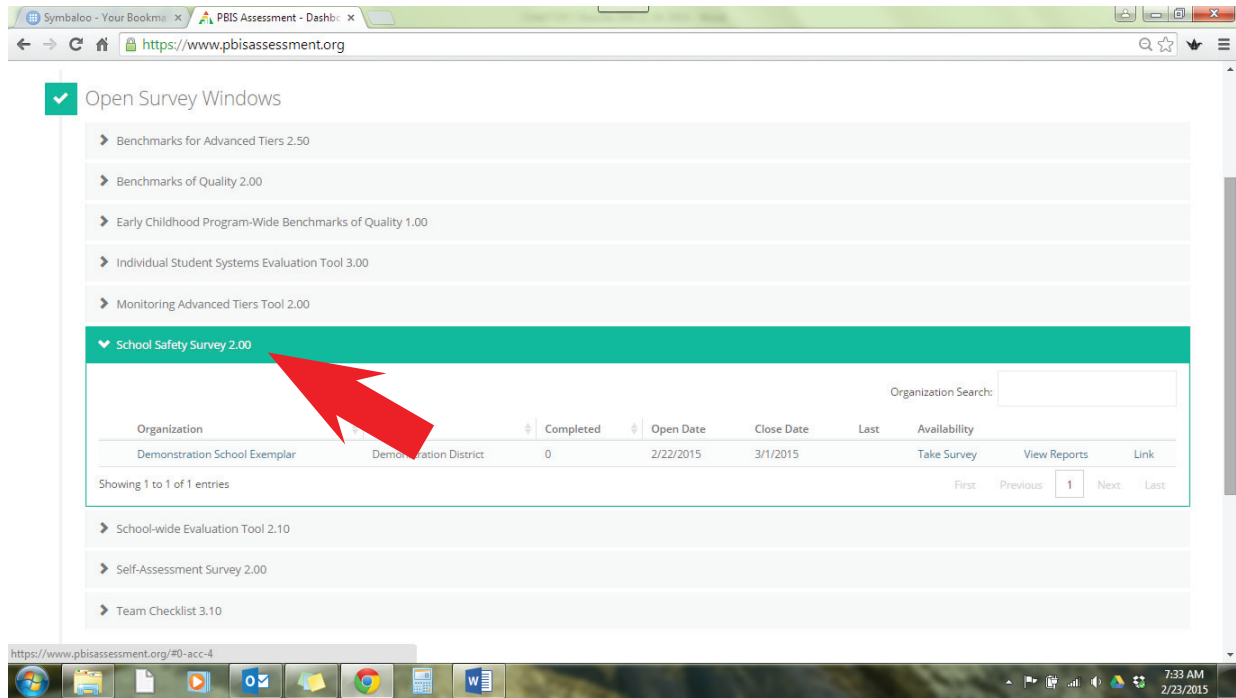
Figure 7.20

Click on "Link"
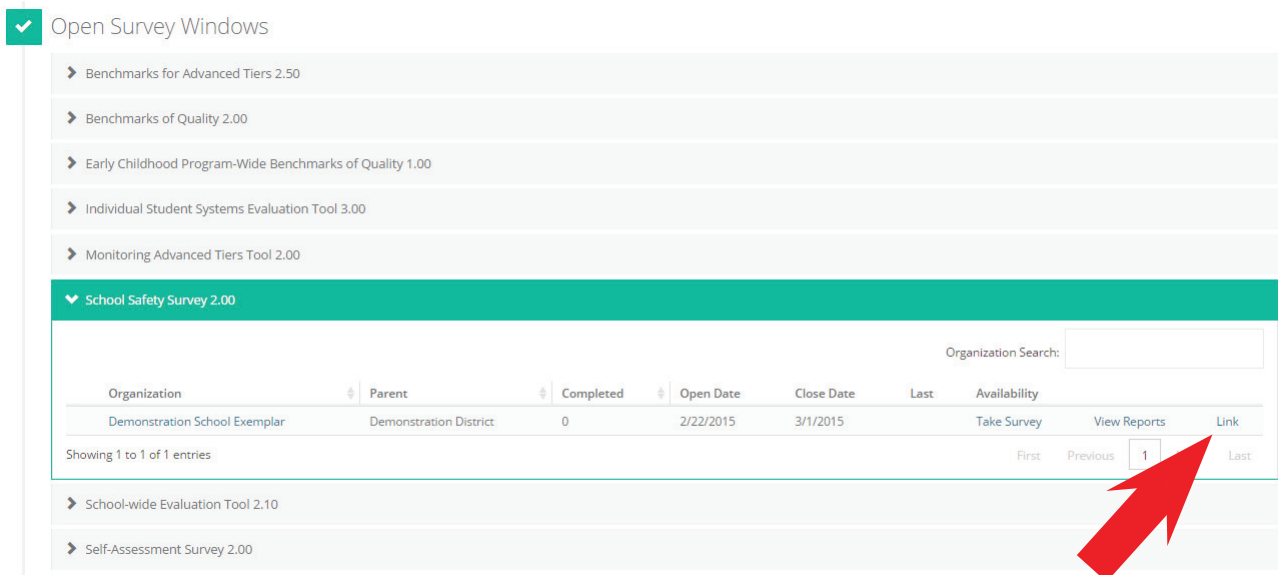
Figure 7.21

Click on the "Copy URL" button. This will copy the survey link to your computer's clipboard. You may then paste the link into the body of an email addressed to stakeholders with directions to click on the link and take the survey.
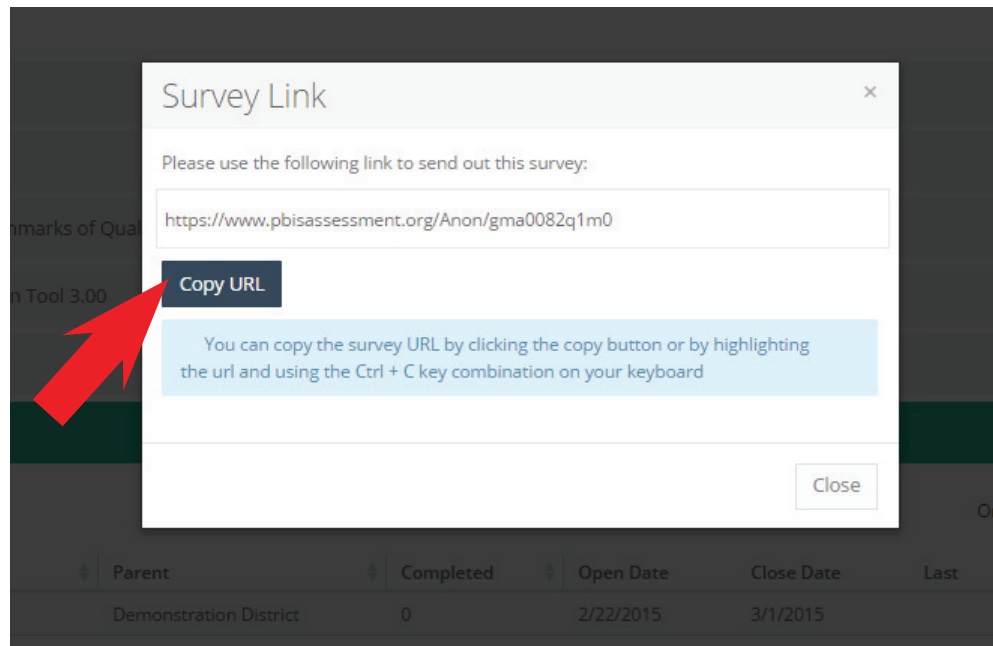
Figure 7.22

To Run Reports: The directions that follow will help team members to run reports from PBIS Assessments.

From the dashboard, mouse-over the "Reports" link on the menu bar.
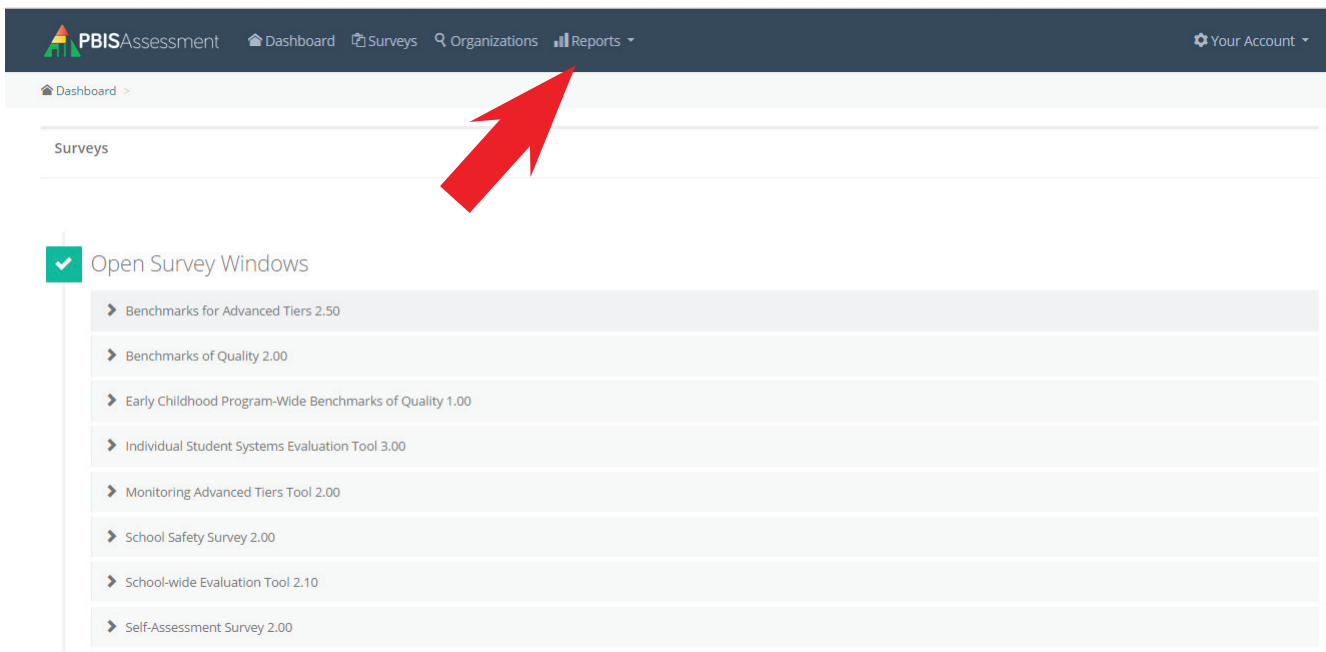
Figure 7.23

Select the Survey Reports item from the drop down menu.
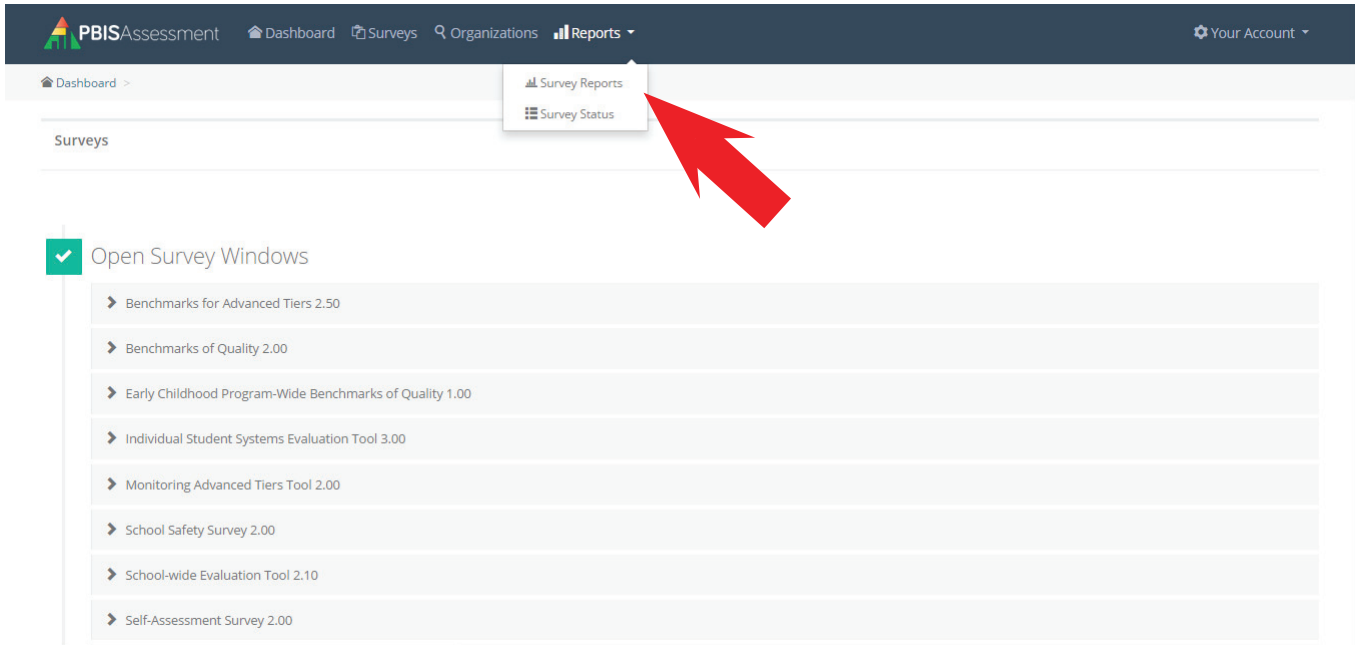
Figure 7.24

From the survey menu, click on the drop down arrow, then select the desired survey.
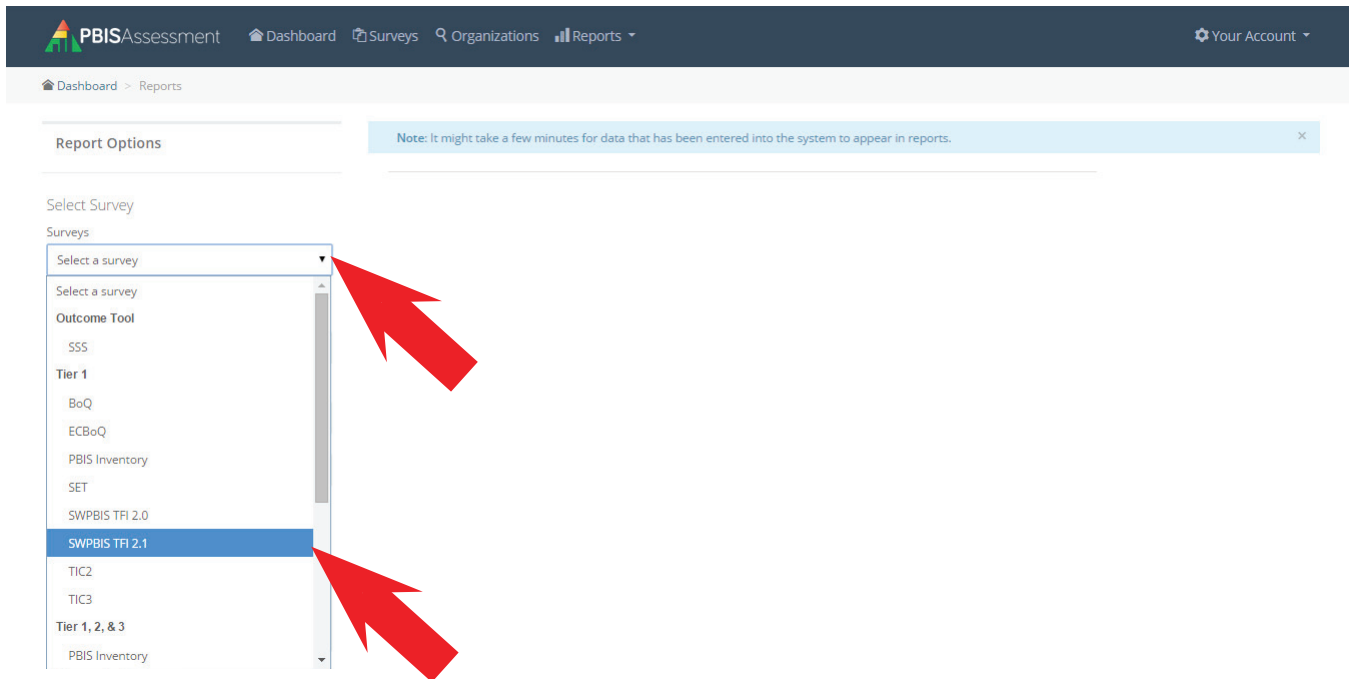
Figure 7.25

For most surveys, you will also need to select the type of report. Using the dropdown menu, select the type of report desired.
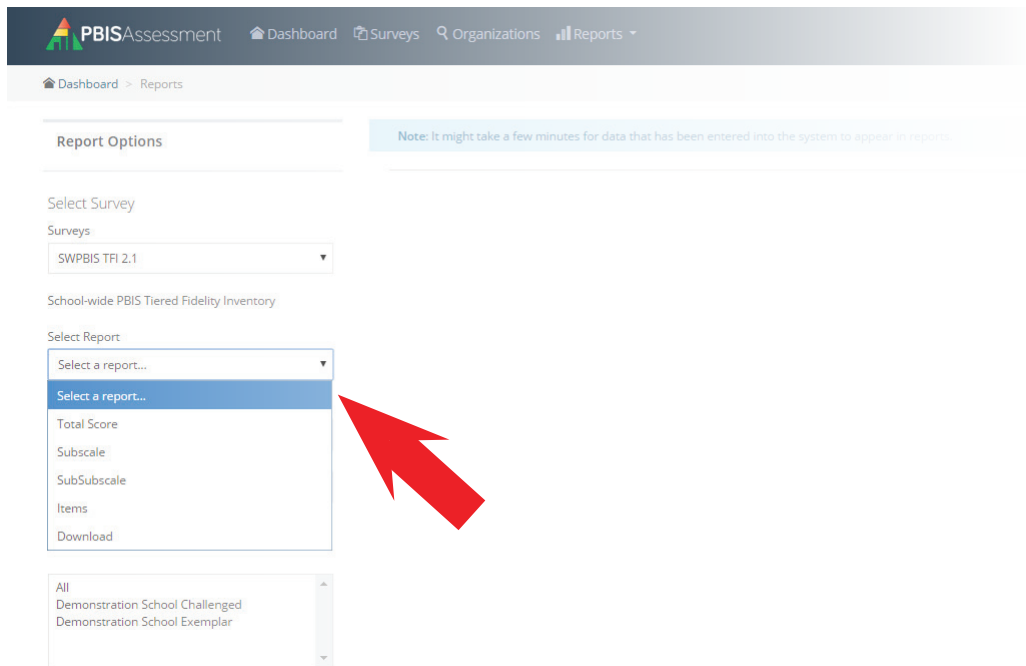
Figure 7.26

Next, you will need to select the date range for which you want to run your report. Use the dropdown menus to choose a beginning year and an end year.
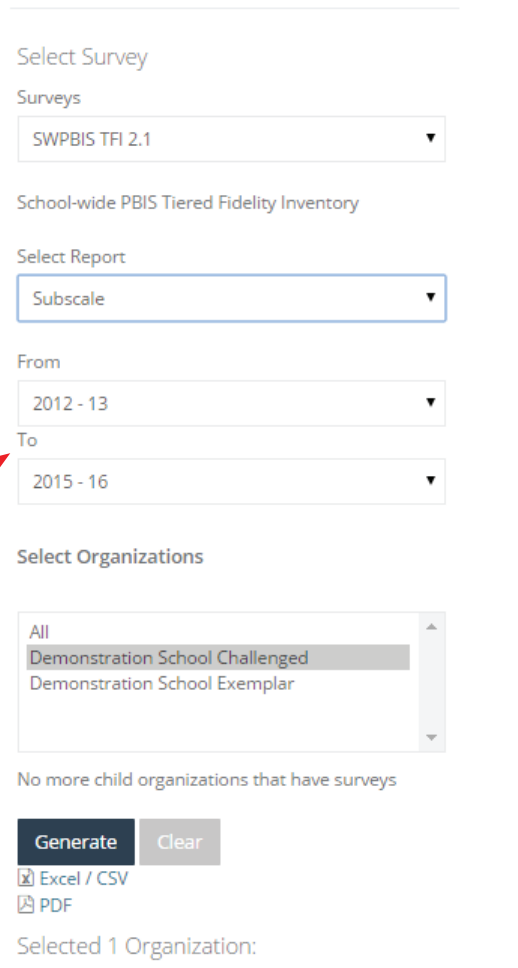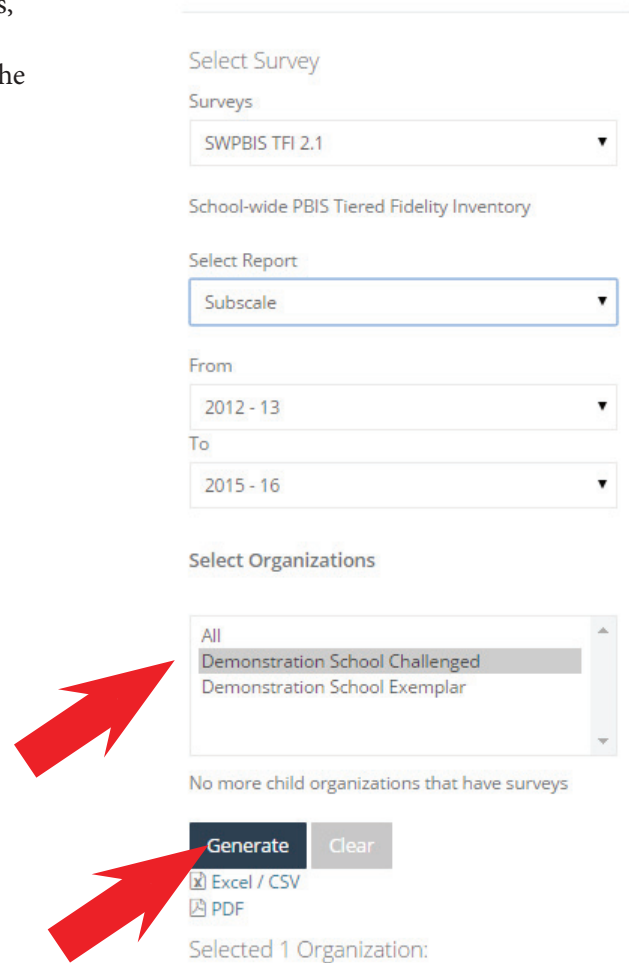
Figure 7.27

Finally, if you have access to multiple organizations, select the organization for which you want to run the report, and then click "Generate" to generate the report. You must generate a report before you can select from the download options.

Figure 7.28

Tiered Fidelity Inventory (TFI)

Algozzine, Barnett, Eber, George, Horner, Lewis, Putnam, Swain-Bradway, McIntosh, & Sugai (2014)

PURPOSE: The purpose of the TFI is to provide an efficient tool for measuring implementation fidelity at all three tiers. It was designed to ultimately replace several of the assessment tools currently used by PBIS schools, including the Benchmarks of Quality (BoQ) (Kincaid, Childs, & George, 2010) and at least one survey MO SW-PBS schools take at Tier 2 and 3 (The Benchmarks for Advanced Tiers). Recent research demonstrates that scores on the Tier 1 subscale of the TFI are statistically equivalent to scores on the BoQ (Mercer, McIntosh, & Hoselton, 2016, manuscript submitted for publication). MO SW-PBS does not require participating schools to take the TFI until they have achieved two consecutive 80/80 scores on the SET, or they have begun their first year of training at Tier 2. Schools will take the TFI at least once annually in the Spring, but may take it more frequently for purposes of progress monitoring. The tool is divided into three sections, or scales, one for each tier. Each scale has 15-17 items. The TFI is taken by the team. Each item is scored 0 (not in place), 1 (partially in place), or 2 (fully in place). The team votes on how to score each item, and the score with the majority of votes is entered into the PBIS Assessments site. PBIS National Center recommends that teams only take those sections pertaining to tiers at which they are currently implementing. In addition, it is recommended that teams take the TFI once per quarter until they achieve 80% fidelity across three consecutive administrations.

Prior to taking the TFI as a team, it is recommended that an individual familiar with PBIS and either the TFI or SET walkthrough conduct a TFI walkthrough. This walkthrough will help the team to answer three of the items in the TFI Tier 1 scale. MO SW-PBS also recommends that the individual who conducts the walkthrough, as well as the individual who facilitates the administration of the TFI with the team be someone external to the school. This can be a regional consultant, a district staff member, or a staff member assigned to another building. Regardless of who facilitates the team meeting, this individual should have familiarity with SW-PBS and the TFI.

WHEN: At least once, annually, in the Spring

WHO: Team

ENTER DATA: One team member will enter the responses into PBIS Assessments
- Log into PBIS Assessments account.
- From your school's Dashboard, under "Open Surveys," click on "School-wide PBIS Tiered Fidelity Inventory v2.10".
- Click on "Take survey".
- Enter date.
- Answer questions.
- Click "Submit".

REPORTS: To run a TFI Report
- Log into your PBIS Assessments account.
- Click on "reports" on the ribbon.
- Click on "Survey Reports".
- From the "Select Report" in the "Surveys" drop down menu, choose "SWPBS TFI 2.1".
- In the dropdown menu for "Select Report" select the desired report.
    - o Total Score
    - o Subscale
    - o Subsubscale
    - o Items
    - o Download
- Select the date range.
- If applicable, select your organization.
- Click on "Generate".

Reports are as follows.

Total Score

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
Demonstration School Challenged
5/5/2013 - 5/5/2014
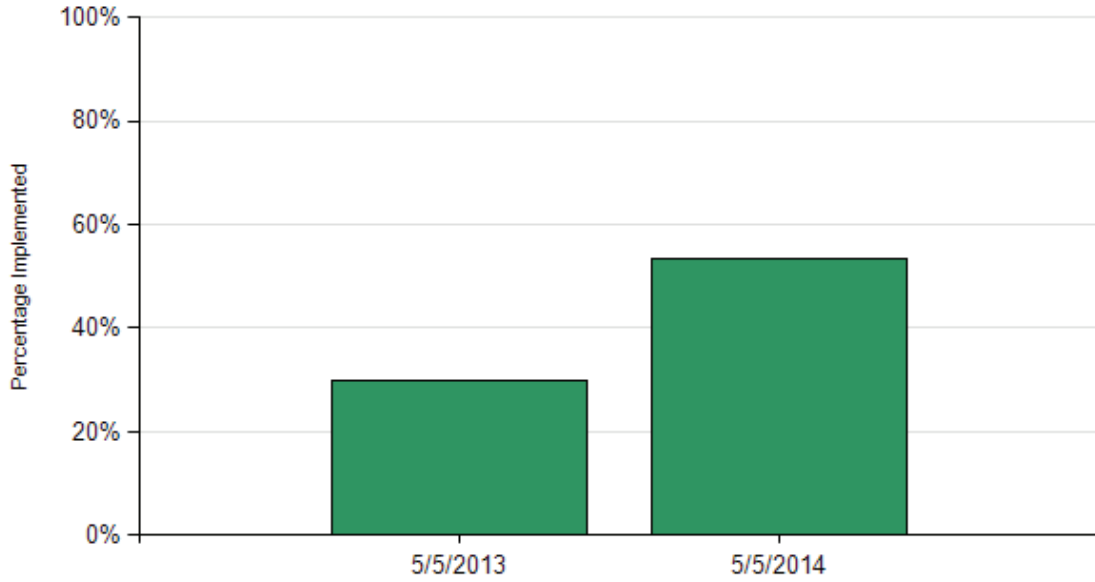
Figure 7.29

Scale

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
Demonstration School Challenged
5/5/2013 - 5/5/2014

Figure 7.30

Subscale

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
Demonstration School Challenged
5/5/2013 - 5/5/2014
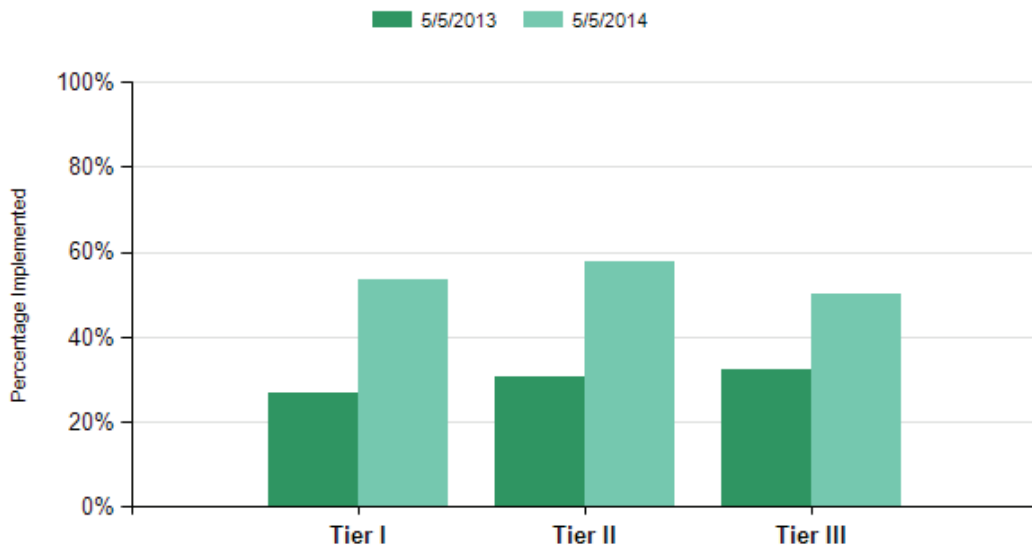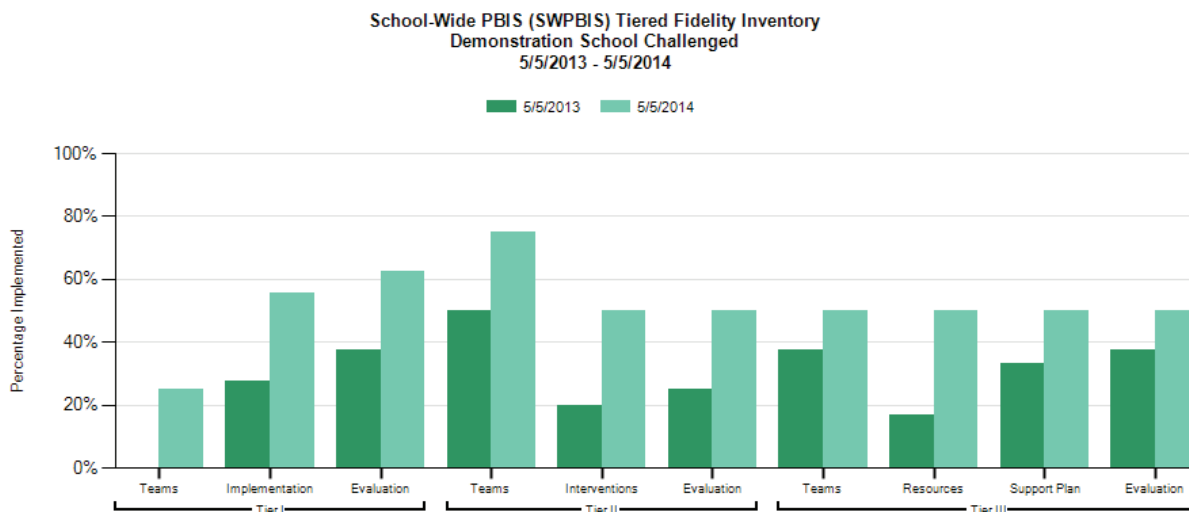
■ 5/5/2013   ■ 5/5/2014

Figure 7.31

Items

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory

Demonstration School Challenged
Zenith, Winnemac

School Year: 2012-13
Date Completed: 5/5/2013 - 5/5/2014

Tier I: Universal SWPBIS Features

Teams	5/5/13	5/5/14
1. Team Composition: Tier I team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.	0	1
2. Team Operating Procedures: Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	0	0
Feature Total:	0 of 4	1 of 4

Implementation	5/5/13	5/5/14
3. Behavioral Expectations: School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.	0	1
4. Teaching Expectations: Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.	1	2
5. Problem Behavior Definitions: : School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems.	1	1
6. Discipline Policies: School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.	2	2

Figure 7.32

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Self-Assessment Survey (SAS)

Sugai, Horner, & Todd, 2003

PURPOSE: A research validated survey that measures staff perceptions of the status and priority for improvement of SW-PBS systems at the following levels of analysis: 1) schoolwide discipline, 2) non-classroom management (e.g., cafeteria, hallway, playground), 3) classroom management, and 4) individual students engaging in chronic problem behaviors (Safran, 2006). Used for awareness building with staff, action planning and decision-making, assessment of change over time, and team validation. Used initially with all staff; can be used subsequently with all staff, a representative group, or a focus group for ongoing planning. Also sometimes referred to as the Effective Behavior Support Self-Assessment Survey (EBS/SAS).

Recent research by Kent McIntosh (Mathews, McIntosh, Frank, & May, 2014) found the SAS to be predictive of measures of sustainability after 3 years. In particular, they found that items measuring classroom systems related to acknowledging expected behaviors, matching instruction and materials to student ability, and access to assistance were predictive of fidelity of implementation over time.

WHEN: Annually in the spring; new teams may also wish to complete during their first fall as a pre-assessment.

WHO: MO SW-PBS strongly encourages that all certified and non-certified staff members complete the survey. Other stakeholders, including parents, may also take the survey.

TO TAKE THE SURVEY:

- Team members who have a PBIS Assessments account will receive email notification when the survey has opened.
- Once the survey has opened, a team member can log into their PBIS Assessments account.
- From the School's "Dashboard," the team member will look under "Open Surveys" for the Self-Assessment Survey 2.00.
- To the far right will be a hyper link that reads "Link".
- Click on "Link".
- A dialogue box will pop up. Click "Copy URL"; this will copy the link to your clipboard.
- The team member can then paste the link into an email and send it to any stakeholder that the team wishes to survey.
- When stakeholders click on the link from the email, they will be taken to the survey site.
- The stakeholder will indicate their role at the school.
- In each section, the stakeholder will indicate the degree to which an item is being implemented by marking "In Place," "Partial," or "No," and the extent to which each item is "High," "Medium," or "Low" priority.
- When completed, the respondent will click "submit."

REPORTS:

- Log into your PBIS Assessments account.
- Click on "reports" on the ribbon.
- Click on "Survey Reports".
- From the "Select Report" in the "Surveys" drop down menu, choose "SAS".
- In the dropdown menu for "Select Report" select the desired report.
    - o Total
    - o Subscale
    - o Items
    - o Download
- If selecting the "Items" report, the user may wish to check the "activate report highlights." This color codes the report to assist teams in spotting opportunities for celebration and growth.
- Select the date range.
- If applicable, select your organization.
- Click on "Generate".

See charts below.

Total

Figure 7.33

SUBSCALE

SAS School-wide System Subscale
Demonstration School Exemplar
5/29/2013-5/15/2014
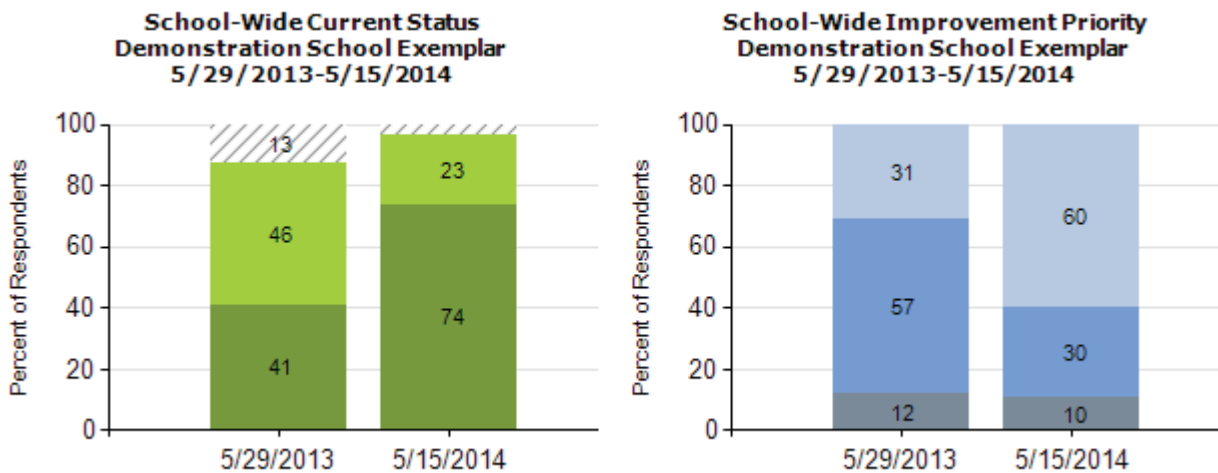
Legend: Expectations Defined, Reward System, Monitoring, District Support, Expectations Taught, Violations System, Management, Implementation Average
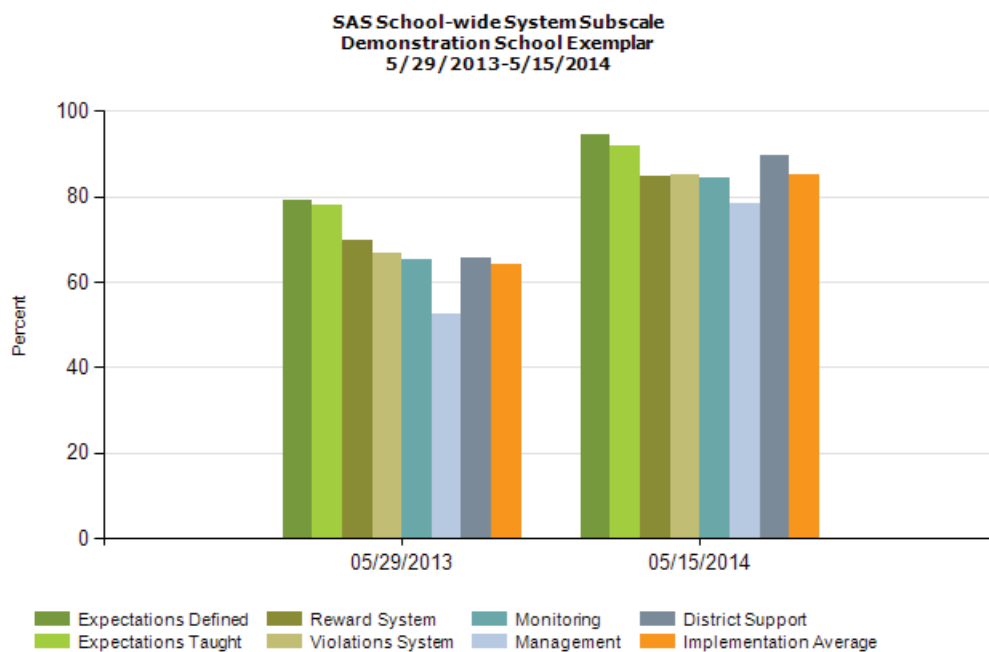
Figure 7.34

ITEM

Demonstration School Exemplar NCES ID: Zenith, Winnemac				Demonstration District NCES ID		
School Year			**Number of Responses**	**Date Completed**		
2012-13			48	05/29/2013		
Current Status			Feature	Improvement Priority		
In Place	Partial	Not	System: schoolwide	High	Medium	Low
63 %	33 %	4 %	1. A small number (e.g. 3-5) of positively and clearly stated student expectations or rules are defined.	2 %	60 %	38 %
60 %	35 %	4 %	2. Expected student behaviors are taught directly.	7 %	52 %	40 %
44 %	52 %	4 %	3. Expected student behaviors are rewarded regularly.	9 %	52 %	39 %
32 %	62 %	6 %	4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.	19 %	62 %	19 %
27 %	65 %	8 %	5. Consequences for problem behaviors are defined clearly.	29 %	48 %	24 %

Figure 7.35

Decision-making with the Self-Assessment Survey (SAS)

As described above, the Self-Assessment Survey (SAS), sometimes referred to as the Effective Behavior Support Self-Assessment Survey (EBS/SAS) (Sugai, Horner, and Todd, 2003) was developed to assess the perception of the status and priority for improvement of SW-PBS systems at four levels of analysis: 1) schoolwide discipline, 2) non-classroom management (e.g., cafeteria, hallway, playground), 3) classroom management, and 4) individual students engaging in chronic problem behaviors. It should be noted that the results of the SAS may contradict the SW-PBS leadership team's assessment of whether these systems are in place. Therefore, it can be helpful to review the results of the SAS reports in conjunction with the Tier 1 Universal Support Checklist. Contradictions between the staff and team perceptions of systems in place may indicate the need to improve communication, intensify professional development, or simply to define vocabulary terms.

Total Score Report

Total score reports provide the team with information regarding staff perceptions of the overall systems that are in place at the schoolwide, non-classroom, classroom, and individual student levels of support. These reports can help build staff awareness, and to monitor progress over a single year, or multiple years. Finally, the Total Score Report can be used to indicate an area in need of further analysis.

Generally, 80% of staff must indicate that the systems supporting a given level of support (schoolwide, non-classroom, classroom and individual) are in place for that level to be considered implemented with fidelity. Schools just beginning to implement SW-PBS at Tier 1 would not expect to have systems firmly in place, especially at the individual level of supports. However, as schools progress in their training and implementation, they would be expected to achieve staff perception of 80% systems in place at all four levels of support.

This report allows the SW-PBS Leadership Team and school community to quickly assess what to celebrate and maintain, and where to begin digging deeper into the other SAS reports to assess the next logical action steps.

Schoolwide System Subscale Report

This graph illustrates the perceived fidelity of implementation of Tier 1 schoolwide supports across the Essential Components of SW-PBS. Although the titles in the SAS along the bottom might differ from the verbiage used in MO SW-PBS there is a direct parallel:

PBIS ASSESSMENTS SAS COMPONENTS
- *Expectations defined (question 1)*
- *Expectations taught (question 2)*
- *Reward system (question 3)*
- *Violations system (questions 4-8)*
- *Monitoring (questions 10-13)*
- *Management (questions 9, 14-16)*
- *District support (questions 17-18)*

MO SW-PBS ESSENTIAL COMPONENTS
- *Defining Expectations (Chapter 3)*
- *Teaching Expectations (Chapter 4)*
- *Encouraging Expected Behaviors (Chapter 5)*
- *Discouraging Inappropriate Behaviors (Chapter 6)*
- *Ongoing Monitoring (Chapter 7)*
- *Common Philosophy & Purpose (Chapter 1) and Leadership (Chapter 2)*
- *Leadership (Chapter 2)*

In addition, this report is aligned to the Essential Features of the SET. As the SAS is a survey of staff perception, and the SET provides an external evaluation of SW-PBS systems, it may be valuable to compare the SAS subscale report with the SET subscale report.

The subscale graph allows a school to efficiently monitor the schoolwide essential elements that are perceived to be in place. This information can help the team to identify areas for celebration and maintenance of implementation efforts, as well as areas in need of deeper analysis to inform action planning.

Finally, the SAS subscale report can also be generated across years. This type of reporting allows the SW-PBS Leadership Team to monitor progress over time, and to allow for the team to quickly respond to backsliding in implementation.

Schoolwide Assessment Survey Items Report

The items report can assist a team in conducting deeper analysis of those essential features identified by the subscale report as opportunities for growth. When selecting the "Activate Report Highlights" option, a SW-PBS Leadership Team can immediately scan the tables to identify those areas that are at or above 80% (white), between 50-79% (yellow), and below 49% (red). Having already analyzed the Total Score and Schoolwide Subscale Reports, the SW-PBS Leadership Team should already have identified specific subscale areas that need a closer look (e.g., categories below 80% on these two reports will most likely be yellow or red on the "items" report).

For schools beginning their SW-PBS journey this report might be more yellow and red than white. Do not be discouraged. This is why your schoolwide community committed to this journey in the first place. Instead, be relieved that you now have "actionable data" that can help you develop intervention action steps. Consider anything colored in yellow or red as "opportunities for improvement" rather than as "challenges". This use of word choice will set the stage for a proactive approach to what might be perceived as an overwhelming challenge.

In addition, if there are many opportunities for growth, the SW-PBS leadership team should consider focusing on two or three action items at a time. Choose items that a) the staff indicate are a priority, and b) can have the biggest impact with the least amount of effort (Horner, 2011). This focus will help make the next steps feel doable, increase the likelihood of early success, and communicate to the staff that their input is valued and incorporated into planning.

Finally, the SW-PBS team should communicate SAS reports and resulting action steps to all stakeholders. This also communicates to the school community that their input is valued and is incorporated into action items. This, in turn, helps to build ownership for the school's SW-PBS systems among all stakeholders.

DISCUSSION

Who will coordinate taking the SAS? When, where, and how will staff take the SAS? What needs to be done to make this happen?

Once you have the results: Which SAS graphs will you share with the school community? How will you share results and provide training so that the school community can be efficient consumers of the SAS information? How will you communicate the action steps developed based on the data analyzed?

Schoolwide Evaluation Tool (SET 2.0)

Todd, Lewis-Palmer, Horner, Sugai, Sampson, & Phillips, 2012

PURPOSE: The SET is a research validated tool for assessing the fidelity of implementation of SW-PBS. It is conducted by a trained external evaluator. The SET uses administrator, staff and student interviews, observations, and products to assess the level of SW-PBS implementation across 7 essential features. Each of the essential features are scored by calculating the percentage of possible points earned. The average of these 7 scores are the overall implementation score. Schools are considered to be implementing with fidelity when they achieve an overall implementation score of 80%, and a score of 80% on Essential Feature B: Expectations taught. Schools are encouraged to have a SET until they have achieved two consecutive years of 80% Overall Implementation/ 80% Expectations Taught (usually written 80%/80%). After this, schools may choose to continue having SETs, or to take the TFI.

WHEN: Once annually

WHO: External evaluator

ENTER DATA: Data is entered into PBIS Assessments by a regional consultant or the external evaluator.

REPORTS:
- Log into your PBIS Assessments account.
- Click on "reports" on the ribbon.
- Click on "Survey Reports".
- From the "Select Report" in the "Surveys" drop down menu, choose "SET 2.1".
- In the dropdown menu for "Select Report" select the desired report.
    - o Subscale
    - o Items
    - o Download
- Select the date range.
- If applicable, select your organization.
- Click on "Generate".

Reports are as follow:

Subscale

**SET Subscale
Demonstration School Challenged
3/27/2013-3/3/2014**

■ 3/27/2013 ▨ 3/3/2014
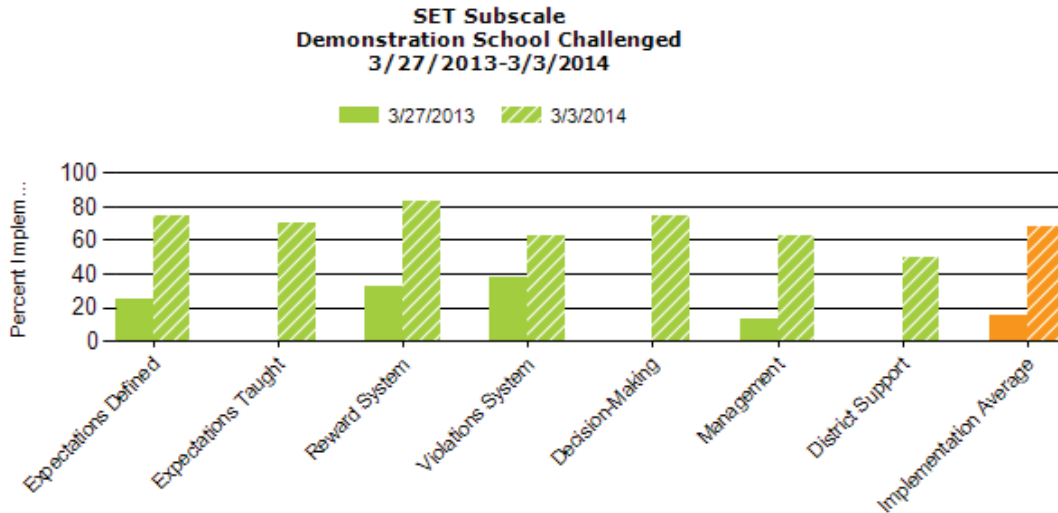
Figure 7.36

Items

School-wide Evaluation Tool Items

Demonstration School Challenged
NCES ID:
Zenith, Winnemac

Demonstration District
NCES ID:

School Year	Number of Responses	Date Collected
2012-13	1	03/27/2013
Feature		**Score (0, 1, 2)**
Expectations Defined		
1. Is there documentation that staff has agreed to 5 or fewer positively stated school rules/ behavioral expectations? (0=no; 1= too many/negatively focused; 2 = yes)		0
2. Are the agreed upon rules & expectations publicly posted in 8 of 10 locations? (See interview & observation form for selection of locations). (0= 0-4; 1= 5-7; 2= 8-10)		1
Expectations Taught		
3. Is there a documented system for teaching behavioral expectations to students on an annual basis? (0= no; 1 = states that teaching will occur; 2= yes)		0
4. Do 90% of the staff asked state that teaching of behavioral expectations to students has occurred this year? (0= 0-50%; 1= 51-89%; 2=90%-100%)		0
5. Do 90% of team members asked state that the school-wide program has been taught/reviewed with staff on an annual basis? (0= 0-50%; 1= 51-89%; 2= 90%-100%)		0

Figure 7.37

As with the TFI and the SAS, the item analysis is useful for pinpointing areas action planning.

School Safety Survey (SSS)

Sprague, Colvin & Irvin, 2002

PURPOSE: The School Safety Survey is an annual survey that provides an assessment of Risk and Protection Factors for students at school and in the surrounding community. The survey provides information that can help teams to determine training and support needs related to school safety and violence prevention (Sprague, Colvin, Irvin & Strieber, 1998).

WHEN: Annually in the fall.

WHO: MO SW-PBS strongly encourages all staff, students, and family members to complete the survey, if possible. Although a minimum of five specific staff members are required to take the SSS, MO SW-PBS strongly urges schools to include as many faculty, staff, students and parents as possible in taking the survey.

The new PBIS Assessments links for taking multi-user surveys will make it easier for teams to engage all stakeholders, including parents and students. Students as young as 5th grade should be able to complete the survey. Teachers can take advantage of classroom computers and the computer lab to make it easier for students to participate in the SSS. Actively engaging students in informing the SW-PBS initiative increase feelings of ownership in SW-PBS among students

TO TAKE THE SURVEY:

- Team members who have a PBIS Assessments account will receive email notification when the survey has opened.
- Once the survey has opened, a team member can log into their PBIS Assessments account.
- From the School's "Dashboard," the team member will look under "Open Surveys" for the School Safety Survey 2.00.
- To the far right will be a hyper link that reads "Link".
- Click on "Link".
- A dialogue box will pop up. Click "Copy URL"; This will copy the link to your clipboard.
- The team member can then paste the link into an email and send it to any stakeholder that the team wishes to survey.
- When stakeholders click on the link from the email, they will be taken to the survey site.
- The stakeholder will indicate their role at the school.
- The stakeholder will then rate the extent to which the risk and protective factors exist at the school and neighborhood.
- The stakeholder will have the opportunity to type the answers to six open ended questions.
- When finished, the stakeholder will click on "submit".

REPORTS:

- Log into your PBIS Assessments account.
- Click on "reports" on the ribbon.
- Click on "Survey Reports".
- From the "Select Report" in the "Surveys" drop down menu, choose "SSS".
- In the dropdown menu for "Select Report" select the desired report.
  o Subscale
  o Items
  o Download
  o Comments
- Select the date range.
- If applicable, select your organization.
- Click on "Generate".

See chart below.

Subscale

School Safety Survey Subscale
Demonstration School Exemplar
5/2/2013-5/5/2014

Figure 7.38

Items

Risk Item Scores: 2012-13
Demonstration School Exemplar

Rating (0 = not at all, 3 = extensive)

Figure 7.39

Protection Item Scores: 2012-13
Demonstration School Exemplar

Rating (0 = not at all, 3 = extensive)
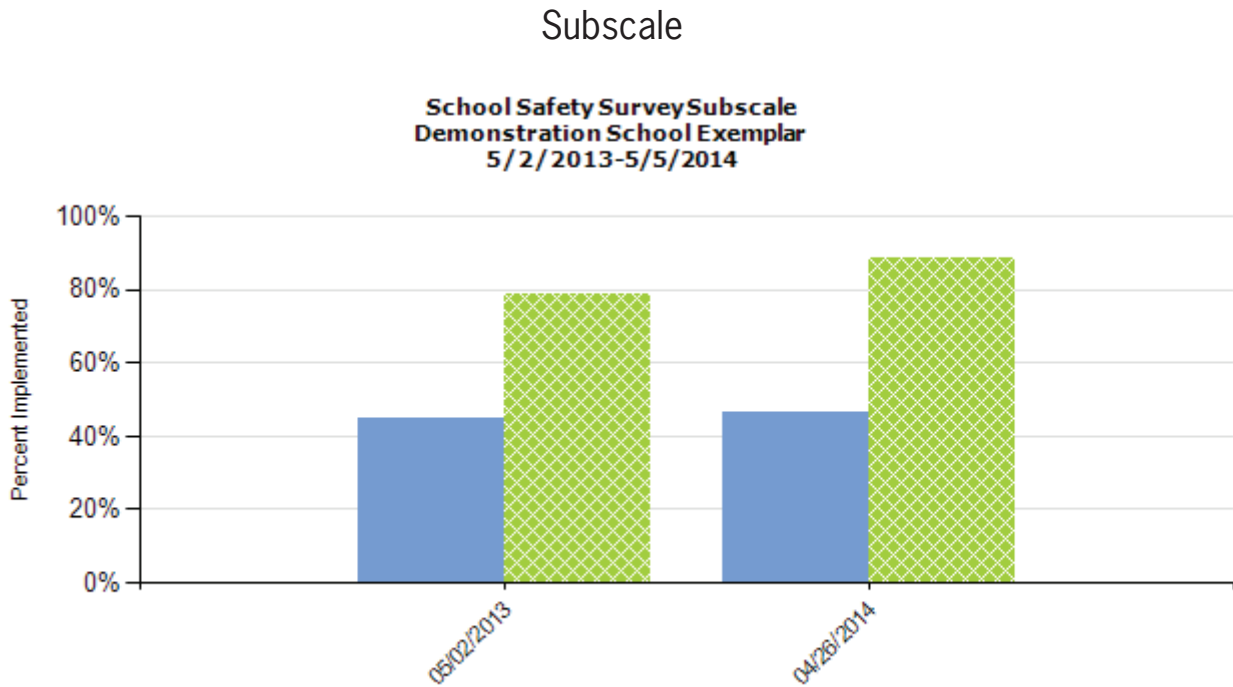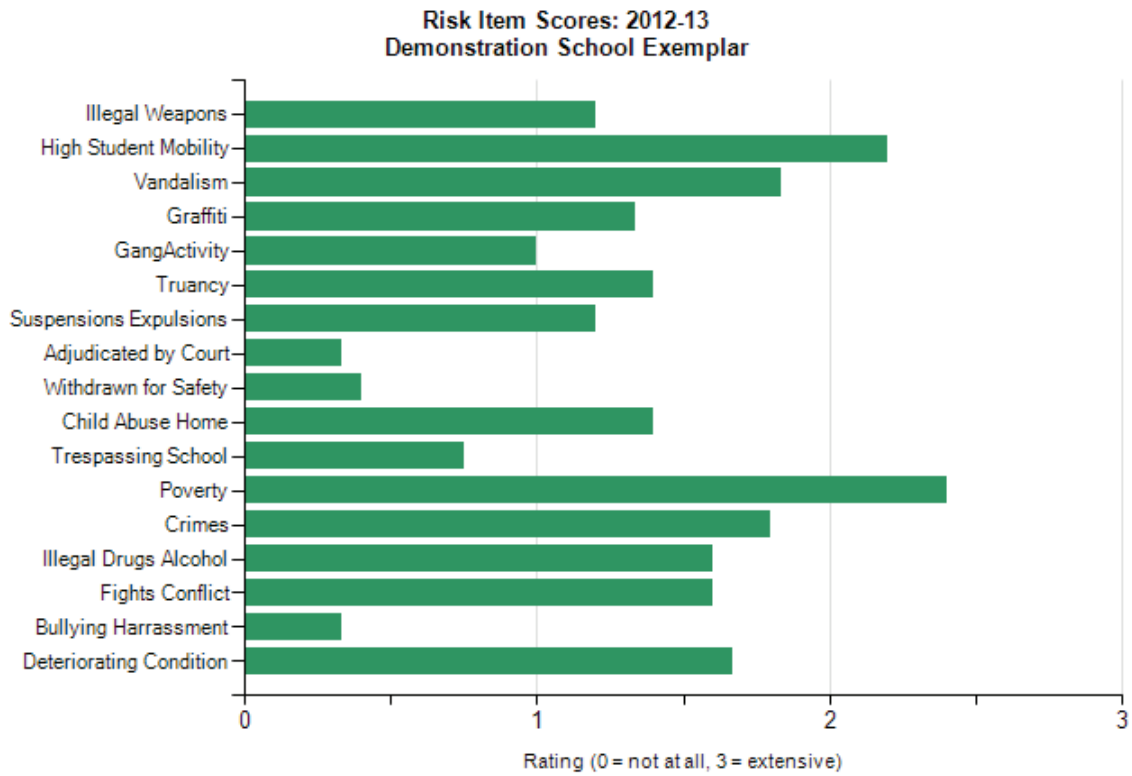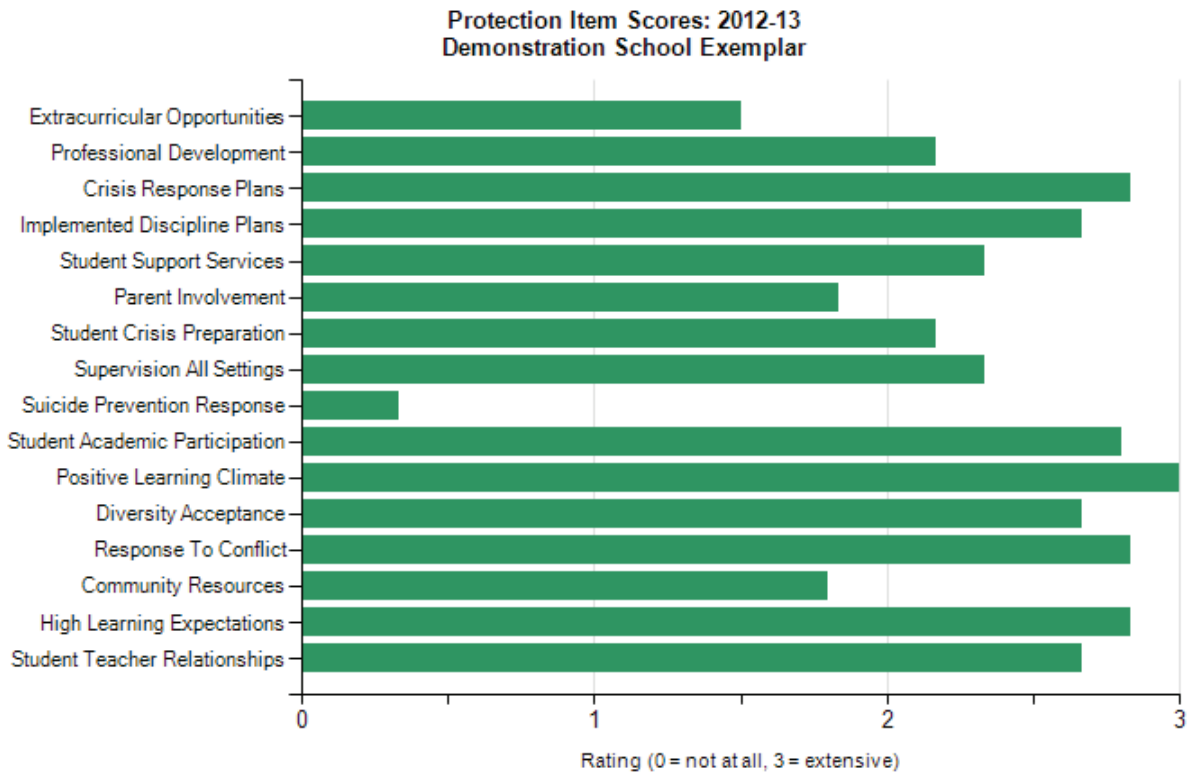
Figure 7.40

Comments

School Safety Survey Comments

Demonstration School Exemplar NCES ID: Zenith, Winnemac	**Demonstration District** NCES ID :

School Year: 2012-13

What is the most pressing safety need at your school?

- Bullying on Playground
- Harrassment
- Students are pushing and shoving in the cafeteria
- Playground Bullying
- Respect

What school safety activities does your school do best?

- Caring staff
- The staff are very supportive
- Organized crisis and behavior planning
- Positive Behavior Support
- Good professional development

Figure 7.41

School Safety Survey Subscale Report

This report displays a bar graph depicting Risk Ratio and Protection Ratio percentages. Schools will want to see lower Risk Ratio (blue bar) percentages and higher Protection Ratio (green bar) percentages. This report provides a snapshot of perceptions of safety and violence prevention at the school, and can indicate broad focus areas for deeper analysis using the item report. If the school has more than one year of data, PBIS Assessments gives team members the option of running multi-year reports. The multi-year report allows for a quick review of changes in risk and protection factors over time. Finally, the excel export allows teams the option of disaggregating responses by role (i.e., parent, student, teacher, etc.).

School Safety Survey Item Report

This report displays a bar graph Risk and Protective Factors average scores (out of 3). Schools will want to see lower averages (shorter bar) for Risk Factors and a higher average scores (longer bar) for Protective Factors. This report can help focus the team on actionable items to meliorate risk factors while layering or strengthening existing protective factors.

ACTIVITY

What risk and safety factors are within the school's circle of influence? Consider having faculty and staff do the following activity, and then have student, family or community groups do it separately and compare results.

Print off the "Risk Factor" and "Protection Factor" item cards found in the "SSS Circle of Influence" activity following the hard copy of the SSS, located at the end of this chapter, or at pbismissouri.org (Tier 1 Team Workbook). Print "Risk Factors" a different color from "Protective factors", and then cut apart the cards. On a piece of chart paper, draw a double-ended arrow across the top. Above the arrow on the far left, write "No Influence;" at the mid-point of the line, write "Some Influence;" and above the arrow on the far right, write "Significant Influence."

Have individuals or small groups draw cards from the stack and discuss whether the school has "no influence," "some influence," or "significant influence" over the risk or protective factor listed on the card. Groups can merge to share thoughts if time allows. A spokesperson from each group will then state the factor they discussed, and explain where on the continuum of influence they determined that the factor should fall. Using tape loops, place the factors where the groups determine they fall along the continuum. Results of these dialogs will inform decision-making with School Safety Survey results.

How can your SW-PBS Leadership Team plan for these kinds of activities with various stakeholder groups?

ACTIVITY

RISK ITEMS: Look at the Risk Item Chart. Remember, those items for which there is a relatively low score are low risk; those for which there is a relatively high score are high risk. As a team, complete the following activity:

► Mark with a star those risk factors that are "low" and can be celebrated. Consider what actions are in place that might contribute to the "low" risk rating. What action steps need to be put in place to sustain these outcomes?

► Mark with a minus sign those items that the group feels are higher than expected or desired.

► Circle those items that the team determined were within their circle of influence.

► Prioritize which of the risk items are identified as "high" (minus) and influence-able (circled) through team talk.

► Does the group need more information before making plans for action steps? If yes, outline a plan to gather more information, a timeline for review, and delineate desired outcomes from that activity. If no, determine which risk factors to prioritize for action planning.

► At this point the group may develop a plan for sharing results, gathering further input, or they may begin developing action steps for their highest priority risk factor.

PROTECTION ITEMS: Look at the Protective Item Chart. Remember, those items for which there is a relatively high score are factors that protect students; those for which there is a relatively low score are areas where protective factors are lacking. As a team, complete the following activity:

► Mark with a star those protection factors for which there are relatively high scores, and are opportunities for celebration. Consider what systems and practices are in place that might be contributing to the "high" protection rating. Consider what action steps might need to be put in to place to sustain these outcomes?

► Mark with a minus those items that are relatively lower than expected or desired.

► Circle those items that the group determined to be within the school's circle of influence.

► Prioritize which of the Protection items are identified as "low" (minus) and influence-able (circled) through team talk.

► Does the group need more information before making plans for action steps? If yes, outline a plan to gather more information, a timeline for review, and delineate desired outcomes from that activity. If no, prioritize low protective factors for action planning.

► At this point the group may develop a plan to share results, gather input, or they may begin to develop action steps to address their highest priority low rated protective factor.

The Tier 1 Universal Support Checklist

PURPOSE: The Tier 1 Universal Support Checklist was designed by MO SW-PBS as an action planning guide and fidelity check. It is aligned with the MO SW-PBS State Curriculum and is divided into eight sections that align with the MO SW-PBS eight essential components and this workbook. Each of the sections includes actionable items that must be in place for SW-PBS to be implemented with fidelity. The Team takes the Tier 1 Universal Support Checklist together, coming to consensus regarding whether each item is in place, partially in place, or not in place. Teams use the checklist to identify areas of need, and to action plan, accordingly. This survey is not available in PBIS Assessments.

WHEN: Quarterly

WHO: Team

ACTION PLANNING: As a team, look at those items rated as in place. Take a moment to celebrate this success, and consider how you will share this with the school community. Now look at those items which the team rated as not in place or partially in place. Pick two to three of these items that the team feels will have the biggest impact with the least amount of effort. Develop an action plan for putting these components in place. Remember to include action steps, persons responsible, resources needed, a target date, and metrics for monitoring progress and determining step completion.

Other Sources of Fidelity Data: Walkthroughs, Observations, and Surveys

Other sources of formal and informal data can provide valuable information about the implementation fidelity of SW-PBS. These sources need not be overly arduous or time consuming. Three such sources of information are Walkthroughs, Observations, and Surveys.

Walkthroughs are brief (three to ten minute) classroom visits in which the visitor records observations pertaining to predetermined data points. The walkthrough can be compared to a collage, in that a series of snapshots are taken at different points in time, and put together to form an overall picture of what is going on at the school or in an individual classroom. As with any sampling of data, the greater and more random (in terms of time of day and staff members) the sample selected for walkthroughs, the more accurate the picture of the degree of implementation at the level of the school or individual staff member.

With regard to SW-PBS, the walkthrough form can be designed to monitor the research based SW-PBS practices that the school staff have committed to implementing. For example, the form can include a space for specific positive feedback, non-specific positive feedback, and critical feedback. The observer would record the number of occurrences of staff behavior in each of these categories during a 10 minute time period, and a ratio calculated. Across many observations, this ratio could provide a metric of the ratio of specific positive feedback given throughout the building. Over time, this ratio would provide a metric of whether or not implementation of the practice was improving.

Walkthroughs are often conducted by the administrator, but depending on the culture of the school, peers could also conduct walkthroughs. Regardless of who conducts the walkthroughs, it is important that a high level of trust exist prior to using the walkthroughs to give critical feedback. Walkthroughs should be oriented towards supporting best practices, celebrating the use of these practices, providing feedback, and identifying schoolwide opportunities for improvement.

Related to walkthroughs are observations. Observations are generally longer in duration than the walkthrough. Like the walkthrough, observations are often conducted by an administrator, but depending on the culture of the school, may also be conducted by peers. Although observations are often part of the teacher evaluation process, the focus of this section is only on the use of observations to provide formative assessments and feedback for individual teachers. Please refer to state and district guidelines for direction on conducting observations as part of the formal evaluation process.

Observations often occur for an entire lesson. Like the walkthrough, the observation should have a focus that is aligned with school improvement goals. Observations can be of *model lessons*, providing teachers an opportunity to observe an exemplar of a new practice or strategy. Alternatively, observations can also be of teachers implementing a newly acquired practice or strategy for formative feedback or coaching. Ultimately, the goal of both types of observation is to improve the capacity of the individual staff member to implement the practice or strategy.

As with walkthroughs, it is important that an observation have an area of focus. Furthermore, it will be helpful for the observer to identify "look-fors" prior to the observation. An example of a focus for an observation might be the use of "Opportunities to Respond" strategies in the classroom. The "look-fors" might include the use of specific whole group response strategies, such as response cards, white boards, thumbs up/ thumbs down, or chorus response. Or they might include teaching students the procedures for using a response strategy.

MO SW-PBS developed a packet of walkthrough/observation forms that can be used or adapted by schools. These forms were designed to collect a variety of different types of metrics on a variety of research based practices, and can be tailored according to the school improvement goals. (See Chapter 8 for further details.)

Whether a teacher is observing a model lesson, or being observed for feedback, observations and walkthroughs can be part of *job embedded professional learning*. This refers to professional development that occurs when teachers use the focus practice or strategy with students in an authentic setting.

Both observations and walkthroughs require a culture of trust and a growth mindset. Some suggestions for building trust might include the following: focus on the positive, especially during initial phases; separate evaluation from formative assessments, either by conducting evaluations at different times during the year from formative assessments, or by assigning the formative assessment role to an individual who does not participate in evaluation; consistently provide timely feedback following all walkthroughs and

observations; finally, make walkthroughs and observations ubiquitous, so that they are an accepted part of the daily business of the school.

Regardless of the tool used during either walkthroughs or observations, systems must be in place to support these practices. In addition to the observation/walkthrough tool and "look-fors," teams also need to consider expectations for participation in job embedded professional development, procedures for making requests to observe or be observed, class scheduling to allow for observations, random but comprehensive scheduling of walkthroughs, personnel deployment for class coverage, monitoring data from walkthroughs and observations, ensuring that feedback is consistent and timely, and determining who will conduct observations and walkthroughs. Addressing these concerns will increase the likelihood that observations and walkthroughs will occur, and improve the chances that they will build capacity of all staff members. For more information on providing job embedded supports for improved instructional practice, see Chapter 9, *Professional Learning*.

DISCUSSION

As a team, take time to assess whether you have systems to address the following concerns:

- ► Is there an expectation that all staff will participate?
- ► How will this be monitored?
- ► How will participating staff be recognized?
- ► How do teachers request to be observed or to observe a model lesson?
- ► Are schedules designed and personnel deployed to allow for class coverage and debriefing sessions?
- ► Is there a systematic way to ensure that all staff are observed, yet the time of day is randomized to obtain a complete picture of practices used in the school?
- ► Is there a system for ensuring feedback?
  - In person?
  - Written?
- ► Is there a culture of trust in the building? If so, what steps can be taken to ensure that this culture is maintained? If not, what steps can be taken to ensure that such a culture is established?

If the answer to any of these question is "no," take time to action plan how you can incorporate walkthroughs and observations into your assessment of SW-PBS fidelity into your school.

Figure 7.42 provides a sample Job Embedded Professional Development Form.

Teacher Name:_____

Grade Level/Content Area: _____

Circle the School SIP Goal/Instructional Strategy that you are focusing on:

Classroom Rules	4:1 Recognition	Activity sequence and Choice	Academic success and Task Difficulty
Classroom Routines and Procedures	Response to error correction	Opportunities to respond	Active Supervision

☐ I would like to observe a teacher _____
<div align="center">(Observed Teacher's Name)</div>

☐ I would like to be observed for feedback by _____
<div align="center">(Observer's Name)</div>

☐ I will need someone to cover my class on_____ during _____ hour.

Figure 7.42

School Created Surveys

In addition to Walkthroughs and Observations, surveys can provide another source of information that can be tailored to the needs of the school. School teams can survey staff, students, or parents. Surveys can be designed to assess perceptions, such as whether students feel safe from bullying, or what tangible recognitions they would like to have added to the school store menu. Surveys can be designed to assess staff perceptions of the fidelity of implementation of practices that are only used in response to randomly occurring events (such as the use of the continuum of practices to respond to inappropriate behavior), and therefore more difficult to catch. Surveys can also be designed to measure behaviors or practices for which there are not an adequate number of free staff members to act as observers, as when information is required regarding the degree to which staff members have implemented a plan or the frequency in which students experience bullying behaviors.

Although surveys can be paper and pencil, there are now a number of online tools available that make the collection and reporting of survey results much more efficient. A number of these, including Poll Everywhere (http://www.polleverywhere.com/), Survey Monkey (https://www.surveymonkey.com/), and Google forms (http://www.google.com/forms/about/), have free versions. Furthermore, some of these tools will aggregate and chart data from survey items, and/or allow the export of survey results in a spreadsheet format. Teams should explore the features and ease of use of different survey tools to find the tool that is right for them.

School Outcome Data and End of Year Reports

Triangulation is a term taken from navigation and land surveying that refers to the process of fixing the location of a point in space using the convergence of measurements taken from two other points. In the social sciences, the term has come to mean checking the conclusions drawn using one source of data against two or more other sources of data (Denzin, 1978; Merriam, 2009).

It is for just such a purpose that MO SW-PBS has developed End of Year (EOY) Reports for each of the participating schools. The MO SW-PBS EOY reports gather a variety of fidelity and outcome data into one place, allowing for action planning and initiative evaluation. Data included in the report includes survey data from PBIS Assessments (SSS, SAS, SET, and TFI scores), quarterly data submissions to consultants, ODR and assistance referral data from the School Outcomes Data submission, and Tier 2 and Tier 3 intervention outcome data. In addition, the report comes in a fillable PDF format, allowing teams to add additional information and to complete guiding questions.

Consider the following two scenarios of how one school might use the MO SW-PBS EOY report. In the first scenario, the team notices an overall increase in the number of ODRs for the school year. The EOY report indicates that the team has completed a matrix, social skills lessons and a teaching schedule. However, the SET subscale report indicates that the essential feature "expectations taught" is not in place. This is confirmed by the SAS subscale report indicating that the majority of the staff who took the SAS perceive that there are no systems in place to teach schoolwide expectations. These results suggest to the team that they need to improve their system of communication and professional development with regard to lessons, teaching schedules, and possibly the expectation that all staff teach social skills lessons.

In the second scenario, a school district is facing budget cuts for the coming school year, and must take a hard look at the costs of various initiatives relative to student outcomes. The principal of a school that has been implementing SW-PBS for five years has noticed improved outcomes for students during this time. Not only does she believe that SW-PBS is cost effective, she would like to see these improved outcomes spread throughout the district through a district-wide adoption. She directs the team to prepare a presentation to the school board. The team decides to use the EOY report as the basis for this presentation. Using this report, they are able to show that as their implementation fidelity data has improved (as indicated by the SAS, the SET, and their quarterly reporting), the number of ODRs has decreased significantly across all grade levels. They have also seen an improvement in perceptions of safety and increased student attendance. Estimates of time out of instruction due to disciplinary issues have decreased. Academic data has also shown an improvement. The team attributes some of this improvement to lower disruption, improved attendance and increased time in instruction. Finally, the team has observed an increase in the number of assistance referrals, but a steady decline in the number of students who qualify for special education. The team interprets this as indicating that students are responding to Tier 1, Tier 2 and Tier 3 interventions, resulting in fewer false positive special education identifications. Furthermore, there is a decrease in the number of students with existing IEPs that have ODRs, suggesting the improved outcomes that all students are experiencing are shared by students with disabilities. The board is impressed, and asks the superintendent to consider piloting SW-PBS in other schools throughout the district.

Most of the data used in the EOY reports is pulled from existing data bases, observed and marked off by consultants, or part of regular data submissions. However, there is currently no mechanism for many schools to collect and report some of the most valuable information, such as assistance referrals and Special Education identification. Schools should be collecting this information because it monitors the outcomes that school programs are having for all students, including those with disabilities. Therefore, MO SW-PBS encourages schools to develop systems to collect this information throughout the school year,

and to submit it to MO SW-PBS in June of each year as part of the MO SW-PBS School Outcomes Data. MO SW-PBS has a form available that schools can complete and email to moswpbs@missouri.edu. The information from this form will be entered into the MO SW-PBS online data system so that it is available for the EOY Reports.

DISCUSSION

Do you currently have a system in place to collect information on the following:

- ► Number of assistance referrals by grade level.
- ► Number of students who qualify for special education.
- ► The number of students with IEPs per grade level with ODRs.
- ► The number of typical students per grade level with ODRs.
- ► The percentage of students with 0-1 ODRs; 2-5 ODRs; and 6 or more ODRs.

If you do not currently have a system for collecting and recording this information, take a moment as a team to action plan for collecting this data.

- ► What action steps can you identify to ensure that this information is collected?
- ► Who will be responsible for collecting this information?
- ► When will this information be completed?
- ► Who will be responsible for submitting this information to moswpbs@missouri.edu?

Ancillary Documents:
Hard Copies of PBIS
Assessments Surveys

The following pages contain copies of the surveys found on the PBIS Assessments site (https://www.pbisapps.org/).

Tiered Fidelity Inventory 2.10

Algozzine, Barnett, Eber, George, Horner, Lewis, Putnam, Swain-Bradway, McIntosh, & Sugai, 2014

Tier I: Universal SWPBIS Features

NOTE: This section may be completed individually or with other tiers as part of the full Tiered Fidelity Inventory

FEATURES	POSSIBLE DATA SOURCES	SCORING CRITERIA
Subscale: Teams		
1.1 Team Composition: Tier I team includes a Tier 1 systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high student representation.	• School organizational chart • Tier I team meeting minutes	0 = Tier I team does not exist or does not include coordinator, school administrator, or individuals with applied behavioral expertise 1 = Tier I team exists, but does not include all identified roles or attendance of these members is below 80% 2 = Tier I team exists with coordinator, administrator, and all identified roles represented, AND attendance of all roles is at or above 80%
1.2 Team Operating Procedures: Tier I team meets at least monthly and has (a) regular meeting format/ agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	• Tier I team meeting agendas and minutes • Tier I meeting roles descriptions • Tier I action plan	0 = Tier I team does not use regular meeting format/ agenda, minutes, defined roles, or a current action plan 1= Tier I team has at least 2 but not all 4 features 2 = Tier I team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan
Subscale: Implementation		
1.3 Behavioral Expectations: School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.	• TFI Walkthrough Tool • Staff handbook • Student handbook	0 = Behavioral expectations have not been identified, are not all positive, or are more than 5 in number 1 = Behavioral expectations identified but may not include a matrix or be posted 2 = Five or fewer behavioral expectations exist that are positive, posted, and identified for specific settings (i.e., matrix) AND at least 90% of staff can list at least 67% of the expectations

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

FEATURES	POSSIBLE DATA SOURCES	SCORING CRITERIA
1.4 Teaching Expectations: Expected academic* and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.	• TFI Walkthrough Tool • Professional development calendar • Lesson plans • Informal walkthroughs	0 = Expected behaviors are not taught 1 = Expected behaviors are taught informally or inconsistently 2 = Formal system with written schedules is used to teach expected behaviors directly to students across classroom and campus settings AND at least 70% of students can list at least 67% of the expectations
* MO SW-PBS trains and provides support for data-based decision making for social behavioral outcomes only. Although best practice would be to apply this logic to academic interventions and outcomes, teams are asked to reply on SW-PBS work only.		
1.5 **Problem Behavior Definitions:** School has clear definitions for behaviors that interfere with academic and social success and a clear policy/ procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems.	• Staff handbook • Student handbook • School policy • Discipline flowchart	0 = No clear definitions exist, and procedures to manage problems are not clearly documented 1 = Definitions and procedures exist but are not clear and/or not organized by staff-versus office-managed problems 2 = Definitions and procedures for managing problems are clearly defined, documented, trained, and shared with families
MO SW-PBS Response Continuum can serve as a possible source of data.		
1.6 **Discipline Policies:** School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.	• Discipline policy • Student handbook • Code of conduct • Informal administrator interview	0 = Documents contain only reactive and punitive consequences 1 = Documentation includes and emphasizes proactive approaches 2 = Documentation includes and emphasizes proactive approaches AND administrator reports consistent use
1.7 **Professional Development:** A written process is used for orienting all faculty/staff on 4 core Tier I SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.	• Professional development calendar • Staff handbook	0 = No process for teaching staff is in place 1 = Process is informal/unwritten, not part of professional development calendar, and/or does not include all staff or all 4 core Tier I practices 2 = Formal process for teaching all staff all aspects of Tier I system, including all 4 core Tier I practices

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

FEATURES	POSSIBLE DATA SOURCES	SCORING CRITERIA
1.8 Classroom Procedures: Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems.	• Staff handbook • Informal walkthroughs • Progress monitoring • Individual classroom data	0 = Classrooms are not formally implementing Tier I 1 = Classrooms are informally implementing Tier I but no formal system exists 2 = Classrooms are formally implementing all core Tier I features, consistent with school-wide expectations
1.9 Feedback and Acknowledgement: A formal system (i.e., written set of procedures for specific behavior feedback that is [a] linked to school-wide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students.	• TFI Walkthrough Tool	0 = No formal system for acknowledging students 1 = Formal system is in place but is used by at least 90% of staff and/or received by at least 50% of students 2 = Formal system for acknowledging student behavior is used by at least 90% of staff AND received by at least 50% of students
1.10 Faculty Involvement: Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months.	• PBIS Self-Assessment Survey (SAS) • Informal surveys • Staff meeting minutes • Team meeting minutes	0 = Faculty are not shown data at least yearly and do not provide input 1 = Faculty have been shown data more than yearly OR have provided feedback on Tier I foundations within the past 12 months but not both 2 = Faculty are shown data at least 4 times per year AND have provided feedback on Tier I practices within the past 12 months
1.11 Student/Family/Community Involvement: Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months.	• Surveys • Voting results from parent/ family meeting • Team meeting minutes	0 = No documentation (or no opportunities) for stakeholder feedback on Tier I foundations 1 = Documentation of input on Tier I foundations, but not within the past 12 months or input but not from all types of stakeholders 2 = Documentation exists that students, families, and community members have provided feedback on Tier I practices within the past 12 months

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

FEATURES	POSSIBLE DATA SOURCES	SCORING CRITERIA
1.12 Discipline Data: Tier I team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student.	• School policy • Team meeting minutes • Student outcome data	0 = No centralized data system with ongoing decision making exists 1 = Data system exists but does not allow instantaneous access to full set of graphed reports 2 = Discipline data system exists that allows instantaneous access to graphs of frequency of problem behavior events by behavior, location, time of day, and student
1.13 Data-based Decision Making: Tier I team reviews and uses discipline data and academic* outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision-making.	• Data decision rules • Staff professional development calendar • Staff handbook • Team meeting minutes	0 = No process/protocol exists, or data are reviewed but not used 1 = Data reviewed and used for decision-making, but less than monthly 2 = Team reviews discipline data and uses data for decision-making at least monthly. If data indicate an academic* or behavior problem, an action plan is developed to enhance or modify Tier I supports
* MO SW-PBS trains and provides support for data-based decision making for social behavioral outcomes only. Although best practice would be to apply this logic to academic interventions and outcomes, teams are asked to reply on SW-PBS work only.		
1.14 Fidelity Data: Tier I team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually.	• School policy • Staff handbook • School newsletters • School website	0 = No Tier I SWPBIS fidelity data collected 1 = Tier I fidelity collected informally and/or less often than annually 2 = Tier I fidelity data collected and used for decision making annually
1.15 Annual Evaluation: Tier I team documents fidelity and effectiveness (including on academic* outcomes) of Tier I practices at least annually (including year- by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format.	• Staff, student, and family surveys • Tier I handbook • Fidelity tools • School policy • Student outcomes • District reports • School newsletters	0 = No evaluation takes place, or evaluation occurs without data 1 = Evaluation conducted, but not annually, or outcomes are not used to shape the Tier I process and/or not shared with stakeholders 2 = Evaluation conducted at least annually, and outcomes (including academics*) shared with stakeholders, with clear alterations in process based on evaluation
* MO SW-PBS trains and provides support for data-based decision making for social behavioral outcomes only. Although best practice would be to apply this logic to academic interventions and outcomes, teams are asked to reply on SW-PBS work only.		

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Self-Assessment Survey 2.00

Sugai, Horner, & Todd, 2003

Effective Behavior Support (EBS) Survey
Assessing and Planning Behavior Support in Schools

PURPOSE OF THE SURVEY

The EBS Survey is used by school staff for initial and annual assessment of effective behavior support systems in their school. The survey examines the status and need for improvement of four behavior support systems: (a) schoolwide discipline systems, (b) non-classroom management systems (e.g., cafeteria, hallway, playground), (c) classroom management systems, and (d) systems for individual students engaging in chronic problem behaviors. Each question in the survey relates to one of the four systems.

Survey results are summarized and used for a variety of purposes including:
1. Annual action planning,
2. Internal decision making,
3. Assessment of change over time,
4. Awareness building of staff, and
5. Team validation.

The survey summary is used to develop an action plan for implementing and sustaining effective behavioral support systems throughout the school (see "Developing an EBS Annual Action Plan").

CONDUCTING THE EBS SURVEY

Who completes the survey?
Initially, the entire staff in a school completes the EBS Survey. In subsequent years and as an on-going assessment and planning tool, the EBS Survey can be completed in several ways:
- All staff at a staff meeting.
- Individuals from a representative group.
- Team member-led focus group.

When and how often should the survey be completed?
Since survey results are used for decision making and designing an annual action plan in the area for effective behavior support, most schools have staff complete the survey at the end or the beginning of the school year.

How is the survey completed?
1. Complete the survey independently.
2. Schedule 20-30 minutes to complete the survey.
3. Base your rating on your individual experiences in the school. If you do not work in classrooms, answer questions that are applicable to you.
4. Mark (i.e., "✓" or "X") on the left side of the page for current status and the right side of the page for the priority level for improvement for each feature that is rated as partially in place or not in place and rate the degree to which improvements are needed (i.e., high, medium, low) (right hand side of survey).
5. To assess behavior support, first evaluate the status of each system feature (i.e. in place, partially in place, not in place) (left hand side of survey). Next, examine each feature:
   - "What is the current status of this feature (i.e. in place, partially in place, not in place)?"
   - For each feature rated partially in place or not in place, "What is the priority for improvement for this feature (i.e., high, medium, low)?"

SUMMARIZING THE RESULTS FROM THE EBS SURVEY

The results from the EBS Survey are used to (a) determine the status of EBS in a school and (b) guide the development of an action plan for improving EBS. The resulting action plan can be developed to focus on any one or combination of the four EBS system areas.

Three basic phases are involved: (a) summarize the results, (b) analyze and prioritize the results, and (c) develop the action plan.

Phase 1: Summarize the results
The objective of this phase is to produce a display that summarizes the overall response of school staff for each system on (a) status of EBS features and (b) improvement priorities.

Step 1a. Summarize survey results on a blank survey by tallying all individual responses for each of the possible six choices as illustrated in example 1a.

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place	Schoolwide is defined as involving all students, all staff, & all settings.	High	Med	Low
✓✓✓ ✓✓✓ ✓✓✓	✓✓✓✓ ✓✓✓	✓✓✓✓	1. A small number (e.g. 3-5) of positively & clearly stated student expectations or rules are defined.	✓✓✓✓	✓✓✓✓	✓✓✓
✓✓	✓✓✓✓ ✓✓	✓✓✓✓ ✓✓✓✓ ✓✓✓✓	2. Expected student behaviors are taught directly.	✓✓✓✓ ✓✓✓✓ ✓✓	✓✓✓✓	✓✓✓✓ ✓✓

Example 1a

Step 1b. Total the number of responses by all staff for each of the six possible choices, as illustrated in example 1b.

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place	Schoolwide is defined as involving all students, all staff, & all settings.	High	Med	Low
✓✓✓ ✓✓✓ ✓✓✓ 9	✓✓✓✓ ✓✓✓ 7	✓✓✓✓ 4	1. A small number (e.g. 3-5) of positively & clearly stated student expectations or rules are defined.	✓✓✓✓ 4	✓✓✓✓ 4	✓✓✓ 3
✓✓ 2	✓✓✓✓ ✓✓ 6	✓✓✓✓ ✓✓✓✓ ✓✓✓✓ 12	2. Expected student behaviors are taught directly.	✓✓✓✓ ✓✓✓✓ ✓✓ 10	✓✓✓✓ 4	✓✓✓✓ ✓✓ 6
✓✓✓ ✓✓✓ ✓ 7	✓✓✓✓ ✓✓✓ ✓✓ 9	✓✓✓ 3	3. Expected student behaviors are rewarded regularly.	✓✓✓✓ ✓✓ 6	✓✓✓✓ ✓✓ 6	
✓✓✓ ✓✓✓ ✓ 7	✓✓✓✓ ✓✓✓✓ ✓✓✓ 11	✓✓✓ 3	4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.	✓✓✓✓ ✓✓ 6	✓✓✓✓ 4	✓✓✓✓ 4
	✓✓✓ ✓✓✓ ✓✓ 8	✓✓✓✓ ✓✓✓ ✓✓ 9	5. Consequences for problem behaviors are defined clearly.	✓✓✓✓ ✓✓✓✓ ✓✓✓ 11	✓✓✓ 3	✓✓✓ 3

Example 1b

Step 1c. For each system area, calculate a total summary by counting the total number of responses for a column (e.g., In place: 9 + 2 + ...) and dividing that number by the total number of responses for the row (e.g., In place + Partial + Not in place), as illustrated in example 1c.

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place	Schoolwide is defined as involving all students, all staff, & all settings.	High	Med	Low
✓✓✓ ✓✓✓ ✓✓✓ 9	✓✓✓✓ ✓✓✓ 7	✓✓✓✓ 4	1. A small number (e.g. 3-5) of positively & clearly stated student expectations or rules are defined.	✓✓✓✓ 4	✓✓✓✓ 4	✓✓✓ 3
✓✓ 2	✓✓✓✓ ✓✓ 6	✓✓✓✓ ✓✓✓✓ ✓✓✓✓ 12	2. Expected student behaviors are taught directly.	✓✓✓✓ ✓✓✓✓ ✓✓ 10	✓✓✓✓ 4	✓✓✓✓ ✓✓ 6
✓✓✓ ✓✓✓ ✓ 7	✓✓✓✓ ✓✓✓ ✓✓ 9	✓✓✓ 3	3. Expected student behaviors are rewarded regularly.	✓✓✓✓ ✓✓ 6	✓✓✓✓ ✓✓ 6	
✓✓✓ ✓✓✓ ✓ 7	✓✓✓✓ ✓✓✓✓ ✓✓✓ 11	✓✓✓ 3	4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.	✓✓✓✓ ✓✓ 6	✓✓✓✓ 4	✓✓✓✓ 4
	✓✓✓ ✓✓✓ ✓✓ 8	✓✓✓✓ ✓✓✓ ✓✓ 9	5. Consequences for problem behaviors are defined clearly.	✓✓✓✓ ✓✓✓✓ ✓✓✓ 11	✓✓✓ 3	✓✓✓ 3

Totals

25 + 41 + 31 = 97   37 + 21 + 16 = 74

Example 1c

Step 1d. Create a bar graph showing total item summary percentages for each of the six choices (take total responses for each of six choices and divide by the total number of responses) as illustrated in example 1d using results from example 1c. Complete the EBS Survey Summary by graphing the current status and priority for improvement for each of the four system areas. Example 1d has created the graph for the example data presented and summarized in example 1c.
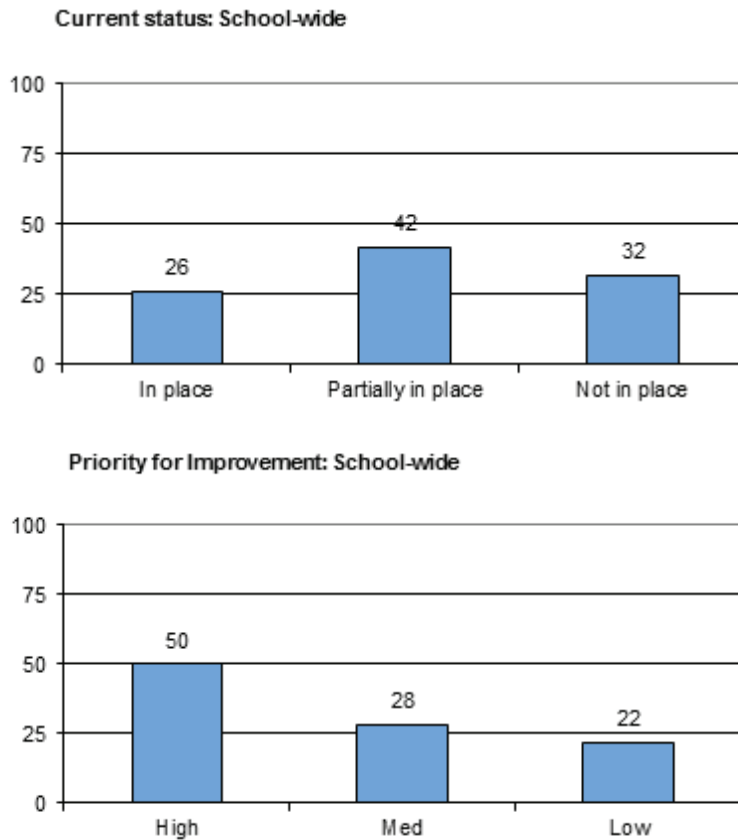
Example 1d

Completing Phase 1 provides a general summary for the current status and priority for improvement ratings for each of the four system areas. For further summary and analysis, follow Phase 2 and Phase 3 activities.

Phase 2: Analyze and Prioritize the Results
The objective of this phase is for teams to narrow the focus of Action Plan activi-ties. Teams also may want to include other data or information (e.g., office disci-pline referrals, behavior incident reports, attendance) to refine their decisions. Use the EBS Survey Summary to guide and document your analysis. In general, the following guidelines should be considered:

Step 1. Using the EBS Survey Summary Graph results, rate the overall perspective of EBS implementation by circling High, Med., or Low for each of the four system areas.

Step 2. Using the EBS Survey Tally pages, list the three major strengths in each of the four system areas.

Step 3. Using the EBS Survey Tally pages, list the three major areas in need of development.

Step 4. For each system, circle one priority area for focusing development activities.

Step 5. Circle or define the activities for this/next year's focus to support the area selected for development

Step 6. Specify system(s) to sustain (S) & develop (D).

Phase 3: Use the EBS Survey Summary Information to Develop the EBS Annual Action Plan
The objective of this phase is to develop an action plan for meeting the school improvement goal in the area of school safety. Multiple data sources will be integrated when developing the action plan. The EBS Survey Summary page summarizes the EBS Survey information and will be a useful tool when developing the EBS Annual Action Plan. The EBS Annual Action Plan process can be obtained by contacting the first author of this document.

Effective Behavior Support (EBS) Survey
Assessing and Planning Behavior Support in Schools

Name of school _____ Date_____

District _____ State_____

Person Completing the Survey:

☐ Administrator ☐ Special Educator ☐ Parent/Family Member
☐ General Educator ☐ Counselor ☐ School Psychologist
☐ Educational/Teacher Assistant ☐ Community member ☐ Other_____

1. Complete the survey independently.
2. Schedule 20-30 minutes to complete the survey.
3. Base your rating on your individual experiences in the school. If you do not work in classrooms, answer questions that are applicable to you.

To assess behavior support, first evaluate the status of each system feature (i.e. in place, partially in place, not in place) (left hand side of survey). Next, examine each feature:

a. "What is the current status of this feature (i.e. in place, partially in place, not in place)?"
b. For those features rated as partially in place or not in place, "What is the priority for improvement for this feature (i.e., high, medium, low)?"

Return your completed survey to_____ by _____

Schoolwide SYSTEMS

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place	Schoolwide is defined as involving all students, all staff, & all settings.	High	Med	Low
			1. A small number (e.g. 3-5) of positively & clearly stated student expectations or rules are defined.			
			2. Expected student behaviors are taught directly.			
			3. Expected student behaviors are rewarded regularly.			
			4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.			
			5. Consequences for problem behaviors are defined clearly.			
			6. Distinctions between office v. classroom managed problem behaviors are clear.			
			7. Options exist to allow classroom instruction to continue when problem behavior occurs.			
			8. Procedures are in place to address emergency/dangerous situations.			
			9. A team exists for behavior support planning & problem solving.			
			10. School administrator is an active participant on the behavior support team.			
			11. Data on problem behavior patterns are collected and summarized within an on-going system.			
			12. Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular basis (e.g. monthly).			
			13. School has formal strategies for informing families about expected student behaviors at school.			

Schoolwide SYSTEMS, cont.

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place	Schoolwide is defined as involving all students, all staff, & all settings.	High	Med	Low
			14. Booster training activities for students are developed, modified, & conducted based on school data.			
			15. Schoolwide behavior support team has a budget for (a) teaching students, (b) on-going rewards, and (c) annual staff planning.			
			16. All staff are involved directly and/or indirectly in schoolwide interventions.			
			17. The school team has access to on-going training and support from district personnel.			
			18. The school is required by the district to report on the social climate, discipline level or student behavior at least annually.			

NON-CLASSROOM SETTING SYSTEMS

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place	Non-classroom settings are defined as particular times or places where supervision is emphasized (e.g., hallways, cafeteria, playground, bus).	High	Med	Low
			1. Schoolwide expected student behaviors apply to non-classroom settings.			
			2. Schoolwide expected student behaviors are taught in non-classroom settings.			
			3. Supervisors actively supervise (move, scan, & interact) students in non-classroom settings.			
			4. Rewards exist for meeting expected student behaviors in non-classroom settings.			
			5. Physical/architectural features are modified to limit (a) unsupervised settings, (b) unclear traffic patterns, and (c) inappropriate access to & exit from school grounds.			
			6. Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces.			
			7. Staff receives regular opportunities for developing and improving active supervision skills.			
			8. Status of student behavior and management practices are evaluated quarterly from data.			
			9. All staff are involved directly or indirectly in management of non-classroom settings.			

CLASSROOM SETTING SYSTEMS

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place	Classroom settings are defined as instructional settings in which teacher(s) supervise & teach groups of students.	High	Med	Low
			1. Expected student behavior & routines in classrooms are stated positively & defined clearly.			
			2. Problem behaviors are defined clearly.			
			3. Expected student behavior & routines in classrooms are taught directly.			
			4. Expected student behaviors are acknowledged regularly (positively reinforced) (>4 positives to 1 negative).			
			5. Problem behaviors receive consistent consequences.			
			6. Procedures for expected & problem behaviors are consistent with schoolwide procedures.			
			7. Classroom-based options exist to allow classroom instruction to continue when problem behavior occurs.			
			8. Instruction & curriculum materials are matched to student ability (math, reading, language).			
			9. Students experience high rates of academic success (> 75% correct).			
			10. Teachers have regular opportunities for access to assistance & recommendations (observation, instruction, & coaching).			
			11. Transitions between instructional & non-instructional activities are efficient & orderly.			

INDIVIDUAL STUDENT SYSTEMS

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
			Individual student systems are defined as specific supports for students who engage in chronic problem behaviors (1%-7% of enrollment)			
			1. Assessments are conducted regularly to identify students with chronic problem behaviors.			
			2. A simple process exists for teachers to request assistance.			
			3. A behavior support team responds promptly (within 2 working days) to students who present chronic problem behaviors.			
			4. Behavioral support team includes an individual skilled at conducting functional behavioral assessment.			
			5. Local resources are used to conduct functional assessment-based behavior support planning (~10 hrs./week/ student).			
			6. Significant family &/or community members are involved when appropriate & possible.			
			7. School includes formal opportunities for families to receive training on behavioral support/positive parenting strategies.			
			8. Behavior is monitored & feedback provided regularly to the behavior support team & relevant staff.			

School Safety Survey (SSS 2.0)

Jeffrey Sprague, Geoffrey Colvin, & Larry Irvin, 2002

The School Safety Survey

Jeffrey Sprague, Geoffrey Colvin, & Larry Irvin

The Institute on Violence and Destructive Behavior
University of Oregon College of Education

For further information contact Jeffrey Sprague, Ph.D. at 541-346-3592

Essential Questions for School Safety Planning

Choose a minimum of 5 staff, including 1 administrator, 1 custodial staff member, 1 supervisory/classified member, 1 certified member and 1 office staff member, to complete this survey. Please place a check (X) next to the item that best reflects your opinion for each question. Your responses will be valuable in determining training and support needs related to school safety and violence prevention.

Name of school _____ Date_____

District _____ State_____

Your Role:
☐ Administrator   ☐ Teacher   ☐ Special Education Teacher
☐ Educational Assistant   ☐ Office Staff   ☐ Custodial Staff
☐ Related Service Provider   ☐ Student   ☐ Parent
☐ Community Member   ☐ Other _____

SECTION ONE: Assessment of Risk Factors for School Safety and Violence					
Indice the extent to which these factors exist in your school and neighborhood:	**RATING**				
	not at all	**minimally**	**moderately**	**extensively**	**don't know**
1. Illegal weapons.					
2. Vandalism.					
3. High student mobility (i.e. frequent changes in school enrollment).					
4. Graffiti.					
5. Gang activity.					
6. Truancy.					
7. Student suspensions and/or expulsions.					
8. Students adjudicated by the court.					
9. Parents withdrawing students from school because of safety concerns.					
10. Child abuse in the home.					
11. Trespassing on school grounds.					
12. Poverty.					
13. Crimes (e.g. theft, extortion, hazing).					
14. Illegal drug and alcohol use.					
15. Fights, conflict, and assault.					
16. Incidence of bullying, intimidation, and harassment.					
17. Deteriorating condition of the physical facilities in the school.					

SECTION TWO: Assessment of Response Plans for School Safety and Violence					
Indicate the extent to which these factors exist in your school and neighborhood:	RATING				
	not at all	minimally	moderately	extensively	don't know
1. Opportunity for extracurricular programs and sports activities.					
2. Professional development and staff training.					
3. Crisis and emergency response plans.					
4. Consistently implemented schoolwide discipline plans.					
5. Student support services in school (e.g. counseling, monitoring, support team systems).					
6. Parent involvement in our school (e.g. efforts to enhance school safety, student support).					
7. Student preparation for crises and emergencies.					
8. Supervision of students across all settings.					
9. Suicide prevention/response plans.					
10. Student participation and involvement in academic activities.					
11. Positive school climate for learning.					
12. Acceptance of diversity.					
13. Response to conflict and problem solving.					
14. Collaboration with community resources.					
15. High expectations for student learning and productivity.					
16. Effective student-teacher relationships.					

SECTION THREE: Your Comments on School Safety and Violence

1. What is the most pressing safety need in your school?

2. What school safety activities does your school do best?

3. What topics are most important for training and staff development?

4. What are the biggest barriers to improved school safety measures?

5. What other comments do you have regarding school safety?

6. What other factors not included in this survey do you believe affect school safety?

The following are the cards for the School Safety Survey Circle of Influence Activity.

RISK Illegal Weapons	RISK High Student Mobility
RISK Vandalism	RISK Graffiti
RISK Gang Activity	RISK Truancy
RISK Suspension/ Expulsions	RISK Adjudicated by Court

RISK Withdrawn for Safety	RISK Child Abuse Home
RISK Trespassing School	RISK Poverty
RISK Crimes	RISK Illegal Drugs/Alcohol
RISK Fights/Conflict	RISK Bullying/Harassment

RISK Deteriorating Conditions	RISK
PROTECTION Extracurricular Activities	PROTECTION Professional Development
PROTECTION Crisis Response Plans	PROTECTION Implemented Discipline Plans
PROTECTION Student Support Services	PROTECTION Parent Involvement

PROTECTION Student Crisis Preparation	PROTECTION Supervision All Settings
PROTECTION Suicide Prevention Response	PROTECTION Student Academic Participation
PROTECTION Positive Learning Climate	PROTECTION Diversity Acceptance
PROTECTION Response to Conflict	PROTECTION Community Resources

PROTECTION High Learning Expectations	PROTECTION Student Teacher Relationship

School-wide Evaluation Tool (SET 2.0)

Todd, Lewis-Palmer, Horner, Sugai, Sampson, & Phillips, 2012

Schoolwide Evaluation Tool (SET)
Overview

PURPOSE OF THE SET

The Schoolwide Evaluation Tool (SET) is designed to assess and evaluate the critical features of schoolwide effective behavior support across each academic school year. The SET results are used to:

1. Assess features that are in place,
2. Determine annual goals for schoolwide effective behavior support,
3. Evaluate on-going efforts toward schoolwide behavior support,
4. Design and revise procedures as needed, and
5. Compare efforts toward schoolwide effective behavior support from year to year.

Information necessary for this assessment tool is gathered through multiple sources including review of permanent products, observations, and staff (minimum of 10) and student (minimum of 15) interviews or surveys. There are multiple steps for gathering all of the necessary information. The first step is to identify someone at the school as the contact person. This person will be asked to collect each of the available products listed below and to identify a time for the SET data collector to preview the products and set up observations and interview/survey opportunities. Once the process for collecting the necessary data is established, reviewing the data and scoring the SET averages takes two to three hours.

Products to Collect

1. _____ Discipline handbook
2. _____ School improvement plan goals
3. _____ Annual Action Plan for meeting schoolwide behavior support goals
4. _____ Social skills instructional materials/ implementation time line
5. _____ Behavioral incident summaries or reports (e.g., office referrals, suspensions, expulsions)
6. _____ Office discipline referral form(s)
7 _____ Other related information

USING SET RESULTS

The results of the SET will provide schools with a measure of the proportion of features that are 1) not targeted or started, 2) in the planning phase, and 3) in the implementation/ maintenance phases of development toward a systems approach to schoolwide effective behavior support. The SET is designed to provide trend lines of improvement and sustainability over time.

Schoolwide Evaluation Tool (SET)
Implementation Guide

Name of school _____ Date_____

District _____ State_____

Step 1: Make Initial Contact

A. Identify school contact person & give overview of SET page with the list of products needed.
B. Ask when they may be able to have the products gathered. Approximate date:
C. Get names, phone #'s, email address & record below.

Name _____ Phone _____

Email _____

Products to Collect

1. _____ Discipline handbook
2. _____ School improvement plan goals
3. _____ Annual Action Plan for meeting schoolwide behavior support goals
4. _____ Social skills instructional materials/ implementation time line
5. _____ Behavioral incident summaries or reports (e.g., office referrals, suspensions, expulsions)
6. _____ Office discipline referral form(s)
7. _____ Other related information

Step 2: Confirm the Date to Conduct the SET

A. Confirm meeting date with the contact person for conducting an administrator interview,
 taking a tour of the school while conducting student & staff interviews, & for reviewing the products.

Meeting date & time: _____

Step 3: Conduct the SET

A. Conduct administrator interview.
B. Tour school to conduct observations of posted school rules & randomly selected staff
 (minimum of 10) and student (minimum of 15) interviews.
C. Review products & score SET.

Step 4: Summarize and Report the Results

A. Summarize surveys & complete SET scoring.
B. Update school graph.
C. Meet with team to review results.

Meeting date & time: _____

Schoolwide Evaluation Tool (SET)
Scoring Guide

Name of school _____   Date_____

District _____   State_____

Pre_____ Post_____ Set Data Collector _____

Feature	Evaluation Question	Data Source (circle sources used) P= product; I= interview; O= observation		Score: 0-2
A. Expectations Defined	1. Is there documentation that staff has agreed to 5 or fewer positively stated school rules/ behavioral expectations? (0=no; 1= too many/negatively focused; 2 = yes)	Discipline handbook, Instructional materials Other _____	P	
	2. Are the agreed upon rules & expectations publicly posted in 8 of 10 locations? (See interview & observation form for selection of locations). (0= 0-4; 1= 5-7; 2= 8-10)	Wall posters Other _____	O	
B. Behavioral Expectations Taught	1. Is there a documented system for teaching behavioral expectations to students on an annual basis? (0= no; 1 = states that teaching will occur; 2= yes)	Lesson plan books, Instructional materials Other _____	P	
	2. Do 90% of the staff asked state that teaching of behavioral expectations to students has occurred this year? (0= 0-50%; 1= 51-89%; 2=90%-100%)	Interviews Other _____	I	
	3. Do 90% of team members asked state that the schoolwide program has been taught/reviewed with staff on an annual basis? (0= 0-50%; 1= 51-89%; 2=90%-100%)	Interviews Other _____	I	
	4. Can at least 70% of 15 or more students state 67% of the school rules? (0= 0-50%; 1= 51-69%; 2= 70-100%)	Interviews Other _____	I	
	5. Can 90% or more of the staff asked list 67% of the school rules? (0= 0-50%; 1= 51-89%; 2=90%-100%)	Interviews Other _____	I	
C. On-going System for Rewarding Behavioral Expectations	1. Is there a documented system for rewarding student behavior? (0= no; 1= states to acknowledge, but not how; 2= yes)	Instructional materials, Lesson Plans, Interviews Other _____	P	
	2. Do 50% or more students asked indicate they have received a reward (other than verbal praise) for expected behaviors over the past two months? (0= 0-25%; 1= 26-49%; 2= 50-100%)	Interviews Other _____	I	
	3. Do 90% of staff asked indicate they have delivered a reward (other than verbal praise) to students for expected behavior over the past two months? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews Other _____	I	
D. System for Responding to Behavioral Violations	1. Is there a documented system for dealing with and reporting specific behavioral violations? (0= no; 1= states to document; but not how; 2 = yes)	Discipline handbook, Instructional materials Other _____	P	
	2. Do 90% of staff asked agree with administration on what problems are office-managed and what problems are classroom–managed? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews Other _____	I	

Feature	Evaluation Question	Data Source (circle sources used) P= product; I= interview; O= observation	Score: 0-2
D. System for Responding to Behavioral Violations	3. Is the documented crisis plan for responding to extreme dangerous situations readily available in 6 of 7 locations? (0= 0-3; 1= 4-5; 2= 6-7)	Walls Other _____ O	
	4. Do 90% of staff asked agree with administration on the procedure for handling extreme emergencies (stranger in building with a weapon)? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews Other _____ I	
E. Monitoring & Decision-Making	1. Does the discipline referral form list (a) student/grade, (b) date, (c) time, (d) referring staff, (e) problem behavior, (f) location, (g) persons involved, (h) probable motivation, & (i) administrative decision? (0=0-3 items; 1= 4-6 items; 2= 7-9 items)	Referral form (circle items present on the referral form) P	
	2. Can the administrator clearly define a system for collecting & summarizing discipline referrals (computer software, data entry time)? (0=no; 1= referrals are collected; 2= yes)	Interviews Other _____ I	
	3. Does the administrator report that the team provides discipline data summary reports to the staff at least three times/year? (0= no; 1= 1-2 times/yr.; 2= 3 or more times/yr)	Interviews Other _____ I	
	4. Do 90% of team members asked report that discipline data is used for making decisions in designing, implementing, and revising schoolwide effective behavior support efforts? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews Other _____ I	
F. Management	1. Does the school improvement plan list improving behavior support systems as one of the top 3 school improvement plan goals? (0= no; 1= 4th or lower priority; 2 = 1st- 3rd priority)	School Improvement Plan, Interview Other _____ P I	
	2. Can 90% of staff asked report that there is a schoolwide team established to address behavior support systems in the school? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews Other _____ I	
	3. Does the administrator report that team membership includes representation of all staff? (0= no; 2= yes)	Interviews Other _____ I	
	4. Can 90% of team members asked identify the team leader? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews Other _____ I	
	5. Is the administrator an active member of the schoolwide behavior support team? (0= no; 1= yes, but not consistently; 2 = yes)	Interviews Other _____ I	
	6. Does the administrator report that team meetings occur at least monthly? (0=no team meeting; 1=less often than monthly; 2= at least monthly)	Interviews Other _____ I	
	7. Does the administrator report that the team reports progress to the staff at least four times per year? (0=no; 1= less than 4 times per year; 2= yes)	Interviews Other _____ I	
	8. Does the team have an action plan with specific goals that is less than one year old? (0=no; 2=yes)	Annual Plan, calendar Other _____ P	
G. District-Level Support	1. Does the school budget contain an allocated amount of money for building and maintaining schoolwide behavioral support? (0= no; 2= yes)	Interview Other _____ I	
	2. Can the administrator identify an out-of-school liaison in the district or state? (0= no; 2=yes)	Interview Other _____ I	

Summary Scores

A =_____/4   B =_____/10   C =_____/6   D =_____/8   E =_____/8   F =_____/16   G =_____/4

Mean =_____/7

Administrator Interview Guide

Let's talk about your discipline system.

1. Do you collect and summarize office discipline referral information? Yes No If no, skip to #4.

2. What system do you use for collecting and summarizing office discipline referrals? (E2)
    a) What data do you collect? _____
    b) Who collects and enters the data? _____

3. What do you do with the office discipline referral information? (E3)
    a) Who looks at the data? _____
    b) How often do you share it with other staff? _____

4. What type of problems do you expect teachers to refer to the office rather than handling in the classroom/ specific setting? (D2)

5. What is the procedure for handling extreme emergencies in the building (i.e. stranger with a gun)? (D4)

Let's talk about your school rules or motto.

6. Do you have school rules or a motto? Yes No If no, skip to # 10.

7. How many are there? _____

8. What are the rules/motto? (B4, B5)

9. What are they called? (B4, B5)

10. Do you acknowledge students for doing well socially? Yes No If no, skip to # 12.

11. What are the social acknowledgements/ activities/ routines called (student of month, positive referral, letter home, stickers, high 5's)? (C2, C3)

Do you have a team that addresses schoolwide discipline? If no, skip to # 19.

12. Has the team taught/reviewed the schoolwide program with staff this year? (B3) Yes No

13. Is your schoolwide team representative of your school staff? (F3) Yes No

14. Are you on the team? (F5) Yes No

15. How often does the team meet? (F6) _____

16. Do you attend team meetings consistently? (F5) Yes No

17. Who is your team leader/facilitator? (F4) _____

18. Does the team provide updates to faculty on activities & data summaries? (E3, F7) Yes No
    If yes, how often? _____

19. Do you have an out-of-school liaison in the state or district to support you on positive behavior support systems development? (G2) Yes No
    If yes, who? _____

20. What are your top 3 school improvement goals? (F1)

21. Does the school budget contain an allocated amount of money for building and maintaining schoolwide behavioral support? (G1) Yes No

Additional Interviews

In addition to the administrator interview questions there are questions for Behavior Support Team members, staff and students. Interviews can be completed during the school tour. Randomly select students and staff as you walk through the school. Use this page as a reference for all other interview questions. Use the interview and observation form to record student, staff, and team member responses.

Staff Interview Questions
Interview a minimum of 10 staff

1. What are the _____ (school rules, high 5's, 3 bee's)? (B5)
   (Define what the acronym means)

2. Have you taught the school rules/behavioral expectations this year? (B2)

3. Have you given out any _____ since _____? (C3)
   (Rewards for appropriate behavior)   *(2 months ago)*

4. What types of student problems do you or would you refer to the office? (D2)

5. What is the procedure for dealing with a stranger with a gun? (D4)

6. Is there a schoolwide team that addresses behavioral support in your building?

7. Are you on the team?

Team Member Interview Questions

1. Does your team use discipline data to make decisions? (E4)

2. Has your team taught/reviewed the schoolwide program with staff this year? (B3)

3. Who is the team leader/facilitator? (F4)

Student interview Questions
Interview a minimum of 15 students

1. What are the _____ (school rules, high 5's, 3 bee's)? (B4)
   (Define what the acronym means)
2. Have you received a _____ since _____? (C2)
   (Rewards for appropriate behavior)   *(2 months ago)*

Interview and Observation Form

	Staff questions (Interview a minimum of 10 staff members)							Team member questions			Student questions	
	What are the school rules? Record the # of rules known.	Have you taught the school rules/ behave. exp. to students this year?	Have you given out any ____ since ____? (2 mos.)	What types of student problems do you or would you refer to the office?	What is the procedure for dealing with a stranger with a gun?	Is there a team in your school to address schoolwide behavior support systems?	Are you on the team? If yes, ask team questions.	Does your team use discipline data to make decisions?	Has your team taught/ reviewed SW program w/staff this year?	Who is the team leader/ facilitator?	What are the school rules)? Record the # of rules known.	Have you received a ____ since ____?
1		Y N	Y N			Y N	Y N	Y N	Y N			Y N
2		Y N	Y N			Y N	Y N	Y N	Y N			Y N
3		Y N	Y N			Y N	Y N	Y N	Y N			Y N
4		Y N	Y N			Y N	Y N	Y N	Y N			Y N
5		Y N	Y N			Y N	Y N	Y N	Y N			Y N
6		Y N	Y N			Y N	Y N	Y N	Y N			Y N
7		Y N	Y N			Y N	Y N	Y N	Y N			Y N
8		Y N	Y N			Y N	Y N	Y N	Y N			Y N
9		Y N	Y N			Y N	Y N	Y N	Y N			Y N
10		Y N	Y N			Y N	Y N	Y N	Y N			Y N
11		Y N	Y N			Y N	Y N	Y N	Y N			Y N
12		Y N	Y N			Y N	Y N	Y N	Y N			Y N
13		Y N	Y N			Y N	Y N	Y N	Y N			Y N
14		Y N	Y N			Y N	Y N	Y N	Y N			Y N
15		Y N	Y N			Y N	Y N	Y N	Y N			Y N
Total												

LOCATION	Front hall/ office	Class 1	Class 2	Class 3	Cafeteria	Library	Other setting (gym, lab)	Hall 1	Hall 2	Hall 3
Are rules & expectations posted?	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
Is the documented crisis plan readily available?	Y N	Y N	Y N	Y N	Y N	Y N	Y N	X	X	X

CHAPTER 8: EFFECTIVE CLASSROOM PRACTICES

"When teachers know and use positive and preventative management strategies, many of the commonly reported minor classroom behaviors can be avoided."

Brenda Scheurmann & Judy Hall, 2008

"Effective classroom management is a key component of effective instruction, regardless of grade level, subject, pedagogy, or curriculum."

Randy Sprick, Jim Knight, Wendy Reinke & Tricia McKale, 2006

"The same behaviors that reduce classroom disruptions are associated with increased student learning."

Jere Brophy & Thomas Good, 1986

Learner Outcomes

At the conclusion of this chapter, you will be able to:

► Explain to others the power of positive and proactive strategies in establishing an effective classroom learning environment.

► Clarify expectations and procedures for your classroom, as presented in Chapter 3.

► Teach and encourage appropriate classroom behavior, and discourage inappropriate classroom behavior, as presented in Chapters 4-6.

► Demonstrate active supervision of the classroom.

► Incorporate multiple opportunities to respond into your classroom teaching.

► Selectively use activity sequencing and choice as needed to maintain student engagement.

► Consider and adjust task difficulty to increase student success and diminish problem behavior.

SW-PBS & Increasing Academic Learning Time

Effective classroom managers are known not only by what they do when misbehavior occurs, but by what they do to set their classrooms up for academic success and to prevent problems from occurring. (Brophy, 1998; Evertson & Emmer, 1982; Kounin, 1970). Studies continue to tell us that in many classrooms, up to half of the school day is lost to discipline and other non-instructional activities (Reinke, Herman & Stormont, 2013; Walberg, 1988; Karweit, 1988). Academic learning time, or the amount of time that students are actively and productively engaged in learning, is a strong determinant of achievement (Fisher & Berliner, 1985; Denham & Lieberman, 1980; Brophy & Good, 1986; Lewis, Newcomer, Trussell & Richter, 2006). Therefore, it is essential that our SW-PBS efforts extend the positive, proactive, and instructional approaches developed and used schoolwide and in non-classroom settings into classroom practices.

> ## *MO SW-PBS Eight Effective Classroom Practices*
>
> - Classroom Expectations
> - Classroom Procedures & Routines
> - Encouraging Expected Behavior
> - Discouraging Inappropriate Behavior
> - Active Supervision
> - Opportunities to Respond
> - Activity Sequencing & Choice
> - Task Difficulty

Figure 8.1

Academic Learning Time

INSTRUCTIONAL TIME–the amount of the allocated time that actually results in teaching; diminished by unclear procedures, disruptive student behavior, disciplinary responses, lengthy transitions, etc.

ENGAGED TIME–the amount of instructional time where students are actively engaged in learning; diminished by inactive supervision, limited opportunities for students to respond, poor task selection, etc.

MO SW-PBS has identified eight classroom practices that have been shown to increase the likelihood of appropriate behavior and decrease problem behavior while increasing academic learning time. See Figure 33. The first four of these eight practices were presented in Chapters 3-6 and include: 1) clarifying expectations, 2) classroom procedures and routines, 3) strategies to encourage expected behavior, and 4) strategies to discourage inappropriate behavior. These practices impact instructional time–the proportion of time allocated for instruction that actually results in teaching. In many classrooms a lack of clear procedures and routines (e.g., how to behave in small groups, participation during large group work, independent seatwork behavior, etc.), disruptive student behavior (e.g., out of seat, peer conflicts, etc.), and lengthy transitions contribute to significantly diminished instructional time. An effective classroom manager will clarify the behaviors needed to be successful in each classroom setting or activity, teach and review those expected behaviors routinely, catch students being successful, and provide immediate, objective correction when behavior does not meet expectations. These four practices will be briefly reviewed in this chapter.

Four additional practices will be introduced in this chapter: 1) active supervision, 2) opportunities to respond, 3) sequencing and choice of activities, and 4) task difficulty. These practices positively impact

engaged time, that proportion of instructional time where students are actively engaged in learning as evidenced by paying attention, responding frequently and accurately, completing work, and interacting appropriately with peers about assigned work.

Together, these eight practices impact academic learning time and ultimately student achievement while ensuring a positive learning environment. Implementing these evidence-based practices has been shown to maximize learning for all students while minimizing discipline problems. Many of the effective classroom practices we have discussed set the stage for, or increase the probability that, expected academic or social behavior will occur. Figure 8.2 illustrates how effective classroom practices fit into the A-B-Cs of behavior.

A – B – C

Antecedent → Behavior → Consequence

Antecedent	Behavior	Consequence
• Establish clear classroom expectations. • Increase predictability through clear procedures and routines. • Teach and review expected behaviors and routines. • Use pre-corrects to prompt students about expectations • Actively supervise–moving, scanning, and interacting. • Provide a high number of opportunities to respond to academic material with high rates of success • Use a brisk pace of instruction. • Intersperse brief and easy tasks among difficult ones. • Use behavioral momentum to increase compliance. • Provide opportunities for choice. • Provide additional time as needed. • Present material that is appropriately matched to student instructional level. • Create and teach a continuum of strategies to discourage inappropriate behavior	Increase student engagement with learning and task completion while displaying expected social behaviors.	• Provide high rates of specific positive feedback. • Use a full continuum of positive consequences.

Figure 8.2

What do you currently do to ensure uninterrupted *instructional time*? Have all teachers clarified classroom expectations and procedures, taught them, and shared them with co-teachers, teacher assistants, and substitutes? Do teachers use high rates of encouragement for students displaying expected classroom behaviors, and effective responses when social behavioral errors occur?

What do you currently do to ensure *engaged time* (e.g., practices to ensure that students are on-task, responding frequently, and producing quality work matched to their ability)? Discuss some ways you can share what has been learned about evidence-based and effective instructional techniques with all staff and plan time for all to understand and practice them.

The **MO SW-PBS Teacher Self-Assessment of the Effective Classroom Practices** on the next page is a tool that has many uses. It defines staff expectations for each Effective Classroom Practice. It may be used by teachers to self-assess their implementation of each classroom practice. It also is a planning tool the SW-PBS Leadership Team can use to guide teachers as each Effective Classroom Practices is being introduced. It may also be used as part of an overall check of implementation fidelity when walk-through observations are done, which is discussed in more detail at the end of this chapter.

Review the **MO SW-PBS Teacher Self-Assessment of the Effective Classroom Practices** on the next page. Discuss how your team might use this tool with your staff.

MO SW-PBS Teacher Self-Assessment of the Effective Classroom Practices

TIER ONE – EFFECTIVE CLASSROOM PRACTICES: All staff consistently implement effective classroom practices to provide an engaging, predictable and safe learning environment for all students.

Effective Classroom Practices	Staff Expectations to Support Student Behavior
1. Classroom Expectations	☐ I have attended **Classroom Expectations** in-service. ☐ I have created and posted classroom rules aligned with schoolwide expectations. ☐ I have filed a copy of my classroom rules in the office. ☐ 80% of my students can tell the classroom expectations and rules.
2. Classroom Procedures and Routines	☐ I have attended **Classroom Procedures and Routines** in-service. ☐ I have created, posted, taught and given students frequent specific performance feedback on classroom procedures and routines. ☐ Students can verbalize and regularly demonstrate the classroom procedures and routines.
3. Encourage Expected Behavior – Provide Specific Positive Feedback	☐ I have attended **Classroom Strategies to Encourage Expected Behavior** in-service. ☐ I use a variety of strategies to give specific positive feedback (free and frequent, intermittent, and long term). ☐ What is my method for providing specific positive feedback at a ratio of 4: 1? _____ ☐ Can my students tell how they receive acknowledgement for appropriate behavior? _____
4. Discouraging Inappropriate Behavior	☐ I have attended **Discouraging Inappropriate Behavior** in-service. ☐ I demonstrate calm, consistent, brief, immediate, and respectful error corrections using professional teaching tone and demeanor. ☐ I use a variety classroom response strategies (prompt, redirect, re-teach, provide choice, and conference with students).

Effective Classroom Practices	Staff Expectations to Support Student Behavior
5. Active Supervision	☐ I have designed the classroom floor plan to allow for ease of movement for **Active Supervision**. ☐ I continually monitor all areas of the room by scanning, moving, and interacting frequently and strategically. ☐ When designing a lesson, I consider student groupings, location, and activity level. ☐ I provide positive contact, positive, and corrective feedback while moving around the room.
6. Opportunities to Respond	☐ I use a variety of strategies to increase student **Opportunities to Respond** (examples: turn and talk, guided notes, response cards). ☐ What strategy do I use to track students being called on? _____ ☐ I regularly use wait-time to increase student opportunity for metacognition. ☐ I regularly plan instructional questions and response methods prior to the lesson.
7. Activity Sequence and Choice	☐ I **Sequence** tasks by intermingling easy/brief tasks among longer or more difficult tasks. ☐ When designing a lesson I consider the pace, sequence, and level of task difficulty to promote each student's success. ☐ I consider a variety of elements when offering students **Choice** (order, materials, partner, location, type of task). ☐ I develop and use a menu of options to promote student choice (examples: work stations, demonstration of knowledge).
8. Task Difficulty	☐ How do I make certain independent work contains 70-85% known elements (instructional level)? _____ ☐ How do I make certain reading tasks are 93-97% known elements (independent)? _____ ☐ I use a variety of strategies to adjust **Task Difficulty**. ☐ I scaffold tasks by modeling, providing guided practice, and chunking multi-step directions and activities.

Supporting Instructional Time through Expectations, Teaching, Encouraging and Correcting

"Effective teaching includes teaching functional procedures and routines to students at the beginning of the year and using these routines to efficiently move through the school day."

Gaea Leinhardt, C. Weidman & K.M. Hammond, 1987

"A dependable system of rules and procedures provides structure for students and helps them be engaged with instructional tasks."

Jere Brophy, 1998

"Teaching expectations to students at the beginning of the year and enforcing them consistently across time increases student academic achievement and task engagement."

Taya C. Johnson, Gary Stoner and Susan K. Greene, 1996

Your MO SW-PBS Team Workbook has provided four foundational practices for a positive, proactive, and instructional approach to discipline summarized in four key questions: 1) Do we have clear expectations? 2) Have we taught those expectations to our students? 3) Do we provide specific positive feedback when students display appropriate behavior? and 4) Do we intervene quickly and instructionally when inappropriate social behaviors occur? These practices should now be familiar to you. They apply in schoolwide and non-classroom settings as well as in every instructional space within in your building.

Clarifying Classroom Expectations and Procedures

In Chapter 3 we learned about clarifying expected behaviors as you first identified your three to five schoolwide expectations, then further defined those broad constructs by identifying specific behaviors for each expectation that apply to all settings as well as specific non-classroom settings (e.g., hallways, cafeteria, etc.). Some of you may have chosen to clarify specific behaviors, aligned to your schoolwide expectations, for all classrooms. Your schoolwide expectations and specific classroom behaviors/rules set teachers up to take the next step and clarify procedures for their individual classroom settings or activities. Having well thought out procedures is one of the most important ways to protect instructional time. All instructors need to consider what procedures might be needed in their classroom and how to specifically define those procedures for students using the OMPUA guidelines. Some typical examples are: procedures for how to enter the classroom, expected behavior during large group instruction small group activities, and independent seatwork time. Additional procedures to consider along with examples were provided in Chapter 3.

Teaching Classroom Expectations and Procedures

Teaching of classroom expectations and procedures follows the guidelines outlined in Chapter 4 and parallels academic instruction. Using the tell, show, and practice format discussed there, teachers will want to introduce procedures just prior to using them for the first time, review and extend their teaching over time, and as data indicates. Teachers will also want to review frequently, and prompt or pre-correct students regularly, to set them up for success as activities change. Sample lesson plans for teaching expectations and procedures can also be found in Chapter 4. Effective teaching of classroom procedures, while more intense at the beginning of the year or when a new procedure is first introduced, should be continuously supported through monitoring and the feedback strategies of encouraging and discouraging behavior.

Encouraging Classroom Social Behavior

The consistent delivery of teacher praise or specific positive feedback and the use of related reinforcement serve as an important first step to firmly establish predictable and positive classrooms. In Chapter 5 we learned how to deliver specific positive feedback, the ratio of positive to negative adult attention necessary to create an optimal learning environment, and how to develop a menu of meaningful reinforcers specific to the student and the setting. Examples were provided in Chapter 5 and an example of how a teacher developed a menu of positive consequences or reinforcers for one classroom procedure can be found on the next page. Research and common sense tell us when teachers increase their rates of specific positive feedback and reinforcement of desired classroom behavior, student behavior improves and teacher-student relationships are enhanced.

Discouraging Inappropriate Classroom Behavior

In Chapter 6, strategies for responding to minor behaviors as well as more serious behaviors were provided. These strategies allow teachers to select and use the least intrusive response to social behavior errors, ensuring a full continuum of responses from minor to more chronic or intense behaviors. All staff must be equipped with this range of strategies to assure consistency of responses across all settings that reflect the expectations all have agreed are valued and important. The effective use of additional instructionally-based consequences can also be found in Chapter 6.

Together, these four core practices help to set up successful classrooms, support instructional time, and help to increase student learning and achievement. They form the foundation of effective classroom discipline.

Classroom Procedure Plan
Responsibility in Our Classroom: Transition Time

GOAL: Our transition time is quick, orderly, and quiet so our classroom is a pleasant place for all to learn.

Definition or Clarification: Transition time is the time it takes to change what students are doing or the time it takes to change from one activity to another:
- Students remain at their seats and change from one subject to another.
- Students move from their seats to an activity in another part of the classroom.
- Students move from somewhere else in the classroom back to their seats.
- Students leave the classroom to go outside or to another part of the school building.
- Students come back into the classroom from outside or another part of the building.

Specific Behaviors/Rules:
1. When teacher signals, begin transition in 3-5 seconds.
2. Put materials away quickly and get what is needed for next activity.
3. Move quietly. (e.g., opening desk, walk in room, carry chairs, etc.)
4. Keep hands and feet to self.
5. When prepared (new materials, new location, in seat), give teacher your full attention.

Encouragement or Menu of Positive Consequences:
- Group praise or specific positive feedback
- Individual positive feedback
- Time class with stopwatch; report lengths of time taken; chart and try to beat record
- Special activity (e.g., play instructional game at end of lesson)
- Privilege (e.g., go outside, early dismissal, first in line, etc.)
- Work with partner(s)
- Reduced homework
- Recognition from principal, substitutes and guests, etc.

Discouragement Strategies or Menu of Negative Consequences:
- Go back to seat and do again until reach criterion
- Re-teach procedure with class; practice several times
- Delayed start to activity and related outcomes (less time for work in class (homework); delay in getting out to recess, lunch, etc.
- Individual re-teaching or conference
- Individual role-play/practice at selected time
- Group or individual instruction just prior to next transition
- Behavior plan or mediation essay
- Reflection checklist
- Self-monitoring

If you have not already assisted your staff to define and routinely teach, encourage, and correct classroom behaviors/rules and procedures, how will you do that?

Active Supervision

While supervision seems to be an apparent teacher duty, using active supervision may not be as intuitive and is essential to implementing SW-PBS yet creating effective learning environments. Once you have clarified and taught expectations, it is crucial to monitor students closely by way of active supervision, providing feedback, both positive and corrective, on how student behavior aligns with your expectations. As such, active supervision is closely related to, or integrated with, the first four classroom practices. It supports instructional time, but also increases student engaged time.

The Value of Supervision

Supervision allows you to monitor learning and to identify students who may have questions or need your assistance. Active supervision can increase student task engagement.

Active Supervision

- Allows for immediate learning assistance
- Increases student engagement
- Reduces inappropriate behavior; increases appropriate behavior
- Provides knowledge of students' use of expectations
- Allows for encouragement of those using expectations or appropriate behavior
- Allows for timely correction of social behavioral errors

We know that when adults are present and actively supervising, student behavior is more likely to be appropriate (Simonsen, et al., 2008). Your physical presence itself tends to reduce the occurrence of student misbehavior. It is human nature. We have all experienced how we are more likely to honor traffic regulations when a police officer is visible. So it is with students.

Monitoring students closely is the way you are most likely to know if students are meeting your expectations. Just as importantly, active supervision provides an opportunity to establish positive relationships. As we discussed in Chapter 4, adult attention is one of the most powerful ways to increase the likelihood of student success, increase compliance, and meet student needs for attention. Finally, all of the above help to improve the quality of instructional time.

How to Actively Supervise

Active supervision is the process of monitoring the classroom or any school setting that incorporates three practices: 1) moving, 2) scanning, and 3) interacting (DePry & Sugai, 2002).

MOVING. While instructing the class may mean gaining attention and pausing or standing in the front of the room, supervision of work or activities includes moving or circulating among students with whom you are working. Continuous movement and proximity with all students makes your presence known and heightens their attention to tasks and the expected behaviors.

This movement should be random or unpredictable so students are unsure of when you will be in proximity. It should also include moving close to noncompliant students as needed and more frequent contacts with possible targeted problem areas (Lampi, Fenty, & Beaunae, 2005). Circulating allows you to

be near students to demonstrate your interest in them, assist with learning tasks by answering questions, build relationships, and provide feedback–both positive and corrective.

Movement can be a challenge when working with a small group or an individual student and also needing to supervise other students. You can still build in ways to periodically and unpredictably supervise the entire group. For example, during small group writing instruction, you can give students a brief task to complete while you get up and move among the large group of students briefly, then resume working with the small group.

SCANNING. Whether you are moving around the room, working with a small group or individual, or leading the group from the front of the room, you should frequently and intentionally look around at the students. If you are moving and circulating, visually sweep all areas of the room as well as looking at the students nearest you. If you are working with an individual student, position yourself so you can scan the entire room simultaneously, or stand up occasionally and look around the room, then return to the student. When working with a group, look up and scan the room as you also, alternately, focus on the group. This visual scanning allows you to watch for instances of appropriate or inappropriate behavior that you will want to respond to immediately or as soon as possible. It will also help you to identify students who may need your assistance.

INTERACTING. Just as moving and scanning work together, you should also frequently interact with students. The preferred adult behaviors discussed in Chapter 5 create a positive climate and increase the likelihood that students will accept feedback when needed. These behaviors do not change when teaching, encouraging, or addressing problem behavior. Proximity, signals, and non-verbal cues, as discussed in Chapter 6, are also used during active supervision.

Frequent interactions can also include the use of pre-correction. After interacting or assisting a student, taking the time to remind them of the behavior immediately expected increases the likelihood of student compliance. Periodic prompts for the behaviors expected of the entire group will also help keep students on track (Lampi, Fenti, & Beaunae, 2005).

Your frequent interactions should also include both contingent and non-contingent attention. Non-contingent attention includes greetings, smiles, and conversations that provide time and attention that is not tied into performance. High rates of general praise and specific positive feedback should also be provided contingent upon students displaying desired behaviors. Chapter 4 guided you to learn how to provide specific positive feedback that describes the behavior, provides a rationale, and can include a positive consequence.

While moving and scanning, you will also want to address any inappropriate behavior quickly and calmly, using the continuum of strategies including: 1) ignore/ attend/praise, 2) re-directs, 3) re-teaching, 4) providing choice, or 5) a student conference.

Active supervision verbally and non-verbally communicates to students the certainty that you do inspect what you expect.

> *"The goal of effective classroom management is not creating 'perfect' children, but providing the perfect environment for enhancing their growth, using research-based strategies that guide students toward increasingly responsible and motivated behavior."*
>
> *Sprick, et al., 2006, p. 11*

Reflect on the activities or settings where you supervise students (e.g., large group instruction, independent seatwork, small group activities, etc.). How could you use active supervision (moving, scanning and interacting) during these activities? What are you currently doing that you will want to continue? Are there things that you need to eliminate?

ACTIVITY

Read the following scene from a classroom that includes the active supervision practices previously discussed. Underline each active supervision practice and note whether it is an example of moving (M), scanning (S), or inter-acting (I).

The teacher, Ms. Hailey, directed the class to finish writing a paragraph by themselves. She then moved slowly down the aisles looking from side to side quietly acknowledging the students for starting quickly. She stood beside Enrico for a moment, as he usually does not do well with independent work, and praised him for getting started. Ms. Hailey then stopped, turned around, and watched the front half of the class. She continued to loop around the class, stopping to check students' work, and making compliments here and there. (Colvin, 2009, p. 46)

ACTIVITY

Now read the classroom scene below. Again, note the practices indicative of active supervision by underlining and noting "M," "S," or "I." Then identify strategies for encouraging appropriate behavior or discouraging inappropriate behavior that could be used to effectively manage this classroom transition.

Pre-correction • Positive Feedback • Re-direct • Re-teach • Provide Choice • Conference

Computer time was ending and Ms. Smith instructs the class to put away their computers and prepare for History class. She then begins moving around the room to recognize students doing as asked and offer assistance if needed. Lily does not like to quit using the computer and has had difficulty in the past following directions. As the teacher approaches her, she ends her session, puts her computer away, and gets out her History materials. Ms. Smith pauses to speak with Lily, and then notices that Billy, on the other hand, has continued to work on his computer.

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Assessing Active Supervision

Peer observation can be an effective way to support teachers to develop and routinely use the practices of active supervision. Below is a structured assessment tool that can be used by peers to objectively note practices observed and review with their partner. Such a tool can be a fun way to work with your peers and support each other's learning.

Classroom Active Supervision Assessment

1. Positively interacts with most students using non-contingent and contingent attention.	YES NO
2. Routinely uses preferred adult behaviors (proximity, listening, eye contact, smiles, pleasant voice tone, and use of students' names) when teaching, encouraging or correcting.	YES NO
3. Has/knows classroom expectations and procedures and uses them to pre-correct, setting students up for success.	YES NO
4. Continuously moves throughout the area (proximity to all students, random, close supervision of non-compliant students, targets problem areas).	YES NO
5. Frequently scans (head up, eye contact with many students).	YES NO
6. Minor, or staff-managed behaviors, are handled privately, quickly and efficiently, and followed with a positive contact.	YES NO
7. Major, or office-managed behaviors, are handled calmly, following the school's procedures.	YES NO
Overall Active Supervision: 6-7 "YES" = Proactive–Supportive of positive student behavior. 3-5 "YES" = Mixed–Somewhat supportive of positive student behavior. <3 "YES"= Reactive–At risk for high frequency of challenging student behavior.	# YES_____

Adapted from Breen & March, 2005.

DISCUSSION

How will you provide professional learning for your staff and ensure that active supervision is an integral part of all classrooms?

Opportunities to Respond

Shortly after science class started, the teacher announced, "We have a small block of ice and the same sized block of butter. Tell your neighbor which one would melt first." A few seconds later the teacher said, "Please write down in one sentence an explanation for your answer." A few minutes later, the teacher told students to share with their neighbor what they had written. Shortly thereafter, the teacher called on one student to tell the class her answer. The teacher then asked the class to raise their hand if they agreed with the answer. Then the teacher asked students to give a thumb down if anyone disagreed, and so on.

(Colvin, 2009, p. 48)

Most teachers schedule sufficient time for learning, but sometimes fail to actually ensure that their students are actively responding during that instructional time. One assurance for learning is engaged time–that part of instruction where students are actively involved in learning. The above classroom scene demonstrates the practice of providing numerous opportunities to respond and engage all students. Use of opportunities to respond (OTR) includes strategies for presenting materials, asking questions, and correcting students' answers as appropriate. It is an instructional question, statement, or gesture made by the teacher seeking an active response from students. It addresses the number of times the teacher provides requests that require students to actively respond (Miller, 2009). Simonsen, Myers, & DeLuca (2010) define OTR as a teacher behavior that prompts or solicits a student response (verbal, written, or gesture).

The Value of Providing Numerous Opportunities to Respond

The more time students spend involved in learning activities, the more they learn. Additionally, increased rates of responding and the subsequent improved learning tend to increase the amount of material that can be covered. When teachers increase their rates of opportunities to respond, student on-task behavior and correct responses increase while disruptive behavior decreases (Carnine, 1976; Heward, 2006; Skinner, Pappas & Davis, 2005; Sutherland, Alder, & Gunter, 2003; Sutherland & Wehby, 2001; West & Sloane, 1986). Teacher use of opportunities to respond has also shown to improve reading performance (e.g., increased percentage of responses and fluency) (Skinner, Belfior, Mace, Williams-Wilson, & Johns, 1997) and math performance (e.g., rate of calculation, problems completed, correct responses) (Carnine, 1976; Logan & Skinner, 1998; Skinner, Smith, & McLean, 1994). In addition, obtaining frequent responses from students provides continual feedback for the teacher on student learning and the effectiveness of their instructional activities.

Guidelines for Response Rates

What is a high rate of opportunities to respond? A common suggestion is that teacher talk should be no more than 40-50% of the instructional time, with the remaining time and activities fully engaging students. The Council for Exceptional Children (1987) initially provided guidelines for optimal response rates for students that have continued to be utilized (Reinke, Herman & Stormont, 2013). When learning new material, teachers should strive to obtain a minimum of 4 to 6 responses per minute with 80% accuracy. If activities involve the review of previously learned material, teachers should strive for 8 to 12 responses per minute with 90% accuracy.

Opportunities to Respond Strategies

Varied and creative strategies to provide students with frequent opportunities to respond exist (MacSuga

& Simonsen, 2011). Typically they are either verbal strategies, where students are responding orally to teacher prompts or questions, or non-verbal strategies, where students use a signal, card, writing, or movement to respond (Scott, Anderson, & Alter, 2012). Some examples of both effective verbal and non-verbal response strategies follow.

VERBAL RESPONSES. These are familiar teacher strategies that focus on students orally answering a question, sharing their ideas, reviewing or summarizing prior learning, or simply repeating a new concept after the teacher. Two common strategies are individual questioning and choral responding:

Individual Questioning. One simple strategy is to use a response pattern to make sure that all students are called on. Many teachers default to calling on eager volunteers, which results in interacting with a few students while others may disengage. Calling on students unpredictably heightens student attention:

- ▶ Teachers can use the seating chart and call on students randomly, tallying on that chart to monitor the rate of questions presented to each student.

- ▶ Student names can be on strips of paper or popsicle sticks in a can or jar. As questions are posed, a student name is drawn.

- ▶ Using one of the above random call strategies, ask a student to repeat or summarize what the student who just answered said.

It is important to remember to ask the question first, and then pause before calling on the student to respond. This allows an opportunity for all students to think and be prepared to respond (see "Wait Time").

Choral Responding. Choral responding is a verbal response strategy used frequently in early schools that has resurged in use since the 1970's. Choral responding occurs when all students in a class respond in unison to a teacher question. Choral responding has been demonstrated at all levels–elementary, middle and secondary grades for students with and without disabilities (Cavanaugh, Heward, & Donelson, 1996; Godfrey, Grisham-Brown, Hemmeter, & Schuster, 2003; Heward, 2006).

To use choral responding you: 1) develop questions with only one right answer that can be answered with short, one to three-word answers, 2) provide a thinking pause or wait time for three seconds or more between asking the question and prompting students to respond, 3) use a clear signal or predictable phrase to cue students when to respond in unison, 4) use a brisk pace, and 5) provide immediate feedback on the group response. Questions for choral responding should be prepared in advance and can be visually presented via PowerPoint® slides or other visual cues.

Choral responding is best used with individual questions interspersed. This mixed responding strategy has an element of surprise and cues students to heighten their attention. It also allows you to assess individual student learning. Additionally, successful use of choral responding hinges on thorough teaching and pre-correction regarding listening, the response signal, appropriate voice tone, etc.

NON-VERBAL RESPONSES. A non-verbal response system has all of the benefits of choral responding in that every student is actively answering or responding to each question or problem posed by the teacher. Most common non-verbal low-tech response systems involve white boards and written responses by students or prepared response cards. And more recently, schools are using technology to increase student response rates with "clickers" or other electronic student response systems.

White boards. Students have personal white boards to write answers to teacher's question with an erasable pen (Heward, 2006). Students can write letters, words, numbers, draw symbols or solve problems, and then, when cued, hold up their boards to display their answers. Students use an eraser, sponge, or cloth to erase their answer and await the next question.

Response Cards. Another non-verbal format is response cards. These are pre-printed cards, often on cardstock and laminated, that have choice words on each side such as *Yes/No*, *True/False*, *Odd/Even*. They might also include a set of a few options such as *noun*, *pronoun*, *verb*, and *adverb*.If using multiple responses, be sure that they are few enough to avoid confusion and can be identified quickly for response. Just as with choral responding, students must be taught the expected behaviors when using white boards or response cards (Heward & Gardner, 1996). Teachers should:

- ▶ Prepare questions to carefully match your response options; if students are writing on white boards, minimal writing is best.
- ▶ Provide clear instructions for use of cards or white board including when to select their card or write their response, when to share, and when to clean boards or reposition cards for next question. (e.g., "Write your answer now.", or "Look and select your answer.", then, "Show your answer now.", "Cards down, eyes up here, ready for the next question.")
- ▶ Assess student responses and provide clear, specific feedback. ("That's right! The answer is 86!")
- ▶ Provide the correct answer and a brief explanation if a significant number of students did not respond accurately, and then present the question again.

The time and initial costs to prepare white boards or response cards is far outweighed by the benefits of high response rates. Card sets can be used again and again across the school year as different topics are being addressed.

Student Response Systems. Technology is a big part of our lives, and many schools are finding the value of using it to engage and motivate learners. When using student response systems which are commonly called "clickers", the process has three steps: 1) during class discussion, the teacher displays or asks a questions, 2) all students key in their answers using their wireless hand-held keypad or other web-based device, and 3) responses are received and displayed on the teacher's computer monitor as well as on an overhead projector screen. Each device is also numbered so that individual responses can be downloaded for recordkeeping or further analysis after the session has ended. Student engagement and motivation or student satisfaction seems to be enhanced as the devices allow for all to respond anonymously, using a familiar game approach (Reiser & Dempsey, 2007). An additional benefit of clickers is the ability for teachers to see immediately how students answer, and adjust their teaching to either forge ahead with new content or continue teaching and review. Other electronically-based resources are being developed and should also be investigated. Teachers may find the ability to automate data collection the most obvious benefit over other non-verbal response approaches.
In addition to these non-verbal response strategies, other signaling or movement activities might be used (e.g., thumbs up, thumbs down; stand up, sit down; move to four corners; or other creative signals).

Guided Notes. Another non-verbal strategy for increasing student engagement is guided notes. Guided notes are teacher prepared handouts that lead students through a presentation or lecture with visual cues or prepared blank spaces to fill in key facts or concepts. Guided notes not only help to increase student attention and engagement, but also provide them with a standard set of notes and helps with outlining skills.

When developing guided notes: 1) examine your current lecture outlines, 2) identify key facts, concepts or relationships that could be left blank and filled in by students, 3) consider inserting concept maps or a chart, diagram or graph to help with understanding, and 4) provide the students with formatting clues such as blank lines, numbers, bullets, etc. Be careful not to require too much writing. The content of the guided notes can be adjusted to match the specific needs of students (e.g., motor deficits–more information and less writing; developmental delays–simplified terms, etc.)

Other Practices that Increase Opportunities To Respond (OTR)

Other commercial programs have evidence of their impact on learning through numerous opportunities to respond. Computer assisted instruction provides frequent responses and immediate feedback on results to enhance motivation and learning. Class-wide Peer Tutoring provides a systematic approach to reciprocal peer tutoring that promotes high levels of on-task behavior by simultaneously engaging all students. Direct Instruction is a teaching model that is the foundation of several commercially available reading and math programs that emphasizes carefully controlled instruction and an emphasis on high response rates and pace in a scripted interactive format. More information is available at http://www.nifdi.org or http://directinstrucion.org.

Guidelines for Wait Time

Strategies to increase opportunities for students to respond gain some of their effectiveness from "wait time." This is the time lapse between delivering a question and calling on a student or cueing a group response. When wait time is used students are more engaged in thinking, typically participate more often, demonstrate an increase in the quality of their responses, and have more positive student-to-student interactions. Using wait time usually results in fewer re-directs of students and fewer discipline problems (Rowe, 1974; Rowe, 1987).

Wait time is pausing after asking a question and counting for three seconds or more. This can be done by inaudible counting, looking at a stopwatch, or following the second hand on the clock.

ACTIVITY

Review the practices for ensuring numerous opportunities to respond. Summarize what you have learned in the chart below by listing the strategies and then noting any suggestions or thoughts for using that strategy effectively. Plan to use your summary to teach someone the value of, and strategies for, increasing opportunities to respond.

Review of Opportunity to Respond Strategies

	Strategy	Suggestions/Notes on Use
Verbal Responses	1. 2. 3.	
Non-Verbal Responses	1. 2. 3.	

ACTIVITY

List the subjects or content areas that you teach below. Identify the verbal and non-verbal opportunity to respond strategies that could be used to improve your student learning outcomes in those subjects or content. Which one will you make a commitment to develop first?

Subject/Content Area   Strategies to Increase OTR

_____

_____

_____

_____

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_____

_____

_____

DISCUSSION

How will you expand your staff's understanding of the value and role of OTR and develop staff skills for using these strategies?

Activity Sequencing and Choice

The practices discussed so far in Chapter 8 have addressed increasing instructional time and student engaged time. However, the element of personal motivation or, "I just don't want to do the task," may not be sufficiently addressed through the earlier engagement strategies and can be an issue for some students. For those students who *can* do the assigned academic work (See section on Task Difficulty), but *do not* choose to do it, activity sequencing and choice strategies may be helpful. Researchers have found that students are more likely to engage with tasks and be less likely to misbehave when they perceive the assignments as doable and they are provided choices regarding their assignments (Kern & Clemens, 2007; Stormont, Reinke, Herman & Lembke, 2012). *Activity Sequencing* and *Choice* are promising tools to increase student engagement and personal motivation.

> ### *Activity Sequencing & Offering Choices*
>
> - Increases student engagement with learning and task completion.
> - Decreases disruptive behavior.
> - Improves student perceptions of assignments previously considered too difficult.
> - Helps build positive adult-student relationships

Activity Sequencing

Effective educators know that it is important to consider how the daily activities are sequenced. Teachers often choose what subjects occur at certain times in the day to ensure student attentiveness. Research shows that even within subject matter, there are a variety of ways to sequence content to promote learning and appropriate behavior (Kern & Clemens, 2007; Cates & Skinner, 2000). Interspersing easier tasks among more difficult tasks, and using simple instructions to precede more difficult instructions, or "behavioral momentum," are two strategies that have demonstrated increased student willingness to do the task or task engagement (Skinner et al., 2002).

TASK INTERSPERSAL. Students, as is true with human nature in general, are more likely to engage in an assignment if it does not require significant effort. Students can become frustrated when faced with work that is perceived as difficult or requires a slow pace, more thought, and more effort. This is particularly true of new learning, or learning that is in the acquisition stage where error rates are often high. A simple strategy of interspersing tasks that have already been mastered within the assignment can promote greater confidence and motivation to both begin and finish the activity. While the original research was in the content area of math, the success with broader use is well known. Based upon the well-documented principles of reinforcement, completed problems are reinforcing. Easier tasks or items that are interspersed and completed readily are reinforcing for students and encourage sustained work and task completion. Task interspersing also positively impacts the overall perception of the assignment. In one study where easier problems were interspersed with new learning, students rated the assignment as taking less time to complete, requiring less effort, and being less difficult even when the assignment actually had more problems due to interspersing (Cates & Skinner, 2000).

Logan and Skinner (1998) identify some considerations for using task interspersal:

▶ An item must truly be at mastery level before it can be used for interspersing; that is, the easier items must indeed be easier as demonstrated by previous mastery.

▶ Students prefer assignments with a mix of already mastered tasks with current skill tasks.

▶ Students prefer academic assignments when up to 30% of items are new.

- ► Intersperse already mastered items in a 1:3 ratio with more challenging or new items.
- ► Gradually increase the number of newly learned items (e.g., to 1:8).
- ► Eventually eliminate the already mastered items.

Task intersperal can be used when preparing materials for all students as well as an individual intervention. It allows for review of previously learned content while heading off frustration. It is well worth the time and effort to incorporate this strategy into material development.

An example of activity sequencing using *task interspersal* follows.

Emily is an average math student, but when given more difficult problems she works for a while, then quits and refuses teacher help. She has already mastered multiplication with one and two-digit numbers. To help Emily, the teacher arranges her work to include a mix of three-digit, two-digit, and one-digit problems. The assignment includes more two and one-digit problems than three-digit. When she finishes a series of problems, Emily is asked to raise her hand. The teacher praises Emily for effort and work completion. This series is repeated and the teacher increases the number of harder problems, checking to see that Emily is successful each time. Eventually, Emily is able to complete a full series of the three-digit problems with accuracy. (Colvin, 2009, p. 53.)

DISCUSSION

Think of the subjects or content that you teach. How can you incorporate the practice of task interspersal into your lessons? How could it be helpful for individual challenging students or for increasing motivation and engagement with all students?

BEHAVIORAL MOMENTUM. A similar strategy that relates to sequencing is using the momentum of easier tasks or requests to build energy or motion to comply with the following request or activity of greater difficulty. In essence, it is a behavioral strategy that entails making requests that are easy for the child before making requests that are more challenging or difficult (Scott, Anderson, & Alter, 2012). The same principles explained above impact the likelihood that the more difficult task will be completed. Behavioral momentum can be used with individual students or with an entire class. Using behavioral momentum starts by identifying the behaviors that have a higher probability of completion. Then precede to your more difficult request by giving three or more of these requests that the student can readily do. After successfully completing each request, reinforce the student. This builds the momentum and increases the likelihood that the more difficult task, yet to be presented, will be attempted and completed. Then present the task that is known to have a lower probability of being completed, reinforce the student for doing as asked. Gradually reduce the number of easier requests.

For example, the teacher asks John, who resists doing his math, *"Could you help me hand out the papers, please?" "Thanks, John for your help; you did that quickly and quietly. Would you please go back to your seat?" "Thanks again for your help; now, would you do problems 1-3 on your worksheet and raise your hand when you are done?"*

Behavioral momentum can be planned into classroom schedules as well. Many teachers begin with a review of the previous day's work or a simple task. Another example of behavioral momentum follows:

> *Miguel does not like to read, and in the past when asked to read he hangs his head and closes his eyes. Today, his teacher begins the small group reading assignment by reading to him briefly. Then she asks him to follow along and read with her. When he does she praises him then asks him to read every other sentence on his own. She praises him again and now asks him to continue reading by himself.* (Colvin, 2009, p. 46)

DISCUSSION

What do you already do in your classroom to sequence activities or requests to produce behavioral momentum? What students or tasks could benefit from this strategy? Share how you will incorporate this into your daily practices.

Choice

Because we want to increase the likelihood that students will engage in learning and complete tasks, we should become skillful at selectively using student choice of activities, materials used to complete a task, or order in which tasks are completed. Students can also be given choices for with whom they work, where they will work, and what they can do once their task is complete. Choice appears to help both with compliance and affect (Kern, et al., 1998). While all lessons or activities do not need to incorporate choices, using choice when it does not negatively impact the outcomes or learning will have broad impact and therefore, make it opportune in many situations.

As with the other practices and strategies introduced in this chapter, choice can be used class-wide or with individual students. For example choice may be offered to a class, group or an individual student that has multiple unfinished tasks. In these situations, offering choice on which task to do first increases the likelihood the work will be completed.

Below is an example of how one teacher incorporated choice into a class-wide project:

> *Mr. Franklin knows that his students enjoy project-based activities that relate to their everyday lives. He also knows of students who love using technology rather than paper and pencil tasks. He considers his resources (e.g., available computers, physical space, staff, and time) and develops his plan carefully.*
>
> *When presenting the new unit on recycling, Mr. Franklin offers students a choice of two activities: 1) plan a recycling program, or 2) develop a recycling survey. He has students vote on what activity they want to pursue that day. Students then divide into two groups according to their choice.*
>
> *Mr. Franklin further gives his students choice by allowing group one to develop a recycling plan for either their classroom or neighborhood; group two can develop their own survey questions or browse the internet to search for other surveys to use as an example. He further allows students to select whether they prefer to work in their group, pairs, or individually. After these decisions are made, Mr. Franklin guides them to choose the materials they will need. For example, students can handwrite or use the computer.*
>
> *When the work is completed and shared, Mr. Franklin asks students to write on a piece of paper what parts of the lesson they enjoyed most and why. He plans to use the feedback for future lesson planning.*
> (Adapted from Kern & State, 2009)

DISCUSSION

Do you use choice in your classroom? Are there ways that you could increase the opportunities for student choice without compromising learning outcomes?

ACTIVITY

List the subjects or content areas that you teach below. Identify the ways that you might be able to include student choice for each. Choice might include: 1) type of activity or mode of the task (written, oral, project, etc.), 2) the order or sequence of tasks to be done, 3) the kinds of materials to be used, 4) how the work will be done or who to work with (e.g., group, pairs, individual), 5) the location of the work, or 6) what will be done when work is completed.

Subject/Content Area   Choice

_____

_____

_____

_____

_____

_____

_____

Task Difficulty

For students, the school day is all about academic demands and those tasks can sometimes give rise to problem behavior. Another antecedent or environmental adjustment that can be made to set students up for academic engagement and greater success is *task difficulty*. When problem behaviors occur primarily in the face of academic demands, it is important to consider what aspect of the task might be contributing to the problem. Work assignments that are too difficult for students or require them to use skill sets that are challenging for them commonly result in problem behavior (Scott, Anderson, & Alter, 2012). Selecting instructional materials or tasks that are at the correct level of difficulty involves considering aspects of the student, the materials and the task. Generally adjustments can be made in three ways: 1) to the length of assignments or the time frame allotted, 2) the mode of task completion, or 3) the extent of instruction or practice provided.

Assignment Length or Time

In some cases, the academics are accurately matched to the student's ability, but the length of the assignment exceeds the student's motivation or endurance. Research has demonstrated that decreasing the overall task length and offering periodic breaks to do something else can aide in decreasing problem behavior (Dunlap, Kern-Dunlap, Clarke, & Robbins, 1991). If evidence suggests this might be the case, the question to ask is, *"Will the student be able to complete the assignment if time or assignment length adjustments are made?"* If the answer is, *"yes,"* then some possible strategies include:

▶ Shorten the assignment, allowing the student to demonstrate mastery with fewer items.

▶ Highlight, in color, those problems for the student to complete.

▶ Break the assignment up into shorter tasks; put fewer problems on the page.

▶ Have shorter work periods with other assignments in between.

▶ When multiple tasks are required, help the student prioritize and then work on one task at a time.

▶ Provide physical breaks between difficult tasks.

▶ Provide alternative times for the student to complete their work.

The decision of which strategy might be best is based on knowledge of the student and consideration of what fits with the task. When learning goals can be achieved with a modified length of work or the time frame, much misbehavior may be eliminated.

Response Mode

Another contributor to problem behavior can be the mode that is required to complete a particular task. Reading or fine motor deficits often make tasks requiring reading or written responses appear overwhelming. Studies have shown that providing an alternative mode for completing assignments, perhaps a computer or tape recorder, paired student reading, etc. may reduce problem behavior (Kern, Vorndran, Hilt, Ringdahl, Adelman, & Dunlap, 1998). The question to ask is, *"Could the student do the work if the mode of responding was altered? Does the student have difficulty responding in a written format, orally, or when reading is involved?"*

If the student has difficulty responding in writing, you might:

▶ Provide a choice between written or oral answers.

- ► Allow the student to dictate answers to the teacher, assistant, or peer.

- ► Create guided notes that minimize writing.

- ► Allow the student to tape record answers to tests or assignments.

- ► Allow the student to use other creative modes for demonstrating understanding (building, drawing, drama, etc.)

If the student has difficulty with the level of reading involved, you might:

- ► Include illustrations on worksheets that depict how to complete tasks.

- ► Highlight or underline important words in instructions and texts.

- ► Create guided notes that limit reading and highlight key points.

- ► Provide text on tape for the student to listen to as they read.

- ► Assign a partner to share the reading requirements and assist the student with unfamiliar words.

Again, the strategy selection is based upon the unique students' needs and ensuring task integrity.

Increased Instruction or Practice

Using instructional strategies that are appropriate to the student's stage of learning is essential. Studies have demonstrated an increase in behavior problems with various populations and ages when a mismatch is present (Kern & Clemens, 2007). Some students may not be at the same stage of learning as other students (e.g., acquisition level, fluency building, mastery, or generalization). For example, using teaching, modeling, and demonstration at the acquisition stage is essential, and drill and practice when the learning stage is fluency building. For some students, they can learn and do the work if there is more teaching, guided practice, or fluency-building activities. The question to ask is, "*Will the student be able to complete the tasks if (s)he has more instruction, guided, or individual practice?*" If the student needs more or different instruction, you might:

- ► Arrange for additional brief instructional sessions by teacher, assistant, or older student tutor using the modeling-guided practice-independent practice model (acquisition stage).

- ► Arrange for a peer tutor to assist or guide practice opportunities; ensure 90% accuracy before moving to independent practice (fluency building stage).

- ► Use partner work to increase fluency with flash cards (fluency building stage).

- ► Use meaningful real life examples for practice and application (mastery or generalization stages).

Ensuring that sufficient instruction has occurred at each stage of learning and modifying tasks to accommodate students that need more instruction or practice can increase student engagement and time on task.

Read each of the scenarios below. Determine how the teacher might adjust the task difficulty to help the student meet success.

Dalton sits quietly, but does not complete his work during writing activities. His reading skills are at grade level. He is able to accurately retell what he has read and can orally answer all comprehension questions. When he is directed to answer comprehension questions on his worksheet, he begins slowly, then stops writing and puts his head down on his desk.

_____

_____

_____

Tracy listens attentively to instruction and participates in class discussion. She has demonstrated that she understands the math concepts of carrying in multi-digit addition. However, when doing her seatwork, she works very slowly and eventually gives up, talks with neighbors, gets up repeatedly to sharpen her pencil, or obtain things in the classroom. When she returns to her desk she often asks for assistance to complete the next problem.

_____

_____

_____

Jennifer uses language fluently, reads at grade level, and understands the concepts being taught in English class. She is an overall good student, but struggles during written essay time, finding it difficult to formulate her thoughts and organize them in the time frame given.

_____

_____

_____

On the first day of a new unit, the teacher gives the students a brief overview and guides students through the textbook, looking at pictures and topics headings to help them see where they are going with their learning. Students are excited about the new unit, but when directed to take notes with the reading, two students can't seem to follow along and soon are talking and out of their seats. The teacher assesses the students' writing and finds they have difficulty with written language.

_____

_____

_____

MO SW-PBS Classroom Observation Tools

MO SW-PBS has developed tools that are based on the eight effective classroom practices found in this chapter. These tools serve as a guide for administrators and educators as they conduct observations within instructional environments. A primary purpose of the *Classroom Walk-through Observation* is to provide a set of sequential observation tools. Another purpose of these tools is to support school personnel to improve their awareness of and fluency in using the eight practices. The tools are not intended as a means to formally evaluate school personnel. Effective walk-throughs are associated with shared reflection and identification of desired areas of improvement and professional growth.

The tools may be used as a package or individually, and include the following components: 1) *Artifacts and Materials Walk-through*, 2) W*alk-through Brief Observation*, and 3) *In-depth Observation*.

The *Artifacts and Materials Walk-through* may be completed during non-instructional or instructional time. The eight classroom practices are related to documents and artifacts, which can be collected and reviewed at any time.

The W*alk-through Brief Observation* requires direct observation during instructional times. It provides the observer with an opportunity to record what is observed during approximately 5–10 minutes of direct observation.

Finally, the *In-depth Observation Form* provides a process to document the use of a specific practice by both *frequency* or a specific practice by *time*. These observations would be conducted once a specific practice has been selected for further observation (e.g., specific positive feedback, opportunities to respond or use of consistent procedures and routines).

Schools have supported teachers in a variety of ways as they improve their implementation of the effective classroom practices. For example, classroom teachers can self-select the skills they desire to improve and have observed. Another approach is to use of peer mentor or peer coach conducted observations. The following pages include the Classroom Observation Walk-through forms. They can also be accessed on the MO-PBS website at http://pbismissouri.org/.

As mentioned in Chapter 2, *Leadership*, organizing and providing professional learning will be a critical step in supporting the instructional changes that will be required to implement SW-PBS with fidelity. Recent studies demonstrate implementation of effective instructional practices increased with a coaching combination of professional development and performance feedback and/or self-monitoring (Briere, Simonsen, Sugai, & Myers, 2015; Haydon, & Musti-Rao, 2011; Simonsen, MacSuga, Fallon, & Sugai, 2012). The combination of professional development and performance feedback can be considered an evidence-based practice, as assessed by What Works Clearinghouse (WWC) criteria, to span the research to practice gap (Fallon, Collier-Meek, Maggin, Sanetti, & Johnson, 2015). To learn more about how to develop an efficient and effective schoolwide professional learning plan see Chapter 9, *Professional Learning*.

Artifacts and/or Materials

School: _____ Teacher Observed: _____

Observer: _____

Date: _____/_____/_____   Time In: _____ Time Out: _____

Rules Provide Clear Meaning of Expectations in Classroom

	Yes	No	N/A
Align with Schoolwide **Expectations** (i.e. Be Safe, Be Respectful, Be Responsible)			
Rules are observable, measurable, and positively stated			
Prominently Posted in Classroom/Instructional Space			
5 or Fewer for each Schoolwide **Expectation**			
Lessons to teach Classroom Rules have been developed (Elementary, 6th and 9th grade orientation/academy) OR			
Classroom Rules Review plan developed (upper elementary, middle and high school levels)			
Teaching or Review Schedule of Classroom **Rules** Lessons is developed			

Procedures/ Routines to Teach and Reinforce Expectations

	Yes	No	N/A
Align with **Rules**			
Prominently Posted in Appropriate Classroom Area(s)			
Stated in **Observable, Measurable, Positively Stated** Language			
Classroom Schedule Posted			

Note: Words in **bold** *are defined in* "**Key Term Descriptors**"

<u>Comments</u>:

Walk Through or Brief Observation

Procedures/ Routines to Teach and Reinforce Expectations

1 = somewhat 2 = moderate 3 = extensive	1	2	3	N/A	Majority of Students Follow Routine/ Procedure
Posted Classroom Schedule is Followed					
Procedures/ Routines Directly Observed:					
• Entering • Exiting • Lining up • Whole group • Small group • Instructor Used Attention Signal • Transitions					
Physical Space Facilitates Ease of Movement and Traffic Flow					
Materials Organized and Accessible					
Students were participating in the assigned task or activity					

Note: Words in **bold** *are defined in "***Key Term Descriptors***"*

Comments:

Walk Through or Brief Observation

Strategies to Enhance Academic and/or Social/Behavior Instruction

1 = somewhat 2 = moderate 3 = extensive	1	2	3	N/A	Majority of Students Follow Routine/Procedure
Precorrect: Reminder of Classroom Procedure/Routine					
Precorrect: Reminder of Classroom Rule					
Class begins Promptly					
Students Actively Engaged / Minimal Down Time					
Classroom **Procedures/Routines/Rules** Actively Taught					
Active Supervision (move, scan, interact)					
Positive, Specific Feedback					
Respectful Redirect / Error Correction • **Prompt** (identify error) • **Reteach** (skill, rule, routine, procedure) • **Reinforce** (state when error corrected)					
Provide Choices (where, when, how work is done)					
Multiple **Opportunities to Respond** (i.e. group choral response, students volunteer, written)					
Task Difficulty aligns with Student(s) Ability					
Activity/Task Sequence Clearly Stated and Demonstrated					
Specific Positive Feedback (Adult Attention) Ratio 4:1					
A **Continuum of Corrective Feedback** is Clearly Defined and Utilized					

Note: Words in **bold** *are defined in* "**Key Term Descriptors**"

Comments:

In-depth Classroom Observation
By Frequency

School: _____ Teacher Observed: _____

Observer: _____

Date: _____/_____/_____   Time In: _____ Time Out: _____

INSTRUCTIONS: Conduct a 20-minute direct observation of at least one specific instructional strategy related to academic and/or behavioral instruction from the Brief Observation list. Complete a Frequency count to record the number of times within the 10-20 minutes that the identified strategy is observed.

Strategy	Frequency	Comments

Other Comments:

In-depth Classroom Observation
By Frequency

School: _Best School_   Teacher Observed: _Mr. Work Hard_

Observer: _Ms. Work Hard Too_

Date: _10_ / _11_ / _2009_   Time In: _9:30_   Time Out: _9:50_

INSTRUCTIONS: Conduct a 20-minute direct observation of at least one specific instructional strategy related to academic and/or behavioral instruction from the Brief Observation list. Complete a Frequency count to record the number of times within the 10-20 minutes that the identified strategy is observed.

Strategy	Frequency	Comments
Positive Feedback Ratio	Frequency	
Specific, Positive Feedback	////////// = 10	
Negative Feedback	////////////// = 14	Positive : Negative Ratio = 10/14

Other Comments:

The recommended Positive Feedback Ratio is a minimum of 4:1.   It is suggested that the instructor practice increasing the number of times he uses specific, positive feedback and recording it himself. Ms. Work Hard Too will be glad to talk with Mr. Work Hard to come up with some quick and easy ways to do this.

It is recommended that this observation be repeated at an agreed upon time between the observed and the observer.

In-depth Classroom Observation
By Time

School: _____ Teacher Observed: _____

Observer: _____

Date: _____/_____/_____   Time In: _____ Time Out: _____

INSTRUCTIONS: Conduct a 20-minute direct observation of at least one specific instructional strategy related to academic and/or behavioral instruction from the Brief Observation list. Complete a count to record the number of times within the 10-20 minutes that the identified strategy is observed. Circle or underline each minute of the observation period that the Strategy is occurring.

Strategy	Recorded by minutes circled or underlined		Comments
	1	11	
	2	12	
	3	13	
	4	14	
	5	15	
	6	16	
	7	17	
	8	18	
	9	19	
	10	20	

Other Comments:

EXAMPLE

In-depth Classroom Observation
By Time

School: _Best School_   Teacher Observed: _Mr. Work Hard_

Observer: _Ms. Work Hard Too_

Date: _10_ / _11_ / _2009_   Time In: _9:30_   Time Out: _9:50_

INSTRUCTIONS: Conduct a 20-minute direct observation of at least one specific instructional strategy related to academic and/or behavioral instruction from the Brief Observation list. Complete a Frequency count to record the number of times within the 10-20 minutes that the identified strategy is observed.

Strategy	Recorded by minutes circled or underlined		Comments
Students actively engaged – little down time Amount of time students were engaged	1 2 3 4 5 6 7 8 9 10	11 12 13 14 15 16 17 18 19 20	

Other Comments:

Most of the students were engaged (on task or listening to instructions) 12 minutes. Most of the students were not engaged (off task) 8 minutes. During the 8 minutes students were observed to be out of their seats, talking to a neighbor, and/or doing something other than the assigned task. The teacher was either actively instructing or actively supervising (move, scan, interact) during the 12 minutes the students were on task.

> **DISCUSSION**
>
> How widely are the practices to increase instructional time and student engagement presented in this chapter used in your school? How will you provide professional learning for your staff on these strategies? How can you monitor their use? Can these strategies be incorporated into "walk-throughs" or formative evaluation?

Next Steps

Your tasks for creating classrooms where effective practices to ensure high rates of instructional and engaged time are listed below. Some activities require team planning; others require professional learning and engagement of all staff. It is recommended that these tasks be completed prior to your next MO SW-PBS training session. Please bring completed action plans and products with you to share and discuss.

1. Create a plan for and conduct professional learning to teach the eight effective classroom practices to all staff:
    - Clarifying expectations and procedures
    - Teach and encourage appropriate classroom behavior; use strategies to discourage inappropriate behavior
    - Active supervision
    - Frequent opportunities to respond
    - Sequencing and choice
    - Task difficulty and academic success

2. Assist staff to incorporate these practices into their daily classroom planning and activities:
    - Schedule practice or role-play opportunities
    - Modeling, peer coaching; peer observations and feedback
    - Sharing of successes
    - Staff expectations in writing; included in staff handbook

3. Incorporate the eight effective classroom practices into Walk-throughs and formative evaluations (Pages 353-360):
    - Utilize MO SW-PBS Observation Tools
    - Consult with your RPDC MO SW-PBS Consultant

CHAPTER 9: EFFECTIVE PROFESSIONAL LEARNING

Learner Outcomes

At the conclusion of this chapter, you will be able to:

▶ Describe the components of effective professional learning and apply them to your system for providing professional learning

▶ Create a professional learning calendar

▶ Establish a system for updating staff

▶ Develop a Tier 1 Staff Handbook

The term *professional development* (PD) is commonly used to describe support services for educators. PD is often describing a single event such as face-to-face training only. MO SW-PBS proposes that schools instead provide all stakeholders with *professional learning* (PL), which encompasses a systematic process of support for everyone. PL can include face-to-face training, observation, coaching, resource banks of materials, communication plans, virtual supports, etc.

> "Only when effective practices are fully implemented should we expect positive outcomes. Implementation matters."
>
> (Blasé & Fixsen, 2005, p. 10)

Providing quality professional learning to your staff will be important in ensuring that your Tier 1 interventions are implemented with fidelity. Key to the success of your Tier 1 implementation will be the effectiveness of the staff training and ongoing supports that you provide. Your team is urged to help all stakeholders grow their professional learning networks (PLNs) within the building, district and to the Missouri SW-PBS membership, and across state lines to SW-PBS implementers across the country. Promote with your stakeholders the use of the MO SW-PBS website at http://pbismissiouri.org , the PBIS National center website at http://pbis.org and to participate in Twitter conversation specific to school level implementation on Tuesday evenings at 8:00 CST on the #pbischat platform.

It cannot go without saying that developing a system of supports for professional learning for teachers and staff will require establishing sufficient trust within and across all stakeholders. As your leadership team develops and implements a systematic plan for PL, connecting the plan to your school and district mission, and engaging all stakeholders in planning and implementation will be critical steps to ensure desired outcomes for fidelity of implementation as well as improved student academic and behavioral success.

Everyone in education has participated in many hours of professional learning, some of it highly effective and some of it ineffective. What made the difference between time well-spent and time wasted?

Effective Professional Learning

Your challenge is to provide effective professional learning to your school staff on the systems, data, and practices for Tier 1 universal interventions. What are characteristics of effective professional learning? Nobori (2011) states that it is **research-based, consistent and ongoing, convenient, relevant, and differentiated**. These findings align with the *Professional Learning Guidelines for Student Success* MO DESE (2013) that guide the supports provided through the Regional Professional Development Centers across Missouri. How do these characteristics relate to your Tier 3 staff training?

- ► **Research-based:** SW-PBS is researched-based, including the Tier 3 intensive interventions based on a functional behavior assessment (FBA) and the resulting behavior intervention plan (BIP)

- ► **Consistent and Ongoing:** The professional learning you provide your staff will not be a one-time session at the beginning of the year before school starts. Staff learning needs to be on-going, including new learning as well as "booster" sessions for review. Your staff will need to be trained so they can contribute to the identification of students in need of Tier 3 supports. Additionally, staff will need to receive training in order to implement Tier 3 strategies and collect data.

- ► **Convenient:** If you can work closely with administration to schedule staff learning at a time that is convenient for participants, there is an increased likelihood of attendance (and willingness to participate) by staff. Whenever possible create job embedded opportunities throughout the day for professional growth.

- ► **Relevant:** Staff will see a direct benefit in the improved behavior and positive relationships of the students participating in a Tier 3 intervention.

- ► **Differentiated:** Whenever possible, provide choices for participation. Does all professional learning in your school need to be face-to-face, large group? Is using technology such as podcasts and webinars an option? If a teacher has a good understanding of the process, can they select an option to attend a more advanced session? What are other possibilities?

Additionally, quality professional learning should also include **training, practice, feedback and coaching or other follow-up procedures and supports** (Ismat 1996; MO DESE 2013). Teachers also have increased opportunities to interact with peers during effective trainings.

The Missouri Department of Elementary and Secondary Education (DESE) has developed criteria for high quality professional development (HQPD) (Noonan, Langham, & Gaumer, 2013). The 22 components on the *HQPD Checklist* outline what needs to be done before, during and after the professional learning training to ensure that HQPD has been planned for and delivered. If all components are provided for, there is greater likelihood of increasing the transfer to practice. As such, the list indicates that the face-to-face training "event" is but a part of an ongoing process to support the fidelity of implementation of research based instructional practices in classrooms.

Checklist for High Quality Professional Development (HQPD) Training

BEFORE TRAINING	**PREPARATION**
	1. Provides a description of the training with learning objectives prior to training.
	2. Provides readings, activities, and/or questions to think about prior to the training.
	3. Provides an agenda (i.e., schedule of topics to be presented and times) before at the beginning of the training.
	4. Quickly establishes or builds on previously established rapport with participants.
DURING TRAINING	**INTRODUCTION**
	5. Connects the topic to participants' context (e.g., community, school, district).
	6. Includes the empirical research foundation of the context (e.g., citation, verbal references to research literature, key researchers).
	7. Content builds or relates to participants' previous professional learning.
	8. Aligns with school/district/state/federal standards or goals.
	9. Emphasizes impact of content on student learning outcomes.
	THE PROFESSIONAL LEARNING PROVIDER
	10. Builds shared vocabulary required to implement and sustain the practice
	11. Provides examples of the content/practice in use (e.g., case studies, vignette)
	12. Illustrates the applicability of the material, knowledge, or practice to the participants' context
	ENGAGEMENT
	13. Includes opportunities for participants to practice and/or rehearse new skills
	14. Includes opportunities for participants to express personal perspectives (e.g., experiences, thoughts on concepts)
	15. Includes opportunities for participants to interact with each other related to training content
	16. Adheres to agenda and time constraints
	EVALUATION
	17. Includes Opportunities for participants to reflect on learning
	18. Includes discussion of specific indicators - related to knowledge, material, or skills provided by the training – that would indicate a successful transfer to practice.
	19. Engages participants in assessment of their acquisition of knowledge and skills
AFTER TRAINING	**MASTERY**
	20. Details follow-up activities that require participants to apply their learning in a new setting or context.
	21 Offers opportunities for continued learning through technical assistance and resources.
	21. Describes opportunities for coaching to improve fidelity of implementation.

Noonan, Langham, & Gaumer (2013)

While face-to-face, didactic or direct training (i.e., training which includes content, rationale, demonstration, **practice**, and **feedback**) is critical for building knowledge of effective instructional practices, research indicates that transfer of skills to practice is generally low with training alone (Joyce & Showers, 2002).

Training Components	OUTCOMES (% of Participants who: Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use New Skills in the Classroom)		
	Demonstrate Knowledge	Demonstrate New Skill in Training	Use New Skills in Classroom
Theory and Discussion	10%	5%	0%
Plus Demonstration in Training	30%	20%	0%
Plus Practice and Feedback in Training	60%	60%	5%
Plus Coaching in the Classroom	95%	95%	95%

The chart starts with training that involves **theory and discussion**. With this type of training, 10% of the participants were able to demonstrate knowledge about the topic, 5% were able to demonstrate new skills in the training setting, and 0% used new skills in the classroom.

When **demonstration in training** was added to theory and discussion, knowledge increased to 30% of the participants and skill demonstration increased to 20% participants. Use in the classroom remained at 0%.

Adding **practice and feedback** during training to theory, discussion, and demonstration increased knowledge and skill demonstration to 60% of the participants. Use in the classroom increased to . . . . 5%. **When coaching in the classroom was added to the other training components, knowledge, skill demonstration, and use in the classroom increased to 95% of the participants.**

The analysis of of over 200 studies by Joyce and Showers (2002) has been corroborated through in-field research (Hiralall & Martens, 1998; Simonsen, MacSuga, Fallon, & Suagi 2013). This recent body of work confirms that in-vivo support (e.g., coaching and performance feedback) was required to achieve positive effects. Because it is not always feasible to provide in-classroom coaching to all teachers Simonsen, et al., (2014) proposed a multi-tiered approach to PL that outlines building a *triangle for teachers*.

We give schools strategies & systems for improving practice & outcomes, but implementation is not accurate, consistent, or durable, & desired outcomes aren't realized. School personnel & teams need more than exposure, practice, & enthusiasm.

(George Sugai, OSEP Center on PBIS, Center for Behavioral Education & Research, University of Connecticut)

The proposed *triangle for teachers* extends the recommendations of both Norobi (2011) and Ismat (1996) in terms of the characteristics of the content, the what to provide, as well as the work of Joyce & Showers (2002) in terms of the *how to provide* PL. the outline proposed that professional learning approaches must also include,

"1) an organized framework for providing supports, and 2) a clear method for identifying which teachers will benefit from each level of support," (Simonsen et al., 2014, p. 180). The multi-tiered system of support would be planned for and provided based on data. All teachers would get universal level supports focused primarily on high quality professional learning training, some teachers would get universal PL plus limited coaching supports and a few teachers would get all that plus intensive coaching supports. The table below gives a more detailed explanation of what a tiered support model might entail.

Multi-Tiered Support Framework for Teachers

Level of Support	Didactic Training Regularly scheduled	Coaching provided as needed:	Data Used for Decision Making	Decision Rule
Universal Level Support	• Define target skill • Model target skill with examples & non examples • Provide practice w/ skill • Provide feedback within training context • Demonstrate self-monitoring methods	None	Self-Monitoring for Fluency > Self report to "coach" confirm fidelity of self-monitoring Classroom Walkthroughs = Universal Screening	80% or above implementation at criterion = no need for additional support 79% or below = need for targeted interventions
Targeted Level Support	All of the above PLUS Goal Setting	Teacher • Chooses a target skill, • Sets and shares goal(s), Selects a self-prompting strategy • Self-Monitors • Graphs data • Self-Reflects • Self rewards • Shares instructional data and student outcome data with "coach" *Coach* • Reviews self-monitoring data	Regular Self-Monitoring Regular Classroom *Coaching* and Walkthroughs = Progress Monitoring	Demonstration of improvement toward criterion = fading to self-monitoring only Demonstration of lack of improvement = intensified support

Intensive Level Support	All of the above PLUS Action Planning	All of the above PLUS Teacher w/ *Coach* assistance
		• Develops action plan
		  o Measureable goals for improved performance
		  o Action steps
		  o Contingencies for meeting/not meeting goals
			Daily Self-Monitoring
			
			Weekly Classroom Walkthroughs = Progress Monitoring
			
			Coaching and performance feedback
				If goals met choose other skills for focus or implement fading.
				
				If goals not met increase frequency or intensity of feedback or provide in-vivo modeling

Adapted Simonsen et al., (2014)

The Role of the Coach in SW-PBS

Progress Monitoring
Walk Through, Data Screen &
Teacher Collected Data

Universal Screening
Walk Through &
Data Screen

Tier 3
Intensive PD:
Data-driven Consultation

Tier 2
Targeted PD:
Self-Management

Tier 1
Universal PD:
Training and Self-Monitoring

"Many teachers enter the field without sufficient training in classroom management and continue to experience challenges throughout their careers. Therefore, school-based leaders need a multi-tiered support (MTS) framework to (a) provide training to all teachers in classroom management (Tier 1), (b) identify teachers who require additional assistance (universal screening), (c) support the identified teachers (Tiers 2 and 3), and (d) continue to monitor teachers' classroom management to adjust (i.e., intensify or fade) supports."
- Simonsen et al, 2014

Adapted Simonsen et al., (2014)
Figure 9.1

In the professional learning model outlined above, all teachers get *didactic* training, then each teacher creates a self-monitoring plan:

- Choose a brief period of time when the instructional skill is most applicable for the instructional content (e.g., 10-15 minutes of teacher direct instruction)
- Identify a specified period of time (e.g., 1-2 week from date of training)
- Select a method to record use of the skill (e.g., tallies, golf counter, paper clips in pocket, etc.)
- Record data using method chosen
- Graph or chart data for analysis using specified metric (e.g., rate, ratio, percentage, etc.)
- Analyze data comparing to standard for implementation provided
- Provide data if requested to coach, department chair, team leader for building level aggregation and review for teachers who may need more intensive supports

Each effective instructional practice should have the data decision rule either based on what research indicates as best practice (e.g., 4:1 ratio of positive to negative feedback) or based on how many essential components of the instructional practice are included during the lesson monitored (e.g., effective positive feedback is timely, genuine and specific in that it indicates what behavior was demonstrated that met the expectation).

All teachers will receive *Universal* level supports of didactic training and support in developing and implementing a self-monitoring plan. Teachers who demonstrate fluency (e.g., 80% or above implementation of instructional skill) with *Universal* level supports may also have a coach assigned to provide assistance as requested and as a point person for data submission.

For teachers whose self-monitoring data indicates a need for improvement, *Targeted level* coaching supports, and/or *Intensive level* coaching and re-training may be necessary. Each of these levels of support will require some, or a great deal of building level *coaching* supports.

Who can serve as the *coach*? Depending on the size and configuration of your building the role of *coach* can at the *Universal* or *Targeted* supports levels be fulfilled by an administrator, an instructional coach, personnel with full time equivalent (FTE) dedicated for instructional support such as a SW-PBS Coach, a school psychologist, a special educator, a department chair, or in some cases of schoolwide professional learning a collegial peer (Johnson, 2007). When an individual teacher has been identified in need of *Intensive* level supports someone with behavioral expertise should fulfill the coach's role. Your SW-PBS leadership team should include planning for building and maintaining these tiered support for all teachers and staff in your building as appropriate.

What might this look like?

▶ Leadership Team provides PL that includes didactic or direct training on *Active Supervision* to all teachers and supervisory staff (e.g., instructional aides, paraprofessionals, playground supervisors, cafeteria personnel, etc.) on the essential components of *Active Supervision* during regularly schedule whole building PL time.

▶ All teachers and staff submit self-monitoring data within given period of time.

▶ Many teachers and staff indicate through their individual self-monitoring data an ability to implement the essential component of *Active Supervision* with fidelity.

▶ Walk-Through Observations (WTO) by administrators and/or assigned personnel confirm teacher self-ratings. All teacher are given WTO feedback.

▶ Teachers at 80% or above proficiency receive supports to sustain their use of *Active Supervision* which can include: reminder communications (e.g., emails, staff memos, staff meeting updates, etc.) to sustain implementation, develop a plan for periodic self-monitoring and receive random, periodic WTO feedback.

▶ Teachers below 80% proficiency are assigned a coach, assistance reviewing self-monitoring and WTO feedback. They receive if needed additional training in *Active Supervision*. They set a target goal for skill use and establish a process for systematically self-monitoring and self reward.

▶ After the agreed upon timeframe for implementation passes, self-monitoring and WTO are again reviewed. If the teacher is now at or above 80& proficiency the teacher goes on maintenance. If the teacher remains below 80% proficiency the teacher and *coach* develop an action plan for remediation which will include individual training, in-vivo observation and feedback, and contingency plans for when the goal is met/not met.

Focus of Professional Learning

As your school begins to develop multi-tiered supports for teachers a major focus should be on the MO SW-PBS Effective Classroom Practices (ECPs), see the Tier 1 Workbook, Chapter 8 for more information. The ECPs include:

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

Teams can utilize the MO SW-PBS ECP resources which are available online at pbismissouri.org for whole staff, team or individual teacher professional learning. Each ECP module includes:

► training PowerPoint that can be customized for your school

► handouts

► teacher tool with brief pertinent research, rationale for the practice, definition and a tool for self-monitoring

The first four ECPs also have a training video that embeds the handouts and teacher tools into the training. The ECPs should be used with all students, all day in every classroom.

For students who appear to continue to struggle despite a learning environment that has schoolwide positive behavior supports and ECPs implemented with fidelity, the SW-PBS Leadership Team should reach out the educators who work directly with these students to consider how to intensify or individualize the ECPs to better support the student.

New Staff Induction

Efficient and effective induction of new teachers will be critical to building and sustaining your SW-PBS work. Any new staff members should by default receive *Targeted Level* supports. Once orientation training has taken place, if the observational data indicates that the new staff members' implementation of specified interventions is at/above the 80% fidelity range, he or she has demonstrated a support need that falls consistently in the *Universal Level*. Content of new staff induction supports will vary based upon the role of the staff members (i.e., instructional or support) but all should receive at a minimum:

► **Before School Year Orientation** (e.g., understanding of Tier 1 essential components, procedures for identifying students in need of further support, etc.).

► **Ongoing Supports in Addition to Schoolwide Professional Learning Plan** (e.g., targeted professional training with focus on effective classroom practices and self-monitoring, as well as ongoing coaching).

GROW Coaching Model

First introduced by Graham Alexander (see information regarding GROWs' origins in Alexander, 2010) and popularized in 1992 by John Whitmore's book Coaching for Performance, GROW is a deceptively simple framework for guiding teams or individuals to powerful solutions. The GROW Model is renowned for its success in both problem solving and goal setting, helping to maximize and maintain achievement and productivity. Part of what makes it such a powerful tool is its flexibility.

How the GROW Model Works

The GROW Model is an acronym standing for (G)oals, (R)eality, (O)ptions and (W)ill/(W)ay Forward, highlighting the four key steps in the implementation of the GROW Model. By working through these four stages, the GROW Model raises awareness and understanding of contextual factors and possible opportunities for change and improvement in desired outcomes.

The key to successful GROW coaching lies in asking powerful questions that inspire teams or individuals to think deeply and without limits related to the topic of coaching.   This deep, limitless thinking results in action plans that are meaningful, relevant and impactful.

Acronym & Description:	Example Questions: (school or individuals)
G-Goal > Long term aspirations and focus for the coaching session or team meeting.	What do you want to achieve? What is important to you right now? What areas do you want to work on? Describe your perfect world. What will make feel like this time was well spent? What do you want kids to know and do? Why are you doing SW-PBS? How might this be able to impact the community? What are you hearing?
R-Reality > Current situation and beliefs held by group or individuals.	What has contributed to your success so far? Where are you in relation to your goal? Does your gut agree with this? Are there other perceptions that agree or disagree with this? Paint me a picture Tell me more What's working right now Tell me the story without numbers What progress have you made toward your goal? How do you feel when you walk in the door? How do you think kids feel? Parents feel? Does this goal conflict with any other goals?
O-Options > The possibilities for action and resources available.	What are you options? How have you tackled similar situations before? Who do you know who has encountered a similar situation? Don't use the same solutions because they are not working. Think outside your box. Who do you know who has encountered a similar situation? What idea would put up here to leave the ideas as a crazy lady? What is something we/you have not tried? If anything is possible, what would you do? What could you do differently? What else? What would your alter ego do? What might our students say would be a great solution? What might your community think would be a solution? If you had to give me 3 more ideas what would those be? If you had to do it tomorrow what would you do? If resources were no option what would you do? If money or time was not an option what would you do?
W-Way Forward > Actions that will be taken to achieve goals.	What are viable choices? Which options are working smarter not harder? Which options are going to give you the most bangs for your buck? Which options are you going to get you, your staff or students to buy in? What action will you /we take? When will you /we start? Who will you /us help? How will you /we know you've been successful? What will this look like if it is fully implemented in your school (classroom)?

SW-PBS Teams can apply the GROW Model when analyzing school-wide or classroom level data, for problem solving interventions at the universal, targeted or intensive level; for coaching teachers or teams; or for improving any process or procedure.

As your school considers how to provide coaching to teams (e.g., grade level, departmental, schoolwide) and/or individual teachers, you should also consider how to assess the fidelity of implementation of the coaching supports. The Missouri Department of Elementary and Secondary Education (DESE) through it's work on a school professional development grant (SPDG) developed a checklist for criteria to assess fidelity of school-based coaching implementation (MO DESE SPDG, 2015). Below the elements of GROW coaching (i.e., goal, reality, options, way forward) are indicated within the checklist. Some checklist items are specific to the systems that have been developed for coaching rather elements of GROW. In these instances the checklist item has a designation of not applicable (NA).

School-Based Implementation Fidelity Checklist

Instructions: This checklist is designed as a format for periodically checking on the fidelity of school-based implementation coaching. This checklist can be used for self-assessment of fidelity as well as observation of fidelity. Fidelity should be monitored "early and often" (Harn, Parisi, & Stoolmiller, 2013). It is recommended that the school-based implementation coach completes the fidelity checklist after each coaching interaction until at least 80% of items are consistently present.

Goal Reality Options Way	School-based implementation coach:	Yes	Partially	No	*If partially or no, please explain.*
	PREPARATION				
NA	1. Clearly states that he/she will keep the coaching conversation confidential and it will not be used for formal performance evaluation.				
R	2. Asks recipients of coaching to identify the things they felt went well, before providing his/her own observations.				
NA	3. Quickly establishes or builds on previously established rapport.				
	FEEDBACK				
R	4. Provides feedback on observed strengths.				
R	5. Poses questions for educator reflection on implementation and learner outcomes.				
O	6. Provides suggestions for changes in practice that are accompanied by rationales for why changes are important and how changes will improve outcomes.				
O	7. Allows recipients to offer clarification and/or reflect on suggestions.				
R	8. Describes educator, student, and/or team actions & responses using concrete and specific examples.				
R/O	9. Addresses areas of needed improvement by providing examples of content/practice in use.				
R	10. Discusses student data reporting learning occurred while using teaching practice.				
O/W	11. Guides recipients to identify solutions for problem areas in the form of take-aways or action steps.				
	STRUCTURE				
NA	12. Paces the conversation allowing time for the coached educator(s) to question and process information.				
NA	13. Adheres to established plan of coaching (e.g., frequency, schedule, and duration).				
NA	14. Allows for coaching conversations to occur in a setting preferred by the coached educator.				
	TOTAL				

Adapted from MO DESE SPDG, 2015

Finding Time to Schedule Staff Professional Learning

One of the major concerns in every school is **time** for professional learning. Each school is unique in schedules, budgetary restrictions for substitutes, coverage availability from other staff, and contractual/negotiated agreement restrictions.

All schools also have **competing initiatives**. District and school teams can inventory the initiatives currently implemented district and schoolwide. Using a structure called Working Smarter from the PBIS National Center each initiative is reviewed in terms of purpose/outcomes, resources needed, and timelines (see Tier 1 Workbook Chapter 2, *Leadership*, for more information on Working Smarter).

Streamlining the work at the district or school level increase the likelihood the resources necessary are available and that the essential components of SW-PBS including the necessary PL supports for implementation are implemented. From this review the district and/or school team can ask questions to assess:

- ▶ Are all of the initiatives current and necessary? Many times schools continue to do something because "it's always been that way" even though it is no longer effective or needed.
- ▶ Do some of the initiatives have overlapping purposes and can be streamlined, thereby freeing up potential schedule time for staff learning?

Other questions schools can ask when trying to find time include:

- ▶ Can staff meetings have an instructional focus instead of a managerial focus?
- ▶ Can portions of grade level/departmental planning times be used for staff learning?
- ▶ Can classes/activities be covered by other available school personnel for teachers to attend staff learning?
- ▶ Can technology be utilized to allow for flexible training times?

Your team will need to work closely with your administrator in order to develop a professional learning calendar.

DISCUSSION   What options are available in your school for scheduling Tier 3 professional learning opportunities? How far in advance is the professional learning calendar established? Do you need to start planning now to get additional time on the calendar for next year?

Providing Updates to Staff

Another component of your Professional Learning System is to provide your staff with **updates about Tier 3 systems, data, and practices**. This includes developing standard procedures for providing updates to the administrator, team, staff and others involved with student support. Also consider what communication needs to be provided for families and community members.

These **four questions** will assist your team in developing your communication system. If you can answer these questions, your system for updating staff is in place.

1. What will be communicated?
2. Who will communicate this information?
3. How will it be communicated?*
4. When will it be communicated?

*Your team should also consider when and how to leverage social media to communicate with stakeholders (e.g., teachers, staff, students, families and community members). What kinds of social media does your school currently use? What forms of social media do your stakeholders currently use? Schools today must consider the array of social media platforms that are the typical "news and information" sources for their employees and customers (e.g., world wide web, TWITTER, FaceBook, Instagram, etc.). If your communication system isn't utilizing those platforms your team cannot keep the those using those social media outlets up to date with current and accurate information.

> **DISCUSSION** Does your Tier 1 team have an effective system already established for updating staff?
>
> ► If yes, can your Tier 1 team incorporate the same system?
> ► If no, what system can be developed for the Tier 1 team to provide regular staff updates?

Developing Tier 1 Staff Handbook

A Tier 1 Staff Handbook is also part of your Professional Development System. This handbook will serve as a **reference for staff** and **document your Tier 1 data, systems and practices**. If teachers have a question, the handbook can be a resource they can readily access to get information. Information in your Tier 1 Staff Handbook will provide the basis for your Tier 1 professional development.

The *Tier 3 Staff Handbook Organizer* provides guidance for what you will include in your handbook.

> **ACTIVITY** Review the *Tier 1 Staff Handbook Organizer*.
> ► What do you already have available that can be added to your Tier 1 Staff Handbook?
>
> ► As you continue your Tier 1 training, who will be responsible for adding/updating your Tier 1 Staff Handbook?
>
> ► How will staff access the handbook? Will you provide hard copies? Electronic copies?

Tier 1 Positive Behavior Support Staff Handbook Organizer

Feature	Suggested Materials	Documented in Handbook?	
Guides	1) Schoolwide Behavior Matrix	YES	NO
	2) Tier 2 Action Plan	YES	NO
1. Common Philosophy and Purpose	1) Description/Overview of Tier 1 Positive Behavior Support	YES	NO
	2) School Philosophy, Beliefs, Mission & Vision, Goals	YES	NO
2. Leadership	1) Tier 1 team list with roles identified	YES	NO
	2) Schedule of meeting dates	YES	NO
	3) Standard Agenda Format	YES	NO
	4) Copy of Meeting Minutes		
3. Clarifying Expected Behavior	1) Matrix	YES	NO
	2) Non-Classroom Procedures	YES	NO
4. Teaching Expected Behavior	1) Lessons for behaviors on matrix	YES	NO
	2) Teaching Schedule	YES	NO
	3) New student induction process description	YES	NO
5. Encourage Expected Behavior	1) Schoolwide incentive system description	YES	NO
6. Discourage Expected Behavior	1) List of staff managed and office managed behaviors	YES	NO
	2) Continuum or menu of strategies to discourage inappropriate behavior/flow chart	YES	NO
	3) Procedures for documenting behavioral incidents: • Office discipline referral form • Minor behavior form • Procedures to submit behavioral incidents	YES	NO
7. Ongoing Monitoring	1) Sample Big 5 ODR Report	YES	NO
	2) Sample Solution Plan	YES	NO
8. Effective Classroom Practices	1) Classroom observation protocol	YES	NO
	2) Classroom matrix example	YES	NO
	3) List of classroom procedures	YES	NO
	4) Classroom incentive system example	YES	NO
	5) Classroom system of discouraging inappropriate behavior	YES	NO

Next Steps

1. Consider using a process such as *Working Smarter* to review current initiatives to identify redundancy of efforts. Re-align resources as necessary to achieve desired outcomes.

2. Develop and/or review your current Communication Plan. Consider how to incorporate the use of technology and social media to improve or enhance communication with all stakeholders.

3. Develop and disseminate Tier 1 Staff Handbook either hardcopy and/or electronically.

4. Develop a year-long PL schedule within the work day for all teachers and staff that outlines:

   a. Time and place

   b. Schedule of topics (suggestions include):

      i. Accessing resources necessary for tiered supports

      ii. Self-monitoring implementation

      iii. Implementing essential skills of coaching and model for coaching such as GROW Coaching.

      iv. Implementing essential components of tiered supports (e.g., teaching, reinforcing, discouraging, data collection, student self-monitoring, etc.)

      v. Implementing effective classroom practices (e.g., reinforcing, active supervision, etc.)

   c. Identify expertise to provide PL

   d. Identify expertise or FTE for coaching

5. Implement your year-long PL schedule and consistently communicate aggregated schoolwide data to demonstrate growth in proficiency in implementing effective practices and potentially correlated improved student outcomes.

CHAPTER 10: REFERENCES AND RESOURCES

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On-line Resources

Missouri Schoolwide Positive Behavior Support
http://pbismissouri.org

National Center for Positive Behavior Support
http://www.pbis.org/

Association for Positive Behavior Support
http://apbs.org

Columbia, Missouri Public Schools Positive Behavior Support
http://www.columbia.k12.mo.us/staffdev/cpspbs

St. Louis Special School District PBIS Compendium
http://pbiscompendium.ssd.k12.mo.us/

SW-PBS Resources by PBIS Partners

University of Oregon Education and Community Supports
http://www.uoecs.org

Institute for the Development of Educational Achievement
http://idea.uoregon.edu

Arizona Behavior Initiative
http://www.pbisaz.org/

Florida's Positive Behavior Support Project
http://flpbs.fmhi.usf.edu/

Illinois Positive Behavior Support Project
www.pbisillinois.org

Maryland's PBIS website
http://www.pbismaryland.org

New Hampshire Center for Effective Behavioral Interventions & Supports
http://www.nhcebis.seresc.net/

Colorado PBS
http://www.cde.state.co.us/pbs/

Connecticut Positive Behavior Support
http://pbs.ctserc.com/

Delaware Positive Behavior Support Project
http://www.delawarepbs.org/

Georgia Department of Education Positive Behavior Support
http://public.doe.k12.ga.us/ci_exceptional.aspx?PageReq=CIEXCPBS

Institute for Positive Behavior Support
http://www.kipbs.org

North Carolina
http://www.ncpublicschools.org/positivebehavior/

Other On-line Resources

Online library of Missouri Guidance Curriculum based at Central Missouri University
http://resources.mcce.org/

National Implementation Research Network
http://www.fpg.unc.edu/~nirn/

Office of Special Education and Rehabilitation Services
http://www.ed.gov/about/offices/list/osers/osep/index.html

Missouri Department of Elementary and Secondary Education
http://dese.mo.gov/

Institute of Educational Sciences (IES)
http://www.ed.gov/about/offices/list/ies/index.html

RTI Action Network
http://www.rtinetwork.org/

National Center on Response to Intervention
http://www.rti4success.org/

Michigan's Integrated Behavior and Learning Support Initiative
http://www.cenmi.org/miblsi/Home.aspx

National Center for Culturally Responsive Educational Systems
http://www.nccrest.org/index.html

Center for Evidence-Based Practice: Young Children with Challenging Behavior
www.challengingbehavior.org

University of Louisville:
https://mail.umsystem.edu/owa/redir.aspx?C=1M5BEEuzJkGnitIG8bfPlWuiDtnN588I_2B9bl1dpGMjk0R
ymUWOLj9ckQA5k-oAyzcuIEHlC8o.&URL=http%3a%2f%2flouisville.edu%2feducation%2fabri%2ftrain
ing.html

Glossary of Terms

A

Acquisition: First phase of learning. When a student can perform a newly learned behavior.

Aggregate: To collect and summarize all data together, undifferentiated by subgroups.

Antecedent: Events that happen <u>immediately before</u> and trigger a behavior

Applied Behavior Analysis (ABA): The design, implementation, and evaluation of environmental modifications to produce socially significant improvement in behavior.

Active Supervision: Strategy for monitoring a large area (i.e., classroom, hallway, playground) that involves scanning, moving, and interacting.

Antecedent: Conditions or circumstances that alter the probability of a behavior occurring.

Always Applicable: Defining schoolwide and classroom rules that can be used every day.

Aversive Stimulus: A (negative) stimulus or event that can increase (when it is an antecedent) or decrease (when a consequence) a behavior.

B

Baseline Data: The current level of functioning that is compared to the phase immediately following an intervention.

Behavior: Any observable and measurable act of an individual.

Behaviors/Rules: Specific tasks students are to do to achieve the schoolwide expectations.

Behavior Intervention Plan (BIP): A written description that defines how an educational setting will be changed to improve the behavioral success of the student.

Big 5 Data Report: An office discipline report that charts frequencies of office discipline referrals by incident, behavior, location, time of day, and students.

Big 5 Generator: A MO SW-PBS developed electronic data management system that collects and charts office discipline referral frequencies by incident, behavior, location and time of day.

C

Chronic Behaviors: Persistent behaviors that are repeated or reoccurring over a period of time; the behavior has persisted for a while.

Coaching: Job embedded professional learning provided to support implementation of new skills and practices, frequently involves modeling, observing and providing feedback.

Common Formative Assessments: Assessments developed collaboratively by teams of teachers that are given to students across the grade or content level, and are used to monitor student progress and inform midcourse correction.

Composition Metrics: This metric shows the percentage of total outcomes experienced by subgroup relative to the percentage of the total enrollment made up by that subgroup.

$$\frac{\text{Total Number of Outcomes by the Subgroup}}{\text{Total Number of Outcomes by } all \text{ Students}} \quad \text{Compared to} \quad \frac{\text{Number of students enrolled in subgroup}}{\text{Number of Students Enrolled in School}}$$

Consequence: The resulting event or outcome that occurs immediately following the behavior. May increase, maintain or decrease the likelihood of future behavior.

D

Data: Information used to make decisions, including records of behavioral incidents, attendance, tardies, achievement, staff and student perceptions and others.

Data Based Decision Making: A systematic process for analysis of information that leads to action steps.

Data Collection Tool: A MO SW-PBS developed electronic data management system that collects and summarizes office discipline referral frequencies by incident, behavior, location, time of day, student, possible motivation, others involved, staff, race and ethnicity, and others.

Didactic Training: Also known as direct training, is training which includes content, rationale, demonstration, practice, and feedback components.

Discipline: Teacher actions that support acceptable behavior and reduce the need for further intervention.

Disaggregate: To separate and present data by subgroups.

Disproportionality: To treat categories inequitably, as when categories of students experience different disciplinary consequences for similar offenses.

Duration: A measurement of how long a behavior occurs

E

End of Year Reports (EOY): Reports available from MO SW-PBS that aggregates data from a variety of sources, to provide a complete assessment of the state of the school.

Engaged Time: The amount of instructional time where students are actively engaged in learning.

Environment: The physical, social, academic and emotional conditions that exist for the student. This can refer to the classroom environment, school environment, the home environment, etc.

Environmentally Mediated: Manipulation of the full set of stimulus conditions in an environment which controls a target behavior.

Expectations: 3-5 words that define the kind of people you want your students to be.

Externalizing Behaviors: Behavior problems that are observable and overt, often directed toward people and/or objects in the social environment.

Extinction: Withholding reinforcement for a previously reinforced behavior to reduce the occurrence of the behavior.

Evidence-based Practice: A process intended to link evidence with ethical and practical/application issues when making decisions about practices and interventions.

F

Fidelity: Delivery of the intervention in the way in which it was designed to be delivered.

Fluency: Second phase of learning. When a task/skill is performed without error or interruption in a change of behaviors.

Formative Data: Data used to monitor progress; used to make mid-course corrections during a cycle, lesson, unit, program, or intervention.

Frequency or rate (of behavior): The number of times a behavior occurs during a set period of time.

Function of Behavior: The need fulfilled through the performance of a specific behavior. The function of behavior can be categorized as behavior to obtain (attention, tangible item) or avoid (attention, task, stimulus).

Function-based: Refers to a consequence that increases the likelihood that a behavior will be performed.

Functional Behavior Assessment (FBA): A process for identifying the events that predict the occurrence and maintenance of a behavior.

G

General case (programming): The design of instruction for students to perform of a task with any member of a class of stimuli.

Generalization: Fourth phase of learning where behavior occurs under different conditions other than those taught (people, settings, etc.)

H

High Risk: Typically describes students who have excessive rates of problem behavior, or especially intense problem behaviors, and will likely require intensive, rather than targeted, intervention.

I

Individualized Education Plan (IEP): A document that details the goals and objectives for a student's yearly educational plan.

Input Data: Data to monitor or evaluate adult actions; fidelity of implementation data; cause data.

Instructional Time: The amount of the allocated time that actually results in teaching.

Intense Behavior: The force or magnitude of the behavior's impact on the classroom environment.

Intensive (Tertiary) Interventions: Interventions that provide support to students with the most severe risk factors and who display chronic/repetitive patterns of behavior.

Internalizing Behaviors: Behavior problems that the students directs inwardly toward him or herself.

In-vivo support: In-vivo or in a real life situation support can include the coach providing modeling, coaching and/or feedback while instruction is occurring during a teacher's classroom instruction.

J

Job Embedded Professional Development (JEPD): Professional development opportunities that occur in an authentic context (i.e., with students).

L

Lawful Behavior: Relationships between events that occur naturally that predict behavior and identify associated environmental antecedents and consequences.

Learning: A durable change in behavior associated with environmental conditions.

Levels of Learning: Hierarchies of learning in cognitive, affective, and psychomotor areas that classify possible learning outcomes in terms of increasingly abstract levels and include acquisition, fluency, maintenance, generalization, and adaptation.

M

Maintenance: The third phase of learning. The ability to perform a behavior over time.

Measureable: Defining schoolwide or classroom behaviors that could be counted.

Modeling: The demonstration of behavior. May be used to prompt or teach a behavior.

MO SW-PBS Data Based Decision Making (DBDM) Process: A decision making process that can guide teams in making data based decisions

MO SW-PBS Universal Tier 1 Checklist: A Checklist developed by MO SW-PBS, to assist teams in determining fidelity of implementation of tier 1 universal systems and practices, and to identify needs for action planning.

MO SW-PBS School Outcomes Data: Provides information on outcomes for students, especially for students with disabilities, or who are referred for additional academic or behavioral supports. Supplements data collected throughout the year, and is a critical source of information for the MO SW-PBS End of Year Reports that are provided to school. Submitted to moswpbs@missouri.edu in June of each school year.

Multi-User Survey: A survey which includes many respondents. Such surveys include the SAS and SSS.

N

Natural Reinforcement: Reinforcement that is the direct result of that behavior.

Negative Punishment: Removal of a stimulus immediately following a behavior that decreases the likelihood of behavior occurring in the future.

Negative Reinforcement: Removal of a stimulus preceding a behavior that increases the likelihood of behavior occurring in the future.

Norms: Protocols and commitments developed by each team to guide members in working together. Norms help team members clarify expectations regarding how they will work together to achieve their shared goals.

O

Observable: Defining schoolwide and classroom rules that are behaviors that can be seen.

Observation: Formative or summative assessment of a teacher or student, can be formal or informal. Typically longer in duration than a walkthrough.

ODR (Office Discipline Referral): Usually the result of a "major" discipline violation, the ODR refers to the paperwork associated with sending a student to the office to receive a consequence as the result of problem behavior.

Operational Definition: A descriptive statement that specifically identifies commonly agreed upon behavior that is directly observable and measureable.

Opportunity Costs: Resources spent on one activity is not available for other activities.

Outcome Data: Data gathered to monitor or evaluate progress toward desired outcomes or goals; effect data.

P

Permanent Products: Items to be reviewed as evidence of meeting a goal. Permanent products can include writing samples, completed assignments, drawings, etc. When using permanent products as consideration for goal achievement, quality of the item should be considered.

Person Centered Planning: A team-based planning process for an individual's future goals that focuses on strengths and abilities of the individual and his or her inclusion within community life.

PBIS APPS: A web based survey and data collection site operated by the University of Oregon's Educational and Community Supports (ECS). Applications include The SWIS Suite, PBIS Assessments, PBIS Evaluation. https://www.pbisapps.org/Pages/Default.aspx

PBIS Assessments: An application within PBIS Apps that allows users to take a number of SW-PBS surveys.

Phases of Learning: Sequential stages in gaining skill mastery that include: a) acquisition, b) fluency, c) maintenance, and d) generalization.

Poor Response to Intervention: A review of data shows there is a gap between the trend line and the student's goal line that continues to widen.

Positive Behavior Support (PBS): A broad range of systematic and individualized strategies to achieve important social and learning outcomes while preventing problem behavior among all students.

Positively Stated: Creating rules that tell students what to do to be successful.

Positive Reinforcement: Presentation of a stimulus immediately following a behavior that increases the likelihood of behavior occurring in the future.

Positive Response to Interventions: Data indicates the student is making progress toward his/her goal and will reach the goal within a reasonable amount of time.

Practices: Strategies and interventions schools put in place to support students.

Pre-correction: Reminders before entering a setting or performing a task to promote successful demonstration of expected behaviors.

Primary (Universal) Interventions: Preventative, universal supports implemented with all students that promote safety, positive school culture, and an effective learning environment at the whole school level.

Problem Behavior: Behavior which is inconsistent with the expectations for the environment. For example, yelling is a problem behavior in a library, but not necessarily on a playground. Some problem behavior can be undesirable across settings, such as hitting or hurting others.

Procedures: Methods or process for how things are done in non-classroom settings and in each classroom.

Prompt: A stimulus (reminder, hint, or cue) that increases the probability the correct response will be emitted.

Punishment: A stimulus that decreases the future rate or probability of the response.

Q

Questionable Response to Interventions: A review of data shows there is a gap between the trend line and the student's goal line that may not be widening but closure may not occur in an acceptable amount of time.

R

Read Only (PBIS Assessments): Refers to a level of access in a PBIS Assessments account. Individuals with read only access can log into PBIS Assessments, and pull reports for surveys associated with their organization.

Reinforcement: A stimulus that increases or maintains the future rate of probability of occurrence of a behavior.

Reliability: The degree of accuracy or consistency in measurement procedures.

Response to Intervention: "the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions" (Batsche et al., 2005).

Risk Index: The probability that membership in a certain group will result in experiencing certain outcomes.

$$\frac{\text{Number of students in subgroup with 1 or more target outcomes}}{\text{Number of subgroup enrolled}} = \text{Risk Index}$$

Risk Ratio: A measure of the likelihood of an outcome occurring for a target group relative to a comparison group. Calculated by dividing the risk index of the target group by the risk index of the comparison group. The risk ratio is considered to be a more stable metric for monitoring disproportionality than is the risk index.

$$\frac{\text{Risk Index of Target Group}}{\text{Risk Interest of Comparison Group}} = \text{Risk Ratio}$$

S

Self-Management: Having an individual monitor, record and/or report their own behavior.

Setting Events: Conditions or circumstances that alter the probability of a behavior occurring. Events that happen outside of the immediate routine that commonly make the problem behavior more likely.

Single User Survey: A survey for which only one response is entered into the survey site, such as the TFI, BoQ, and SET.

Social Reinforcement: Social behaviors (i.e., smiles, praise) that increase the frequency or rate of behavior occurrence.

Social Skills: Learned behaviors which can be verbal and non-verbal, requiring both initiations and responses (interactive), and are highly contextual. The five broad dimensions of social skills include: Peer Relations Skills, Self-Management Skills, Cooperation or Compliance Skills, Assertion Skills, and Academic Skills.

Social Validity: the acceptability or relevance of a program or procedures to its consumers.

Stability: The consistency of performance measured, sometimes referred to as overlap when performance is compared between research study phases.

Standardized: Following a specifically prescribed protocol, frequently a process or instrument that has been 'normed' on a specific population to be reliable to a specific degree when used as instructed.

Stimulus: An object or event that may occasion a response.

Summary Statement: The summary statement narrows down all the assessment information gathered into one or two succinct statements that allow the team to develop strategies based on the summary. A summary statement usually includes a) problem behavior, b) triggering antecedent, c) maintaining consequences, and d) setting events.

Summative Data: Data that is collected and reviewed in order to evaluate the effects of the steps that were taken to determine whether the desired outcomes were achieved.

Sustainability: The process of maintaining fidelity, through inevitable changes, so a practice continues to be effective in the long term.

Systems: Strategies and interventions schools put in place to support adults in the school setting.

T

Target Behavior: The focus behavior to change.

Targeted (Secondary) Interventions: Interventions available for students who are at risk for severe problem behaviors, engaging in problem behavior beyond an acceptable level, and need more support than the primary (universal) interventions provided.

Targeted Interventions: Interventions available for students who are at risk for severe problem behaviors, engaging in problem behavior beyond an acceptable level, and need more support than the primary (universal) interventions provided.

Task Analysis: Breaking complex behavior into its component parts to teach individuals to perform complex behavior and sequences/chains of behaviors.

Teaching: Systematic manipulations of instructional and social variables that create a change in behavior.

Teacher Mediated: Teacher manipulation of stimuli to control a target behavior.

Team Member (PBIS Assessments): Refers to a level of access in a PBIS Assessments account. Individuals with Team Member access can log in, copy multi-user survey links to send to stakeholders, enter responses for single user surveys, and pull survey reports for their organization.

Tier 3 workbook:

Three-tiered Model: A mental health approach to identify and address the needs of all student populations at three levels of interventions (primary, secondary and tertiary).

Time-out from Positive Reinforcement: A procedure that serves as a punishment by denying a student, for a fixed period of time, the opportunity to receive reinforcement.

Trend (in data): An indication of a distinctive direction in the performance of a behavior.

Triangulation: In social sciences, the process of checking results or conclusions from one data set against the results or conclusions from two or more other data sets.

U

Understandable: Defining schoolwide and classroom rules using student-friendly language.

Universal Interventions: Preventative, universal supports implemented with all students that promote safety, positive school culture, and an effective learning environment at the whole school level.

V

Validity: The extent to which an instrument or procedures demonstrates soundness. Internal validity is the extent to which the instrument or procedures assesses behavior in the domain of interest. External validity is the extent to which the outcomes of the FBA/FA predict future occurrences of behavior and result in support plans that work.

Variability: Visual description of data. The range of highest to lowest performance measured.

W

Walkthrough: Brief classroom observations that, when combined, provide a snapshot of the practices that are occurring in the classroom or school; may yield summative or formative data.

Wrap-around: A process for planning the delivery of services that is provided by agencies and professionals in collaboration with families for students with intensive/tertiary support needs.

MO SW-PBS Abbreviation/Acronym Glossary

School-wide Positive Behavior Support (SW-PBS) includes specialized vocabulary. Ensuring all stakeholders in your school community are communicating clearly is an important component of maintaining a common philosophy and purpose. Frequently used abbreviations and acronyms are included here for your reference. Your team may consider including this list in your staff handbook, or otherwise communicating the information to the members of your school community.

Abbreviation / Acronym	Meaning
A	Achieved – Used when reviewing status of action plan steps.
ABA	Applied Behavior Analysis
ABC	Antecedent -> Behavior -> Consequence
APBS	Association for Positive Behavior Support
BEP	Behavior Education Plan
BIP	Behavior Improvement Plan
BST	Behavior Support Team
BoQ	Benchmarks of Quality
CICO	Check-in/Check-out
DBDM	Data Based Decision Making
DESE	Department of Elementary and Secondary Education
EBS	Effective Behavioral Supports
EBS	Effective Behavior Support Survey (also known as the Self-Assessment Survey (SAS))
EEOC	Equal Employment Opportunity Commission
EOY	End of Year Report
F	Fully in place – Used when reviewing status of action plan steps.
FA	Functional Analysis
FACTS	Functional Assessment Checklist for Teachers
FBA	Functional-based Assessment
I	In progress – Used when reviewing status of action plan steps.
IEP	Individualized Education Program
IP	In place
ISS	In-School Suspension
JEPD	Job Embedded Professional Development
LGBTQ	Lesbian, Gay, Bisexual, Transgender, and Questioning
MAP	Missouri Assessment Program
MO SW-PBS	Missouri Schoolwide Positive Behavior Support
MU	University of Missouri

Abbreviation / Acronym	Meaning
N	Not achieved – Used when reviewing status of action plan steps.
ODR	Office Discipline Referral
OMPUA	Observable, Measureable, Positively Stated, Understandable, Always Applicable
OSEP	Office of Special Education Programs in the U.S. Department of Education
OSS	Out-of-School Suspension
OTR	Opportunities to Respond
PBIS	Positive Behavior Interventions and Supports
PD	Professional Development
RtI	Response to Intervention
SAS	Self-Assessment Survey (PBIS Assessments)
SDP	School Data Profile
SES	Socio-Economic Status
SET	Schoolwide Evaluation Tool (external observation tool in PBIS Apps)
SIP	School Improvement Plan
SPED	Special Education
SPP	State Performance Plan
Ss	Represents the word Students on Twitter chat
SSS	School Safety Survey (PBIS Apps)
SWIS	School Wide Information Systems (PBIS Apps)
SW-PBS	Schoolwide Positive Behavior Support
T1	Tier 1 (Universal Support)
T2	Tier 2 (Targeted Group Support)
T3	Tier 3 (Targeted Individual Support)
TFI	Tiered Fidelity Inventory
TIC	Team Implementation Checklist
Ts	Represents the word Teachers on Twitter chat
VP	Vice Principal