

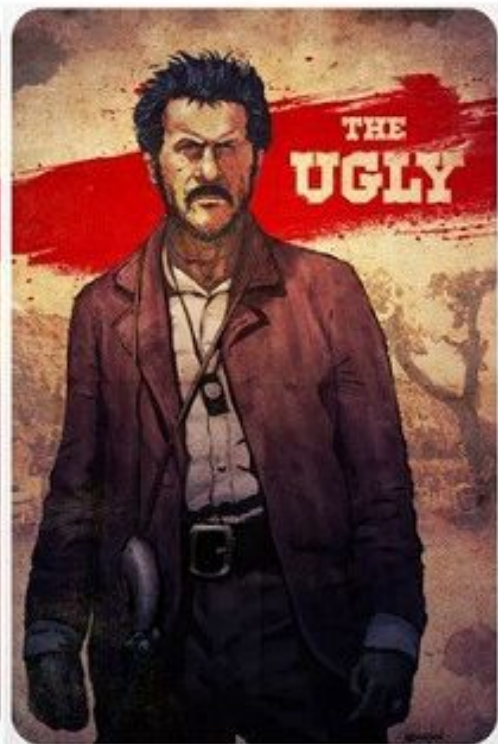
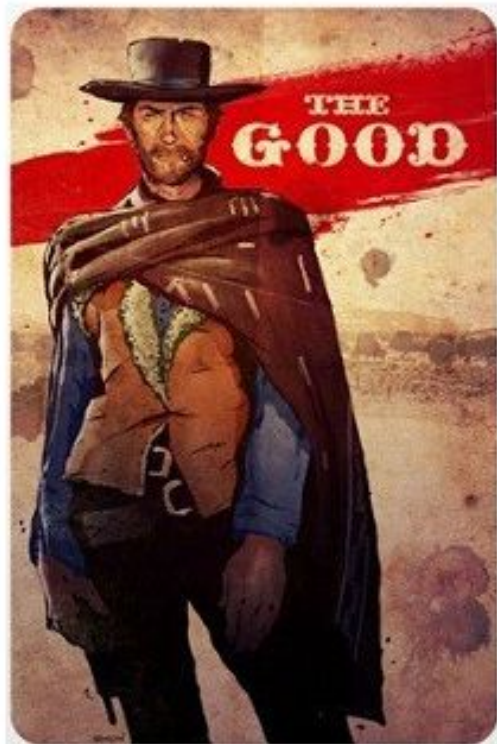
SW-PBS Leadership Series:

Encouraging and Sustaining Staff Buy-In 6J

Dr. Katie Andreasen

Attendees will:

- ★ Gain strategies for increasing staff buy-in
- ★ Understand how administrators and coaches play a significant role in acquiring staff buy-in
- ★ Work on developing a plan that you can bring to the new school year to encourage and promote buy-in



FOUR TYPES OF TEACHERS

Believers

"Yes we can"

"Tweeners"

"I don't know"

**School
Culture**

Survivors

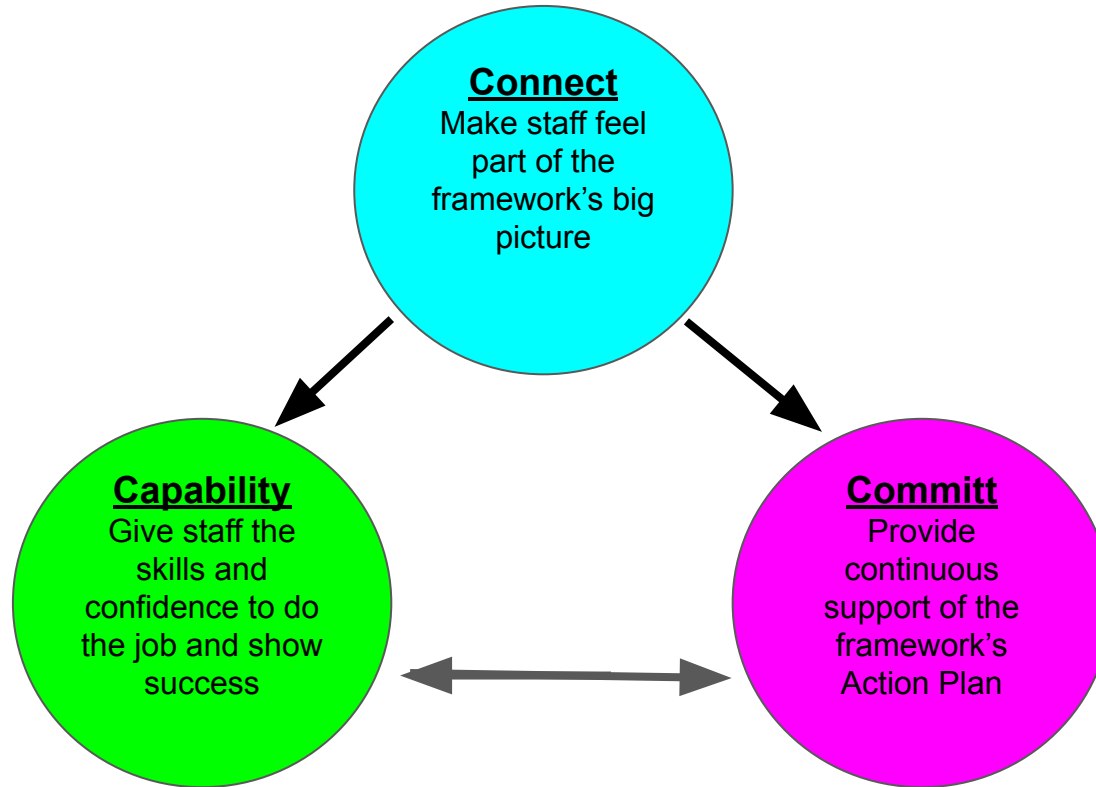
"Get me through the
day"

Fundamentalists

"No way"



How do we get staff to buy in?



patience.

PBS IS A

Marathon

NOT A SPRINT

Connect

Connect

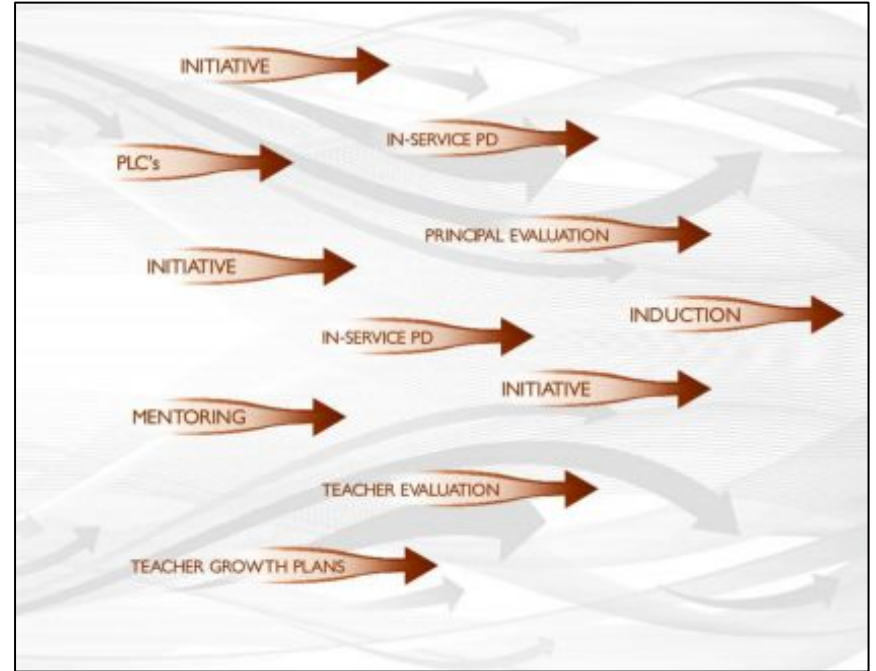
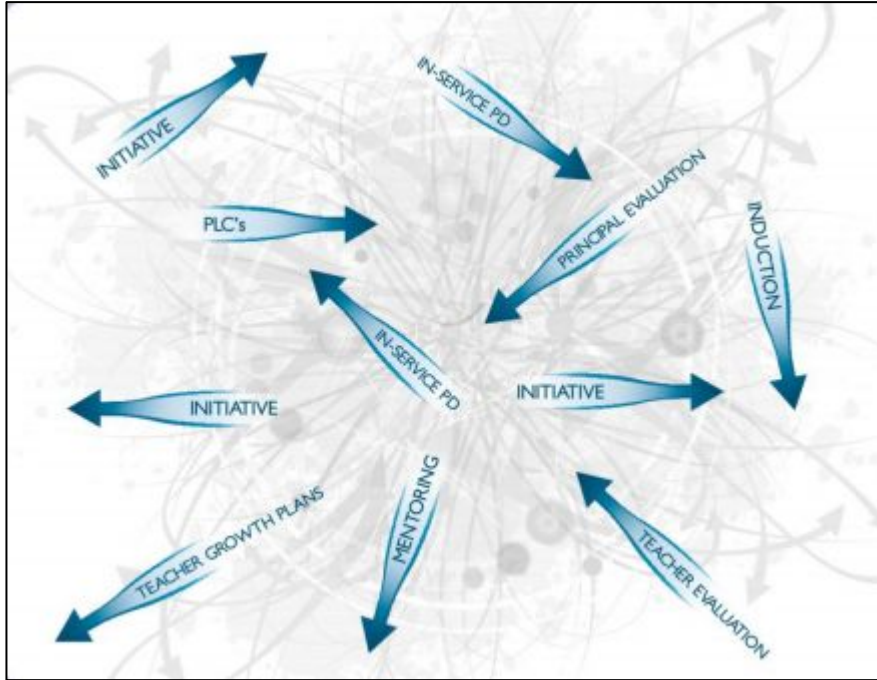
Make staff feel
part of the
framework's big
picture



A lack of transparency
results in distrust and a
deep sense of
insecurity.
- Dalai Lama



How do we accomplish this?



How to we weave everything together?

★ What other behavior initiatives will PBS compliment?

- BIST
- Conscious Discipline
- Classroom Dojo
- Zones of Regulation
- Leader in Me
- Love and Logic
- Trauma Sensitive
- Restorative Practices

How are we able to do this?

★ PBS is a framework not an intervention

A wooden picture frame with a white mat inside. The frame is made of dark wood with a visible grain. The mat is white and has two lines of text centered on it. The top line is in green and the bottom line is in red.

PBS IS A FRAMEWORK
NOT AN INTERVENTION

How do we weave everything together?

- ★ What other initiatives will SW-PBS compliment?
 - CSIP
 - PLC/Missouri Model Districts/District Continuous Improvement (DCI)
 - Teacher evaluation
 - New Teacher

How do we do this?

- ★ Look at your existing initiatives/practices and take the 8 Effective Classroom Practices (ETLP) and correlate
- ★ Create meaningful and useful Action Plans

Focus Area 1: Student Performance

Goal: Develop and enhance quality educational and instructional programs to improve performance in all curricular areas and enable students to meet their personal, academic and career goals.

Measures:

- Assessment Performance
- Survey Data
- District Annual Performance Report (APR)

Objective 1: ESSD will annually prepare every student for graduation and for success in their personal, academic and career goals.

Action Plan C

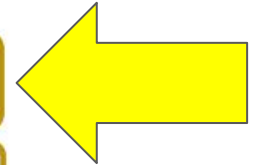
Provide a multi-tiered system of support that improves achievement for all learners.

Provide and support Positive Behavior Interventions and Support (PBIS) and Response to Intervention (RTI) needs of the district.

Research and implement reading interventions at the secondary level.

Develop a systematic plan to provide support for students' social, emotional and behavioral needs.

Identify at risk students and develop individual plans for success.



PLC

- GATE program
- Advanced Opportunities
 - Dual credit
 - 8-in-6
 - AP / Honors Courses

- Guaranteed & viable curriculum:
 - Essential learnings organized into common units of instruction
 - Idaho Core Standards
 - Common pacing guides

How will we challenge students who know it?

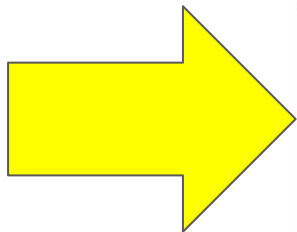
What do we want our students to learn?

How will we support students who don't learn it?

How will we know if they have learned it?

- Extended learning time
- Adaptive instruction
- Mileposts plans
- MTSS
 - Flexible groupings
 - Title 1 supports
 - Special education

- Team-developed common formative assessments for each unit
- Universal screeners or benchmarks
- State assessments (IRIs, ISATs)



Link PD to Teacher Evaluation

The Classroom 8 and the Marzano Model

Expectations & Rules:

- #4: Establishing Classroom Routines

Procedures & Routines:

- #4: Establishing Classroom Routines
- #5: Organizing the Physical Layout of the Classroom

Continuum of Strategies to Acknowledge Appropriate Behavior:

- #33: Demonstrating “Withitness”
- #35: Acknowledging Adherence to Rules & Procedures
- #37: Using Verbal & Nonverbal Behaviors that Indicate Affection for Students
- # 38: Displaying Objectivity & Control

Continuum of Strategies to Acknowledge Inappropriate Behavior:

- #33: Demonstrating “Withitness”
- #34: Applying Consequences for Lack of Adherence to Rules & Procedures
- # 38: Displaying Objectivity & Control

Active Supervision:

- #5: Organizing the Physical Layout of the Classroom
- #24: Noticing When Students are not Engaged
- #33: Demonstrating “Withitness”
- #34: Applying Consequences for Lack of Adherence to Rules & Procedures
- #35: Acknowledging Adherence to Rules & Procedures

Multiple Opportunities to Respond:

- #25: Using Academic Games
- #26: Managing Response Rates
- #40: Asking Questions of Low Expectancy Students

Activity Sequence & Offering Choice:

- #24: Noticing When Students are not Engaged

Task Difficulty

- Lesson Segment: Addressing Content

MO SW-PBS TEACHER TOOL CLASSROOM EXPECTATIONS AND RULES

PRACTICE: Classroom rules/expectations are aligned with school-wide expectations, posted, and referred to regularly.

RESEARCH STATES:

- ▶ A dependable system of rules and procedures provides structure for students and helps them to be engaged with instructional tasks (Brophy, 1998).
- ▶ Teaching rules and routines to students at the beginning of the year and enforcing them consistently across time increases student academic achievement and task engagement (Evertson & Emmer, 1982; Johnson, Stoner, & Green, 1996).
- ▶ Clearly stating expectations and consistently supporting them lends credibility to a teacher's authority (Good & Brophy, 2000).

What are they?

- ▶ Expectations are valued behaviors and attitude for success.
- ▶ Rules are specific criteria for achieving expectations.
- ▶ Rules meet these 5 guidelines.

A Menu of Classroom Reinforcers - Example

Guideline:	This Means:	Example:	Non-example:
Observable	I can see it.	Raise hand and wait to be called on.	Be your best.
Measurable	I can count it.	Bring materials.	Be ready to learn.
Positively Stated	I tell students what TO do.	Hands and feet to self.	No fighting.
Understandable	The vocabulary is appropriate for age/grade level.	Hands and feet to self.	Maintain personal space: (K-1 rule) "Children this age do not have a concept of "personal space."
Always Applicable	I am able to consistently enforce.	Stay in assigned area.	Remain seated until given permission to leave.

Implementation

- ▶ Involve students in developing rules.
- ▶ Have students commit to rules.
- ▶ Teach classroom rules by demonstrating examples and nonexamples.
- ▶ Monitor and give frequent feedback when students follow rules.
- ▶ Share rules with families and others.

Teacher Self-Assessment Tool

Self-Assessment Features	Yes	No	In Progress
1. My classroom rules are aligned with schoolwide expectations (I.e. Safe, Respectful, Responsible, Ready)			
2. My classroom rules are observable, measurable, positively stated, understandable and always apply.			
3. I have 5 or fewer rules for each schoolwide expectation.			
4. My classroom rules are prominently posted.			
5. I have developed lessons to teach classroom rules.			
6. I refer to rules regularly when interacting with students.			
7. A teaching schedule that includes classroom rule lessons is developed and on file in the office.			
8. 80% of my students can tell the classroom expectations and rules.			



MO SW-PBS Effective Classroom Practice

Adapted from: Virginia Department of Education, (2011); MO SW-PBS (2008)

This Effective Classroom Practice addresses MO Teacher Standards 2:1, 2:6, 3:1, 5:1, 5:2, 5:3, 6:1, 6:2, 8:1

This Effective Classroom Practice addresses MO Teacher Standards
2:1, 2:6, 3:1, 5:1, 5:2, 5:3, 6:1, 6:2, 8:1



Network for Educator Effectiveness
University of Missouri



Really?



Ideas for a grassroots approach:

- ★ Educate your SW-PBS teams so they can accurately and simply explain and support their teammates
- ★ Have the leadership team collect ideas from their teammates
- ★ Take ideas that the team is considering out to the staff to get feedback and suggestions for improvement
- ★ Ask for obstacles and deal breakers and determine how many people have this opinion



GRASSROOTS



Table
Talk

Committ

Committ

Provide continuous
support of the
framework's Action
Plan

SW-PBS Action Plan

<http://pbissmissouri.org/tier-1-workbook-resources>

<http://pbissmissouri.org/tier-2-workbook-resources>

<http://pbissmissouri.org/tier-3-workbook-resources>

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"/> _____



Statements from the Tier 1 Action Plan

1.2 The District or School Mission emphasizes both academic and behavioral outcomes (academic and social competency for all students).

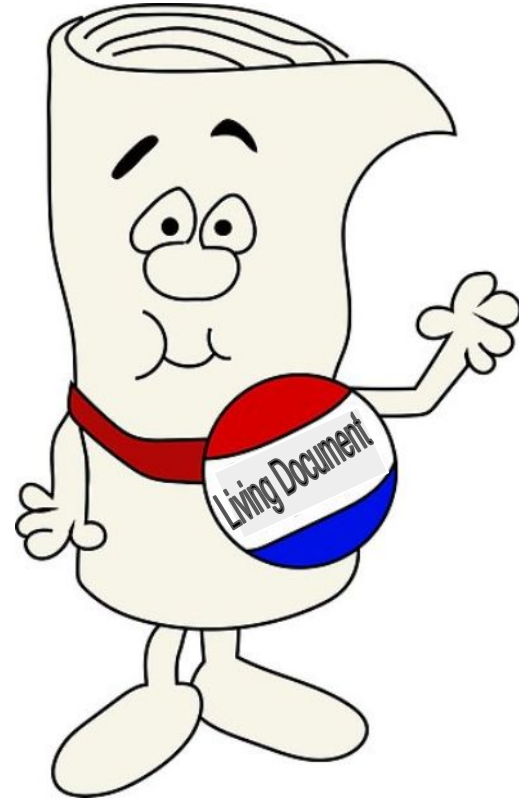
1.3 Staff understands the essential components of MO SW-PBS and has made a commitment to the work.

2.1 SW-PBS is one of the top School Improvement Goals.

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)

Check the Action Plan and Update Yearly

- ★ It is a plan, not just a piece of paper
- ★ What are we doing well and what can we improve on?
- ★ What evidence do we have to support this?
- ★ What haven't we done what we said we would do?
- ★ Why didn't we do it?
- ★ Have we gotten feedback from staff?
- ★ If we have, what are we doing with it?



The Administrator

- ★ Beginning/end of day announcements
- ★ Visible in hallways utilizing matrix language
- ★ Verbal support of SW-PBS
- ★ Follow through with Action Plan items
- ★ Be present at SW-PBS meetings
- ★ Correlate 8 Effective Classroom Practices with Teacher Growth & Evaluation
- ★ Update the School Board on the successes of SW-PBS
- ★ Recognize staff who are demonstrating SW-PBS knowledge



Administrator Role

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

- MAINTAIN STANDARDS FOR BEST PRACTICES
- PUBLICLY PROVIDE SUPPORT
- ESTABLISH A SW-PBS LEADERSHIP TEAM
- SUPPORT THE SW-PBS TEAM MEMBERS
- GUIDE THE DECISION MAKING PROCESS
- TAKE A LEADERSHIP ROLE IN PROBLEM RESOLUTION
- SUPPORT THE TEAM MEETINGS
- PROVIDE RECOGNITION FOR FACULTY AND TEAM AND THEIR WORK
- SERVE AS THE POINT PERSON FOR SCHOOL-RELATED GROUPS
- MONITOR IMPLEMENTATION ACTIVITIES AND PROVIDE FEEDBACK
- REVIEW DATA AND PROVIDE FEEDBACK REGULARLY
- ENSURE THAT INNOVATION IS SUSTAINED
- MAKE A TIME COMMITMENT

What do you currently do to support the thirteen considerations?

Is this identified in the Action Plan?

What roles are you missing and how can you support these roles?

The Coach

- ★ Visible in hallways utilizing matrix language
- ★ Verbal support of SW-PBS
- ★ Be the champion for those who disbelieve
- ★ Follow through with Action Plan items
- ★ Be present at SW-PBS meetings
- ★ Delegate responsibilities to all teammates
- ★ Recognize staff who are demonstrating SW-PBS knowledge
- ★ Create purposeful agendas
- ★ Establish norms and monitor norms



OUR COACH

LEADS BY EXAMPLE

DEDICATED & DETERMINED

TEACHES TEAMWORK

MOTIVATES and LISTENS

BUILDS CHARACTER

CHALLENGES and DEVELOPS

Committed to OUR TEAM

Our **BIGGEST** Fan



Table
Talk

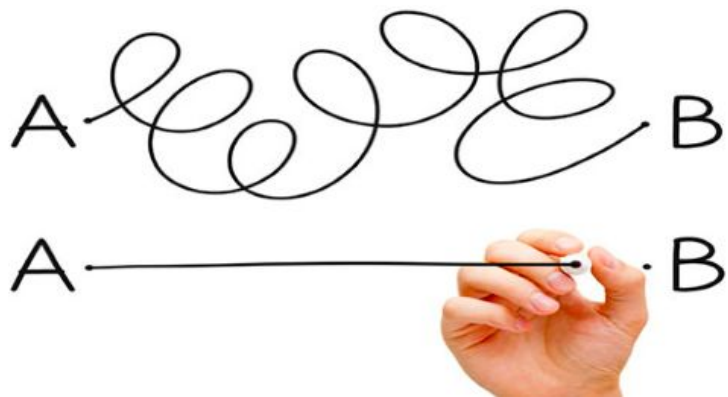
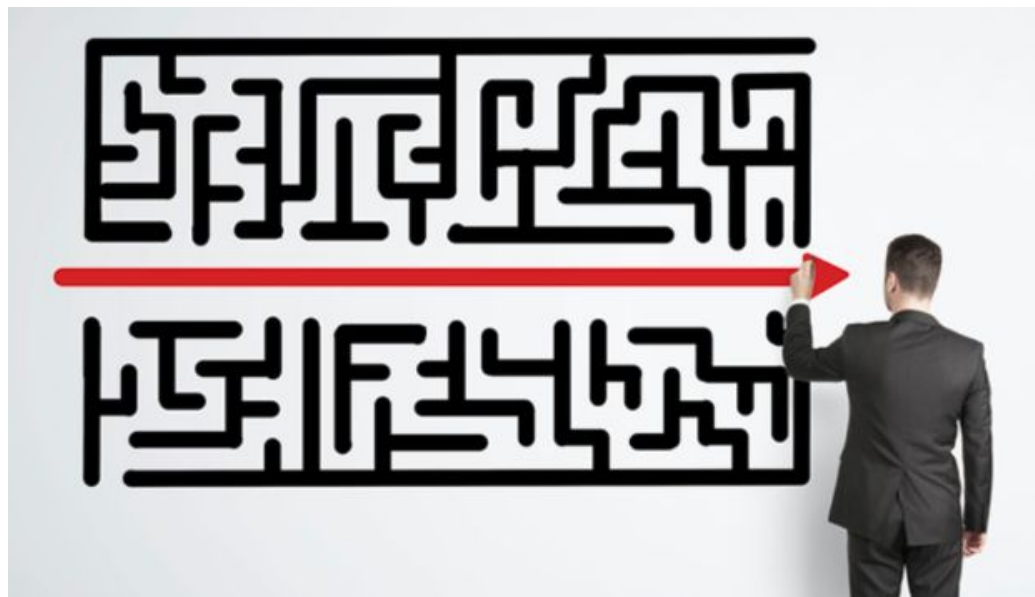
Capability

Capability

Give staff the
skills and
confidence to do
the job and
show success

THE KISS PRINCIPLE

**KEEP
IT
SIMPLE,
STUPID**





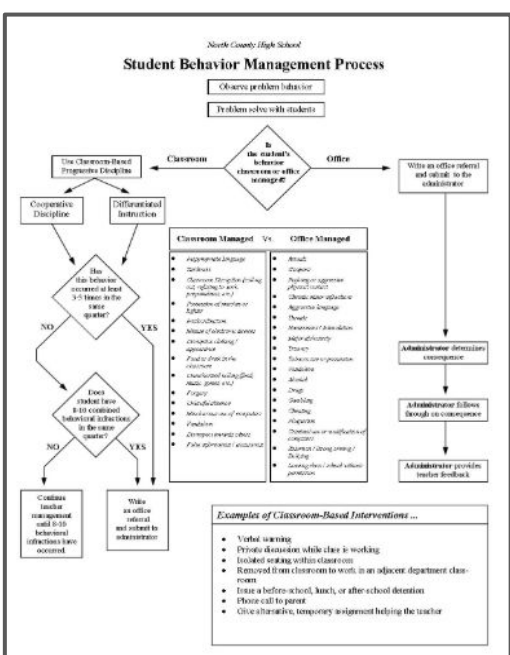
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PBIS RULES OF THE CAFETERIA

Be Safe
IN THE CAFETERIA
I CAN:
• Walk
• Keep your hands, feet, and objects to self
• Follow directions
• Listen to the teacher
• Use the restroom properly

Be Respectful
IN THE CAFETERIA
I CAN:
• Walk
• Keep your hands, feet, and objects to self
• Follow directions
• Listen to the teacher
• Use the restroom properly

Be Responsible
IN THE CAFETERIA
I CAN:
• Walk
• Keep your hands, feet, and objects to self
• Follow directions
• Listen to the teacher
• Use the restroom properly



Be Safe
Be Respectful
Be Responsible

Name: _____

000001

RESTROOM

Tomahawk Elementary **TIGERS**

R RESPONSIBLE

- Walk
- Keep your hands, feet, and objects to self
- Follow directions in the restroom

O ORGANIZED

- Be on time
- Go
- Wash
- Use

A CHIEVE GOALS

- Be in the restroom roomies
- Learn and follow restroom expectations

R RESPECTFUL

- Respect others' privacy
- Use proper manners
- Keep walls and stalls clean

CLASSROOM

Tomahawk Elementary **TIGERS**

R RESPONSIBLE

- Walk
- Keep your hands, feet, and objects to self
- Follow directions in the classroom

O ORGANIZED

- Be on time
- Be ready to learn
- Use your hands

A CHIEVE GOALS

- Be on task and focused
- Learn academic expectations, quiet voice, and body still

R RESPECTFUL

- Show respect to others
- Raise your hand to talk and wait to be called on
- Respect others' property
- Take care and handle all resources

CAFETERIA

Tomahawk Elementary **TIGERS**

R RESPONSIBLE

- Walk
- Keep your hands, feet, and objects to self
- Follow directions in the cafeteria

O ORGANIZED

- Remember your lunch
- Know your student ID number
- Sit at your assigned table

A CHIEVE GOALS

- Learn academic expectations
- Learn how to recycle

R RESPECTFUL

- Follow adult directions
- Use quiet voices
- Wait to be dismissed

A 3D rendered red button with a metallic silver base. The word "SIMPLE" is printed in white, bold, sans-serif capital letters across the top surface of the button. The button is shown from a slightly elevated, angled perspective, casting a soft shadow on the white background.

SIMPLE

The magic of
4:1
 positive
 feedback
 in the classroom



Miss Stone's CLASS PBS 30 TICKET COUNTDOWN

30	29	28	27	26	25	24	
23	22	21	20	19	18	17	
16	15	14	13	12	11	10	
9	8	7	6	5	4	3	
2	1	OUR CLASS CELEBRATION:				LEWIS ELEMENTARY	

Guiding Hand -
 & Responsive Strategies for If Students Get off Track at Your Fingertips

Our pointer finger reminds us to point students in the right direction, redirecting them via non-verbal prompt or by restating the expected behavior.

Our middle finger reminds us to stay centered, not reactive as we reteach. Tell, show, practice, praise.

Our ring finger reminds us not to be married to one approach. Help students stay engaged - provide choice & consider function of behavior.

7. Redirect

8. Reteach

9. Provide Choice

10. Conference

PRECORRECTS

Proactive strategies in the palm of your hand (1-5) will decrease the need for strategies 6-10.

4. Post-Events
 "What ways were you just (en/safe)? How you learn & build upon your success?"

5. Active Supervision
 Moving, Scanning & Interacting

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 2013
 trainer.drewschwartz

Lewis PBS Classroom Celebrations

Mrs. Alz, Mrs. Dietz, Mrs. Kessen, Mrs. Verall
 Mrs. Pittney, Mr. McElroy, Mrs. Miles, Mrs. Starobin
 Mr. Steyn, Mrs. Conal, Mrs. Tarter, Mrs. Starobin
 Mrs. Dikora, Mrs. Ullman, Mrs. Orton, Mrs. White
 Mrs. Braker, Mr. Gidycz, Mrs. Clark, Mrs. O'Brien
 Mrs. Brown, Mrs. Davis, Mrs. Orton, Mrs. Pottler

Ms. Malaponti's Classroom Expectations

Be Respectful

- Treat others the way you would like to be treated
- Show SLANT
- Raise your hand to speak.
- Follow directions the first time asked.
- Use nice words and voice tone.

Be Responsible

- Keep the room picked up.
- Let others learn.
- Use your materials the right way.
- Do your work.
- Be helpful.

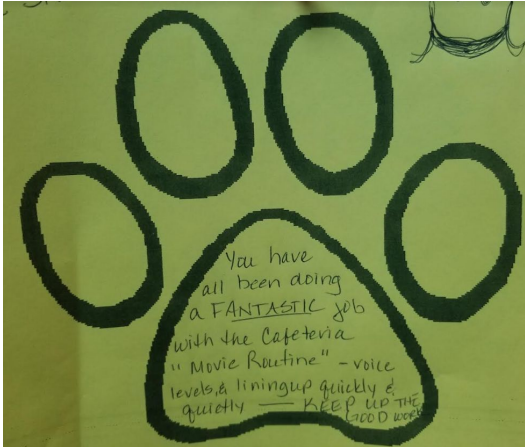
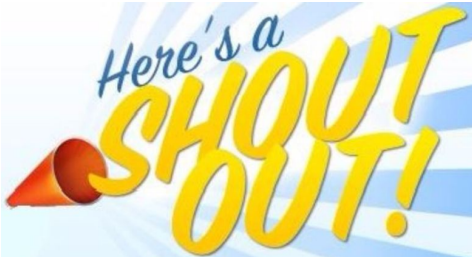
Be Safe

- Don't throw things
- Always look where you're going
- Stay in your own personal space.
- Keep feet on the ground
- No running
- Listen
- KAHFAOOTY
- Stay with the class.



Staff Recognition

How can we recognize staff who are utilizing SW-PBS matrix language and practices?



Pawsitive Pat 

Your Name: _____
 Their Name: _____

Why: used matrix language gave precorrects
 used Bulldog Paws worked on voice level
 actively supervised used 2 minute warning
 reviewed procedures gave positive attention
 Other: _____
 Give us the specifics: _____

Professional Development

- ★ How do we present New Teacher Training/Yearly Staff Training?
- ★ How do you determine what ongoing PD is needed?
- ★ What resources are available to support PD?
- ★ How do we know it was meaningful?

New Teacher Training/Yearly Staff Training



There's not a lot of time and a lot of information where do we get the biggest bang for our buck?

★ SW-PBS Handbook

- School-wide Behavior Matrix
 - Tier 1 Action Plan
 - Description/Overview of Tier 1 Positive Behavior Support
 - School Philosophy, Beliefs, Mission & Vision, Goals
 - Tier 1 team list with roles identified
 - Matrix
 - Non-Classroom Procedures
 - Lessons for behaviors on matrix
 - Teaching Schedule
 - Schoolwide system to encourage expected behavior description
 - List of staff managed and office managed behaviors
 - Schoolwide system to discourage inappropriate behavior/flow chart
 - • Office discipline referral form
 - Minor behavior form
 - Sample Big 5 ODR Report
 - Sample Solution Plan
- Classroom matrix example
 - List of classroom procedures

<http://pbissmissouri.org/tier-1-workbook-resources/>

How do you determine what ongoing PD is needed?

MO SW-PBS Teacher Self-Assessment of the Effective Classroom Practices

TIER ONE - EFFECTIVE CLASSROOM PRACTICES: All staff consistently implement effective classroom practices to provide an engaging, predictable and safe learning environment for all students.

Effective Classroom	Staff Expectations to Support Student Behavior
1. Classroom Expectations	<input type="checkbox"/> I have attended Classroom Expectations in-service. <input type="checkbox"/> I have created and posted classroom rules aligned with schoolwide expectations. <input type="checkbox"/> I have filed a copy of my classroom rules in the office. <input type="checkbox"/> 80% of my students can tell the classroom expectations and rules.
2. Classroom Procedures and Routines	<input type="checkbox"/> I have attended Classroom Procedures and Routines in-service. <input type="checkbox"/> I have created, posted, taught and given students frequent specific performance feedback on classroom procedures and routines. <input type="checkbox"/> Students can verbalize and regularly demonstrate the classroom procedures and routines.
3. Encourage Expected Behavior - Provide Specific Positive Feedback	<input type="checkbox"/> I have attended Classroom Strategies to Encourage Expected Behavior in-service. <input type="checkbox"/> I use a variety of strategies to give specific positive feedback (free and frequent, intermittent, and long term). <input type="checkbox"/> What is my method for providing specific positive feedback at a ratio of 4:1? <input type="checkbox"/> Can my students tell how they receive acknowledgement for appropriate behavior? _____
4. Discouraging Inappropriate Behavior	<input type="checkbox"/> I have attended Discouraging Inappropriate Behavior in-service. <input type="checkbox"/> I demonstrate calm, consistent, brief, immediate, and respectful error corrections using professional teaching tone and demeanor. <input type="checkbox"/> I use a variety classroom response strategies (prompt, redirect, re-teach, provide choice, and conference with

Walk Through or Brief Observation

Procedures/ Routines to Teach and Reinforce Expectations

1 = somewhat 2 = moderate 3 = extensive	1	2	3	N/A	Majority of Students Follow Routine/ Procedure
Posted Classroom Schedule is Followed					
Procedures/ Routines Directly Observed:					
<ul style="list-style-type: none"> Entering Exiting Lining up Whole group Small group Instructor Used Attention Signal Transitions 					
Physical Space Facilitates Ease of Movement and Traffic Flow					
Materials Organized and Accessible					
Students were participating in the assigned task or activity					

Comments:

Walk Through or Brief Observation

Strategies to Enhance Academic and/or Social/Behavior Instruction

+	1 = somewhat 2 = moderate 3 = extensive	1	2	3	N/A	Majority of Students Follow Routine/Procedure
Precorrect: Reminder of Classroom Procedure/Routine						
Precorrect: Reminder of Classroom Rule						
Class begins Promptly						
Students Actively Engaged / Minimal Down Time						
Classroom Procedures/Routines/Rules Actively Taught						
Active Supervision (move, scan, interact)						
Specific Positive Feedback (Adult Attention) Ratio 4:1						
Respectful Redirect / Error Correction <ul style="list-style-type: none"> Prompt (identify error) Reteach (skill, rule, routine, procedure) 						
Provide Choices (where, when, how work is done)						
Multiple Opportunities to Respond (i.e. group choral response, students volunteer, written)						
Task Difficulty aligns with Student(s) Ability						
Activity/Task Sequence Clearly Stated and Demonstrated						
Corrective Feedback is Clearly Defined and Utilized						

Comments:

<http://pbissouri.org/tier-1-workbook-resources/>

Resources

- ★ <http://pbissmissouri.org/>
- ★ RPDC
- ★ Collaborate with Bronze, Silver, and Gold schools
- ★ Attend Summer Institute
- ★ Attend National Forum in Chicago



Improving outcomes for all students.

Positive, proactive, preventative behavior supports.

COURSE 1***Common Philosophy & Purpose***

This course provides information on developing a new, shared, positive and proactive discipline philosophy that focuses on discipline as teaching.

COURSE COMING SOON**COURSE 2*****Leadership***

This course describes the process for establishing a viable SW-PBS Leadership Team, the vital role of administrative leadership, and strategies to ensure full staff engagement.

COURSE COMING SOON**COURSE 3*****Clarifying Expected Behavior***

This course provides information necessary for the development of schoolwide expectations and specific behaviors/rules that make up the building matrix.

TAKE THIS COURSE**COURSE 4*****Teaching Expected Behavior***

This course describes the process for creating lesson plans, teaching schedules, and special activities and events that guide the ongoing teaching of expected behaviors.

COURSE COMING SOON**COURSE 5*****Encouraging Expected Behavior***

This course provides information on the practices needed to build a comprehensive system to encourage and motivate students, as they learn and maintain expected behaviors.

TAKE THIS COURSE**COURSE 6*****Discouraging Inappropriate Behavior***

This course provides information on the practices needed to build a comprehensive system to discouraging the full range of inappropriate behaviors.

TAKE THIS COURSE**COURSE 7*****Ongoing Monitoring***

This course describes the process for developing an effective process to analyze data and use this analysis for decision-making.

COURSE COMING SOON**COURSE 8*****Effective Classroom Practices***

This course describes the MO SW-PBS 8 Effective Classroom Practices. These practices have been shown to increase the likelihood of appropriate behavior and decrease problem.

COURSE COMING SOON**COURSE 9*****Effective Professional Learning***

This course describes the components of effective professional learning (PL) and the development of a systematic process to identify individual and group needs related to SW-PBS implementation.

COURSE COMING SOON**COURSE 10*****Tiered Fidelity Inventory***

This course describes the Tiered Fidelity Inventory (TFI), and the MO SW-PBS protocol for completion. The TFI is an efficient tool for teams to self-assess the fidelity of SW-PBS implementation.

COURSE COMING SOON**COURSE 11*****SW-PBS Action Plan***

This course assists teams in developing a SW-PBS Action Plan with essential goals and steps to create a system of support, and to implement that system with fidelity.

COURSE COMING SOON

Listed below is a comprehensive list of MO SW-PBS Tier 1 Resources. Download a full copy of the MO SW-PBS Tier 1 Team Workbook.

TIER 1 WORKBOOK

- + 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**

- + 9. Professional Learning**

- + 10. Tier 1 References and Resources**

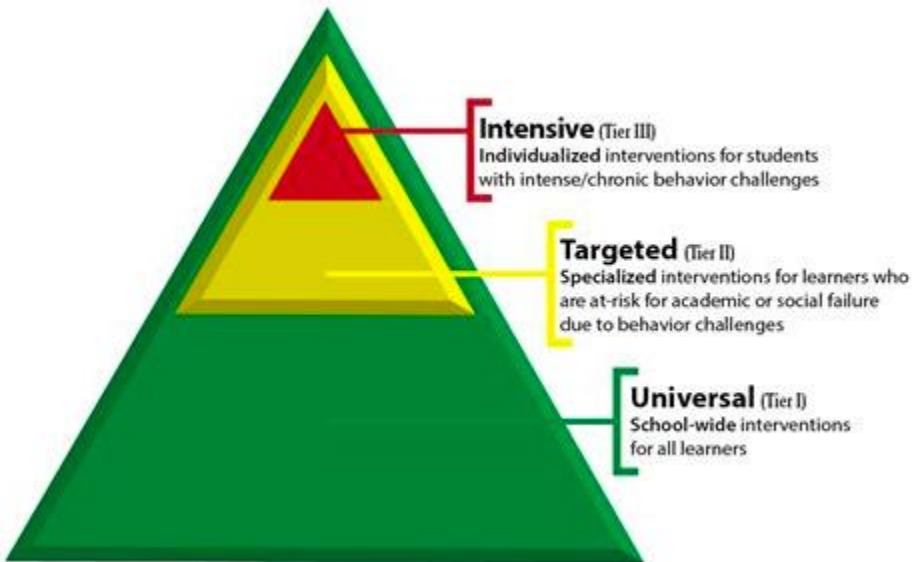
9. Professional Learning

Professional Learning is critical to implementation of SW-PBS with fidelity. The following resources will assist teams to build capacity among staff to use effective practices.

Tool	Description
9.0 MO SW-PBS Tier 1 Workbook: Ch 9: Professional Learning	This chapter provides guidance for teams to facilitate professional learning among staff.
9.1 Checklist for High Quality Professional Development (HQPD) Training	Evidence based guide for providing high quality professional development.
9.2 Multi-Tiered Support Framework for Teachers	Guide for providing a continuum of support for professional learning, based on need.
9.3 GROW Model Steps and Questions	Simple model for providing coaching to support professional learning.
9.4 GROW School-Based Implementation Fidelity Checklist	Checklist to assist teams in implementing the GROW coaching model.
9.5 Tier 1 Positive Behavior Support Staff Handbook Organizer	Template to assist teams in developing and organizing a staff handbook

Multi-Tiered Support Framework for Teachers

Level of Support	Didactic Training Regularly scheduled	Coaching provided as needed:	Data Used for Decision Making	Decision Rule
Universal Level Support	<ul style="list-style-type: none"> Define target skill Model target skill with examples & non 	None	Self-Monitoring for Fluency > Self report to "coach" confirm	80% or above implementation at criterion = no need



	assistance <ul style="list-style-type: none"> Develops action plan <ul style="list-style-type: none"> Measurable goals for improved performance Action steps Contingencies for meeting/not meeting goals 	Weekly Classroom Walkthroughs = Progress Monitoring Coaching and performance feedback	or implement training. If goals not met increase frequency or intensity of feedback or provide in-vivo modeling
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Adapted Simonsen et al., (2014)

Checklist for High Quality Professional Development (HQPD) Training

BEFORE TRAINING	PREPARATION
	1. Provides a description of the training with learning objectives prior to training.
	2. Provides readings, activities, and/or questions to think about prior to the training.
	3. Provides an agenda (i.e., schedule of topics to be presented and times) before or at the beginning of the training.
DURING TRAINING	4. Quickly establishes or builds on previously established rapport with participants.
	INTRODUCTION
	5. Connects the topic to participants' context (e.g., community, school, district).
	6. Includes the empirical research foundation of the context (e.g., citation, verbal references to research literature, key researchers).
	7. Content builds or relates to participants' previous professional learning.
	8. Aligns with school/district/state/federal standards or goals.
	9. Emphasizes impact of content on student learning outcomes.
	THE PROFESSIONAL LEARNING PROVIDER
	10. Builds shared vocabulary required to implement and sustain the practice.
	11. Provides examples of the content/practice in use (e.g., case studies, vignette).
	12. Illustrates the applicability of the material, knowledge, or practice to the participants' context.
	ENGAGEMENT
13. Includes opportunities for participants to practice and/or rehearse new skills.	
14. Includes opportunities for participants to express personal perspectives (e.g., experiences, thoughts on concepts).	
15. Includes opportunities for participants to interact with each other related to training content.	
16. Adheres to agenda and time constraints.	
EVALUATION	
17. Includes opportunities for participants to reflect on learning.	
18. Includes discussion of specific indicators – related to knowledge, material, or skills provided by the training – that would indicate a successful transfer to practice.	
19. Engages participants in assessment of their acquisition of knowledge and skills.	
AFTER TRAINING	MASTERY
20. Details follow-up activities that require participants to apply their learning in a new setting or context.	
21. Offers opportunities for continued learning through technical assistance and resources.	
22. Describes opportunities for coaching to improve fidelity of implementation.	

Where do you develop your PD plan?

A graphic featuring the words "ACTION PLAN" in large, bold, white capital letters. Each letter is contained within a red, rounded square tag. The tags are arranged in two rows: "ACTION" on top and "PLAN" on the bottom. Each tag is suspended by a thin black string from a horizontal line at the top of the image. The background is white with faint, repeating watermarks of a location pin icon and the text "© 2017".

ACTION
PLAN

5. Encouraging Expected Behavior

Students need specific positive feedback and reinforcement in order to learn and maintain appropriate behavior. MO SW-PBS Schools develop and implement systems that encourage all adults to provide all students with high rates of specific positive feedback for appropriate behavior.

Tool	Description
5.0 MO SW-PBS Tier 1 Workbook Ch 5 Encouraging	<i>Encouraging Expected Behavior</i> chapter from the MO SW-PBS Tier 1 Team Workbook.
5.1 Specific Positive Feedback Role play	Role play to assist staff in gaining fluency in providing specific positive feedback.
5.2 Description of Schoolwide System for Encouraging Expected Behavior	Description of a schoolwide continuum for encouraging expected behavior.
5.3 Example Schoolwide System to Encourage Expected Behavior in High School	Example of a system for encouraging expected behavior in high school.
5.4 Blank Schoolwide System to Encourage Expected Behavior Blank	Template to assist schools in developing a continuum for encouraging expected behaviors.
5.5 Blank Frequency and Type of Student Interactions Observation	A tool for monitoring the ratio of specific positive feedback to corrective or negative interactions.


MO SW-PBS Eight **Effective** Classroom Practices

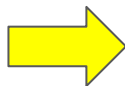


Together, these eight practices impact academic learning time and ultimately student achievement while ensuring a positive learning environment. Implementing these evidence-based practices has been shown to maximize learning for all students while minimizing discipline problems.

- + Effective Classroom Practices**
- + Classroom Expectations and Rules**
- + Classroom Procedures and Routines**
- + Classroom Encouraging Expected Behavior**
- + Classroom Discouraging Inappropriate Behavior**
- + Classroom Active Supervision**
- + Classroom Opportunities to Respond**
- + Classroom Activity Sequencing and Offering Choice**
- + Classroom Task Difficulty**
- + Intensifying Classroom Practices at Tiers 2 and 3**

Classroom Expectations and Rules

Tool	Description
 ECP1.1 Classroom Expectations and Rules Content Acquisition Podcast	Introductory video on Classroom Expectations and Rules.
 ECP1.2 Classroom Expectations and Rules Training Video	Training video on Classroom Expectations and Rules that includes classroom implementation examples and interviews with teachers.
ECP1.3 Teacher Tool – Classroom Expectations and Rules	Teacher Tool for Classroom Expectations and Rules that includes a summary of the practice, research, implementation examples, and a self-assessment.
ECP1.4 Classroom Module Expectations and Rules	Training PowerPoint – Classroom Expectations and Rules
ECP1.5 Rules Writing Worksheet Example	Example completed worksheet for writing classroom rules that follow OMPUA.
ECP1.6 Rules Writing Activity Classroom Rules Worksheet	Worksheet for writing classroom rules that follow OMPUA.
ECP1.7 Classroom Rules Self-Assessment	Teacher self-assessment to review existing classroom expectations and rules to ensure they meet the OMPUA guidelines.
ECP1.8 Plan to Create and Teach Classroom Rules	Worksheet to develop a plan to create and teach classroom expectations and rules.



MO SW-PBS TEACHER TOOL CLASSROOM EXPECTATIONS AND RULES

PRACTICE: Classroom rules/expectations are aligned with school-wide expectations, posted, and referred to regularly.

RESEARCH STATES:

- ▶ A dependable system of rules and procedures provides structure for students and helps them to be engaged with instructional tasks (Brophy, 1998).
- ▶ Teaching rules and routines to students at the beginning of the year and enforcing them consistently across time increases student academic achievement and task engagement (Everston & Emmer, 1982; Johnson, Stoner, & Green, 1996).
- ▶ Clearly stating expectations and consistently supporting them lends credibility to a teacher's authority (Good & Brophy, 2000).

What are they?

- ▶ Expectations are valued behaviors and attitudes for success.
- ▶ Rules are specific criteria for achieving expectations.
- ▶ Rules meet these 5 guidelines.

Guidelines for Developing Classroom Rules

Guideline	This Means:	Example:	Non-example:
Observable	I can see it.	Raise hand and wait to be called on.	Be your best.
Measurable	I can count it.	Bring materials.	Be ready to learn.
Positively Stated	I tell students what TO do.	Hands and feet to self.	No fighting.
Understandable	The vocabulary is appropriate for age/grade level.	Hands and feet to self.	Maintain personal space (K-1 rule) "Children this age do not have a concept of 'personal space'."
Always Applicable	I am able to consistently enforce.	Stay in assigned area.	Remain seated until given permission to leave.

Implementation

- ▶ Involve students in developing rules.
- ▶ Have students commit to rules.
- ▶ Teach classroom rules by demonstrating examples and nonexamples.
- ▶ Monitor and give frequent feedback when students follow rules.
- ▶ Share rules with families and others.

Teacher Self-Assessment Tool

Self-Assessment Features	Yes	No	In Progress
1. My classroom rules are aligned with schoolwide expectations (i.e. Safe, Respectful, Responsible, Ready)			
2. My classroom rules are observable, measurable, positively stated, understandable and always apply.			
3. I have 5 or fewer rules for each schoolwide expectation.			
4. My classroom rules are prominently posted.			
5. I have developed lessons to teach classroom rules.			
6. I refer to rules regularly when interacting with students.			
7. A teaching schedule that includes classroom rule lessons is developed and on file in the office.			
8. 80% of my students can tell the classroom expectations and rules.			



Guidelines for Developing Classroom Rules

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Guidelines

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Self-Assessment

How do we know it was meaningful?

EOY Surveys

EOY Observations

Minor Data

Big 5 Data

Solution Plan

SAS Data

School Climate & Culture



Supporting and Responding to Behavior



Evidence-Based Classroom Strategies for Teachers

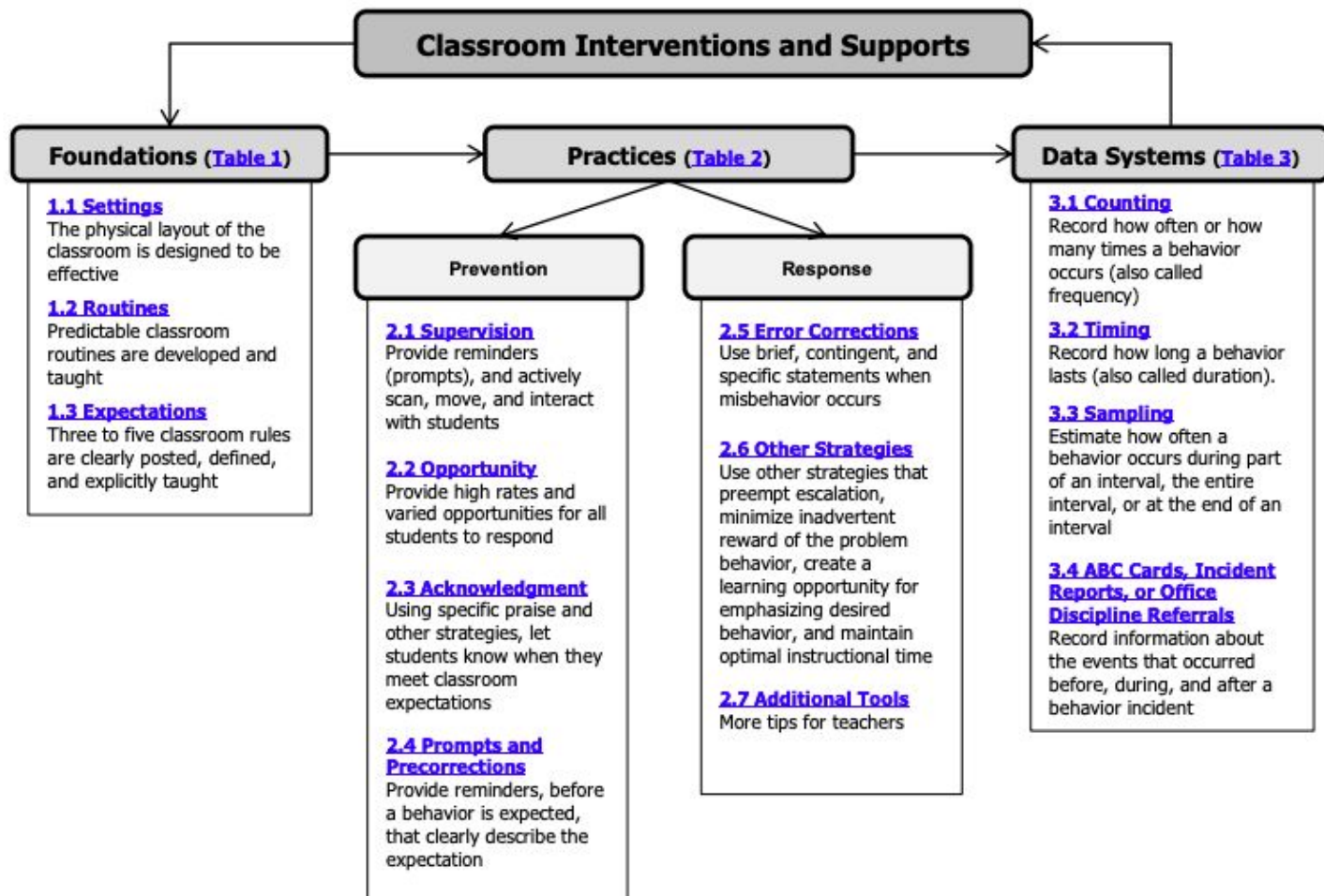


This technical assistance document was adapted from the PBIS Technical Brief on Classroom PBIS Strategies written by: Brandi Simonsen, Jennifer Freeman, Steve Goodman, Barbara Mitchell, Jessica Swain-Bradway, Brigid Flannery, George Sugai, Heather George, and Bob Putman, 2015.

Additional assistance was provided to the Office of Special Education Programs by Brandi Simonsen and Jennifer Freeman. Special thanks to Allison Blakely, Ambra Green, and Jennifer Rink, OSEP interns who also contributed to the development of this document.

<https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf>

Interactive Map of Core Features



1.2 ROUTINES

DEVELOP AND TEACH PREDICTABLE CLASSROOM ROUTINES

Description and Critical Features	Elementary Examples	Secondary Examples	Non-Examples	Empirical Support and Resources
<i>What key strategies can I use to support behavior in my classroom?</i>	<i>How can I use this practice in my elementary classroom?</i>	<i>How can I use this practice in my secondary classroom?</i>	<i>What should I avoid when I'm implementing this practice?</i>	<i>What evidence supports this practice, and where can I find additional resources?</i>
<ul style="list-style-type: none">• Establish predictable patterns and activities• Promote smooth operation of classroom• Outline the steps for completing specific activities• Teach routines and procedures directly• Practice regularly• Recognize students when they successfully follow classroom routines and procedures• Create routines and procedures for the most problematic areas or times• Promote self-managed or student-guided schedules and routines	<ul style="list-style-type: none">• Establish routines and procedures for:<ul style="list-style-type: none">– Arrival and dismissal– Transitions between activities– Accessing help– What to do after work is completed• Example arrival routines:<ul style="list-style-type: none">– Hang up coat and backpack– Put notes and homework in the "In" basket– Sharpen two pencils– Go to desk and begin the warm-up activities listed on the board– If you finish early, read a book	<ul style="list-style-type: none">• Consider routines and procedures for:<ul style="list-style-type: none">– Turning in work– Handing out materials– Making up missed work– What to do after work is completed• Example class period routines:<ul style="list-style-type: none">– Warm-up activity for students– Review of previous content– Instruction for new material– Guided or independent practice opportunities– Wrap-up activities	<ul style="list-style-type: none">• Assuming students will automatically know your routines and procedures without instruction and feedback• Omitting tasks that students are regularly expected to complete• Missing opportunities to provide: (a) visual and/or auditory reminders to students about your routines and procedures (e.g., signs, posters, pictures, hand signals, certain music playing, timers) and/or (b) feedback about student performance	<ul style="list-style-type: none">• Establishing classroom routines and procedures early in the school year increases structure and predictability for students; when clear routines are in place and consistently used, students are more likely to be engaged with school and learning and less likely to demonstrate problem behavior⁴• Student learning is enhanced by teachers' developing basic classroom structure (e.g., routines and procedures)⁵ <p>Podcast: http://pbissmissouri.org/classroom-procedures-and-routines-content-acquisition-video/</p> <p>Video: https://www.teachingchannel.org/videos/create-a-safe-classroom</p>



Table
Talk

From the teachers viewpoint...

- ★ Positive vibes from other staff
- ★ Staff works together to solve issues
- ★ The culture is very welcoming
- ★ Seeing that the kids really need this positive approach
- ★ Seeing the effective outcomes of the framework with students
- ★ Precorrecs have made a significant difference in student behavior
- ★ Kids deserve it
- ★ Feel better about the corrective piece because the positive rate is higher
- ★ My stress level has decreased
- ★ Classroom atmosphere is positive and kids want to come to school (so do teachers!)

Your
Questions

contact me



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