

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

Another issue schools address is mental health of students and staff. School mental health, a dimension of overall health, describes the social-emotional development of school-age children. It is often described as a fluid state of being that can be impacted by wellness, mental illness, substance abuse, trauma, toxic stress, and the effects of adverse childhood experiences. Students who do not receive effective mental health supports are more likely to experience lower educational achievements such as attendance (Gall, Pagano, Desmond, Perrin, & Murphy, 2000), ability to concentrate (Humensky et al, 2010), as well as academic achievement and grade completion (Nelson, Benner, Lane, & Smith, 2004). Implementing comprehensive school mental health services can help develop proactive, preventative systems that foster positive school climates focused on teaching and learning. The Schoolwide Positive Behavior Support (SW-PBS) framework cannot assume the responsibility of being the only component within a comprehensive school mental health support model; however, implementation with fidelity, of the SW-PBS framework can help strengthen and support a comprehensive school mental health support model.

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 trancies 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.

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

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, discipline 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.”

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 climate that focuses 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

| ERROR TYPE | APPROACHES FOR ACADEMIC PROBLEMS | INEFFECTIVE APPROACHES FOR SOCIAL PROBLEMS |
|------------|---|---|
| Infrequent | <ul style="list-style-type: none"> ▶ 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. | <ul style="list-style-type: none"> ▶ 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 | <ul style="list-style-type: none"> ▶ 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. | <ul style="list-style-type: none"> ▶ 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. |

Modified from Colvin & Sugai, 1988.

Figure 1.1

DISCUSSION



What did you hear that causes you 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 & 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 mission, vision and beliefs. 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 effective 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 curricula, 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). A schoolwide recognition system includes frequent, intermittent and long term strategies to provide specific positive feedback along with a variety of positive reinforcement options to meet the needs of students.

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 schoolwide system to discourage inappropriate behavior provide staff with 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

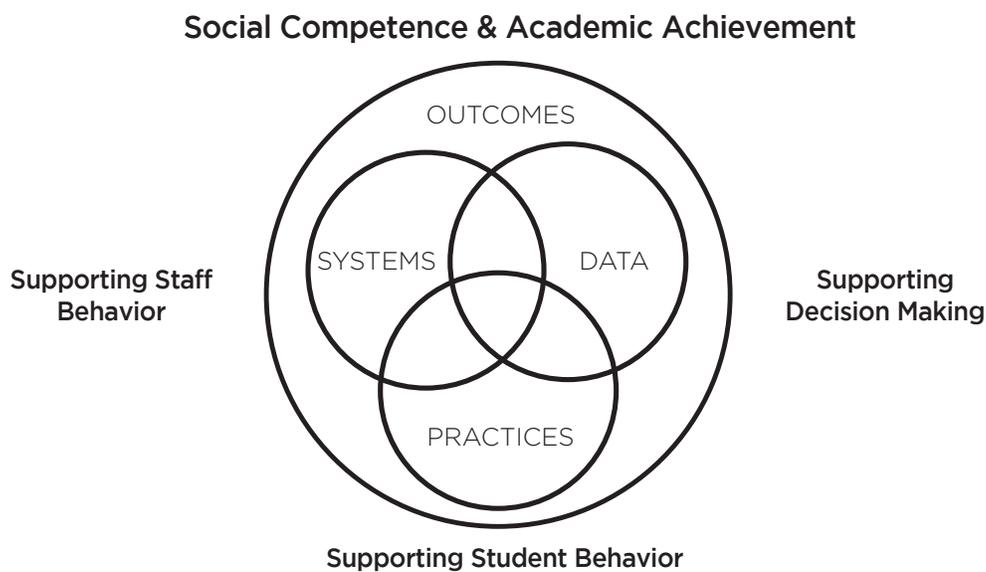
| Component | Key Points |
|--|------------|
| 1. Common Philosophy & Purpose | |
| 2. Leadership | |
| 3. Clarifying Expected Behavior | |
| 4. Teaching Expected Behavior | |
| 5. Encouraging Expected Behavior | |
| 6. Discouraging Inappropriate Behavior | |
| 7. Ongoing Monitoring | |
| 8. Effective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

Systems, Data, and Practices

The Essential Components will help address inappropriate behavior in schools and create the context for learning. These Essential Components are the foundation for your implementation across all three tiers of SW-PBS. As you move up the continuum, the frequency and intensity of your implementation of these components will increase. 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 incorporated into the school's beliefs, mission and vision, 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 1.2).



*Adapted from "Social Competence and Academic Achievement Outcomes,"
by the Center on Positive Behavioral Interventions and Supports. Copyright 2002 by the University of Oregon.
Figure 1.2*

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.

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 1.3). These levels emphasize interventions that range from preventing the development of inappropriate behavior (universal) to reducing the impact or intensity (targeted or intensive) 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).

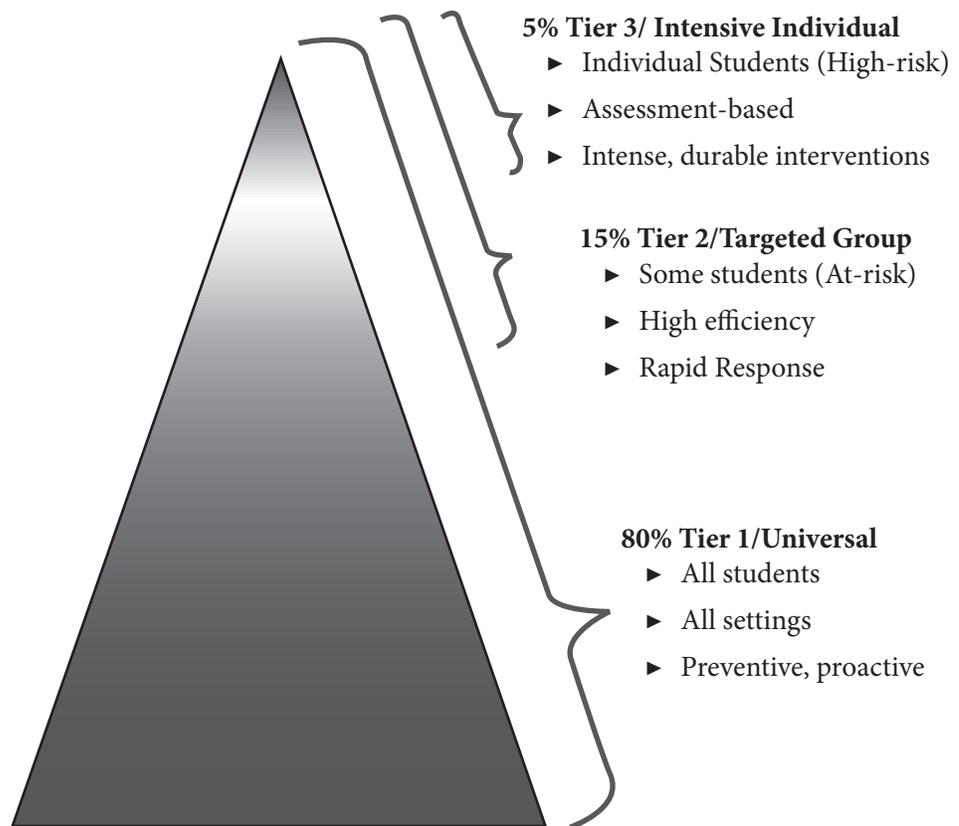


Figure 1.3

TIER 1. First, school teams develop Tier 1-universal 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 targeted support is developed to provide more specialized and intensive supports 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 universal 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 intensive systems of support are developed to provide highly specialized and individualized practices and systems of support for the relatively small number of students who engage in chronic challenging behavior that is unresponsive to universal, Tier 1 or targeted, Tier 2 interventions. At the intensive level, special educators, school psychologists, counselors, behavior interventionists and family members develop individualized and comprehensive (i.e., wraparound, person-centered) behavior intervention plans. This is similar 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 targeted 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 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 events that occur before the behavior and trigger 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, provide appropriate materials, establish clear expectations and give specific directions, we can increase the likelihood of appropriate student behavior. An example of an antecedent is 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

Events that happen immediately before and trigger the behavior.

An observable and measurable act.

The resulting event or outcome that occurs immediately following the behavior.

Figure 1.4

Behavior is any observable and measurable 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 resulting event or outcomes that occur 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 may increase (reinforce), maintain or decrease (punish) the likelihood of future behavior** (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 events that influence behavior by temporarily changing the value or effectiveness of reinforcers**. Events that happen outside of the immediate routine that commonly make the problem behavior more likely (Loman, Strickland-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?”

Understanding the Role of Human Motivation in Learning

When considering the ABCs of behavior, teachers may assert they do not believe in giving prompts, positive feedback, or tangible rewards for behaviors students should already know and display. Additionally, some teachers fear providing external regulation, in the form of antecedent or consequential supports, will undermine students' intrinsic motivation. Such statements indicate a lack of understanding regarding the fundamental principles of motivation and the differentiation between motivation and regulation. Beyond infancy and early childhood, the motivation for the majority of human behavior is externally motivated (Ryan & Deci, 2000).

Initially, educators provide external regulation for students by establishing common definitions of desired behaviors, providing antecedent supports, and delivering reinforcing or discouraging consequences. Educators use these externally regulated strategies to teach all students the expected behavior and facilitate consistent use of appropriate behavior. Over time, educators assist students in developing self or internal regulation. Students must engage in self-regulation (e.g., demonstrating desired behaviors consistently, without prompting, affirmations or recognition) in order to become successful contributing members of society. Deci and Ryan's (1985) research in the field of self-determination theory (SDT) illustrates the transition from external regulation to internal regulation.

In the diagram below Ryan and Deci (2000) articulate the continuum of human motivation including: amotivation, extrinsic motivation, and intrinsic motivation. **Amotivation** denotes a complete lack of motivation for or value of the activity or knowledge in consideration, or perceived lack of competence with the activity. **Extrinsic motivation** means an individual engages in an activity to attain a separable outcome (e.g., to receive an external item or activity of preference, to fit into a group, to master a skill or gain knowledge needed for later). **Intrinsic motivation** refers to participating in an activity simply for the enjoyment of the activity itself. Many factors influence where an individual falls on the continuum, with regard to a specific behavior. Additionally, an individual's location on the continuum may be fluid and individuals may move in either direction along the continuum.

A Taxonomy of Human Motivation

| Regulatory Styles | Amotivation | Extrinsic Motivation | | | | Intrinsic Motivation |
|------------------------------|--|---|----------------------------------|------------------------------------|----------------------------------|---|
| | <i>Lack of any motivation or value for the activity, or perceived lack of competence</i> | <i>Activity is done in order to attain a separable outcome (e.g., to receive an external item or activity of preference, to fit into a group, to master a skill or gain knowledge needed for later)</i> | | | | <i>Activity is done simply for enjoyment of the activity itself</i> |
| Associated Processes | Lack of intentionality or relevance | Compliance | Approval from self or others | Self-endorsement of goals | Synthesis of goals or congruence | Interest, enjoyment, inherent satisfaction |
| Perceived Locus of Causality | Impersonal | External | Somewhat External (Introjection) | Somewhat Internal (Identification) | Internal (Integration) | Internal |

Adapted from Ryan and Deci, 2000
Figure 1.5

Extrinsically motivated behaviors may range from externally to internally regulated (e.g., continuum of **perceived locus of causality** in Figure 1.5), or include multiple regulating factors. Consider, for example, possible regulating factors motivating an individual's choice to adopt healthier eating habits and where those factors fall along the *Taxonomy of Human Behavior* in Figure 1.6:

Taxonomy of Human Motivation

| Regulatory Styles | Amotivation | Extrinsic Motivation <i>Activity is done in order to attain a separable outcome</i> | | | | Intrinsic Motivation |
|------------------------------|-------------------------------------|---|--|------------------------------------|--|--|
| Associated Processes | Lack of intentionality or relevance | Compliance | Approval from self or others | Self-endorsement of goals | Synthesis of goals or congruence | Interest, enjoyment, inherent satisfaction |
| Perceived Locus of Causality | Impersonal | External | Somewhat External (Introjection) | Somewhat Internal (Identification) | Internal (Integration) | Internal |
| Healthy Eating habits | | Desire to meet BMI, blood pressure or other goals for work place health insurance promotions | Desire to fit in at work where everyone eats healthy; wanting to "look good" by societal standards | Desire to be healthier | Choosing a vegan diet as part of a commitment to improving the environment | Inherent love of fresh fruits & vegetables |

Figure 1.6

While the choice to adopt healthier eating habits may seem internally regulated, or even intrinsically motivated, extrinsic motivation plays a significant role. An inherent enjoyment of fresh fruits and vegetables makes the change easier to adopt. However, you cannot discount the extrinsically motivating factors, such as wanting to comply with recommendations of medical professionals, a desire to fit in with colleagues who make healthy eating choices, setting and reaching a weight loss goal, or recognizing the impact eating habits make on the larger environment.

Ryan and Deci (2000) note, *"In schools for example, it appears that intrinsic motivation becomes weaker with each advancing grade,"* (p. 60). Because most human behavior relies on some form of external motivation, past early childhood, educators face the challenge of teaching students to identify, value, and engage in socially appropriate behaviors with minimal external pressure or regulation. Self-determination theory includes three needs individuals must fulfill to behave with intrinsic motivation:

1. **Competence:** succeeding in what is to be done, belief in one's ability to succeed, self-efficacy
2. **Relatedness:** connecting with others, belonging
3. **Autonomy:** being in control of one's life, self-determination

Students may not, initially, find behaviors critical to school success inherently interesting or personally valuable; therefore, educators will need to provide some level of instruction and reinforcement to encourage students to engage in desired behaviors. Over time, students will begin to self-regulate engagement in appropriate behaviors because doing so increases feelings of connectedness and experiences of competency and autonomy. SW-PBS supports the development of self-regulation by: creating environments where all students feel welcome, connected, and valued; directly teaching, monitoring, and reinforcing expectations; and assisting students in the development of self-monitoring and self-regulation.

The amount of external regulation or motivation necessary to reach the end goal of students' consistent display of desired behavior will be dependent on:

- ▶ chronological and developmental age of students, students' prior knowledge of and experience with desired behaviors,
- ▶ the context or setting events,
- ▶ and the students' understanding that the schoolwide behavioral rules and procedural skills desired by adults are universal in nature and will increase their overall success in the classroom, schoolwide and eventually in life outside of school.

Understanding that the majority of human behavior relies on a certain degree of external motivation, and intrinsic motivation relies on the development of competence, relatedness and autonomy; school teams can leverage the science of behavior to plan for and establish systems that create environments which increase the likelihood that teachers and students will demonstrate desired behaviors.

Students learning a new skill or behavior may need external regulation (e.g., reward) to gain enough exposure to the naturally occurring positive consequences of the behavior. For example, using more pro-social behaviors such as taking turns; saying "please" or "thank you"; and keeping hands to ones' self; allow a student struggling to find friends to experience social acceptance from peers. Initial teaching and reinforcement may be necessary to help the student learn and consistently use the skill. Over time the skill becomes self-initiated and self-regulated. Eventually the skill should generalize to multiple social contexts allowing the student increasing access to desired peer groups or activities.

However, excessive reliance on authoritarian external regulation leads to individuals losing their sense of autonomy and relinquishing the capacity for self-regulation. Under these conditions, a previously self-regulated behavior becomes a behavior demonstrated only under high external regulation (e.g., athletes who lose the love of the game under pressure to win at all costs). While in most cases people's general regulatory style becomes more "internal" over time (Chandler & Connell, 1987), in accordance with developmental tendencies towards autonomy (Ryan, 1995), regulation can move in either direction on the continuum.

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.



ACTIVITY

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.



ACTIVITY

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?

EXAMPLE

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

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
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| _____ | _____ |
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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

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 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 | No | Partially | Yes |
| 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 | No | Partially | Yes |
| 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 | No | Partially | Yes |
|--|---------------------|----|-----------|-----|
| 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 | No | Partially | Yes |
|---|---------------------|----|-----------|-----|
| 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 | No | Partially | Yes |
|---|---------------------|----|-----------|-----|
| 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 schoolwide recognition system has been developed. | | | | |

6. DISCOURAGING INAPPROPRIATE BEHAVIOR

| | Implementation Data | No | Partially | Yes |
|---|---------------------|----|-----------|-----|
| 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 schoolwide system 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 schoolwide system to discourage major inappropriate behaviors that includes alternatives to exclusionary practices such as suspension/expulsion. | | | | |

7. ONGOING MONITORING

| | Implementation Data | No | Partially | Yes |
|---|---------------------|----|-----------|-----|
| 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 Outcome Data and other data factors relevant for decision making (e.g., demo- graphics, attendance, graduation/dropout rates, ODRs, state assessments, special education eligibility, assistance referrals, staff counts, etc.). | | | | |
| 7. Routine implementation is monitored through observations, walkthroughs, informal surveys, interviews, etc. to provide ongoing feedback and support to staff and adjust as indicated. | | | | |

8. EFFECTIVE CLASSROOM PRACTICES

| | Implementation Data | No | Partially | Yes |
|---|---------------------|----|-----------|-----|
| 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. | | | | |
| 9. Assess fidelity of implementation of effective classroom practices through observations or other means. | | | | |

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 are driven by data based decision making and focus on implementation of evidence based practices in an intentional manner (Technical Assistance Center on PBIS, 2015; McIntosh & Goodman, 2016).

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 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. Whose 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 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. This template 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.

MO SW-PBS TIER 1 ARTIFACTS RUBRIC

MO SW-PBS asks schools to produce a number of documents or artifacts as you develop and sustain your Tier 1 system. To ensure those artifacts are comprehensive and complete a *MO SW-PBS Tier 1 Artifacts Rubric* has been developed and is available at the end of this chapter. SW-PBS Leadership Teams are encouraged to use the *MO SW-PBS Tier 1 Artifacts Rubric* as a guide as documents are developed. The rubric may be particularly helpful as teams prepare to submit for recognition from MO SW-PBS.

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
 - Find statements related to academic and social outcomes.
 - Define purpose of your MO SW-PBS team.
2. Create School Vision
 - 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
 - Staff input
 - In writing; included in staff handbook
 - Assess the quality of your staff handbook by reviewing the *MO SW-PBS Tier 1 Artifacts Rubric* (see Chapter 1).
4. Conduct staff awareness and gain commitment to SW-PBS
 - 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 are Strongly Encouraged. All other items suggested. SSS= School Safety Survey, SAS= Self-Assessment Survey, SW = schoolwide, NC = nonclassroom, CR = classroom TFI= Tiered Fidelity Inventory

| 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. | | | | | <input type="checkbox"/> Student Handbook <input type="checkbox"/> Staff Handbook <input type="checkbox"/> Website <input type="checkbox"/> _____ | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | 1.2 The District or School Mission emphasizes both academic and behavioral outcomes (academic and social competency for all students). | | | | | <input type="checkbox"/> Student Handbook <input type="checkbox"/> Staff Handbook <input type="checkbox"/> Website <input type="checkbox"/> _____ | |
| | | | | | | | |
| | | | | | | | |
| | 1.3 Staff understands the essential components of MO SW-PBS and has made a commitment to the work. | | | | | <input type="checkbox"/> SAS SW # 16 <input type="checkbox"/> Survey Data <input type="checkbox"/> _____ | |
| | | | | | | | |
| | | | | | | | |

| 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. | | | | | | <input type="checkbox"/> Student Handbook <input type="checkbox"/> Staff Handbook <input type="checkbox"/> Website <input type="checkbox"/> _____ |
| | 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) | | | | | | <input type="checkbox"/> Student Handbook <input type="checkbox"/> Staff Handbook <input type="checkbox"/> Website, Newsletters <input type="checkbox"/> SAS SW # 13 <input type="checkbox"/> _____ |
| | 2.3 The SW-PBS Leadership Team is representative of the building staff and includes active administrator participation. | | | | | | <input type="checkbox"/> Team Roster <input type="checkbox"/> SAS SW # 9 & 10 <input type="checkbox"/> TFI # 1.1 <input type="checkbox"/> _____ |
| | 2.4 The SW-PBS Leadership Team meets regularly (at least monthly) to develop, monitor, or maintain effective practices and systems. | | | | | | <input type="checkbox"/> Team Mtg Minutes or Solution Plan <input type="checkbox"/> SAS SW# 14 <input type="checkbox"/> _____ |
| | 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.). | | | | | | <input type="checkbox"/> Team Roster <input type="checkbox"/> Team Mtg Minutes or Solution Plan <input type="checkbox"/> SAS SW# 9 & 10 <input type="checkbox"/> TFI # 1.2 <input type="checkbox"/> _____ |

| 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 | | | | | <input type="checkbox"/> Current Year Action Plan <input type="checkbox"/> _____ | |
| | | | | | | <input type="checkbox"/> Mtg. Agendas <input type="checkbox"/> Professional Learning Plan <input type="checkbox"/> SAS SW# 17 & CR10 <input type="checkbox"/> TFI # 1.7 & 1.10 <input type="checkbox"/> _____ | |
| | 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. | | | | | <input type="checkbox"/> Current Year Action Plan <input type="checkbox"/> SAS SW# 16 <input type="checkbox"/> TFI # 1.10 <input type="checkbox"/> _____ | |
| | | | | | | <input type="checkbox"/> Staff Mtg Minutes <input type="checkbox"/> Professional Learning Plan <input type="checkbox"/> Memos, Emails, Bulletin Bd <input type="checkbox"/> SAS CR#10 <input type="checkbox"/> 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. | | | | | | |
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| 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). | | | | | <input type="checkbox"/> Schoolwide Matrix <input type="checkbox"/> Student Handbook <input type="checkbox"/> Staff Handbook <input type="checkbox"/> Website, Newsletters <input type="checkbox"/> _____ | |
| | 3.2 Create a matrix of specific behaviors/rules to further clarify each schoolwide expectation for every setting. | | | | | <input type="checkbox"/> Student Handbook <input type="checkbox"/> Staff Handbook <input type="checkbox"/> Website, Newsletters <input type="checkbox"/> _____ | |
| | 3.3 Determine procedures for each of the school's non-classroom settings (e.g., arrival / departure, hallways, cafeteria, recess, restrooms, assemblies, etc.). | | | | | <input type="checkbox"/> Schoolwide Matrix <input type="checkbox"/> SAS SW#1 <input type="checkbox"/> _____ | |
| | 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. | | | | | <input type="checkbox"/> Classroom Matrix <input type="checkbox"/> Schoolwide Matrix <input type="checkbox"/> SAS CR# 6 <input type="checkbox"/> _____ | |

| 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. | | | | | <input type="checkbox"/> Lesson Plans <input type="checkbox"/> Staff Handbooks <input type="checkbox"/> SAS SW# 14 <input type="checkbox"/> | |
| | 4.2 An annual plan for the ongoing teaching of all expectations and rules has been developed and disseminated to all staff. | | | | | <input type="checkbox"/> Teaching Schedule <input type="checkbox"/> Staff Handbooks <input type="checkbox"/> SAS SW# 15 <input type="checkbox"/> | |
| | 4.3 All staff actively teach lessons on schoolwide, non-classroom and classroom expectations, rules and procedures. | | | | | <input type="checkbox"/> Walk Through <input type="checkbox"/> Observation Data <input type="checkbox"/> SAS SW #2 <input type="checkbox"/> | |
| | 4.4 All staff use common language in all settings with all students. | | | | | <input type="checkbox"/> Observation Data <input type="checkbox"/> SAS SW# 16 <input type="checkbox"/> | |
| | 4.5 Staff regularly review expected behavior and reteach as needed (e.g., brief re-teaching, pre-corrects, and embedded across curricula). | | | | | <input type="checkbox"/> Observation Data <input type="checkbox"/> ODR forms <input type="checkbox"/> | |
| | 4.6 Orientation procedures that introduce expectations to new students have been developed. | | | | | <input type="checkbox"/> Staff Handbook <input type="checkbox"/> Student Handbook <input type="checkbox"/> Website, Newsletters <input type="checkbox"/> | |

| 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. | | | | | <input type="checkbox"/> Staff Handbook <input type="checkbox"/> Website <input type="checkbox"/> _____ | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | 5.2 Staff consistently use a schoolwide tangible reinforcement system to encourage desired student behavior. | | | | | <input type="checkbox"/> Observation Data <input type="checkbox"/> SAS SW#3, NC# 4 & CR# 4 <input type="checkbox"/> TFI # 1.9 <input type="checkbox"/> _____ | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | 5.3 A schoolwide recognition system to encourage appropriate behavior has been developed. | | | | | <input type="checkbox"/> Schoolwide Recognition System <input type="checkbox"/> TFI # 1.9 <input type="checkbox"/> _____ | |
| | | | | | | | |

| 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.). | | | | | <input type="checkbox"/> Student Handbook <input type="checkbox"/> Staff Handbook <input type="checkbox"/> Website <input type="checkbox"/> _____ | |
| | 6.2 There is a clear framework for staff to determine what behaviors they manage and what behaviors should be office-managed. | | | | | <input type="checkbox"/> Student Handbook <input type="checkbox"/> Staff Handbook <input type="checkbox"/> Website <input type="checkbox"/> Memos, Emails, Bulletin Bd <input type="checkbox"/> _____ | |
| | 6.3 There is a schoolwide system to discourage minor inappropriate behavior that promotes learning of appropriate replacement behaviors. | | | | | <input type="checkbox"/> Schoolwide System to Discourage <input type="checkbox"/> SAS SW# 5 & 6 CR# 5 & 6 <input type="checkbox"/> TFI # 1.6 <input type="checkbox"/> _____ | |
| | 6.4 Staff uses responses to social errors that are respectful and reduce the probability of escalating behavior. | | | | | <input type="checkbox"/> Observation <input type="checkbox"/> Big 5 ODR Data <input type="checkbox"/> SSAS SW# 5 CR# 5 | |
| | 6.5 Staff utilizes appropriate strategies to de-escalate or diffuse intense behavior. | | | | | <input type="checkbox"/> Student Handbook <input type="checkbox"/> Staff Handbook <input type="checkbox"/> SAS SW# 8 <input type="checkbox"/> _____ | |
| | 6.6 There is a schoolwide system to discourage major inappropriate behaviors that includes alternatives to exclusionary practices such as suspension/expulsion. | | | | | <input type="checkbox"/> Schoolwide System to Discourage <input type="checkbox"/> Student Handbook <input type="checkbox"/> Staff Handbook <input type="checkbox"/> Website, Newsletters <input type="checkbox"/> Memos, Emails, Bulletin Bd <input type="checkbox"/> _____ | |

| 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. | | | | | <input type="checkbox"/> SSS Results Graphs <input type="checkbox"/> SAS Results Graphs <input type="checkbox"/> SET or TFI Results Graphs <input type="checkbox"/> DBDM Solution Plans <input type="checkbox"/> TFI # 1.4 <input type="checkbox"/> | |
| | | | | | | | |
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| | 7.2 A data system is used for collecting, analyzing, and reporting office discipline referrals (ODRs) in a Big 5 format. | | | | | | <input type="checkbox"/> Big 5 Data Reports <input type="checkbox"/> Staff Handbook <input type="checkbox"/> SAS SW# 11 <input type="checkbox"/> Memos, Emails, Bulletin Bd <input type="checkbox"/> |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | 7.3 A system for monitoring frequent minor misbehavior is used to facilitate planning, teaching, and intervention efforts. | | | | | | <input type="checkbox"/> Minor Behavior Reports <input type="checkbox"/> Staff Handbook <input type="checkbox"/> SAS SW# 6 <input type="checkbox"/> Memos, Emails, Bulletin Bd <input type="checkbox"/> |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| 7.4 The SW-PBS Leadership Team reviews the Big 5 data report at least monthly and develops Solution Plan based on that data. | | | | | | <input type="checkbox"/> Monthly DBDM Solution Plan <input type="checkbox"/> SAS SW# 11 <input type="checkbox"/> | |
| | | | | | | | |

| 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. | | | | | | <input type="checkbox"/> Monthly DBDM Solution Plan <input type="checkbox"/> SAS SW# 12 <input type="checkbox"/> Memos, Emails, Bulletin Bd <input type="checkbox"/> _____ |
| | 7.6 There is a system for annually collecting, reviewing and reporting the MO SW-PBS School Outcome Data and other data factors relevant for decision making (e.g. demo- graphics, attendance, graduation/dropout rates, ODRs, state assessments, special education eligibility assistance referrals, staff counts, etc.). | | | | | | <input type="checkbox"/> Monthly DBDM Solution Plan(s) <input type="checkbox"/> SAS SW# 12, NC 9, CR 10 <input type="checkbox"/> TFI # 1.15 <input type="checkbox"/> _____ |
| | 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. | | | | | | <input type="checkbox"/> Student Handbook <input type="checkbox"/> Staff Handbook <input type="checkbox"/> SAS SW# 18 <input type="checkbox"/> Website <input type="checkbox"/> _____ |

| 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. | | | | | <input type="checkbox"/> Staff Handbook <input type="checkbox"/> Classroom Matrix <input type="checkbox"/> Observation <input type="checkbox"/> SAS CR# 1 <input type="checkbox"/> TFI # 1.8 <input type="checkbox"/> Classroom Newsletter <input type="checkbox"/> Classroom Bulletin Bd <input type="checkbox"/> _____ | |
| | | | | | | <input type="checkbox"/> Staff Handbook <input type="checkbox"/> Classroom Matrix <input type="checkbox"/> Classroom News <input type="checkbox"/> Observation <input type="checkbox"/> SAS CR# 1 <input type="checkbox"/> Website <input type="checkbox"/> _____ | |
| | | | | | | <input type="checkbox"/> Observation <input type="checkbox"/> SAS SW# 3, CR# 4 <input type="checkbox"/> TFI #1.9 <input type="checkbox"/> _____ | |
| | | | | | | <input type="checkbox"/> Observation <input type="checkbox"/> SAS, CR# 5 <input type="checkbox"/> TFI #1.8 <input type="checkbox"/> _____ | |
| | 8.2 Classroom procedures and routines are created, posted, taught, and referred to regularly. | | | | | | |
| | 8.3 Positive specific performance feedback is provided using a variety of strategies and at a ratio of 4:1. | | | | | | |
| | 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. | | | | | | |

| 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. | | | | | | <input type="checkbox"/> Staff Handbook <input type="checkbox"/> Observation <input type="checkbox"/> SAS NC# 7 <input type="checkbox"/> _____ | |
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| | | | | | | | | |
| | 8.6 A variety of strategies to increase students' opportunities to respond (e.g., turn to talk, guided notes, response cards, etc.) are used. | | | | | | | <input type="checkbox"/> Staff Handbook <input type="checkbox"/> Observation <input type="checkbox"/> Survey Data <input type="checkbox"/> _____ |
| | | | | | | | | |
| | | | | | | | | |
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| | 8.7 Activity sequencing and choice are offered in a variety of ways. | | | | | | | <input type="checkbox"/> Staff Handbook <input type="checkbox"/> Observation <input type="checkbox"/> Survey Data <input type="checkbox"/> _____ |
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| | | | | | | | | |
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| 8.8 A variety of strategies are used to address difficult academic tasks and to ensure academic success. | | | | | | | <input type="checkbox"/> Staff Handbook <input type="checkbox"/> Observation <input type="checkbox"/> SAS CR# 9 <input type="checkbox"/> Observation | |
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| | | | | | | | | |
| 8.9 Assess fidelity of implementation of effective classroom practices through observations or other means. | | | | | | | <input type="checkbox"/> Observation | |
| | | | | | | | | |
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MO SW-PBS Tier 1 Artifacts Rubric

| Artifact | Proficient (2 points)* | Developing (1 point) | Not in Place (0 points) | Score |
|--|--|---|--|-------|
| Current Action Plan | <p>Action Plan includes all of the elements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Goals <input type="checkbox"/> Steps <input type="checkbox"/> Timelines <input type="checkbox"/> Resources <input type="checkbox"/> Communication <input type="checkbox"/> Responsible Party <input type="checkbox"/> Evaluation/Evidence <input type="checkbox"/> Review Status | <p>Action Plan reflects some, but not all, of the elements OR all elements are documented, but descriptions lack detail for implementation.</p> | <p>A Current Action Plan is not available, or does not include these elements.</p> | 2 1 0 |
| Schoolwide Expectations Matrix | <p>All behaviors listed are:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observable <input type="checkbox"/> Measureable <input type="checkbox"/> Positively Stated <input type="checkbox"/> Understandable <input type="checkbox"/> Always Applicable <p>Includes Columns for:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Non-Classroom Settings <input type="checkbox"/> Classroom | <p>Most items follow OMPUA and/or there are columns for non-classroom settings and classroom.</p> | <p>Few items follow OMPUA and/or there are no columns for non-classroom settings and/or classroom.</p> | 2 1 0 |
| Staff Communication (e.g. Handbook) | <p>Includes documentation of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expectations & behaviors/rules <input type="checkbox"/> Description of <i>Schoolwide System to Encourage Expected Behaviors</i> <input type="checkbox"/> Description of <i>Schoolwide System to Discourage Inappropriate Behaviors</i> (Can be in handbook form, website, etc.) | <p>Documented communication includes some:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expectations & behaviors/rules <input type="checkbox"/> Description of <i>Schoolwide System to Encourage Expected Behaviors</i> <input type="checkbox"/> Description of <i>Schoolwide System to Discourage Inappropriate Behaviors</i> but not all. | <p>No documented communication, or SW-PBS not included.</p> | 2 1 0 |
| Student / Family Communication (e.g. Handbook) | <p>Includes documentation of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expectations & behaviors/rules <input type="checkbox"/> Description of <i>Schoolwide System to Encourage Expected Behaviors</i> <input type="checkbox"/> Description of <i>Schoolwide System to Discourage Inappropriate Behaviors</i> (Can be in handbook form, website, student planner, etc.) | <p>Documented communication includes some</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expectations & behaviors/rules <input type="checkbox"/> Description of <i>Schoolwide System to Encourage Expected Behaviors</i> <input type="checkbox"/> Description of <i>Schoolwide System to Discourage Inappropriate Behaviors</i> but not all. | <p>No documented communication, or SW-PBS not included.</p> | 2 1 0 |

| Artifact | Proficient (2 points)* | Developing (1 point) | Not in Place (0 points) | Score |
|--|---|--|--|-------|
| Social Skills Lesson All items necessary at elementary. Starred* items necessary at secondary. | Includes documentation of all: <input type="checkbox"/> Clear description of behavior (steps if applicable) * <input type="checkbox"/> Location in which skill is to be used* <input type="checkbox"/> Tell <input type="checkbox"/> Show <input type="checkbox"/> Practice <input type="checkbox"/> Pre-correct/Remind* <input type="checkbox"/> Supervise* <input type="checkbox"/> Feedback* <input type="checkbox"/> Re-teach <input type="checkbox"/> Outlines a year, but room for flexibility based on data | Some necessary items present, but not all. <input type="checkbox"/> Clear description of behavior <input type="checkbox"/> Location in which skill is to be used* <input type="checkbox"/> Tell <input type="checkbox"/> Show <input type="checkbox"/> Practice <input type="checkbox"/> Pre-correct/Remind* <input type="checkbox"/> Supervise* <input type="checkbox"/> Feedback* <input type="checkbox"/> Re-teach <input type="checkbox"/> Outlines a year with no room for flexibility based on data. | No lessons exist for matrix expectations. | 2 1 0 |
| Year-long Teaching Schedule | <input type="checkbox"/> Outlines a year, but room for flexibility based on data | <input type="checkbox"/> Outlines a year with no room for flexibility based on data. | No teaching schedule exists. | 2 1 0 |
| Schoolwide System to Encourage Expected Behaviors | Includes documentation of all: <input type="checkbox"/> Name <input type="checkbox"/> Resources <input type="checkbox"/> Description & Criteria <input type="checkbox"/> When & Where presented <input type="checkbox"/> Info to Staff <input type="checkbox"/> Goals <input type="checkbox"/> Celebrations <input type="checkbox"/> Coordinator | <i>Schoolwide System to Encourage Expected Behavior</i> in place with at least 4 of 8 components. | No <i>Schoolwide System to Encourage Expected Behavior</i> is evident or includes fewer than 4 features. | 2 1 0 |
| Schoolwide System to Discourage Inappropriate Behavior | Includes documentation of all: <input type="checkbox"/> Major and Minor lists w/ operational definitions <input type="checkbox"/> Office Discipline Referral (ODR) Form <input type="checkbox"/> Adult Response (e.g., flowchart or behavior levels chart) <input type="checkbox"/> Documentation process for Majors & Minors | <i>Schoolwide System to Discourage Inappropriate Behavior</i> exists but does not include information about documentation or behavior descriptions. | <i>Schoolwide System to Discourage Inappropriate Behavior</i> not evident. | 2 1 0 |
| Tier 1 Team Minutes & Big 5 ODR Report OR Solution Plan | Documentation of team dialog regarding: <input type="checkbox"/> Outcome Goal identified by Big 5 ODR Report or PBIS Survey Review <input type="checkbox"/> Prevention/Teaching/Recognition Steps and/or Corrective Consequences <input type="checkbox"/> Progress Monitoring (Fidelity / Outcomes) <input type="checkbox"/> Includes Who, When, PD Needs, Communication Plan | Minutes/Big 5 ODR Report or Solution Plan includes 3 of the 4 features. | Minutes/Big 5 ODR Report or Solution Plan not evident or includes fewer than 2 features. | 2 1 0 |

