

Missouri Schoolwide
Positive Behavior Support

Tier 1 Implementation Guide



2019-2020

MO SW-PBS

Missouri Schoolwide
Positive Behavior Support

ACKNOWLEDGMENTS

MISSOURI SCHOOLWIDE POSITIVE BEHAVIOR SUPPORT

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

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Missouri Schoolwide Positive Behavior Support:

Our Mission, Vision and Values

MO SW-PBS Mission: “Why do we exist?”

The mission of MO SW-PBS is to empower schools and districts to establish and sustain positive and effective environments, where a research-based, multi-tiered behavioral framework is implemented with fidelity and equity for all students.

MO SW-PBS Vision: “What do we hope to become?”

The vision of MO SW-PBS is to be the premiere resource for efficient and effective systems of behavior support for schools and districts.

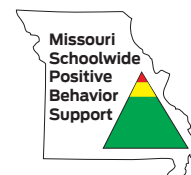
MO SW-PBS Values: “How must we behave?”

Positivity

Growth

Equity

Research



Introduction

The overarching themes across the MO SW-PBS Handbook and the Tier 1, Tier 2 and Tier 3 Implementation Guides include:

- Culturally Responsive Systems, Data and Practices
- Prevention and Early Intervention
- Function Based Thinking
- Continuum of Support
- Systems Change

It is important to note that the foundations that your team establishes and sustains at Tier 1 are the components that your schoolwide community will target, intensify and individualize as you begin to establish and sustain Tiers 2 and 3 of your tiered system of support for behavior.

Schoolwide Positive Behavior Support (SW-PBS) is also known as Positive Behavior Interventions and Supports (PBIS) or Effective Behavioral Supports (EBS)

Welcome to the Missouri Schoolwide Positive Behavior Support (MO SW-PBS) Tier 1 Implementation Guide (IG). This document is the how-to for implementation of Tier 1 Systems, Data and Practices with fidelity, consistency and equity. The materials included in this Implementation Guide are intended to guide schools to create their own social behavioral system for universal support.

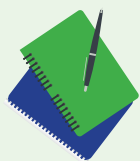
Research, as well as practical application in schools across Missouri, and the nation, demonstrates that when schoolwide communities collaborate around and implement the Essential Components of SW-PBS with fidelity, consistency and equity shared outcome goals such as improved student behavior, attendance and academic outcomes are achieved (Bradshaw, Mitchell, & Leaf, 2010; Freeman, Simonsen, McCoach, Sugai, Lombardi, & Horner, 2016). Improved organizational health (e.g., schoolwide climate, resources influence and staff affiliation) is also reported (Bradshaw, Koth, Bevans, Jalongo, & Leaf, 2008).

SW-PBS is an organizational framework. As a framework, it is not a specific “model” or “program.” Rather, SW-PBS is a compilation of evidence-based practices, interventions, and systems change strategies that schools can customize to meet the needs of their school culture. To embrace prevention logic and function-based thinking, Missouri has identified features or components of Tier 1 implementation from the PBIS National Center Implementer’s Blueprint that form a highly effective approach to schoolwide discipline (OSEP, 2015). Each Essential Component is vital. They operate together to ensure a 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 Unexpected Behavior, 7) Ongoing Monitoring, and 8) Professional Learning.

The Essential Components in general, and teaching specifically, must be implemented with fidelity, meaning as designed; with consistency, meaning all day, every day, all year long; and with equity, meaning with all stakeholders, at equal levels of fidelity and intensity, all day, every day, in order to verify that universal prevention is indeed, in place. Without this precise level of implementation, the desired outcomes can not be realized in general, or for specific sub-groups of students in particular.

Many schools find it challenging to meet the social and emotional support needs of students from different cultural backgrounds, indicating the importance of a focus on educational practices that allow all students to experience equitable outcomes (Vincent et al, 2011). When your team begins work on establishing and then sustaining Tier 1 systems, data and practices you are charged with creating schoolwide environments where all members of the community belong and are valued.

Creating the clear connection between the theories supporting SW-PBS and Culturally Responsive Practices can help all members of the school community understand and foster a supportive climate.



Key Terms

Fidelity means implementing as an intervention was designed.

Consistency means all day, every day, all year long.

Equity means all stakeholders, at equal levels of fidelity and intensity, all day, every day.

Connecting SW-PBS and Culturally Responsive Practices

SW-PBS	Culturally Responsive Practices
<ul style="list-style-type: none"> Human behavior is lawful and affected by the environment (Sugai et al., 2010) Changing the environment changes student behavior (Sugai & Horner, 2002) A school culture where all students share a common language and common knowledge of appropriate (expected) and inappropriate (unexpected) behaviors creates a level playing field, where all students, regardless of their backgrounds, can be held to the same behavioral standards (Horner, Sugai, Lewis-Palmer, & Todd, 2001) 	<ul style="list-style-type: none"> The laws of human behavior are moderated by complex cultural contexts (Bandura, 2002) Multiple and often culturally divergent environments affect behavior (Delpit, 1992; Noguera, 2003) School cultures are intended to be environments where differences among students are a source of enrichment for all (Monroe, 2005, 2009).

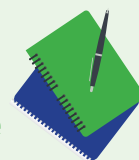
(Vincent, Randall, Cartledge, Tobin, & Swain-Bradway, 2011)

Both SW-PBS and Culturally Responsive Practices are centered around the interaction of the individual and their environment, with consideration of learning history and culture. Individual learning history can include previous experiences in and out of school, including academic successes and struggles, social interactions, positive and adverse childhood experiences, illness or injury, and access to having basic needs met. As indicated in the table above, culture is a mitigating factor or influence on the individual's learning history and daily experience. Race, ethnicity, language, gender, gender identity, faith and religion, sexual orientation are examples of cultural influences, as well as socioeconomic status, geography (urban, rural, suburban), and ability.

It is critical for the district and school to consider all members of the community, and work to ensure all are represented, heard, and valued in the development of schoolwide systems, data, and practices. All members of the school community should feel a sense of belonging. When working toward equitable outcomes for all students, it is necessary for all students, families, and community members to feel welcome in the school.

For more information on Culturally Responsive Practices see the MO SW-PBS Handbook, A Systems Approach.

Key Terms



Cultural Equity – The quality of being fair or impartial so all educational Opportunities are inclusive and diverse but not necessarily equal for all.

Cultural Validity – Ensuring data measures are culturally sound.

Cultural Relevance – What is taught and how it is taught are pertinent to cultures represented in your school and community.

Cultural Knowledge – Education about cultures represented in your school and awareness of one's own culture.

Resources Available from MO SW-PBS

Missouri SW-PBS has developed an entire curriculum to provide foundational knowledge and implementation assistance. This curriculum is designed to provide research, content knowledge, examples, practice activities, and resources to guide your school in the initial development and regular revision of materials needed for your school's implementation. Although the primary audience of the MO SW-PBS training curriculum is Building Leadership Teams (BLT) that have a focus on student behavior to guide them in preparation, implementation, and maintenance of MO SW-PBS in their school, the resources available will also provide benefit to collaborative grade level or departmental teams and / or individual educators working to grow their knowledge and skills. These materials are publicly available at the MO SW-PBS website at pbissmissouri.org and can be accessed by

- educators for individual study
- all staff as they participate in professional learning training sessions
- school SW-PBS coaches who provide support to individual educators to improve implementation
- parents and family members
- students
- district level personnel
- interested community members

The MO SW-PBS curriculum includes a comprehensive array of materials that relate and connect to improve and enhance the reader's content knowledge. Materials are available for development and implementation of practices for all students (Tier 1), small groups of students who present at-risk behavior (Tier 2) and individual students who present high-risk behaviors and require specialized and intensive support (Tier 3). All of these resources are available at pbissmissouri.org.

MO SW-PBS website
pbissmissouri.org

MO SW-PBS Handbook - a resource of the content knowledge of MO SW-PBS, including:

- **Overview:** The scope of challenges in education today; rethinking discipline; foundations of SW-PBS (brief); and resources available from MO SW-PBS
- **A Systems Approach:** Outcomes, systems, data and effective teaching and learning practices (ETLPs)
- **Foundations of Function Based Thinking:** ABCs of behavior; the de-escalation of unexpected behavior
- **Multi-Tiered Systems of Support:** Overview of prevention and early intervention; systems, data and practices for Tier 1, Tier 2 and Tier 3, Functional Behavior Assessment, Behavior Intervention Plan and planning for instruction and intervention
- **Foundations of Systems Change:** Dealing with resistance to change; Managing complex change; the Cascade Model of Support

If you have not yet accessed the MO SW-PBS Handbook you should do so now, and read and/or become familiar with the content. The Handbook is available at pbissmissouri.org.

Virtual Learning Courses – self-guided courses that align with the Implementation Guides that can be used by individuals and teams for development, implementation, and sustainability of the tiered intervention framework.

Data Tools – free tools for assisting schools in developing a system for ongoing monitoring.

Design of The MO SW-PBS Implementation Guides

The design of this MO SW-PBS Implementation Guide is intentional to make every effort to assist you to engage in the content as you learn how to implement SW-PBS.

Wide Margins – The margins are purposely wide to give readers space to interact with the content of the Implementation Guide. If readers print a copy of the Implementation Guide the margins can be used to note questions and list important ideas to implement in your school. If readers use the Implementation Guide electronically, they can use Adobe Acrobat to add notes, highlights or sticky-notes.

Symbols – Symbols have been added to help the reader connect with the content.

- Quotes are provided from experts in the field and to highlight important content
- Key Terms are provided to focus on important definitions to help the reader learn the language related to PBIS.
- Culturally Responsive Practices and Inclusivity to point out suggestions to make your SW-PBS inclusive and welcoming of your entire school community.
- Team Activities are provided to give direction to your team to build your SW-PBS system, data and practices.
- Stakeholder Engagement and Communication suggestions are given to ensure students, families, staff and community members are represented, heard, and valued.
- Action Planning - activities that your team will need to engage in to prepare to implement Tier 1 with fidelity, consistency and equity.
- Tier 1 Action Planning Checklist - to list products schools need to develop.
- MO SW PBS Tier 1 Artifacts Rubric - to help your team assess the quality of the materials your team develops.
- Self-Assessment Survey - a research validated survey that measures perceptions of all staff on the status and priority for improvement of SW-PBS.
- Tiered Fidelity Inventory - a research validated tool that measures the building leadership teams perception of implementation fidelity of all three tiers.

"Quotes look like this."

(MO SW-PBS, 2019)



Key Terms



Culturally Responsive Practices



Team Activities



Stakeholder Engagement



Action Plan



Tier 1 Action Planning Checklist



MO SW-PBS Tier 1 Artifacts Rubric



Structure of the Implementation Guide Courses

The Tier 1, 2 and 3 Implementation Guides all have a similar structure. Each is organized into Courses to address the Essential Components for the tier of implementation (i.e., universal, targeted or intensive/individualized). Each Course begins with lessons to implement the Essential Component with fidelity. Then for each lesson your team will find:

- information about the lesson
- an example and possible template for use
- an activity for the team to complete to implement the lesson
- a process to gain stakeholder engagement (when appropriate)
- action planning prompts for activities to engage in to complete the lesson



Stakeholder Engagement and Communication

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

Throughout your Tier 1 team’s work to establish and then sustain fidelity of implementation you will need to engage all stakeholders including teachers, staff, students, families and the community in each lesson of the work. First and foremost your team will need to establish systems to communicate. Creating a communication system must be intentional and strategic. There are three broad areas the SW- PBS Leadership Team will want to consider when developing a communication system: 1) sharing ongoing information, 2) presenting data and, 3) obtaining feedback from stakeholders (staff, students, families and community).

Some ideas of communication strategies include:

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

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

For more information on creating a communication plan see Course 2 Leadership in this Tier 1 Implementation Guide.

Action Planning

From the lessons suggested in each Course, your leadership team will be able to develop a succinct action plan. Action Plans are useful because they give you a framework for thinking about how you’ll complete a lesson, task or project efficiently. They help you ask yourselves, “did we do what we said we would do?” They help you finish activities in a sensible order, and they ensure that you don’t miss any key lessons. Action plans differ from “To Do” lists in that they focus on the achievement of a single goal and gather together all of the careful planning for that goal. Action Plans make your work more intentional.



Action Plan

An action plan clearly organizes each task in a meaningful way to ensure plans get carried out. When you can see each task laid out, you can quickly decide which tasks to assign to whom. The headings on the Action Plan guide teams in making decisions about how to best accomplish their goals, and monitor to ensure on-going success. The template for action planning that you will find within all three MO SW-PBS Implementation Guides looks like the one on the next page.

As you can see, your team will be encouraged to consider each of the following as you plan for implementation with fidelity, consistency and equity:

- Outcomes/S.M.A.R.T. Goals
- Strategy/Practice
- Action Steps
- Person(s) Responsible
- Timeline
- Evidence

SW-PBS Action Plan

☒ Tier 1 ☐ Tier 2 ☐ Tier 3

School:

Date:

Outcome/S.M.A.R.T. Goal:

Strategy/ Practice	Action Steps	Person(s) Responsible	Timeline	Evidence

End of Course Self-Assessments

At the end of each Course, self-assessments and/or checklists are included for your team to use to ensure that the efforts expended by the team or all staff/community members focus on critical indicators for implementation and sustainability. There are a number of tools provided to help your team determine if you are ready to implement and assess fidelity of implementation. These include:

- The Tier 1 Action Planning Checklist
- Teacher Tools that include self-assessment and practice profiles (SAPPs)
- MO SW-PBS Tier 1 Artifacts Rubric
- The Self-Assessment Survey (SAS) (Sugai, Horner, & Todd, 2003)
- The Tiered Fidelity Inventory (TFI) (Algozzine, Barnett, Eber, George, Horner, Lewis, Putnam, Swain-Bradway, McIntosh & Sugai, 2014)
- Assessing Outcomes

The Tier 1 Action Planning Checklist

Within almost every lesson in this Tier 1 Implementation Guide, there will be one or more activities that your team will need to engage in to help you prepare to implement Tier 1 with fidelity, consistency and equity. Action steps may be as simple as, “assign team roles”, to as complex as, “engage all stakeholders in developing and refining your schoolwide matrix”. The action steps necessary to complete each Essential Component will be summarized at the end of each Course, and are collated into a single easy to refer to Tier 1 Action Planning Checklist.



Tier 1 Action
Planning Checklist

Tier 1 Action Planning 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.

School: _____

Date: _____

Common Purpose and Philosophy	√Developed
1. Beliefs — What Is Your “Why”? — are written.	
2. School mission is reviewed or created.	
3. School vision is reviewed or created.	
4. Staff commitment to SW-PBS is documented.	

Leadership	√Developed
1. A SW-PBS Leadership Team that is representative of your school has been established.	
2. SW-PBS Leadership Team meetings are scheduled.	
3. SW-PBS Leadership Team working agreements are written and used during meetings.	
4. A standard agenda format is used for each team meeting.	
5. Decision-making processes have been adopted.	
6. Team roles have been assigned.	
7. A system for collaborative teaming has been created.	

Clarifying Expected Behavior	√Developed
1. 3-5 schoolwide expectations have been selected and shared with staff.	
2. A matrix of specific schoolwide rules has been created and shared with staff.	
3. Every teacher has developed classroom rules that align with schoolwide expectations (ETLP #1).	
4. Procedures for each of the school's non-classroom settings have been developed and shared with all staff.	
5. Every teacher has developed procedures for common classroom activities (ETLP #2).	

Teaching Expected Behavior	√Developed
1. The process of writing lesson plans is documented.	
2. Lesson plans for initial teaching of all schoolwide and classroom behaviors, procedures, and rules are written.	
3. Lesson plans for maintenance "booster" teaching of schoolwide and classroom behaviors, procedures, and rules are written.	
4. A schedule for teaching expectations across schoolwide, non-classroom, and classroom settings has been developed.	
5. Professional learning on the Effective Teaching and Learning Practices (ETLPs) has been provided to all instructional staff (ETLP #5-8).	

Encouraging Expected Behavior	√Developed
1. Professional learning on the importance and impact of positive consequences on student behavior and school climate is developed and provided.	
2. Professional learning on the use preferred adult behaviors is developed and provided.	
3. Professional learning on the effectively using positive specific feedback is developed and provided.	
4. Schoolwide system to encourage students' use of expected behaviors (matrix) and staff use of positive specific feedback in non-classroom settings has been developed.	
5. Classwide system is developed in each classroom to encourage students' use of expected classroom rules and procedures and teachers' use of positive specific feedback is observed (ETLP #3).	
6. Written strategies to encourage staff and families are developed, disseminated, and monitored.	
7. Methods to monitor staff's use of encouragement strategies with students are developed.	

Discourage Unexpected Behavior	√Developed
1. Major or office-managed behaviors are defined.	
2. An office discipline report (ODR) form is developed.	
3. Procedures for the use of office referrals are clarified.	
4. A list of "minor" or staff-managed behaviors and strategies to address them is created.	
5. Use of strategies to discourage unexpected "minor" behavior is encouraged (ETLP #4).	
6. A process to monitor "minor" student behavior is developed.	
7. A document describing your system to discourage unexpected behavior is created.	

Ongoing Monitoring	√Developed
1. Data is used to guide development and implementation of systems and practices.	
1. a. An Action Plan Checklist is used to guide and assess the development and implementation of your SW-PBS framework.	
1. b. Procedures for the use of office referrals are written.	
1. c. PBIS Assessments survey results are completed and discussed.	
1. d. MO SW-PBS School Outcome Data is collected, reviewed and reported annually.	
1. e. Routine implementation is monitored with other sources of data.	
1. f. Summative implementation and outcome data are reviewed.	
2. Office discipline referral (ODR) Big 5 data is used to make school-wide decisions.	
2. a. An electronic data management system is used to collect, analyze, and report ODRs in a Big 5 format.	
2. b. The SW-PBS Leadership Team reviews the Big 5 data report at least monthly and makes decisions based on that data.	
2. c. The team regularly communicates Big 5 data and solution plan with staff.	
3. Academic and behavioral data are reviewed to make decisions.	
4. A survey is used to assess schoolwide safety and climate.	

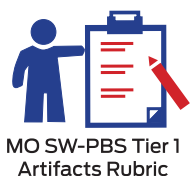
Professional Development	√Developed
1. A multi-tiered support framework for teachers is developed.	
a. Tier 1 Universal Teacher Support	
b. Tier 2 Targeted Teacher Support	
c. Tier 3 Individualized Teacher Support	
2. A staff handbook is developed and disseminated.	

Teacher Tools for the Effective Teaching and Learning Practices (ETLP)

The MO SW-PBS Teacher Tools have been developed to provide a short description of the eight ETLP's, a teacher self-assessment and a practice profile of the ETLP. The self-assessment can be used for personal reflection on the fidelity, consistency, and equity of implementation of the ETLP. A practice profile is provided that clarifies a continuum of implementation that may be used as a self-assessment and as a standardized format when giving observation feedback to teachers.

The Teacher Tools are shared within the related Course for the eight Effective Teaching and Learning Practices.

Effective Teaching and Learning Practices	Where to Find the Teacher Tools in Tier 1 Implementation Guide
1. Expectations and rules	Course 3 - Clarifying Expected Behavior
2. Procedures and routines	Course 3 - Clarifying Expected Behavior
3. Encourage use of expected behavior	Course 5 - Encouraging Expected Behavior
4. Discourage use of unexpected behavior	Course 6 - Discouraging Unexpected Behavior
5. Active supervision	Course 4 - Teaching Expected Behavior
6. Opportunities to respond	Course 4 - Teaching Expected Behavior
7. Sequencing and choice of activities	Course 4 - Teaching Expected Behavior
8. Task difficulty	Course 4 - Teaching Expected Behavior



Tier 1 Artifacts Rubric

One tool you can use to assess the quality of your work is the Tier 1 Artifacts Rubric. This resource helps your team review and qualify the artifacts you have developed and piloted, to ensure that you for instance utilize efficient and effective systems for data collection, produce high quality data reports for decision-making, and develop lesson plans that include all critical elements for schoolwide, targeted or individual teaching of schoolwide, non-classroom and classroom expectations. At the end of each Tier 1 Course, your team will find the section(s) of the Tier 1 Artifact Rubric that align with the Course just completed for progress monitoring purposes.

MO SW-PBS Tier 1 Artifacts Rubric

Artifact	Proficient (2 points)*	Developing (1 point)	Not in Place (0 points)	Score
Current Action Plan	Action Plan Includes all of the elements <input type="checkbox"/> Outcome/S.M.A.R.T Goals <input type="checkbox"/> Strategy/Practice <input type="checkbox"/> Action Steps <input type="checkbox"/> Responsible Party <input type="checkbox"/> Timeline <input type="checkbox"/> Person(s) Responsible <input type="checkbox"/> Evidence	Action Plan reflects some, but not all, of the elements OR all elements are documented, but descriptions lack detail of implementation.	A current Action Plan is not available, or does not include those elements.	2 1 0
Schoolwide Expectations Matrix	All behaviors listed are <input type="checkbox"/> Observable <input type="checkbox"/> Measurable <input type="checkbox"/> Positively Stated <input type="checkbox"/> Understandable <input type="checkbox"/> Always Applicable Includes Columns for: <input type="checkbox"/> Non-Classroom Settings <input type="checkbox"/> Classroom	Most items follow OM-PUA, and/or there are columns for non-classroom settings and classroom	Few Items follow OMPUA and/or there are no columns for non-classroom settings and/or classroom.	2 1 0
Staff Communication (e.g. Handbook)	Includes documentation of: <input type="checkbox"/> Expectations & Behaviors/Rules <input type="checkbox"/> Descriptions of Schoolwide System to Encourage Behaviors <input type="checkbox"/> Description of Schoolwide System to Discourage Unexpected Behaviors (Can be in handbook, form, website, etc.)	Documented communication includes some: <input type="checkbox"/> Expectations & Behaviors/Rules <input type="checkbox"/> Descriptions of Schoolwide System to Encourage Behaviors <input type="checkbox"/> Description of Schoolwide System to Discourage Unexpected Behaviors (Can be in handbook, form, website, etc.)	No documented communication, or SW-PHS not included.	2 1 0
Student/Family Communication (e.g. Handbook)	Includes documentation of: <input type="checkbox"/> Expectations & Behaviors/Rules <input type="checkbox"/> Description of Schoolwide System to Encourage Behaviors <input type="checkbox"/> Description of Schoolwide System to Discourage Unexpected Behaviors (Can be in handbook, form, website, etc.)	Documented communication includes some: <input type="checkbox"/> Expectations & Behaviors/Rules <input type="checkbox"/> Descriptions of Schoolwide System to Encourage Behaviors <input type="checkbox"/> Description of Schoolwide System to Discourage Unexpected Behaviors but not all.	No documented communication, or SW-PBS not included.	2 1 0

Artifact	Proficient (2 points)*	Developing (1 point)	Not in Place (0 points)	Score
<p>Social Skills Lesson</p> <p>All Items necessary at Elementary.</p> <p>Starred * Items necessary at Secondary.</p>	<p>Includes documentation of all:</p> <ul style="list-style-type: none"> □ Clear description of behavior (Steps if applicable)* □ Location in which skill is to be used* □ Tell □ Show □ Practice □ Pre-correct/Remind* □ Supervise* □ Feedback* □ Re-Teach 	<p>Includes Documentation of all:</p> <ul style="list-style-type: none"> □ Clear description of behavior(Steps if applicable)* □ Location in which skill is to be used* □ Tell □ Show □ Practice □ Pre-correct/Remind* □ Supervise* □ Feedback* □ Re-Teach 	No lessons exist for matrix expectations	2 1 0
Year-long Teaching Schedule	<ul style="list-style-type: none"> □ Outlines a year, but room for flexibility based on data 	<ul style="list-style-type: none"> □ Outlines a year, but room for flexibility based on data 	No teaching schedule exists	2 1 0
Schoolwide System to Encourage Expected Behaviors	<p>Includes documentation of all:</p> <ul style="list-style-type: none"> □ Name □ Resources □ Description & Criteria □ When & Where presented □ Intro to Staff □ Goals □ Celebrations □ Coordinator 	Schoolwide System to Encourage Expected behavior in place with at least 4 of 8 components	No Schoolwide System to Encourage Expected Behavior is evident or includes fewer than 4 features.	2 1 0
Schoolwide System to Discourage Unexpected Behavior	<p>Includes documentation of all:</p> <ul style="list-style-type: none"> □ Major and Minor lists w/operational definitions □ Office Discipline Referral (ODR) Form □ Adult Response (e.g. flow-chart or behavior levels chart) □ Documentation process for Majors & Minors 	Schoolwide System to Discourage Unexpected Behavior exists but does not include information about documentation or behavior descriptions.	Schoolwide System to Discourage Unexpected Behavior not evident.	2 1 0
Tier 1 Team Minutes & Big 5 ODR Report OR Solution Plan	<p>Documentation of team dialog regarding:</p> <ul style="list-style-type: none"> □ Outcome Goal identified by Big 5 ODR report or PBIS Survey Review □ Prevention/Teaching/Recognition Steps and/or Corrective Consequences □ Progress Monitoring (Fidelity/Outcomes) □ 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

Teacher Tools

The MO SW-PBS Teacher Tools have been developed to provide a short description of the eight Effective Teaching and Learning Practices (ETLP), a teacher self-assessment and a practice profile of the ETLP. The self-assessment can be used for personal reflection on the fidelity, consistency, and equity of implementation of the ETLP. A practice profile is provided that clarifies a continuum of implementation that may be used as a self-assessment and as a standardized format when giving observation feedback to teachers.

The Teacher Tools are shared within the related Course for the eight Effective Teaching and Learning Practices.

Tier 1 Artifacts Rubric

One tool you can use to assess the quality of your work is the Tier 1 Artifacts Rubric. This resource helps your team review and qualify the artifacts you have developed and piloted, to ensure that you for instance utilize efficient and effective systems for data collection, produce high quality data reports for decision-making, and develop lesson plans that include all critical elements for schoolwide, targeted or individual teaching of schoolwide, non-classroom and classroom expectations. At the end of each Tier 1 Course, your team will find the section(s) of the Tier 1 Artifact Rubric that align with the Course just completed for progress monitoring purposes.

PBIS Applications (PBIS APPs) Assessment Tools

At the end of each Course are relevant items from two PBIS National Center's, PBIS Applications Assessment Tools that align to the Essential Components. These are the Tiered Fidelity Inventory (TFI) and the Self-Assessment Survey (SAS). These ensure that the effort expended by the team or all staff/community members focus on critical indicators for implementation and sustainability. The two tools can be used for awareness building with staff, action planning and decision-making, assessment of change over time, and team validation. For more on each of the surveys see the Data portion of the Systems Approach section of the MO SW-PBS Handbook and Course 7 - Ongoing Monitoring of this Implementation Guide:

SELF-ASSESSMENT SURVEY (SAS)

Sugai, Horner, & Todd, 2003

PURPOSE: The Self-Assessment Survey (sometimes referred to as Effective Behavior Support Self-Assessment Survey [EBS/SAS]) is a research validated assessment that measures staff perceptions of the status and priority for improvement of SW-PBS systems at the following levels of analysis: 1) schoolwide discipline, 2) non-classroom management (e.g., cafeteria, hallway, playground), 3) classroom management, and 4) individual students engaging in chronic problem behaviors (Safran, 2006). It is used for awareness building with staff, action planning and decision-making, assessment of change over time, and team validation. Used initially with all staff, it can be used subsequently with all staff, a representative group, or a focus group for ongoing planning.

Research by Kent McIntosh (Mathews, McIntosh, Frank, & May, 2014) found the SAS to be predictive of measures of sustainability after



3 years. In particular, they found that items measuring classroom systems related to acknowledging expected behaviors, matching instruction and materials to student ability, and access to assistance were robust predictors of sustained implementation.

WHEN: Annually in the spring; new teams may also wish to complete during their first fall as a pre-assessment.

WHO: MO SW-PBS strongly encourages that all certified and non-certified staff members complete the survey. Other stakeholders, including parents, may also take the survey.

TO TAKE THE SURVEY: The Self-Assessment Survey can be taken using a paper copy, or using a multi-user survey link through PBIS Assessments. For more information about taking multi-user surveys on PBIS Assessments, visit <https://www.pbisapps.org/Pages/Default.aspx>.

REPORTS: SAS reports can be run by an individual with “Team Member” level of access from PBIS Assessments. For more information regarding running SAS reports, visit <https://www.pbisapps.org/Pages/Default.aspx>.

The SAS reports available through PBIS Assessments include a Total Score Report, a Subscale Report, and an Items report. The Total score report provides a measure of the percentage of respondents who feel that the system is in place and the percentage who feel that it is a priority at each of the four levels of analysis (Schoolwide, Non-Classroom, Classroom, and Individual). The Subscale report draws from specific items of the section of the survey assessing Schoolwide systems, and reports them out by seven essential features (expectations defined, expectations taught, reward system, violations system, monitoring, management system, and district support). These essential features are aligned with the essential components identified by MO SW-PBS as part of the training scope and sequence. Finally, the reports include an Items report. This report can be downloaded as a heat map that makes it easy to spot specific items that respondents feel are in place (white), partially in place (yellow), or not in place (red), making it easy to spot opportunities to celebrate, Opportunities to grow, and improvement over time.

More information about the Self-Assessment Survey is in Course 7.

TIERED FIDELITY INVENTORY (TFI)

Algozzine, Barnett, Eber, George, Horner, Lewis, Putnam, Swain-Bradway, McIntosh, & Sugai (2014)



Algozzine, Barnett, Eber, George, Horner, Lewis, Putnam, Swain-Bradway, McIntosh, & Sugai (2014)

PURPOSE: The purpose of the TFI is to provide an efficient tool for measuring implementation fidelity at all three tiers. It was designed to ultimately replace several of the assessment tools currently used by PBIS schools, including the School-wide Evaluation Tool (SET) (Sugai, Lewis-Palmer, Todd & Horner, 2001), the Benchmarks of Quality (BoQ) (Kincaid, Childs, & George, 2010), and the Benchmarks for Advanced Tiers (Anderson, Childs, Kincaid, Horner, George, Todd, Sampson, & Spaulding, March 2012). Recent research demonstrates that scores on the TFI have robust content validity, and are strongly correlated to other fidelity measures at all three tiers (McIntosh, Massar, Algozzine, Peshak George, Horner, Lewis, & Swain-Bradway 2017). A score of 70% or above is considered to be the implementation criterion for Tier 1 (Mercer, McIntosh, & Hoselton, 2017). Criterion scores for Tier 2 and Tier 3 have not yet been established. The TFI can be used to guide initial implementation, for progress monitoring, and as part of a year-end evaluation of SW-PBS implementation.

WHEN: At least once, annually, in the spring

WHO: Team

To Take the Survey: The TFI is divided into three sections, or scales, one for each tier of implementation. Each scale has 15-17 items. The TFI is taken by either the building leadership team, or the team that plans and monitors implementation for the respective tier. Each item is scored 0 (not in place), 1 (partially in place), or 2 (fully in place). The team votes on how to score each item, and the score with the majority of votes is entered into the PBIS Assessments site. If multiple teams take the different scales of the TFI, it is recommended that they score the TFI on paper first, then enter all three scales into PBIS Assessments at the same time, as this will enable the three scales to be calculated for a total score report. In addition, Algozzine, et al., (2014) recommend that teams take the TFI once per quarter until they achieve 80% fidelity across three consecutive administrations.

Prior to taking the TFI as a team, it is recommended that an individual familiar with PBIS and either the TFI or SET walkthrough conduct a TFI walkthrough. This walkthrough will help the team to answer three of the items in the TFI Tier 1 scale. MO SW-PBS also recommends that the individual who conducts the walkthrough, as well as the individual who facilitates the administration of the TFI with the team be someone external to the school. Research by McIntosh, et al., (2017) shows that validity is higher when an external facilitator is present. This external facilitator can be a regional consultant, a district staff member, or a staff member assigned to another building.

Missouri recommends that participating MO SW-PBS schools take the TFI once annually in the Spring, once they are training at the Emerging level or beyond (schools that wish to take the TFI more frequently for progress monitoring purposes may do so). In addition, Missouri Schools that are interested in pursuing the MO SW-PBS Award of Excellence and that are still in their Emerging or Emerging Advanced training years must engage a MO SW-PBS regional consultant to conduct the TFI Walkthrough and facilitate the TFI. In addition, schools that are applying for Bronze level recognition must score $\geq 70\%$ on the Tier 1 Scale of the TFI. Schools applying for Silver level recognition must score $\geq 70\%$ on the Tier 1 Scale of the TFI and take the Tier 2 scale. Teams applying for Gold level recognition must score $\geq 70\%$ on the Tier 1 Scale of the TFI, and take the Tier 2 and Tier 3 scales of the TFI.

ENTER DATA: One team member who has “Team Member” access in PBIS Assessments enters the responses into PBIS Assessments. For more information about PBIS Assessments, visit <https://www.pbisapps.org/Pages/Default.aspx> or contact your MO SW-PBS Regional Consultant

REPORTS: School team members with Team Member level access can run reports from the school’s PBIS Assessments account. Reports include a Total Score Report, a Scale Report, a Subscale Report, and an Items Report. The Total Score Report can be used to compare one year to the next. However, we recommend using caution to interpret this report, since the total score treats no score entered as “0, not in place.” As such, a team that does not complete all three scales (i.e., a team that is progress monitoring Tier 2) would have an artificially depressed Total Score Report. With that caveat, the scale report can help a team identify a Tier that may provide an opportunity for growth; the subscale report can then provide a specific component that may provide an opportunity for growth; and the items report can provide specific elements within a component on which the team can focus improvement efforts. So, working from the aggregated reports and drilling down to the individual items provides a logical, sequential process for analyzing the data in order to find specific Opportunities for growth.

More information about the Tiered Fidelity Inventory is in Course 7.

Assessing Outcomes

Information is provided to give your team ideas about how implementation of the specific Essential Component will impact your students and culture of your school.

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Course 1:

COMMON PHILOSOPHY AND PURPOSE

Outcome:

- Commit to writing a philosophy of discipline for your school to ensure school or district vision, mission, and goals address the important role of building student social and academic competence.

Background Knowledge:

- Read Section 1 Overview in MO SW-PBS Handbook.

Lessons to Developing a Common Philosophy and Purpose

1. Explore beliefs – What is your “Why”?
2. Review or create your school mission.
3. Review or create your school vision.
4. Gain and document staff commitment to SW-PBS.



Key Terms

Beliefs are the underlying sentiments, assertions, or assumptions that inform the customs or practices of a group.

Missions answer the questions, “Why do we exist? What do we do?”

A **vision** is a clearly articulated, results-oriented picture of the future you intend to create.

Lesson 1: Explore Beliefs – What Is Your “Why”

One of the first lessons 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 your approaches to discipline, old attitudes and premises that have held you in those old patterns must give way to new beliefs. Beliefs about student behavior and discipline help you understand why you are embarking on this process to change your approach to student behavior. By starting with the “Why,” you articulate your purpose and cause. Your “Why” is not the same as an outcome or result of your work. A powerful example of this was Martin Luther King, Jr.’s “I Have a Dream” speech. Can you imagine his message being as passionate if he gave a “I Have a Plan” speech?

When we can define our personal and collective “Why,” your school staff, families, and students can articulate why it is important to have an emotionally and physically safe learning environment. When individuals and, collectively, schools can state their “Why,” motivation to do the work is enhanced. We are more motivated to do the things we are passionate about. Individuals tend to connect with people who believe in what they do. Our “Why” will 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.

Examples

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 expected 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.
- Unexpected behavior presents the student with an opportunity to learn and 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 unexpected behaviors are most effective within the context of a larger building-wide commitment to the social development of all students.



Team Activities

Team Activity

Simon Sinek is the author of the book *Start With Why*. Watch his TED Talk called “How Great Leaders Inspire Change” using this link: https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action?language=en

- What did the “How Great Leaders Inspire Change” video help explain the concept of starting with why?
- How does the video message relate to education, your school and your community?
- What attitudes or beliefs are held by your staff that reflect a traditional view of discipline?
- What are staff beliefs about all cultures represented in your student and family community?
- Would a discussion with your staff about shared beliefs unify staff around a new view of discipline and kickstart your work of developing a positive and proactive approach to discipline?



Team Activities

Beliefs Activity Form

Use the questions below to guide your team to develop a list of common beliefs about your students and school.

1. Individually list why you want your school to develop a positive and proactive approach to discipline.

2. Review the list of example belief statements and create a common list of beliefs of the team.

Stakeholder Engagement and Communication

- How can you include staff in expressing their beliefs about re-thinking discipline?
- Would it be beneficial to show staff the Simon Sinek video to reflect on and articulate their “whys”?
- What questions might you pose to staff to help them reflect on their beliefs about underrepresented groups of students?
- Consider what dimensions of diversity exist in your student body and in your families and broader community. Do staff beliefs hold true for all groups of students and families in your school? Do their beliefs support cultural equity?



Stakeholder Engagement

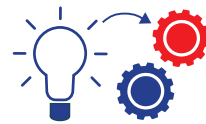


Culturally Responsive Practices

Discuss if the team activities should be replicated with full staff.

Action Planning

Write specific action steps on your team action plan to create a common list of staff beliefs about students and behavior.



Action Plan

Lesson 2: Review or Create Your School Mission

Every 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 social 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’ lifelong success.

Example

Pinehurst High School Mission Statement

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

At Pinehurst High School, staff: 1) place the 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 of 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.



Team Activities

Team Activity

Working with your team, review your school or district mission statements. Do existing statements include the essential focus on both academic and social outcomes for all students? Do the mission statements reflect inclusive and equitable practices for all students and families? How does your school mission relate to your “why”? What changes does the team suggest to your school or district mission statement? What suggestions would your team forward to your district leadership team after reviewing district mission documentation?



Stakeholder Engagement

Staff Engagement

How can you include staff in reviewing your school and/or district mission statement(s)? What “look fors” would you want staff to consider when reviewing your school and/or district mission statement(s)? Do the mission statements reflect inclusive and equitable practices for all students and families? How does your school mission relate to your “why”? Culturally Responsive Practice Icon

Family Engagement

When staff have completed a draft review of the school and/or district mission statement(s), share with families for their feedback. Share the draft mission statement(s) on the school website, in school newsletters, and in classroom communications (e.g. Friday folders, mass emails) with an invitation for suggestions.



Action Plan

Action Planning

Add specific action steps to engage staff in a review of your school and/or district mission statement(s) into your team Action Plan. Additionally, add action steps to address family engagement in review of school and/or district mission statement(s) as they are revised.

Lesson 3: Review or Create Your School Vision

Unlike a mission that is practical, 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 the specific means of getting there. A vision is the crystallization of your “whys”, desires, values, and beliefs.

A shared vision is a force in people’s hearts and answers the question, “What do we want to create?” It is the picture that people throughout the school carry in their heads and hearts. 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, student, and family relationships to school are changed. It is no longer “their school”; it becomes “our school.” This is particularly important as school demographics and cultures represented in your school change over time.

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? Does your vision consider the “whole student”?

A vision is a clearly articulated, results-oriented picture of the future you intend to create.

MO SW-PBS Handbook

Example

Missouri Middle School 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.



Team Activities

Team Activity

Working with your team, 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 your school 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, individually at first and then as a team. What will your school look like and sound like with a positive, proactive, and instructional approach to discipline?

Thinking About Vision

LOOKS LIKE
What will we see?

SOUNDS LIKE
What will we hear?

Staff Engagement

As your team engages staff in creating a vision for the school, remind them to think about every student in your school: the most academically talented students; the least academically talented; the most kind, thoughtful, and respectful students; students who are a behavioral challenge; students of all racial and ethnic make-ups; socially popular students; and students who do not have many friends. Specific activities to engage staff include:

- Share the T-chart with staff to solicit their vision about the future.
- Give each staff member paper strips to complete the phrase “I have a dream that one day our school will...” Collect the paper strips, categorize them, and use them to create your school’s vision. Post the paper strips in a prominent area of the school.
- Post chart paper during a staff professional learning session to gain staff vision of the school.
- Consider how to share the collated vision with district leadership.



Student and Family Engagement

- Specific activities to engage students and family members include: Give students and family members paper strips to complete the phrase “I have a dream that one day our school will...” Collect the paper strips, categorize them, and use them to inform your team’s work on your school’s vision. Other strip ideas include: “I want my child to go to a school that...” and “I will want to go to school every day when my school...”
- Post the T-chart in a public location (main school entrance, at sporting events, concerts, etc.) to solicit student and family thoughts about the school’s vision for the future.
- Ask students and families for their dream for the school on the school website, in school newsletters, and in classroom communications (e.g., Friday folders, mass emails) and then provide a mechanism for these dreams to be shared with the leadership team.



Action Planning

Add specific action steps on your team Action Plan to review, revise, or create your current school or district vision statement with your staff. Review the ideas for student and family engagement and decide which action steps you will add to your team Action Plan.



Schools that have implemented positive, proactive, and instructional approaches to discipline see a decrease in the frequency and severity of unexpected behavior. They also find changes to culture and climate that come from the unification of staff and collaborative work.

MO SW-PBS Handbook

Lesson 4: Gain and Document Initial 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.

Gaining staff commitment is a never-ending part of the process of initiating and implementing SW-PBS. Securing initial staff commitment can be done by providing Opportunities for new learning and the joint development of mission, vision, and beliefs or guiding principles, finally confirmed by an official commitment process. 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.

Example

Our Schoolwide Beliefs, Mission, and Vision Missouri Middle School August 23, 2019

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 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.
- 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.

Our Mission:

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 lifelong success.

Our Vision:

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.

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 our own behavior and apply new procedures fully and enthusiastically with integrity.

NAME _____ DATE _____

**Team Activity**

Use the form below to document your staff, family, and student commitment to SW-PBS from the previous engagement activities.

Our Philosophy of Student Discipline and Collective Commitment to SW-PBS

School Name: _____ Date: _____

Our Beliefs, Our “Why”:

Our Mission:

Our Vision for the Future:

Therefore, we agree to:

Signature _____ Date _____

Signature _____ Date _____

Signature _____ Date _____

Signature _____ Date _____

Signature _____ Date _____

Signature _____ Date _____

Signature _____ Date _____

Signature _____ Date _____

Signature _____ Date _____

Signature _____ Date _____

Stakeholder Engagement and Communication

Once your team has documented a written Philosophy and Vision, share with staff, students, and families by:

- including in staff and student handbooks,
- posting on the school website,
- posting in the main hall and main office.



Action Planning

Add specific action steps to your team action plan to outline how you will document your Philosophy and Vision. Be sure to add action steps about how you will communicate the written philosophy and vision to staff, students, and families.





END OF COURSE SELF-ASSESSMENTS

TIER 1 ACTION PLANNING CHECKLIST

If all steps have been developed and/or implemented, your team can now consider how to sustain this work long term.

Action Planning Checklist	✓ Developed
1. Beliefs — What Is your “Why”? — are written.	
2. School mission is reviewed or created.	
3. School vision is reviewed or created.	
4. Staff commitment to SW-PBS is documented.	

MO SW-PBS Tier 1
Artifacts Rubric

MO SW-PBS TIER 1 ARTIFACTS RUBRIC

Artifact	Proficient	Developing (1 point)	Not in Place (0 points)	Score
Current Action Plan	Action Plan Includes all of the elements <input type="checkbox"/> Outcome/S.M.A.R.T Goals <input type="checkbox"/> Strategy/Practice <input type="checkbox"/> Action Steps <input type="checkbox"/> Responsible Party <input type="checkbox"/> Timeline <input type="checkbox"/> Person(s) Responsible <input type="checkbox"/> Evidence	Action Plan reflects some, but not all, of the elements OR all elements are documented, but descriptions lack detail of implementation.	A current Action Plan is not available, or does not include those elements.	2 1 0
Staff Communication (e.g., Handbook)	Includes documentation of: <input type="checkbox"/> Expectations and behaviors/rules <input type="checkbox"/> Description of School-wide System to Encourage Expected Behaviors <input type="checkbox"/> Description of School-wide System to Discourage Unexpected Behaviors (Can be in handbook form, website, etc.) Includes documentation of: <input type="checkbox"/> Expectations and behaviors/rules <input type="checkbox"/> Description of School-wide System to Encourage Expected Behaviors <input type="checkbox"/> Description of School-wide System to Discourage Unexpected Behaviors (Can be in handbook form, website, student planner, etc.)	Documented communication includes some but not all: <input type="checkbox"/> Expectations and behaviors/rules <input type="checkbox"/> Description of School-wide System to Encourage Expected Behaviors <input type="checkbox"/> Description of School-wide System to Discourage Unexpected Behaviors	No documented communication or SW-PBS not included.	2 1 0
Student / Family Communication (e.g., Handbook)	Includes documentation of: <input type="checkbox"/> Expectations and behaviors/rules <input type="checkbox"/> Description of School-wide System to Encourage Expected Behaviors <input type="checkbox"/> Description of School-wide System to Discourage Unexpected Behaviors (Can be in handbook form, website, student planner, etc.)	Documented communication includes some, but not all: <input type="checkbox"/> Expectations and behaviors/rules <input type="checkbox"/> Description of School-wide System to Encourage Expected Behaviors <input type="checkbox"/> Description of School-wide System to Discourage Unexpected Behaviors	No documented communication or SW-PBS not included.	2 1 0

This contains only the items from the MO SW-PBS Tier 1 Artifacts Rubric that address Common Philosophy and Purpose.



SELF-ASSESSMENT SURVEY

Schoolwide Systems

Current Status			Feature	Priority for Improvement		
In Place	Partially in Place	Not in Place	Schoolwide is defined as involving all students, all staff, and all settings.	High	Med	Low
			12. Patterns of student unexpected behavior are reported to teams and faculty for active decision-making on a regular basis (e.g., monthly).			
			13. School has formal strategies for informing families about expected student behaviors at school.			
			14. Booster training activities for students are developed, modified, and conducted based on school data.			

This contains only the items from the Self-Assessment Survey that address Common Philosophy and Purpose.

TIERED FIDELITY INVENTORY



FEATURES	DATA	CRITERIA
1.10 Faculty Involvement: Faculty are shown schoolwide data regularly and provide input on Tier 1 Universal foundations (e.g., expectations, acknowledgments, definitions, consequences) at least every 12 months	<ul style="list-style-type: none"> • PBIS Self-Assessment • Survey(SAS) • Informal surveys • Staff meeting minutes • Team meeting minutes 	0 = Faculty are not shown data at least yearly and do not provide input 1 = Faculty have been shown data more than yearly OR have provided feedback on Tier 1 foundations within the past 12 months but not both 2 = Faculty are shown data at least 4 times per year AND have provided feedback on Tier 1 practices within the past 12 months
1.11 Student/Family/Community Involvement: Stakeholders (students, families, and community members) provide input on Tier 1 Universal foundations (e.g., expectations, consequences, acknowledgments) at least every 12 months	<ul style="list-style-type: none"> • Surveys • Voting results from parent/family meeting • Team meeting minutes 	0 = No documentation (or no Opportunities) for stakeholder feedback on Tier 1 foundations 1 = Documentation of input on Tier 1 foundations but not within the past 12 months or input but not from all types of stakeholders 2 = Documentation exists that students, families, and community members have provided feedback on Tier 1 practices within the past 12 months

This contains only the items from the Tiered Fidelity Inventory that address Common Philosophy and Purpose.

Assessing Outcomes

Schools committed to a preventive and proactive approach to student behavior put practices in place that prevent unexpected behaviors from occurring. Schools also take an instructional approach to responding to unexpected behaviors when they do occur, thereby preventing future unexpected behaviors. When fully implemented with fidelity by all staff and across all settings, these practices should result in fewer

- Office Discipline Referrals (ODRs),
- Classroom managed behaviors,
- In school suspensions, and
- Out of school suspensions.

In addition, common procedures, language, and understanding should result in a reduction in the discipline gap.

As schools become safer and more welcoming, staff and student attendance should increase.

Finally, as schools rely less on exclusionary discipline and begin to experience fewer disruptions, they should begin to see improved academic achievement.

Course 2:

LEADERSHIP

“Schools that share leadership can be responsive to and include the voice — the opinions, viewpoints, feedback, insights, and wisdom — of all members of their school community, including underserved and underrepresented families and cultures.”

MO SW-PBS Handbook

Outcome:

- Establish an effective and efficient leadership team.

Background Knowledge:

- Read Section Two: Systems in MO SW-PBS Handbook.

Lessons to Develop an Effective and Efficient Tier 1 SW-PBS Leadership Team:

1. Create team that is representative of your school.
2. Create a SW-PBS Leadership team meeting schedule.
3. Create clearly defined working agreements.
4. Create a standard meeting agenda and format.
5. Create a decision-making procedure.
6. Create team member roles.
7. Create a system for collaborative teaming.

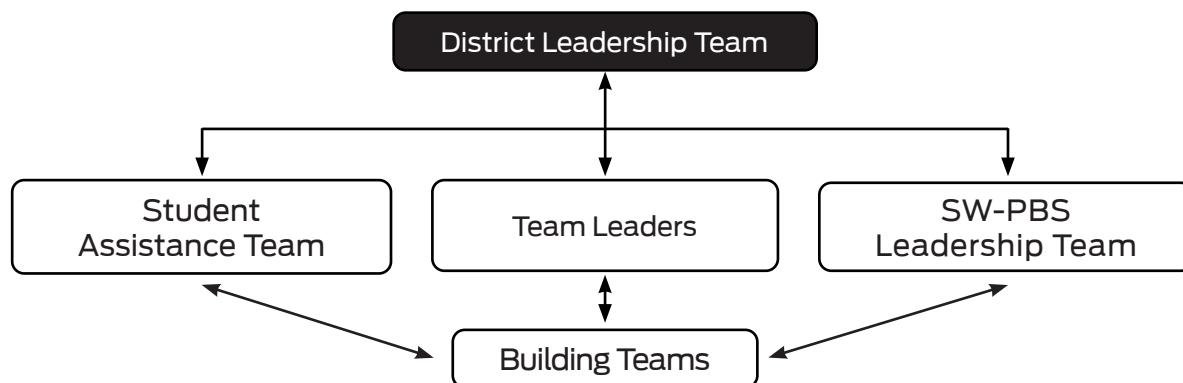
Lesson 1: Create Tier 1 SW-PBS Leadership Team that is Representative of Your School.

The purpose of the Tier 1 SW-PBS Leadership Team is to provide leadership for the development, implementation, and evaluation of universal procedures in the entire building for all students and staff. To effectively and efficiently complete their work, membership of the Tier 1 SW-PBS Leadership Team should be representative of the school as a whole.

Example

Missouri Middle School SW-PBS Leadership Team

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



Team Composition

- Building Administrator
- Guidance Counselor
- Sixth Grade Teacher
- Seventh Grade Teacher
- Eighth Grade Teacher
- Special Education Teacher
- Paraeducator
- 3 Students
- 3 Parents



Team Activities

Team Activity

Review the Example SW-PBS Tier 1 Leadership Team. Discuss how your team might be similar and what you might need to change to ensure you have a leadership team representative of your school.



Stakeholder Engagement and Communication

Staff Engagement

Schools often expect all staff to participate on one of the school's leadership teams, such as a building leadership team, social team, etc. When a Tier 1 SW-PBS Leadership Team is needed, it will become one of the teams that provides leadership for the entire school. Often administrators allow staff to choose a building-wide team while also “hand-picking” participants to ensure members of the team are highly qualified to do the work. Often building leadership will want to ensure the Tier 1 SW-PBS Leadership Team has a mix of highly regarded veteran members and young professionals who will learn about SW-PBS.

Other considerations for Tier 1 SW-PBS Leadership Team membership are non-certified staff (e.g., cafeteria workers, office personnel), family members, and students. Schools pursue family members and students by seeking volunteers and again, ensuring the representatives are not just the most active parents and the best and the brightest students. Schools are encouraged to ensure family and student representatives reflect the cultural makeup of the school.

Once the Tier 1 SW-PBS Leadership Team members are chosen, what methods will be used to communicate the names of the Tier 1 SW-PBS Leadership Team with all stakeholders?

Student Engagement

How will student voices be represented on your team? Seeking student representatives on your team can take place through teacher nominations or students completing and submitting applications. If size on the Leadership Team is a concern, student ownership voice and representation can be achieved through a “Respect Club” or “School Culture Club” where members’ ideas and voices are shared by one or two representatives to the Leadership Team. Regardless of the method used, the important point is to regularly and actively elicit student feedback and to seriously consider their ideas and viewpoints.

Families and Community Engagement

It is ideal to have family and community members on your Leadership Team. If team size is a concern, consider using a family and community subcommittee. It is important to seek the voices of all the families represented in your school, especially underserved families and all dimensions of diversity.



Action Planning

Discuss these questions to ensure you have a leadership team representative of your school.

- Why is representation important in your school?
- What would a representative team look like in your school?
- How will you ensure students, families, and other stakeholders are represented?
- Do you need to add any additional members to your team?

Add specific steps to your action plan.

Lesson 2: Create a SW-PBS Leadership Team Meeting Schedule.

Team meeting frequency will vary somewhat as you begin your work and then move to implementing and finally sustaining your practices. During initial development or preparation, it is important for the SW-PBS Leadership Team to meet frequently. At a minimum, teams should meet once per month, with additional meetings scheduled as needed to achieve your goals and planning needs.

It is recommended that your meetings be entered on the school master calendar early in the school year so other activities do not crowd out these important meetings.

Additionally, teams are encouraged to schedule the length of meetings so as to allow ample uninterrupted time to plan; at least an hour is ideal.

Schools often schedule meetings before or after school, on early-release days, or at a time during the day when all or most share a common planning time; in some cases, substitutes could be scheduled as necessary. Some schools occasionally “retreat” to allow longer, uninterrupted planning time. Creative scheduling helps to provide the time necessary to ensure good outcomes for your school.

“Meeting and planning time is often scarce, so we must learn to work smarter, maximizing our time and outcomes.”

MO SW-PBS Handbook

Example

Missouri Middle School SW-PBS Leadership Team 2019-20 Meeting Dates and Times

SW-PBS Leadership Team will meet on the second Tuesday of each month after school, from 3:00 to 4:00. We will meet in the Media Center. Attendance is expected by all members.

Dates:

August 13	February 11
September 10	March 10
October 8	April 14
November 12	May 12
December 10	June 9 - review end-of-year data
January 14	July 14 - planning for 2020-21



Team Activity

Use the form below to schedule your SW-PBS Leadership Team meeting dates, times, and location.

SW-PBS Leadership Team Meeting Dates, Times and Location

Meeting Time -		Location -	
Meeting Dates			
AUGUST	SEPTEMBER	OCTOBER	NOVEMBER
DECEMBER	JANUARY	FEBRUARY	MARCH
APRIL	MAY	JUNE	JULY



Action Planning

If you have not scheduled your SW-PBS Leadership Team meetings, add this step to your action plan. Remember to add these meeting dates and times to your school calendar.

Lesson 3: Create Clearly Defined Working Agreements.

Working agreements or ground rules assist staff in achieving their meeting goals and increasing the productivity and effectiveness of their time (Garmston & Wellman, 2009). Working agreements provide a guide for professional staff behavior. They express the behaviors that are valued by the team and help to ensure every team member knows exactly what is expected. They not only increase productivity and staff comfort but can also help you avoid conflict and provide the standards that allow the team to evaluate their performance.

Ground rules should be: 1) developed by the team, 2) posted visibly during meetings, 3) reviewed as each meeting is initiated, 4) occasionally used to review team performance at the close of meetings, and 5) revised as new issues surface.

All team members should be willing to confront behaviors that are in violation of their working agreements when they occur during meetings. Effective ground rules are behaviorally specific — they should be readily understood by all — and stated as the desired or positive behavior. They create a picture of how a professional behaves and contributes to the team discipline planning process and the group's work culture. The example from Missouri Middle School shared earlier in the chapter includes working agreements. Some common working agreements are listed below, and an additional example follows.

Working Agreements: Some Possibilities

- Start on time; end on time.
- Stay on topic.
- Avoid unnecessary repetition.
- Give your full attention; silence cell phones during meetings.
- Clarify agenda/meeting outcomes and time allotments before beginning.
- If presenting, be prepared.
- Watch and be considerate of time.
- Attend to the speaker; use sticky notes for side conversations.
- Wait to speak; use active listening.
- Indicate support for ideas you like or agree with.
- Ask for clarification if you don't understand.
- Share concerns thoughtfully; pair criticism with a way to improve.
- Keep focus on the group goal and what is best for students.
- Be willing to doubt your own infallibility, and compromise when necessary.

Example

Missouri Middle School Team Working Agreements

Be Respectful:

- Listen to others
- Limit side conversations

Be Responsible:

- Be on time
- Bring required materials

Be a Problem Solver:

- Discuss concerns with the team
- Brainstorm solutions



Team Activities

Team Activity

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

SW-PBS Leadership Team Working Agreements

School _____ Year _____

Our Team Working Agreements



Action Plan

Action Planning

Add specific action steps to your team action plan to complete your team working agreements. Also add action steps about how you will make them visible during your team meetings.

Lesson 4: Create a Standard Meeting Agenda and Format.

Meeting Agenda

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

An agenda can be more focused and helpful in guiding an efficient meeting when objectives or outcomes replace simple topics. Terms such as “review and edit,” “discuss and decide,” “draft a plan for,” “determine next steps,” etc., help to avoid unfocused, long-winded discussions of topics and guides all toward specific outcomes. With each agenda item spelled out in this manner, the purpose and desired accomplishments are clear, and when team members are off on tangents, the speaker has a clear purpose to bring them back to.

Important Note:

You will be asked to share your monthly meeting agendas with your district and/or regional SW-PBS coaches as a means to keep them informed of your work and to guide their planning for needed technical assistance. Consider an efficient and effective method to share your agendas with your support personnel.

Example

Missouri Middle School SW-PBS Leadership Team Meeting Agenda August 23

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.

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.

Working Agreements:

Be Respectful: Listen to others. Limit side conversations

Be Responsible: Be on time. Bring required materials

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

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

Objective/Outcome	Time	Person Reporting
1. Review and edit draft mission, vision, and philosophy of discipline	15 mins.	Ms. Martin
2. Solidify SW-PBS team roles and decision-making processes	10 mins.	Mr. Elliott
3. Create plan for professional learning activities to examine and establish beliefs regarding discipline and gain staff commitment to our work	30 mins.	Mrs. Hagen
To Do Before the Next Meeting: <ol style="list-style-type: none"> 1. Prepare draft document on the SW-PBS Leadership Team roles and responsibilities, etc., for staff manual (Ms. Martin) 2. Review and share staff work on beliefs (Miss Irwin) 3. Review draft Leadership Team document/prepare final (All) 		
Communication with Staff, Students, Families, and Community – Strategies and Person Responsible Staff – Invite to professional learning to examine beliefs regarding discipline and gain staff commitment to our work – Mrs. Hagen		
Next Meeting: September 12 Possible Agenda Topics: <ol style="list-style-type: none"> 1. Review and edit documents on SW-PBS Leadership Team roles and responsibilities, and determine how to disseminate to staff 2. Review outcomes of staff activities to clarify beliefs and to gain commitment; decide next steps 3. Review staff survey data and decide how to share with staff 		

Team Activity

Review the example agenda and the form provided. Decide if you will use this format or if you will adjust it.

**SW-PBS Leadership Team Meeting Agenda**

DATE:

Mission:

Vision:

Working Agreements:

Members Present:

Objective/Outcome	Time	Person Reporting
1.		
2.		
3.		
4.		
5.		
To Do Before the Next Meeting:		
Communication with Staff, Students, Families, and Community – Strategies and Person Responsible		
Next Meeting: Possible Agenda Topics:		



Action Plan

Action Planning

Add specific action steps to your team action plan to make a final decision about an agenda form for your SW-PBS Leadership Team meetings.

Lesson 5: Create a Decision-making Procedure.

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

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

Common Approaches to Making Decisions

DECISION OPTION	ADVANTAGES	DISADVANTAGES
Consensus <ul style="list-style-type: none"> • Every view or position is heard • All members are willing to support the decision 	<ul style="list-style-type: none"> • Generally ensures greater buy-in and therefore increases the likelihood of successful implementation • Benefits from input from all perspectives • Once a decision has been reached, it can often be acted on more quickly than a unilateral decision handed down 	<ul style="list-style-type: none"> • Can be time consuming and difficult to do • Can be contentious if individuals or small minorities are allowed to block agreement; blocking can result in dissatisfaction with the inflexible minority or individual
Majority Rule <ul style="list-style-type: none"> • Decision determined by a majority vote 	<ul style="list-style-type: none"> • Familiar, time efficient • Considered “fair” by some 	<ul style="list-style-type: none"> • Regarded as competitive rather than cooperative • Ignores the possibility of compromise • Can reduce the commitment of each individual to the decision and create less willingness to act upon the decision
Participative or Representative <ul style="list-style-type: none"> • Those making the decision seek and take into account input from the entire team or staff 	<ul style="list-style-type: none"> • Efficient in that it does not tie up the entire team or staff but still provides the advantage of their input • Staff feel they were heard; generally acceptable by many • Allows for administrative (or other designated decider) to make final decision 	<ul style="list-style-type: none"> • Sometimes takes time to gather the input, and there is the potential to miss someone • Requires good communication
Unilateral <ul style="list-style-type: none"> • One person or a group is empowered to make a decision without consulting others 	<ul style="list-style-type: none"> • Most efficient • Good for when a quick decision needs to be made 	<ul style="list-style-type: none"> • Open to abuse of authority • May overlook some perspectives • If overused, can be demoralizing

Example

Consensus Strategies

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

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

5 Fingers = It is a great idea; I will be one of the leaders in implementing.

4 Fingers = Solid support; I will work for it.

3 Fingers = Neutral; I am not in total agreement, but it is a reasonable plan and I will support it.

2 Fingers = Minimal support; I do not agree; some minor changes could improve; I will support.

1 Finger = I do not agree; no support, but I will not sabotage; I will suggest changes that should be made.

Fist = No support; this is not a good idea, and I am going to sabotage implementation.

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

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

Green = Great plan; my full consent. Yellow = Some reservations; I consent.

Red = Opposition or objection; I do not consent.

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

Thumbs. Another signal is this one:

Thumbs Up = agreement;

Thumbs Sideways = have some concerns but will support

Thumbs Down = I don’t agree and will not support. With only three positions, like the colored cards, this is more useful for an instant polling or to get a quick reading of a group’s sentiment.

A slightly more detailed version of the thumbs signal includes a 5-point range:

Thumbs Up = strongly agree/complete support;

Palm Up = mostly agree/good support;

Thumbs Sideways = “on the fence” or divided feelings/support with minor changes;

Palm Down = mostly disagree/won’t support;

Thumbs Down = strongly disagree/won’t support/will sabotage.

Team Activity

Overall, which approaches to deciding are currently used in your school? Who decides what, and how are those decisions made? Are decisions being made efficiently? Do the approaches foster cooperation and collaboration when needed? Which decision-making strategies will you use in your SW-PBS work within your team? Which decision-making strategies will you use with the entire staff?



Team Activities

Stakeholder Engagement and Communication

For many decisions, consensus strategies will be sufficient to move forward. However, when, after much dialogue, a minority of staff, students, or families continues to object, leadership may need to move to “rough consensus” where the question about agreement is left to a person of authority. If rough consensus is used and a decision to move forward made, the new approaches may be implemented on a trial basis with a scheduled review by all of how it is working at a designated later time.



Stakeholder Engagement

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

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

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

Regardless of how decisions are made, clear communication with staff, students, and families is important to ensure all involved understand the process.

Action Planning

Add specific action steps to your team action plan to address team decision-making processes.



Action Plan

Lesson 6: Create Team Member Roles

To efficiently and effectively accomplish your SW-PBS tasks, the work must be distributed. The SW-PBS Leadership Team is a team in its truest form: Together Everyone Achieves More. Effective meetings that lead to successful action planning and utilize consensus decision-making often have several common roles that are designated to make the processes run more smoothly. Although the name and nature of these roles may vary from group to group, this represents an array of roles that have been found to contribute to success.

SW-PBS Leadership Team Roles

Depending on the size of your school and team, not all teams may use all of these roles; although some are essential, the most common are: 1) chairperson, 2) timekeeper, 3) secretary, recorder, or note taker. Roles are most often assigned based on interest and the specific skill sets of individual team members. Some teams opt to rotate the main roles through all the group members in order to build the experience and skills of all participants, avoid an overreliance on a few, and equalize all while preventing any perception of concentration of power. The specifics of roles is perhaps less important than the commitment to use roles and effective group processes to heighten your operation and productivity.

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



Team Activity

Review the description of team roles. What roles will best support your team's work and heighten your productivity? Determine the roles needed and who from your SW-PBS Leadership Team will best fulfill each role.

Action Planning

Add specific action steps to your team action plan to make final team roles.

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

	Before Team Meeting	During Team Meeting	After Team Meeting
Chairperson	<ul style="list-style-type: none"> Develop agenda with input from team Send to team members 	<ul style="list-style-type: none"> Facilitate meeting 	<ul style="list-style-type: none"> Follow up on assigned tasks Seek input from team members/staff
Secretary	<ul style="list-style-type: none"> Notify/provide meeting reminder to team 	<ul style="list-style-type: none"> Keep meeting minutes 	<ul style="list-style-type: none"> Distribute team minutes to members/staff
Database Manager	<ul style="list-style-type: none"> Prepare summary of ODRs (Big 5 ODR Report) Prepare other needed data to discuss 	<ul style="list-style-type: none"> Present update on data Lead data discussion 	<ul style="list-style-type: none"> Share data highlights with staff Collect any other necessary data
Communication Coordinator	<ul style="list-style-type: none"> Collect and compile any feedback and/or input from staff 	<ul style="list-style-type: none"> Share compiled feedback/input from staff Lead planning for stakeholder communication 	<ul style="list-style-type: none"> Provide updates to staff Coordinate stakeholder communication (e-mails, newsletters, website, etc.)
Time Keeper	<ul style="list-style-type: none"> Collect and compile any feedback and/or input from staff 	<ul style="list-style-type: none"> Maintain time parameters Use established signal to keep team on task 	
Cheerleader	<ul style="list-style-type: none"> Prepare status summary of staff recognition activities 	<ul style="list-style-type: none"> Provide update on staff recognition activities Lead the planning for targeted recognition for staff 	<ul style="list-style-type: none"> Carry out recognition activities with staff
Historian/ Archivist	<ul style="list-style-type: none"> Disseminate updates of products 	<ul style="list-style-type: none"> Lead discussion on any new files 	<ul style="list-style-type: none"> Maintain electronic database of team products and back up database regularly
All Members	<ul style="list-style-type: none"> Review meeting notes Preview agenda Bring completed materials 	<ul style="list-style-type: none"> Follow meeting norms Provide input 	<ul style="list-style-type: none"> Set a positive tone and example Complete assigned tasks

Strategic Communication

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

“Your school has a story to tell and you want to make sure you are telling that story.”

School Administrator

Example

Missouri Middle School Communication Plan

Date: *September 12*

STAKEHOLDER	STRATEGY	RESPONSIBLE PERSON
Staff	<ul style="list-style-type: none"> Share draft matrix with all staff via email. Email teachers about sharing matrix with students on September 16 and with families during Open House, Sept 17. 	Ms. Martin Ms. Martin
Students	<ul style="list-style-type: none"> Share draft matrix with all students during first hour on Monday, September 16. 	All first hour teachers
Families	<ul style="list-style-type: none"> Share draft matrix with families at Open House on Tuesday, September 17 	Ms. Martin
Community	<ul style="list-style-type: none"> Share final matrix with community agencies and business partners. 	Mr. Valdez

Communication Plan Form

Date:

STAKEHOLDER	STRATEGY	RESPONSIBLE PERSON
Staff		
Students		
Families		
Community		

Methods to Seek Stakeholder Input and Feedback

Creating partnerships with all stakeholders; staff, students, families and the community, is a critical component to consider throughout implementation of SW-PBS at all three tiers. This partnership should be built around the concept that schools (staff and students), families, and communities all share the responsibility for student learning and success, and all have a shared vision for what that learning and success should look like and how best to accomplish it.

As you and your team move through the process of implementing the Systems, Data, and Practices that make up SW-PBS at all three tiers, make a plan for how you will involve your stakeholder partners in each step of the way. Consider not only how you will share information with ALL of your stakeholders, but how you will get input back from each of them so that they can be a part of the decision-making process in your building.

Engaging Staff

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

A Work Group Process

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

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

Small Voluntary Work Groups

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

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

All Staff Review

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

Staff Discussion And Revision

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

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



ENGAGING STUDENTS AND FAMILIES

Often times a mismatch occurs between the life experiences and cultures of our students, their families, and the school staff. As you begin establishing SW-PBS in your school, take time to consider how to embrace the cultural diversity of your community and students. This may mean that you spend some time learning about your community diversity and considering ways to ensure that students and families have a voice in your work. This might include surveys, face to face meetings, home visits, and of course your newsletters, website and brochures. The inclusion of student and family representation on your SW-PBS Leadership Team is ideal, but may not be possible. However, their insights can be sought in ongoing ways to inform each lesson of your work. You are developing the social competencies that will help students be successful at school and in the world of work. Our best efforts will occur when we are sensitive to those differences and teach and interact with our youth and families in respectful and inclusive ways. Consider now how you involve all stakeholders in a concerted way.



ENGAGING YOUR COMMUNITY

Throughout your journey of developing and implementing positive learning environments, it is important for your leadership team to purposefully engage community members in your work. Businesses and locations where students and families consume goods and services, such as restaurants, parks, gyms, party locations, etc may have very valuable input about the expectations and rules they would like to encourage in their businesses. The police may also be valuable partners to identify unexpected behaviors throughout the community and engage in activities to encourage neighbor children and adults who display expected behaviors.



Team Activity

Review the example Communication Plan and discuss how your Leadership Team will use it to ensure effective communication with all stakeholders. Also discuss methods to seek stakeholder input and feedback. Decide methods your team will use as you create your SW-PBS systems, practices and data.



Action Planning

Add specific action steps to your team action plan to use the communication plan. Also make final decisions about methods to regularly seek stakeholder input and feedback.

Lesson 7: Create a System for Collaborative Teaming.

Lessons 1 through 6 in this Course on leadership have focused exclusively on building leadership teaming, a critical element in the implementation of multi-tiered support for behavior with fidelity, consistency and equity. Your leadership team will also need to create systems for groups of teachers to collaborate regularly and strategically to review evidence of learning in order to plan for behavioral and academic instruction in classrooms. When collaborative teams (CT) systematically meet to dialog, discuss and plan for and engage in decision making around curriculum, evidence based instruction, assessment, and climate, the result is quality teaching (MO DESE, 2019).

The quality indicators of effective collaborative teaming include:

- Teams have a clear, worthwhile purpose.
- Team meetings occur regularly with sufficient time set aside.
- Administrators offer, engaged support and attention.
- Teams have trained teacher leaders to facilitate.
- Teams have an integrated approach (Johnson, Reinhorn, and Simon, 2016)

Your building leadership will need to consider the most efficient and effective process to group teachers. Configurations of collaborative teams often include:

- grade level teams
- departmental teams
- grade level groupings
- vertical teams

It will be critical to ensure that all instructional staff who impact student outcomes are active members of a collaborative team. Additionally, your building leadership will need to consider scheduling to provide the most critical resource of all, time for collaboration. Successful collaborative teaming happens at a minimum bi-monthly, but preferably weekly.

Once teams are established and time allocated, the teams will need training and support in effective teaming practices. The Building Leadership Teams should provide guidelines to the collaborative teams by creating:

- a collaborative team meeting schedule
- clearly defined working agreements
- a standard meeting agenda and format
- a decision-making procedure
- team member roles

"Collaboration is based on cooperativeness, learning from errors, seeking feedback about progress, and enjoying venturing in the 'pit of not knowing' together with expert help that provides safety nets and, ultimately, ways out of the pit."

John Hattie, 2015 pg. 27

"Quality teaching is not an individual accomplishment, it is the result of a collaborative culture that empowers teachers to team up to improve student learning beyond what any one of them can achieve alone."

Carroll, 2009



Team Activities

Team Activity

Discuss the current status of collaborative teaming in your building. Consider the following:

- Do we currently have collaborative teaming in place?
- If yes,
 - Do all teams have a clear purpose established?
 - How efficient and effective are these teams?
 - What would make the process more efficient and effective?
 - What training or resources do teams need to be more effective and efficient?
 - What content knowledge regarding Effective Teaching and Learning Practices (ETLPs) for behavior do all, some or a few collaborative team members need?
- If no,
 - How might we configure all instructional staff into collaborative teams?
 - How can we configure schedules to make time for collaborative teams to meet as part of job-embedded professional learning?
 - How can we provide training and support to all collaborative team members in the elements of effective teaming.



Stakeholder Engagement

Stakeholder Engagement

Collaborative teaming is at its core, stakeholder engagement. As your building works to establish and enhance collaborative teaming you are creating Opportunities for all instructional staff to participate in improving schoolwide, classroom and non-classroom environments. Consider how your BLT can create Opportunities for non-instructional staff who engage with students throughout the day, typically in non-classroom settings, to dialog around their interactions and support of all students.



Action Plan

Action Planning

A high functioning building leadership team (BLT) is a prerequisite for high quality collaborative teaming. Make sure that before you engage all staff in collaborative teaming that your BLT is successfully launched and/or functioning. From this stable BLT foundation your CTs can implement systematic process for school improvement.

Add specific action steps to your action plan that will result in efficient and effective collaborative teaming.

END OF COURSE SELF-ASSESSMENTS

TIER 1 ACTION PLANNING CHECKLIST



If all steps have been developed and/or implemented, your team can now consider how to sustain this work long term.

Action Planning Checklist	✓ Developed
1. A SW-PBS Leadership Team that is representative of your school has been established.	
2. SW-PBS Leadership Team meetings are scheduled.	
3. SW-PBS Leadership Team working agreements are written and used during meetings.	
4. A standard agenda format is used for each team meeting.	
5. Decision-making processes have been adopted.	
6. Team roles have been assigned.	
7. A system for collaborative teaming has been created.	



MO SW-PBS Tier 1
Artifacts Rubric

MO SW-PBS TIER 1 ARTIFACTS RUBRIC

Artifact	Proficient (2 points)*	Developing (1 point)	Not in Place (0 points)	Score		
Tier 1 Team Minutes & Big 5 ODR Report OR Solution Plan	Documentation of team dialogue 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, Professional Learning 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

This contains only the items from the MO SW-PBS Tier 1 Artifacts Rubric that address Leadership.

SELF-ASSESSMENT SURVEY



Schoolwide Systems

Current Status			Feature	Priority for Improvement		
In Place	Partially in Place	Not in Place	Schoolwide is defined as involving all students, all staff, and all settings.	High	Med	Low
			9. A team exists for behavior support planning and problem solving.			
			10. School administrator is an active participant on the behavior support team.			

This contains only the items from the Self-Assessment Survey that address Leadership.



TIERED FIDELITY INVENTORY

FEATURES	POSSIBLE DATA SOURCES	SCORING CRITERIA
Subscale: Teams		
1.1 Team Composition: Tier 1 team includes a Tier 1 systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, and (d) knowledge about the operations of the school across grade levels and programs, and for high student representation	<ul style="list-style-type: none"> School organizational chart Tier 1 team meeting minutes 	<p>0 = Tier 1 team does not exist or does not include coordinator, school administrator, or individuals with applied behavioral expertise</p> <p>1 = Tier 1 team exists but does not include all identified roles or attendance of these members is below 80%</p> <p>2 = Tier 1 team exists with coordinator, administrator, and all identified roles represented, AND attendance of all roles is at or above 80%</p>
1.2 Team Operating Procedures: Tier 1 team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan	<ul style="list-style-type: none"> Tier 1 team meeting agendas and minutes Tier 1 meeting roles descriptions Tier 1 action plan 	<p>0 = Tier 1 team does not use regular meeting format/ agenda, minutes, defined roles, or a current action plan</p> <p>1 = Tier 1 team has at least 2 but not all 4 features</p> <p>2 = Tier 1 team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan</p>

This contains only the items from the Tiered Fidelity Inventory that address Leadership.

Assessing Outcomes

Schools committed to a preventive and proactive approach to student behavior put practices in place that prevent unexpected behaviors from occurring. Schools also take an instructional approach to responding to unexpected behaviors when they do occur, thereby preventing future unexpected behaviors. When fully implemented with fidelity by all staff and across all settings, these practices should result in fewer

- Office Discipline Referrals (ODRs),
- Classroom managed behaviors (Classroom minors),
- In school suspensions
- Out of school suspensions

In addition, common procedures, language, and understandings should result in a reduction in the discipline gap.

As schools become safer and more welcoming, staff and student attendance should increase.

Finally, as schools rely less on exclusionary discipline and begin to experience fewer disruptions, they should begin to see improved academic achievement.

Course 2: Leadership

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Course 3:

CLARIFYING EXPECTED BEHAVIOR

“Simply put, if the staff expect students to achieve and behave appropriately, they will. Conversely, if the staff expect the students to underachieve and behave inappropriately, they will.”

Geoff Colvin, 2007



Key Terms

Expectations help create a school culture that is clear, positive and consistent.
MO SW-PBS Handbook

Outcome:

- Develop a social behavioral curriculum.

Background Knowledge:

- Read Section 2 — Effective Teaching and Learning Practices and Effective Teaching and Learning Practices Explored in MO SW-PBS Handbook.

Lessons to Develop a Social Behavioral Curriculum:

1. Select three to five schoolwide expectations.
2. Create a matrix of specific schoolwide rules.
3. Ensure each teacher develops classroom rules that align with schoolwide expectations (ETLP #1).
4. Develop procedures for each of the school's non-classroom settings.
5. Ensure each teacher develops procedures for common classroom activities (ETLP #2).

Lesson 1: Select Three to Five Schoolwide Expectations

Schoolwide expectations are guiding principles — valued behaviors and attitudes for success at school. They are:

- broad constructs or classes of behavior,
- positively stated,
- brief — no more than three to five in number, and yet
- comprehensive (that is, they allow you to address all behaviors by referencing one of them).

Examples

Schoolwide Expectations

The Five B'S

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

At East High, we will...

- ...Respect Ourselves and Others
- ...Respect Property
- ...Respect Our Learning Time

We are:

- Respectful
- Responsible
- Safe

At our preschool:

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

Our Guidelines for Success:

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

Viking Code

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

Respect • Work • Belong

- We believe it is important to respect all people and their property.
- We believe it is important to work hard on all learning activities.
- We believe it is important to belong to the group and care about each other

Each day, I will...

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

List of Valued Behaviors and Attitudes

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

A weighted vote is helpful when you ask people to mark a ranking of ideas or, in this case, their valued behaviors and attitudes. A weighted vote is completed by counting the number of responses that gave a specific choice and multiplying that number by the ranking. If 5 is “the best” or “most preferred,” you would count the number of people who listed specific valued behaviors and attitude as 5 and multiply the number of people by 5. If 1 is “the poorest” or “very least preferred” lowest choice, you could again count the number of people who gave specific valued behaviors and attitude as 1 and multiply it by 1. The following form is helpful to determine a weighted vote.

Determining Weighted Vote

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

EXAMPLE

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

EXAMPLE

**Missouri Middle School
Schoolwide Expectations: Weighted Vote**

During a faculty meeting, the Missouri Middle School SW-PBS Leadership Team led their faculty through an activity outlined below that engaged staff in identifying their Top Five Expectations. A member of the Leadership Team collected all the lists of Top Five Expectations and tabulated using a weighted vote process outlined below. The chart below shows the result of that weighted vote.

Missouri Middle School Schoolwide Expectations: Weighted Vote

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

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

Team Activity

1. Read through the list of valued behaviors and attitudes on the previous page.
2. As a team, add or eliminate words that reflect the values of your students and families. What words need to be added to be responsive to the cultures reflected in your students, staff, and families? What words need to be added that demonstrate an inclusive philosophy within the schoolwide expectations?



Team Activities

Team Activity

This activity gives your team an opportunity to practice how to create your schoolwide expectations. Your SW-PBS Leadership Team will want to plan how to engage staff in this same process. Using the list of valued behaviors and attitudes your team developed in the previous activity, complete the activity below.



Team Activities

- Circle approximately ten behaviors that resonate with you personally. Feel free to add values that come to mind that are not listed.
- Now, read through the list again, this time placing a checkmark by approximately ten behaviors or attitudes that are essential for the success of your students. These may be different from your personal values. Again, feel free to add any important but missing values. Don't worry about the form of the word, as many words have similar connotations. Word-smithing can be done later, once the constructs or concepts are agreed upon.
- Share your list with your team, noting similarities and differences. If you could choose only five, which would be your top five—those most important for your students' success? Order by their rank of importance.
- Now, list frequent student behaviors of concern. What are the common unexpected behaviors at your school? What are students receiving office discipline referrals for most frequently? Would you be able to address those unexpected behaviors by referencing one of your selected expectations?

Stakeholder Engagement and Communication

Staff Engagement

Your Leadership Team can ask staff to complete the previous activity during a staff meeting, an early release or professional learning day, in grade-level teams, or in department meetings. One important reminder to give staff when completing this activity is to remember to choose behaviors or attitudes that are **essential for the success of all your students**.



Stakeholder Engagement



Culturally Responsive Practices

Once you have each staff's **top five** preferred expectations in rank order, a weighted vote will allow you to analyze their preferences with priority in mind.

Once you have the weighted vote, a work group can be formed. Using staff input as summarized in the weighted vote, this work group will be asked to prepare a draft set of schoolwide expectations and any related slogan or logo. Their draft work can then be brought

back to staff to discuss, revise, and check for consensus. A tool for figuring the weighted vote follows and at the bottom of the page is an example of how to calculate the weighted vote.

These draft expectations will need to be reviewed by staff again to gain final consensus.

Once the three to five expectations have been agreed upon, the Leadership Team will want to consider where and how to display them throughout the building. Large posters or paintings in the school entryway, in the main office, and other prominent common areas are effective ways to reflect belief in those expectations.

Student Engagement

Your Tier 1 Leadership Team can repeat the process described earlier to gain staff input into the schoolwide expectations with students, or, after staff have come to consensus on their suggested expectations, they can be presented to students for their feedback. During their review, students should be reminded that the expectations should focus on high standards and individuality of all students. Students may have some creative ideas about how and where the final expectations should be displayed in the school.

Family and Community Engagement

After staff have come to consensus on their suggested expectations, families and community members can review them to ensure they address replacements to common behavioral issues and reflect the diversity within the community. Culturally Responsive Icon



Action Plan

Action Planning

Discuss the process your team will follow to engage staff in selecting schoolwide expectations. The following questions may be used to guide your action planning.

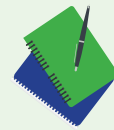
- How will we engage staff in selecting schoolwide expectations, starting with each staff member creating their top five preferred expectations in rank order?
- When?
- Who will facilitate the process?
- Who will collect the list of five expectations the staff develops?
- Who will do the weighted vote process?
- Who will put these on a matrix?
- How will we share the weighted vote results with staff?
- How will students be engaged in the process of deciding expectations?
- How will families be engaged in the process of deciding expectations?

Lesson 2: Create a Matrix of Specific Schoolwide Rules

The “hidden” social curriculum that requires students to observe and figure out what is expected creates confusion and inefficiencies leading to unexpected behavior. To alleviate confusion and make the “hidden” social curriculum visible, a matrix of explicit expected rules is created.

Your matrix will be developed by completing these actions:

- Write your 3-5 school inspections
- Write "All Settings" at top of one column. These are the behavioral rules that are expected in each and every school location.
- Decide settings to include on matrix columns, including classroom.
- Complete matrix by defining each behavior expected for your school expectations.



Key Terms

We want to ensure when defining specific rules/behaviors they are observable, measurable, positively stated, understandable, and always applicable (OMPUA):

Observable – behaviors that we can see

Measurable – behaviors that could be counted

Positively stated – things that tell students what to do to be successful and written in inclusive language

Understandable – student-friendly language

Always applicable – can be used every day MO SW-PBS Handbook

Example Preschool Matrix

Expectation	All Settings	Classroom	Bathroom	Playground	Meal Time	Walkways	Bus/Van
Be Safe	<ul style="list-style-type: none"> • Use walking feet • Keep hands and feet to self 	<ul style="list-style-type: none"> • Use materials as you are taught 	<ul style="list-style-type: none"> • Wash hands with soap and water 	<ul style="list-style-type: none"> • Go down slide on bottom, feet first • Rocks and wood chips stay on the ground 	<ul style="list-style-type: none"> • Push chairs in • Ask to be excused 	<ul style="list-style-type: none"> • Stay with an adult 	<ul style="list-style-type: none"> • Keep seatbelts on • Back to back, seat to seat
Be Kind	<ul style="list-style-type: none"> • Share with others • Use nice words • Use inside voice 	<ul style="list-style-type: none"> • Help others 	<ul style="list-style-type: none"> • One person in a stall 	<ul style="list-style-type: none"> • Ask others to play 	<ul style="list-style-type: none"> • Chew with mouth closed 	<ul style="list-style-type: none"> • Wait your turn 	<ul style="list-style-type: none"> • Thank the driver
Be Responsible	<ul style="list-style-type: none"> • Follow directions • Clean up 	<ul style="list-style-type: none"> • Use listening ears 	<ul style="list-style-type: none"> • Flush toilet • Turn off water 	<ul style="list-style-type: none"> • Use equipment correctly • Line up when the whistle blows 	<ul style="list-style-type: none"> • Keep food on plate 	<ul style="list-style-type: none"> • Stay together 	<ul style="list-style-type: none"> • Keep track of your belongings

EXAMPLE

Example Elementary Matrix

Expectation	All Settings	Bus	Hallway	Cafeteria	Restroom	Playground	Classroom
Safe	<ul style="list-style-type: none"> Walk 	<ul style="list-style-type: none"> Remain seated Listen to the driver 	<ul style="list-style-type: none"> Stay to the right Keep your eyes forward 	<ul style="list-style-type: none"> Stay seated until dismissed Report spills 	<ul style="list-style-type: none"> Wash hands using soap 	<ul style="list-style-type: none"> Use equipment as taught Play carefully 	<ul style="list-style-type: none"> Keep feet under desk Push your chair in
Respectful	<ul style="list-style-type: none"> Follow directions 	<ul style="list-style-type: none"> Wait your turn Keep hands, feet, objects to self 	<ul style="list-style-type: none"> Hands at your sides Talk quietly 	<ul style="list-style-type: none"> Eat quietly Respond to quiet signal Listen to speaker 	<ul style="list-style-type: none"> Wait your turn Use a quiet voice Clean up after yourself 	<ul style="list-style-type: none"> Take turns 	<ul style="list-style-type: none"> Listen to the speaker Accept help
Responsible	<ul style="list-style-type: none"> Use appropriate voice level 	<ul style="list-style-type: none"> Keep your belongings with you 	<ul style="list-style-type: none"> Be in hall only with permission Have a pass at all times Go directly to your destination 	<ul style="list-style-type: none"> Clean up after yourself Ask permission before getting up 	<ul style="list-style-type: none"> Flush the toilet before leaving Report problems to staff 	<ul style="list-style-type: none"> Play by the rules Line up when the bell rings Collect and return all equipment 	<ul style="list-style-type: none"> Put things away Take care of school property

EXAMPLE

Example High School Matrix

Expectation	Bus	Hallway	Cafeteria	Restroom	All Settings
Be Responsible	<ul style="list-style-type: none"> Be ready when bus arrives Board promptly Exit promptly 	<ul style="list-style-type: none"> Use a hallway pass at all times Be in seat when bell rings 	<ul style="list-style-type: none"> Have money or lunch card ready Keep account current Place order quickly 	<ul style="list-style-type: none"> Use facility quickly and quietly Return to class promptly 	<ul style="list-style-type: none"> Follow directions first time asked Attend school each day Be on time to class Be prepared with materials Complete all assignments
Be Respectful	<ul style="list-style-type: none"> Follow driver's instructions Take seat immediately Speak softly to those close by 	<ul style="list-style-type: none"> Talk quietly Go directly to your destination Throw trash away in bins 	<ul style="list-style-type: none"> Wait patiently in line Use food and silverware as intended Put trash in bins Clean up after self 	<ul style="list-style-type: none"> Keep water in sink Put paper towels in trash cans Clean up after yourself 	<ul style="list-style-type: none"> Follow the dress code Use polite language Accept correction calmly Follow regulations on showing affection
Be Safe	<ul style="list-style-type: none"> Two people per seat Remain seated 	<ul style="list-style-type: none"> Always walk Stay to the right 	<ul style="list-style-type: none"> Find a seat quickly and remain seated while eating 	<ul style="list-style-type: none"> Report problems to staff Remain in own stall 	<ul style="list-style-type: none"> Notify adults of unsafe conditions Use school property as intended Keep personal belongings stored safely
Be Your Best	<ul style="list-style-type: none"> Thank driver when exiting Be a model for other students 	<ul style="list-style-type: none"> Visit quietly Take care of items in the hallways (e.g. posters, displays) 	<ul style="list-style-type: none"> Say please and thank you Use appropriate words Use appropriate voice volume 	<ul style="list-style-type: none"> Take care of your own business 	<ul style="list-style-type: none"> Greet staff Offer to help others

Blank Matrix for Your Team's Work

Expectations ↓	SETTINGS				



Team Activity

Most schools begin developing their matrix by clarifying specific expectations and then the rules for all school settings. These are the behavioral rules that are expected in each and every school location and are connected to the 3-5 schoolwide expectations that have been defined. The Leadership Team can practice writing specific rules for Respect in All Settings, using the practice sheet below. Individually, write your thoughts, one behavior on a separate Post-it note. Place all Post-it notes on the table. Eliminate all duplicates. Come to consensus on 1-3 rules.

As you write the rules for All Settings that align with your School-wide Expectations, keep in mind OMPUA:

- Observable - behaviors that we can see
- Measurable - behaviors that could be counted
- Positively stated - things that tell students what to do to be successful and written in inclusive language
- Understandable - student friendly language
- Always applicable - can be used every day

Team Activity

Creating Rules for All Settings (Everywhere) in Your School

School _____ Date _____

Our Schoolwide Expectations	Rules for All Settings (Everywhere) in Our School

Stakeholder Engagement and Communication

Staff Engagement

Once your school has selected schoolwide expectations, the SW-PBS Leadership Team may take time during the next faculty or staff meeting to share the new expectations and do a quick review of the OMPUA guidelines.

To give staff practice writing expected behavior rules, start with **all settings** in the school. Create a form similar to the one your Leadership Team used to practice, listing your schoolwide expectations in the left column. Give each table a handout like the one below and ask them as a group to reach consensus on two to three behaviors for each expectation.

Another way to practice writing expected behavior rules for all settings could be done by writing each of your schoolwide expectations on one page of chart paper. Post the papers around the room. Divide the staff into the number of schoolwide expectations, assigning each group to one expectation. Instruct them to list ideas for specific behaviors, using OMPUA guidelines.

Once staff has practiced writing expected behavior rules, the Leadership Team can ask for volunteers to form a workgroup to review the staff ideas and come up with a draft list of expected behaviors for all settings. The workgroup can then follow these steps:

- Consider all the staff ideas and come up with 1-2 expected behaviors for each of the expectations.
- Put the one to two expected behaviors on their matrix form.
- Put a copy of the draft matrix for all settings in each teacher and staff members mailbox, asking for written suggestions to be given to the workgroup by a specific date.
- The workgroup will review the suggestions and developed another draft.
- Share the second draft with everyone at the next faculty meeting so staff can reach consensus on rules for all settings.

Team Activity

Decide on all nonclassroom settings to include on your matrix. Also decide if classrooms will be a setting your matrix. List your settings in the first row of your school's matrix.

Before your matrix can be started, the Leadership Team will need to decide what settings (e.g., all, hallway, cafeteria, parking lot) for which to write specific rules and then list those across the top of the Matrix Form. Some schools choose to identify specific behaviors for all classrooms and define them as part of their expectations and rules matrix. Schools do this because they think the consistency across all classrooms is helpful to reduce confusion for students. The elementary and high school matrices provided earlier in this chapter are examples of this. Other schools think it is best if each teacher clarifies their own classrooms expectations. Discuss if your team will include “Classrooms” as a setting to include on your schoolwide matrix.



Stakeholder Engagement



Key Terms

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

Behaviors/Rules – specific tasks students are to do to achieve the schoolwide expectations

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

Routines – procedures that have been taught to fluency



Team Activities



Stakeholder Engagement and Communication

Staff Engagement

The SW-PBS Leadership Team would then want to seek volunteers for workgroups to work on the rules of each non-classroom setting. Be sure to include those staff members who supervise the non-classroom settings (e.g., playground supervisors, cafeteria workers). Once workgroups have come up with a draft list of rules, all staff should be given a chance to review and make suggestions. The workgroups and Leadership Team will continue writing drafts and giving staff a chance to edit them until a complete matrix is finished. Be sure to date each draft so you can keep them straight!

Student and Family Engagement

Your Leadership Team may want to repeat the process above with small workgroups of students and family members.



Your Leadership Team may decide to wait until you have a matrix drafted by staff to share with students and families for suggestions. You may have student and family representatives on your Leadership Team decide how to seek and receive feedback from all students. One idea would be to give every student a copy of the draft matrix during homeroom or advisory period and have them hand in their suggestions for a small workgroup of students to review. Culturally Responsive Practice Icon

Consider also providing all students a school map and have them mark 1) areas where they feel safe and respected and 2) areas where they do not feel safe or disrespected. Ask students to give examples of what they mean when they indicate safe and respected and unsafe and disrespected. Use this data to inform the behaviors and rules that are needed in various settings from the student's point of view.

Similarly, families can be given an email copy of the draft matrix and asked to send suggestions back to the school. Have copies of the draft matrix in the office for parents to review when they visit the school. If the timing works, the Leadership Team could give families a copy of the draft matrix to review while they are waiting for parent-teacher conferences.



Action Planning

Review the team activity and Stakeholder Engagement and Communication suggestions. Discuss and list action steps your team will use to facilitate development of your school's matrix. Will you use the Post-It note method you practiced? What other activity could you plan to help involve all staff, students, and families? Get specific and list these actions in your action plan.

Lesson 3: Ensure All Teachers Develop Classroom Rules that Align with Schoolwide Expectations (ETLP #1)

Recall in the Introduction section of the Tier 1 Implementation Guide, there was a description of the eight effective teaching and learning practices (ETLPs). These high leverage classroom instructional practices form the foundation of Tier 1 universal support for all students.

DEFINING CLASSROOM EXPECTATIONS AND RULES

Just as schoolwide rules are important to ensure common language is used with all students, classroom rules are needed. Classroom rules give teachers language to teach, encourage, and correct common expected behaviors to create a positive, consistent, and equitable classroom environment.

Example

Classroom Rules Aligned to Schoolwide Expectations

We are **SAFE** by...

- Walking
- Keeping our bodies to ourselves

We are **RESPECTFUL** by...

- Listening when others are talking
- Relating discussion to current topic

We are **RESPONSIBLE** by...

- Following directions quickly
- Turning assignments in on time
- Being prepared with materials

We are **READY** by...

- Being in seat when bell rings
- Having materials needed



Key Terms

Effective classroom rules...

are developed by students and teachers.

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

Adapted from Jones & Jones,
1998 page 241

Example

MISSOURI MIDDLE SCHOOL PROCESS TO CREATE CLASSROOM RULES

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

Teacher_____ Date of Observation_____

Does the classroom have expected behaviors posted? Yes No

- Do the expected classroom behaviors address the schoolwide expectations (respectful, responsible, safe, do your best)? Yes No
- Are the expected classroom behaviors big, bold, and beautiful? Yes No
- Are the expected classroom behaviors posted in a prominent location in the classroom that will encourage teaching of those behaviors? Yes No

They learned 30 percent of all classrooms had all “yes” answers to the questions. This data told them they needed to help teachers understand the importance of expected classroom behaviors.

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


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

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

Team Activity

As a team, practice writing classroom rules by using the form below. Review the MO SW-PBS Teacher Tool on Expectations and Rules and the example provided. Discuss how the Teacher Tool self-assessment could be used by each teacher.

**Writing Classroom Rules**

Schoolwide Expectations 	Rules for My Classroom



Stakeholder Engagement and Communication

Staff Engagement

If your school included classroom on your matrix, you have already engaged staff in determining universal classroom rules. If classroom is not on your matrix, activities to engage staff in a conversation about classroom rules will be needed.

Many teachers know the benefits of having clearly articulated rules. A short in-service using the MO SW-PBS classroom Teacher Tool on Expectations and Rules may be sufficient to ensure all teachers have classroom rules that meet OMPUA, are aligned with the schoolwide expectations, and are posted in a big, bold, and beautiful manner. Another way to have teachers define classroom rules is to get grade levels together to create similar rules.

Student Engagement

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

1. Have a discussion about why rules are needed. Connections to traffic rules and laws in general can be made to help students see the need for rules to keep society as a whole orderly and safe.
2. List the schoolwide expectations (e.g., safe, respectful, ready) and have students make a list of expected rules under each expectation. Teachers will want to encourage students to share language used by their family culture as they brainstorm classroom behaviors. Teachers may need to guide students to make the behaviors/rules match the OMPUA guidelines, such as turning negative statements into positive ones (for example, “Don’t talk when others are talking” becomes “Listen quietly when someone is talking”).
3. After the rules have been developed, the teacher should lead a discussion to clarify each behavior/rule and to gain student commitment for them. If a student questions a behavior/rule, it may be important to clarify if the student does not think the rule will help create a safe and positive learning environment or whether the student does not think they can act in accordance to the rule. Discussions with small groups of students and the class as a whole may need to continue to determine whether a rule needs to be deleted or amended.
4. To publicly commit to the rules, teachers may have students sign a poster of the rules, make a palm print or thumbprint, or use another way to publicly show their promise to uphold the classroom rules.
5. Display the classroom rules in a big and bold way in a location in the classroom where they are handy to refer to often. After all, the rules are the standards for how everyone will be treated in the classroom.



Culturally Responsive Practices

Family Communication

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

Action Planning

Review the example classroom rules, example of Missouri Middle School, and Teacher Tool on Expectations and Behaviors. For more background information read Section 2 — Effective Teaching and Learning Practices and Effective Teaching and Learning Practices Explored in MO SW-PBS Handbook. For access to online training materials for the Effective Teaching and Learning Practices, go to www.pbissmissouri.org. Add items to your team action plan to address what you will do to ensure all teachers have classroom rules that follow OMPUA and have them posted in prominent areas in their classroom.



Action Plan

Lesson 4: Develop Procedures for Each of the School's Non-Classroom Settings

Procedures are the process for how things are done in non-classroom settings and in each classroom. Non-classroom areas are those areas of the school that may be under the direct supervision of a variety of differing adults depending on the day or time. Often these non-classroom settings also have fewer staff supervising larger numbers of students. Another challenge is that non-classroom areas are often those sites where expected behaviors are not clear or agreed upon by all staff.

Common Non-Classroom Settings

- | | |
|---------------------------|------------------------------------|
| • Restrooms | • AM Arrival and PM Dismissal |
| • Cafeteria | • After-School Homework Assistance |
| • Hallways | • Assemblies or Concerts |
| • Recess or Breaks | • Parking Lot |
| • Work Area | • Gym or Equipment Area |
| • After-School Activities | • Nurse's Office |
| • Office Area | • Pep Rallies |
| • Computer Lab | |



Key Terms

Procedures are the process for how things are done in non-classroom settings and in each classroom.

Non-classroom areas are those areas of the school that may be under the direct supervision of a variety of differing adults depending on the day or time.

Example

NON-CLASSROOM PROCEDURES

Non-Classroom Setting	Procedures
AM Arrival	<p>To be safe, respectful, and responsible, we will:</p> <ul style="list-style-type: none"> ▪ Enter the school through the main “In” doors ▪ Walk to the breakfast stations ▪ Get breakfast quickly ▪ Walk directly to your classroom
Cafeteria	<ul style="list-style-type: none"> ▪ Enter through the west doors ▪ Stand in line along the wall ▪ Pick up milk ▪ Select sack lunch or food tray ▪ Pick up utensils ▪ Stand in line ▪ Pay for lunch ▪ Find seat at assigned tables ▪ Raise hand if you need help ▪ When supervisor gives signal, stand up, push in chair, pick up tray or trash, and walk to trash can ▪ Throw away trash ▪ Line up along wall to be dismissed through east doors
Independent Use of Computers in Media Center	<ul style="list-style-type: none"> ▪ Computers are for school work ▪ Use approved websites ▪ Ask attendant at desk for help with computer malfunctions ▪ Log off after using ▪ Leave computer if teacher with a class arrives to use lab ▪ Take all of your materials when finished using computers

Example

MISSOURI MIDDLE SCHOOL PROCESS FOR WRITING NON-CLASSROOM PROCEDURES

The Missouri Middle School SW-PBS Leadership Team was feeling pretty good about completing their matrix, but they knew there was more work to be done to complete the social behavioral curriculum. They decided to “divide and conquer” to review and revise existing procedures. As a team, they developed a form to help them create or review current procedures and which team member would lead that process.

Non-Classroom Procedure	People to Create or Review Current Procedures	Team Member to Coordinate
<i>Hallways</i>	<i>1 Teacher from each grade</i>	<i>Teacher member</i>
<i>Cafeteria</i>	<i>Cafeteria supervisors</i>	<i>Assistant principal</i>
<i>Outside during dismissal</i>	<i>Teachers and staff who supervise dismissal outside</i>	<i>Counselor</i>
<i>Gym locker room</i>	<i>Coaches and PE teachers</i>	<i>Teacher member</i>

Four team members were responsible for observing each setting and coordinating the staff to review existing procedures or create new ones.

After new procedures were created, they were shared with all staff who supervised in those areas at the next staff meeting. The Leadership Team gave the new procedures to the principal to include in the staff and student handbook.

Example Continued

MISSOURI MIDDLE SCHOOL NON-CLASSROOM PROCEDURES

Hallways	Cafeteria
<ul style="list-style-type: none"> • Walk • Use the right side of the hall • Open lockers with caution • Go promptly to your destination • Be respectful of posters on walls 	<ul style="list-style-type: none"> • Enter east doors • Stay in line • Get drinks • Select salad bar, cold or hot lunch • Wait in line • Enter student number in computer • Give money to supervisor • Take utensils • Sit at assigned tables • Talk with friends only at your table • Ask permission to go to restroom • Stay seated until dismissed • When supervisor gives signal, walk to trash can • Dispose of trash respectfully • Line up • Walk out west doors
Outside During Dismissal	Gym Locker Room
<ul style="list-style-type: none"> • Students waiting for parent pickup: Walk past flagpole, stand, and watch for your parent's vehicle. • Students boarding buses 10, 11, and 15: Walk to the right when you exit the school. • Students boarding buses 8, 22, and 25: Walk to the left when you exit school, look for your bus, stay in line on the sidewalk, wait your turn to board bus, and board safely. • All students: Look for your bus, stay in line on the sidewalk, wait your turn to board bus, and board safely. 	<ul style="list-style-type: none"> • Use lock on your locker. • Everyone is expected to change into approved gym clothes/uniforms and shoes. • Wait for instructions from coach before exiting locker room. • After class or game, pick up towels in bin. Shower quickly. • Take gym clothes home to wash. Lock locker. • Put uniforms in dirty bin.



Team Activity

Use the following form to practice writing some non-classroom procedures for your school.

WRITING NON-CLASSROOM PROCEDURES

Non-classroom Setting	Procedures



Stakeholder Engagement and Communication

Staff Engagement

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

Student Engagement

Students may have keen insight about the safety and effectiveness of current non-classroom procedures. To gain their perspective, students may be asked to participate in a workgroup to review current non-classroom procedures for various settings in school. Or a separate student workgroup could be asked to draft procedures for non-classroom settings and submit those to a staff workgroup for consideration. Another plan to consider would be to ask student representatives to the Leadership Team for feedback once staff have reviewed current non-classroom procedures.

Family Engagement

Just as staff and students may participate in reviewing and rewriting non-classroom procedures, families may have valuable feedback about procedures that affect their interactions at school. For example, poorly defined or inconsistently implemented arrival or dismissal procedures may frustrate families or even create safety concerns. Asking family members to be part of the solution will go far to enhance family membership in your school community. Remember to invite family members who are representative of your unique school culture. Culturally Responsive Practice Icon



Team Activity

Process For Writing Non-classroom Procedures

Use this form to help your team plan your process for reviewing or rewriting your non-classroom procedures.

School _____ Date _____

Non-classroom Procedure	People to Create or Review Current Procedures	Team Member to Coordinate



Action Plan

Action Planning

What process will you put into place to get feedback from staff, students, and families about current non-classroom procedures? Plan the process. Remember to include those people who work in specific settings (e.g., commons supervisors help write commons procedures).

Also write specific action steps on your action plan about how you will gain consensus on non-classroom procedures.

Finally, add action steps to your action plan to share the final non-classroom procedures with staff, students, and families (e.g. website, staff and student handbooks).



Key Terms

Classroom Procedures

1. Increases instruction time by preventing unexpected behavior.
2. Frees teachers from correcting unexpected behavior.
3. Improves classroom climate.
4. Creates shared ownership of the classroom.
5. Develops self-discipline

MO SW-PBS Handbook

Lesson 5: Ensure Each Teacher Develops Procedures for Common Classroom Activities (ETLP #2)

Recall in the Introduction section of the Tier 1 Implementation Guide, there was a description of the eight effective teaching and learning practices (ETLPs). These high leverage classroom instructional practices form the foundation of Tier 1 universal support for all students.

Just as procedures in non-classroom settings increase predictability, classroom procedures for common classroom activities increase instructional time and “level the playing field” for all students to be successful. When procedures are taught and reinforced over time, routines are established that help students experience higher rates of success and satisfaction, ensuring a positive classroom learning environment.

Example

Possible Classroom Procedures

(Wong & Wong, 2005)

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

Example Classroom Procedures

Lining Up to Exit the Classroom

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

Independent Seatwork

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

Large Group Instruction

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



Team Activities

Team Activity

As a team, read through the List of Possible Classroom Procedures. Select one procedure your team can practice writing together, ensure it meets OMPUA guidelines.

One Classroom Procedure:

Steps:

Example

MISSOURI MIDDLE SCHOOL PROCESS TO SELECT CLASSROOM PROCEDURES

The Missouri Middle School SW-PBS Leadership Team felt good about how they addressed expected classroom behaviors with teachers, and it gave them confidence to address classroom procedures. At a faculty meeting they asked each teacher to write down two times during the day when they gave the most reminders and redirects to students. They then shared the MO SW-PBS Classroom Procedures and Routines module (from the MO SW-PBS website) and the List of Potential Classroom Procedures. Teachers were asked to select a partner to brainstorm new procedures for the two problem times they each identified.

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



Stakeholder Engagement and Communication

Staff Engagement

Although each teacher will select and define procedures for their own classroom, the SW-PBS Leadership Team may need to facilitate that process. During professional learning time, the SW-PBS Leadership Team can share the Classroom Procedures and Routines Teacher Tool to help teachers gain a common understanding. Teachers may then be grouped in grade-level teams or departments to review the List of Potential Classroom Procedures and write procedures together. In addition, teachers might be asked to reflect on procedures they currently use to decide if they are effective in reducing unexpected behaviors and efficient in the time they take students to complete. Teachers could identify procedures they lack and have time to “pick the brains” of other teachers.

Student Engagement

Students will learn about each classroom procedure as teachers teach each procedure directly and provide explicit practice. With consistent and frequent positive specific feedback, students will learn to use the procedures and describe them to others. Posters of procedures, labels on containers, and consistent location of materials provide students with visual reminders of procedures as all students increase independence and procedures become a routine part of the school day.

Family Communication

Teachers are encouraged to share common procedures used daily with families through their weekly newsletter or a handout sent home.



Action Plan

Write specific action steps on your action plan to ensure all teachers have procedures for common classroom activities. Remember to use the resources available to you. For more background information read Section 2 — Effective Teaching and Learning Practices and Effective Teaching and Learning Practices Explored in MO SW-PBS Handbook. For access to online training materials for the Effective Teaching and Learning Practices, go to www.pbissmissouri.org. Use the Classroom Procedures and Routines Teacher Tool, as you plan staff development activities. Also write action steps to encourage teachers to communicate their classroom procedures.

END OF COURSE SELF-ASSESSMENTS

TIER 1 ACTION PLANNING CHECKLIST



If all steps have been developed and/or implemented, your team
 an now consider how to sustain this work long term.

Action Planning Checklist	✓ Developed
1. 3-5 schoolwide expectations have been selected and shared with staff.	
2. A matrix of specific schoolwide rules has been created and shared with staff.	
3. Every teacher has developed classroom rules that align with schoolwide expectations (ETLP #1).	
4. Procedures for each of the school's non-classroom settings have been developed and shared with all staff.	
5. Every teacher has developed procedures for common classroom activities (ETLP #2).	

MO SW-PBS TEACHER TOOLS

Expectations and Rules

Practice: Classroom rules/expectations are aligned with schoolwide expectations, posted, and referred to regularly.

Expectations are broad guiding principles – valued behaviors and attitudes for success at school. Rules are specific behaviors that are observable, measurable, positively stated, understandable and always applicable (OMPUA).

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	Tells student what TO do.	Hands and feet to self	Maintain personal space
Understandable	The vocabulary is appropriate for age/grade level.	Hands and feet to self.	Maintain personal space
Always Applicable	I am able to consistently enforce.	Stay in assigned area.	Remain seated until given permission to leave.

Expectations and Rules: Self-Assessment

Practice: Classroom rules/expectations are aligned with schoolwide expectations, posted, and referred to regularly.

The language of the classroom expectations reflects the language of the schoolwide expectations

• In my classroom written expectations have been developed.	Yes	No
• The written expectations for my classroom align with our schoolwide expectations.	Yes	No
• I have developed an expectation matrix for my classroom.	Yes	No
• The expectations on my matrix are the same expectations used in the school-wide matrix.	Yes	No
• My classroom matrix contains no more than 5 expectations.	Yes	No
• Everyone in my classroom models and uses the language of the expectation matrix.	Yes	No
• In our school, we have connected expectations across grade levels.	Yes	No
• In our school, we have connected expectations across content levels.	Yes	No

Rules are specific criteria for achieving expectations.

• In my classroom, written expectations are posted for students.	Yes	No
• My classroom rules are posted in the form of a matrix.	Yes	No
• My classroom matrix includes specific descriptions of how students can meet the expectations.	Yes	No
• My classroom matrix is aligned with other classroom matrices at my grade level.	Yes	No
• My classroom matrix is aligned with other matrices in my content area.	Yes	No

Rules meet these 5 guidelines (OMP UA): Observable, Measurable, Positively Stated, Understandable, Always Applicable.

• All rules on my classroom matrix are observable.	Yes	No
• All rules on my classroom matrix are measurable	Yes	No
• All rules on my classroom matrix are positively stated	Yes	No
• All rules on my classroom matrix are understandable	Yes	No
• All rules on my classroom matrix are always applicable	Yes	No
• The language on my classroom matrix is age and culturally appropriate.	Yes	No

Expectations and Rules are taught, modeled, and practiced; feedback is regularly given.

• I explicitly teach my students the expectations and rules at the beginning of the year.	Yes	No
• I almost always provide feedback to my students who demonstrate the expectations and rules.	Yes	No
• I have a schedule for teaching behavioral expectations across the year.	Yes	No
• I create lesson plans for teaching behavioral expectations	Yes	No
• I use positive feedback more often than I use corrective feedback.	Yes	No
• I use behavioral data to determine when reteaching of behavioral expectations is needed.	Yes	No

Expectations and Rules: Practice Profile

Expectation & Rules				
Essential Functions	Exemplary/ Ideal Implementation	Proficient	Close to Proficient <i>(Skill is emerging, but not yet to ideal proficiency. Coaching is recommended.)</i>	Far from Proficient <i>(Follow-up professional development and coaching is critical.)</i>
The language of the classroom expectations reflects the language of the schoolwide expectations.	<ul style="list-style-type: none"> Classroom expectation matrix headings are consistent with schoolwide expectation matrix headings reflecting 3-5 expectations (e.g. Be Respectful, Be Responsible, Be Safe) There is evidence of connection across grade level or content area, and clear communication with other adults to support consistent use of common language. 	<ul style="list-style-type: none"> Classroom expectation matrix headings are consistent with schoolwide expectation matrix headings reflecting 3-5 expectations (e.g. Be Respectful, Be Responsible, Be Safe) 	<ul style="list-style-type: none"> Classroom expectations are disconnected from or contradictory to schoolwide expectations. 	<ul style="list-style-type: none"> No evidence of established classroom expectations.
Rules are specific criteria for achieving expectations.	<ul style="list-style-type: none"> Classroom matrix includes rules with specific descriptions of how students can meet the expectations. Evidence of connection across grade-level or content area, and communication to other adults to support consistent use of language (interventionists, volunteers, etc.). 	<ul style="list-style-type: none"> Classroom matrix includes rules with specific descriptions of how students can meet the expectations. 	<ul style="list-style-type: none"> Rules are present but vague, resulting in unclear criteria for success. 	<ul style="list-style-type: none"> No evidence of established classroom rules.
Rules meet these 5 guidelines: (OMPUA) Observable Measurable Positively Stated Understandable Always Applicable	<ul style="list-style-type: none"> All rules on classroom matrix are consistent with the OMPUA guidelines. Language is appropriate for context and culture of the classroom. 	<ul style="list-style-type: none"> All rules on classroom matrix are consistent with the OMPUA guidelines. 	<ul style="list-style-type: none"> Some rules on classroom matrix are consistent with the OMPUA guidelines. 	<ul style="list-style-type: none"> No evidence of established classroom rules OR Rules are inconsistent with OMPUA guidelines.
Expectations and rules are taught, modeled, practiced, and feedback is regularly provided.	<ul style="list-style-type: none"> Lesson plans include schedule for teaching behavioral expectations with modeling and practice, including a process for responding to classroom data for reteaching. Positive and corrective feedback are used to support student success, with higher rates of positive than corrective feedback 	<ul style="list-style-type: none"> Lesson plans include schedule for teaching behavioral expectations with modeling and practice. Positive and corrective feedback are used daily and equally to support student success. 	<ul style="list-style-type: none"> Classroom expectations and rules are present but not explicitly taught and practiced OR Teaching is limited to the beginning of the year and regular feedback is limited. 	<ul style="list-style-type: none"> No evidence of teaching or providing feedback to students regarding classroom expectations and rules.

MO SW-PBS TEACHER TOOLS

Procedures and Routines

Practice: Classroom procedures are defined, posted, taught, and referred to regularly. Procedures are the methods or process for how things are done. Procedures break down rules into teachable steps. When procedures are taught to fluency they help students form routines to efficiently and smoothly accomplish tasks. When the procedure has been identified, taught, and practiced, it becomes a routine which has a clear meaning for all students.

Elementary Example	Secondary Example
Learning Position	Class Discussion
<ul style="list-style-type: none"> • Sit with your bottom on your chair • Sit with your legs under your desk • Keep both feet on the floor • Look at the teacher when they talk to the class • Keep your materials on top of your desk 	<ul style="list-style-type: none"> • Prepare for discussion by reading the required assignment in advance • Wait until the other person is finished speaking before you talk • Stay on topic • Respect others' opinions and contributions • Use appropriate expressions of disagreement

Procedures and Routines: Self-Assessment

Practice: Classroom procedures are defined, posted, taught, and referred to regularly.

Classroom procedures and routines have been established and posted to increase structure and predictability in the classroom.

• I use classroom routines/procedures with my students.	Yes	No
• Classroom procedures are written/displayed.	Yes	No
• Classroom procedures are posted in a location that is visible for students.	Yes	No
• Classroom procedures are developed for all common tasks/activities.	Yes	No
• Classroom procedures are written in student friendly language.	Yes	No
• Classroom procedures are effective for their intended routines.	Yes	No

Classroom procedures and routines are directly taught and practiced throughout the school year.

• Classroom procedures and routines are directly taught.	Yes	No
• Classroom procedures and routines are taught and practiced throughout the year.	Yes	No
• I sometimes use procedures and routines that are inconsistent with the those posed in my classroom.	Yes	No
• I teach procedures and routines at the beginning of the year.	Yes	No
• Classroom procedures and routines mostly remain consistent across the school year.	Yes	No
• When classroom procedures and routines change during the school year they are explicitly retaught and practiced.	Yes	No

Students receive specific positive feedback regularly when they follow classroom procedures and routines.

• When students make errors in the performance of procedures and routines they receive feedback.	Yes	No
• When students perform procedures and routines as expected they receive feedback.	Yes	No
• When students perform procedures and routines as expected they are given verbal positive, specific feedback.	Yes	No
• When students perform procedures and routines as expected, they are provided reinforcing feedback using a variety of verbal and nonverbal methods.	Yes	No

Students can clearly describe and perform regular routines and procedures (entering/exiting room, participating in class, transitions, accessing materials, etc.)

• My students are able to independently describe common procedures and routines.	Yes	No
• My students are able to independently follow classroom procedures and routines.	Yes	No
• My students require significant prompting to follow classroom procedures and routines.	Yes	No
• My students are able to explain a few common procedures and routines.	Yes	No
• My students need minimal prompting to follow classroom procedures and routines.	Yes	No

Procedures and Routines: Practice Profile

Procedures and Routines				
Essential Functions	Exemplary/ Ideal Implementation	Proficient	Close to Proficient	Far from Proficient
Classroom procedures and routines have been established and posted to increase structure and predictability in the classroom.	<ul style="list-style-type: none"> Procedures are in place for common routines (entering/exiting classroom, getting teacher attention, accessing materials, etc.) and clearly posted in student-friendly language as a visual reminder to staff and students. Procedures are clear and effective for the intended routines. 	<ul style="list-style-type: none"> Procedures are in place for common routines (entering/exiting classroom, getting teacher attention, accessing materials, etc.) and clearly posted in student-friendly language as a visual reminder to staff and students. 	<p><i>(Skill is emerging, but not yet to ideal proficiency. Coaching is recommended.)</i></p> <ul style="list-style-type: none"> Procedures are posted for some routines, though the language is unclear AND/OR Procedures are not posted or are otherwise difficult to see (too small, hidden by other objects, etc.) 	<p><i>(Follow-up professional development and coaching is critical.)</i></p> <ul style="list-style-type: none"> No evidence of established classroom procedures or routines.
Classroom procedures and routines are directly taught and practiced throughout the school year.	<ul style="list-style-type: none"> Clear plan for directly teaching and regularly practicing procedures and routines exists. Established procedures and routines remain consistent across time, or if adjustments are needed, are retaught and practiced to better accommodate context. 	<ul style="list-style-type: none"> Clear plan for directly teaching and regularly practicing procedures and routines exists. 	<ul style="list-style-type: none"> Procedures and routines were taught at the beginning of the year, but no plan for ongoing teaching and practice is evident. 	<ul style="list-style-type: none"> No evidence of teaching procedures and routines OR Procedures and routines verbally described by teacher are inconsistent with posted procedures and routines.
Students receive specific positive feedback regularly when they follow classroom procedures and routines.	<ul style="list-style-type: none"> Teacher provides specific positive feedback to individuals and/or group when following procedures and routines using a variety of methods (verbal, non-verbal, accompanied by tangible, etc.) e.g. "Thank you for going right to your table and taking out your notebook." 	<ul style="list-style-type: none"> Teacher provides verbal specific positive feedback to individuals and/or group when following procedures and routines, e.g. "Thank you for going right to your table and taking out your notebook." 	<ul style="list-style-type: none"> Teacher provides acknowledgment for performance of procedures and routines, though not specific. 	<ul style="list-style-type: none"> Performance of procedures and routines as expected is not acknowledged OR only errors are acknowledged.
Students can clearly describe and perform regular routines and procedures (entering/exiting room, participating in class, transitions, accessing materials, etc.)	<ul style="list-style-type: none"> Students perform procedures and routines without prompting. Students can clearly explain to new students or others (substitute teachers, etc.) what to do. 	<ul style="list-style-type: none"> Students perform procedures and routines with minimal prompting Students can explain a few of the procedures and routines to new students or others what to do when asked. 	<ul style="list-style-type: none"> Students require significant prompting to perform common routines AND/OR Students cannot describe or explain procedures or routines to others. 	<ul style="list-style-type: none"> Students are unable to describe common procedures and routines OR Classroom procedures and routines are not followed by students.



MO SW-PBS Tier 1
Artifacts Rubric

MO SW-PBS TIER 1 ARTIFACTS RUBRIC

Artifact	Proficient (2 points)*	Developing (1 point)	Not in Place (0 points)	Score		
Schoolwide Expectations Matrix	<p>All behaviors listed are:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observable <input type="checkbox"/> Measurable <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 	Most items follow OMPUA and/or there are columns for non-classroom settings and classroom.	Few items follow OMPUA and/or there are no columns for non-classroom settings and/or classroom.	2	1	0

This contains only the items from the Mo SW-PBS Tier 1 Artifacts Rubric that address Clarifying Expected Behavior.

SELF-ASSESSMENT SURVEY

Schoolwide Systems



Current Status			Feature	Priority for Improvement		
In Place	Partially in Place	Not in Place	Schoolwide is defined as involving all students, all staff, and all settings.	High	Med	Low
			1. A small number (e.g., 3-5) of positively and clearly stated student expectations or rules are defined.			
			16. All staff are involved directly and/or indirectly in schoolwide interventions.			

Non-classroom Setting Systems

Current Status			Feature	Priority for Improvement		
In Place	Partially in Place	Not in Place	Non-classroom settings are defined as particular times or places where supervision is emphasized (e.g., hallways, cafeteria, playground, bus).	High	Med	Low
			1. Schoolwide expected student behaviors apply to non-classroom settings.			

Classroom Setting Systems

Current Status			Feature	Priority for Improvement		
In Place	Partially in Place	Not in Place	Classroom settings are defined as instructional settings in which teacher(s) supervise(s) and teach groups of students	High	Med	Low
			1. Expected student behavior and routines in classrooms are stated positively and defined clearly.			

This contains only the items from the Self-Assessment Survey that address Clarifying Expected Behavior.



TIERED FIDELITY INVENTORY

FEATURES	POSSIBLE DATA SOURCES	SCORING CRITERIA
Subscale: Implementation		
1.3 Behavioral Expectations: School has 5 or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.	<ul style="list-style-type: none"> • TFI Walkthrough Tool • Staff handbook • Student handbook 	0 = Behavioral expectations have not been identified, are not all positive, or are more than 5 in number 1 = Behavioral expectations identified but may not include a matrix or be posted 2 = Five or fewer behavioral expectations exist that are positive, posted, and identified for specific settings (i.e., matrix) AND at least 90% of staff can list at least 67% of the expectations
1.8 Classroom Procedures: Tier 1 features (schoolwide expectations, routines, acknowledgments, in-class continuum of consequences) are implemented within classrooms and consistent with schoolwide systems.	<ul style="list-style-type: none"> • Staff handbook • Informal walkthroughs • Progress monitoring • Individual classroom data 	0 = Classrooms are not formally implementing Tier 1 1 = Classrooms are informally implementing Tier 1 but no formal system exists 2 = Classrooms are formally implementing all core Tier 1 features, consistent with schoolwide expectations

This contains only the items from the Tiered Fidelity Inventory that address Clarifying Expected Behavior.

Assessing Outcomes

Rules that define expectations are really replacement behaviors for those unexpected behaviors that schools are trying to eliminate. As teams clarify, operationally define, and teach expectations and rules to students, they should observe fewer office discipline referrals (ODRs) for the unexpected behaviors for which expectations and rules serve as replacements.

Course 3: Clarifying Expected Behavior

References

Colvin, G. (2007). 7 steps for developing a proactive school discipline plan: A guide for principals and leadership teams. Thousand Oaks, CA: Corwin Press.

Wong, H. K., & Wong, R. T. (2005). The first days of school: How to be an effective teacher (4th Ed.). Mountain View, CA: Harry K. Wong Publications.

Course 4:

TEACHING EXPECTED BEHAVIOR AND IMPLEMENTING EFFECTIVE TEACHING AND LEARNING PRACTICES

Outcomes:

- To develop a system to teach expected behavior in the social behavioral curriculum.
- To support teachers' use of effective teaching and learning practices.

Background Knowledge:

- Read Chapter 4 – Introduction to Effective Teaching and Learning Practices and Effective Teaching and Learning Practices Explored in MO SW-PBS Handbook.

Lessons to Develop a System to Teach a Social Behavioral Curriculum:

1. Plan the process of writing lesson plans.
2. Develop lesson plans to initially teach all expected behavior and effective teaching and learning practices (ETLPs) schoolwide and in each classroom.
3. Develop “booster” lessons for maintenance of all expected behavior and effective teaching and learning practices (ETLPs) schoolwide and in each classroom.
4. Develop a schedule for teaching expectations across schoolwide, non-classroom, and classroom settings.
5. Support teachers to implement effective teaching and learning practices (ETLP #5-8).

The Critical Importance of Fidelity, Consistency, and Equity in Implementation.

To verify that universal prevention is indeed, in place, the Essential Components, teaching specifically, must be implemented with **fidelity**, meaning as designed; with **consistency**, meaning all day, every day, all year long; and with **equity**, meaning with all stakeholders, at equal levels of fidelity and intensity, all day, every day.

Lesson 1: Plan the Process of Writing Lesson Plans

To support all staff and guide them to teach social skills, the SW-PBS Leadership Team will need to guide the development of lesson plans. In general, the SW-PBS Leadership Team will want to ensure you have lessons for all components of your social behavioral curriculum as described in Course 3. Lessons will be needed for:

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

Non-classroom rules from the matrix and other non-classroom procedures are usually the first focus of teaching and therefore lesson

writing. Focusing on teaching in non-classroom settings helps all staff practice using common language and learn the steps of directly teaching social behavior skills. Getting everyone involved in teaching in non-classroom settings can build a sense of Course and common purpose.

Example – Prioritizing Lesson Writing

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

- Consider guiding the staff to write lessons for the All Settings behaviors first. Your team and school will have determined those skills as needed throughout the school; therefore, this might be considered a good place to start lesson writing.
- Non-classroom procedures need to be explicitly taught with fidelity, consistency, and equity. An overview of procedures for the most common settings needs to be introduced at the beginning of every year (e.g., hallways, cafeteria, etc.). Once introduced, more detailed lessons on specific behaviors (e.g., how to treat cafeteria servers) can be taught.
- Review your draft matrix to decide if there are 2-3 rules listed that could logically be combined into one lesson. For example, an elementary matrix may list “flush” and “wash hands with soap and water” on the matrix. Both of these could be included in one lesson. A high school matrix may list “walk,” “use quiet voice,” and “take care of items in the hallways,” which could all be addressed in one lesson.
- Review your office discipline referral data. What unexpected behaviors occur most frequently? What skill from your matrix do you want students to do instead? For example, if physical aggression was a frequent unexpected behavior, the specific behavior of keeping hands and feet to self would be an important lesson to write.
- Review your office discipline referral data to determine the non-classroom location of frequent unexpected behaviors. What skill from your matrix do you want students to do instead in that location? If unexpected behaviors take place in the hallways, do specific lessons need to be written to address getting to class on time?

Team Activity

Discuss the pros and cons of the example list of ways to prioritize lessons to write.

Action Planning

Discuss which lessons your school needs to have written first. Plan how other lessons will be written in the future. Add your action steps to your team Action Plan.



Team Activities



Action Plan

Lesson 2: Develop Lesson Plans to Initially Teach all Expected Behavior and Effective Teaching and Learning Practices (ETLPs) Schoolwide and in Each Classroom.

At this point in your preparation for implementation, students are at the acquisition level of learning social skills. They are learning a new skill (or at least common, consistent use of a skill), and the lessons will need to be direct, explicit, and taught frequently with fidelity, consistency, and equity. At the preschool and elementary level and for underclassmen or students new in a secondary building, lessons that include components of direct instruction (including tell, show, and practice) will be most effective. This direct teaching can be done in a way that best fits the unique nature of your building. Yet for students to learn social skills, it will be important to teach directly, explicitly, and frequently.

Whoever is involved in lesson writing should be instructed to write DRAFT on lessons they develop to indicate feedback will be asked for. Also instruct lesson planners to write the date on the lesson to help you keep track of various versions.

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

Expectation		Be Responsible
Specific Behavior(s) and/or Procedures List behavior and steps to complete		Following Directions means: <ul style="list-style-type: none"> Eyes on teacher Do what teacher asks Raise hand for help
Context Identify the locations(s) where behavior is expected.		All Settings
Teaching All Students		
Tell Introduce the behavior and why it is important		<ul style="list-style-type: none"> "Today we are going to review the skill I can follow directions." Read the behavior and steps. Brainstorm with the class a list of adults that they encounter on any given day at school. These would include their own teachers, specialists, P.E. coaches, secretaries, media specialists, lunchroom workers, bus drivers, custodians and many others. Discuss why it is important to follow directions given by all adults in the building.
Show Teacher demonstrates or models the behavior. Teacher models non-examples		<ul style="list-style-type: none"> An adult blows the whistle on the playground; all students stop playing, look to see that the path to their line up spot is clear and move keeping their hands and feet to themselves to their line up spot. The teacher directs the class to push their chairs in and line up. The class politely pushes in their chairs and forms a line, getting in their line order and leaving space for others to get in line. They get to their special class on time Teacher models the non-example: Teacher has student role-play being the teacher giving directions to get materials out for a lesson and teacher is non-compliant.
Practice Give students opportunities to role play the behavior across all relevant settings		<ul style="list-style-type: none"> Give a direction, such as clear your desk, and time students to see how quickly they comply. "Simon Says" game: practice with this follow-the-leader game to reinforce compliance with directions. Role-play procedures such as lining up at the end of recess. Have one student be the "supervisor" and have that child verbalize the positive things they notice.
Generalization	Pre-correct/Remind Anticipate and give students a reminder	<ul style="list-style-type: none"> "Before I give the next directions, let's review the steps to following directions. They are listen attentively, raise hand to speak or ask questions and begin task immediately."
	Supervise Move, scan and interact with students	After directions are given, move, scan and interact with student to give them feedback about how they are following directions and correct as needed.
	Feedback Observe student performance & give positive, specific feedback to students	<ul style="list-style-type: none"> Thank you for following the fire drill expectations and safely exiting the building." "Great job of counting off quickly and moving to numbered corners. That shows responsible use of our learning time. I heard some interesting discussions..."
Reteach Practice throughout the day		<ul style="list-style-type: none"> Have students share examples of when they followed directions promptly. Share examples of someone you saw following directions promptly and tie compliance to positive outcomes such as more time for recess because the class was timely in getting lined up!

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

Expectation		Be Responsible
Specific Behavior(s) and/or Procedures List behavior and steps to complete		Following Directions means: <ul style="list-style-type: none"> Eyes on teacher Do what teacher asks Raise hand for help
Context Identify the locations(s) where behavior is expected.		All Settings
Teaching All Students		
Tell Introduce the behavior and why it is important		<ul style="list-style-type: none"> "Today we are going to review the skill I can follow directions." Read the behavior and steps. Brainstorm with the class a list of adults that they encounter on any given day at school. These would include their own teachers, specialists, P.E. coaches, secretaries, media specialists, lunchroom workers, bus drivers, custodians and many others. Discuss why it is important to follow directions given by all adults in the building.
Show Teacher demonstrates or models the behavior. Teacher models non-examples		<ul style="list-style-type: none"> An adult blows the whistle on the playground; all students stop playing, look to see that the path to their line up spot is clear and move keeping their hands and feet to themselves to their line up spot. The teacher directs the class to push their chairs in and line up. The class politely pushes in their chairs and forms a line, getting in their line order and leaving space for others to get in line. They get to their special class on time Teacher models the non-example: Teacher has student role-play being the teacher giving directions to get materials out for a lesson and teacher is non-compliant.
Practice Give students opportunities to role play the behavior across all relevant settings		<ul style="list-style-type: none"> Give a direction, such as clear your desk, and time students to see how quickly they comply. "Simon Says" game: practice with this follow-the-leader game to reinforce compliance with directions. Role-play procedures such as lining up at the end of recess. Have one student be the "supervisor" and have that child verbalize the positive things they notice.
Generalization	Pre-correct/Remind Anticipate and give students a reminder	<ul style="list-style-type: none"> "Before I give the next directions, let's review the steps to following directions. They are listen attentively, raise hand to speak or ask questions and begin task immediately."
	Supervise Move, scan and interact with students	After directions are given, move, scan and interact with student to give them feedback about how they are following directions and correct as needed.
	Feedback Observe student performance & give positive, specific feedback to students	<ul style="list-style-type: none"> Thank you for following the fire drill expectations and safely exiting the building." "Great job of counting off quickly and moving to numbered corners. That shows responsible use of our learning time. I heard some interesting discussions..."
Reteach Practice throughout the day		<ul style="list-style-type: none"> Have students share examples of when they followed directions promptly. Share examples of someone you saw following directions promptly and tie compliance to positive outcomes such as more time for recess because the class was timely in getting lined up!

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

Expectation		Be Responsible
Specific Behavior(s) and/or Procedures List behavior and steps to complete		Following Directions means: <ul style="list-style-type: none"> • Listen attentively • Raise hand to clarify questions • Begin work immediately
Context Identify the locations(s) where behavior is expected.		All Settings
Teaching All Students		
Orientation Plan For underclassmen and new students to the building		<ul style="list-style-type: none"> • Orientation for all 6th graders will be during the first week of school and the week after each school break. Teachers are to teach all school-wide and classroom behaviors and routines. Special attention is given to teach following directions. • All grades will review school-wide and classroom behaviors and routines the first day of school. • New students will receive an overview orientation by the school counselor using the tell, show, and practice teaching strategies below. • New students will be assigned a student Team Viking Volunteer for their first week of school.
Generalization	Tell Introduce the behavior and why it is important	<ul style="list-style-type: none"> • “Today we are going to review the skill I can follow directions.” • Brainstorm with the class a list of adults that they encounter on any given day at school. These would include their own teachers, specialists, P.E. coaches, secretaries, media specialists, lunchroom workers, bus drivers, custodians and many others. • “It is important to follow directions of all adults in the building because it helps build a sense of ‘everyone is responsible for everyone,’ and ensure everyone is safe and treated well. Following directions is a skill needed for life; at work, while driving, using equipment at home. Others?”
	Show Teacher demonstrate s or models the behavior. Teacher models non-examples	<ul style="list-style-type: none"> • Nate looked at the teacher and listened carefully as she gave directions. He raised his hand to ask one clarifying question to make sure he understood what to do and then said to himself, “I can do that!” and started to do the assigned work. When he finished his work early, he got a book to read (example). • Teacher models non-example: The adult supervising in the hallway asked Alfred to quiet his voice and Alfred replied with a disrespectful tone, “You’re not my teacher.” Or “Whatever.”
	Practice Give students opportunities to role play the behavior across all relevant settings	<ul style="list-style-type: none"> • The cafeteria worker asked Tiffany her student number. Tiffany smiled and said, “It’s 00001.” The cafeteria worker smiled and said, “Thanks, enjoy your lunch.” • Students are in the cafeteria and one is talking on a cell phone. The supervising adult asks the student to hand over the phone (school policy). Have the students role play how they should follow directions.

Example High School Lesson: Following Directions

(Initial Teaching for Acquisition)

Expectation	Be Responsible
Specific Behavior(s) and/or Procedures List behavior and steps to complete	Following Directions means: <ul style="list-style-type: none"> • Listen attentively • Raise hand to clarify questions • Begin work immediately
Context <i>Identify the locations(s) where behavior is expected.</i>	All Settings
Teaching All Students	
Orientation Plan For underclassmen and new students to the building	<ul style="list-style-type: none"> • Orientation for all 9th graders will be Tuesday before school starts. All teachers are to teach all school-wide and classroom behaviors and • routines the first week of school. Special attention is given to teach following directions the first time. • New students will receive an overview orientation by the resource officer using the tell, show, and practice teaching strategies below. • New students will be assigned a Student Council representative for their first week of school.
Tell Introduce the behavior and why it is important	<ul style="list-style-type: none"> • “Today we are going to discuss what it means to be responsible at Great High School. One of the important skills to being responsible is follow directions the first time asked.” • Discuss the importance of following directions in school, the real world and life beyond high school. • Also tie Following Directions the First Time to the academic curriculum.
Show Teacher demonstrates or models the behavior. Teacher models non-examples	<ul style="list-style-type: none"> • Sam looked at the teacher and listened carefully as she gave directions. He raised his hand to ask one clarifying question to make sure he understood what to do and then started to do the assignment. When he finished his work early, he got to work on the computer (example). • Teacher models non-example: The adult supervising in the hallway asked Alicia to move to allow students to walk up the stairs. Alicia replied with a disrespectful tone, “You’re not my boss.”
Practice Give students opportunities to role play the behavior across all relevant settings	<ul style="list-style-type: none"> • The cafeteria worker asked Tiffany her student number. Tiffany smiled and said, “It’s 00001.” The cafeteria worker smiled and said, “Thanks, enjoy your lunch.” • There is a new policy at school where teachers are to ask students to put any cell phones out of a student’s backpack onto the teacher’s desk until the end of the hour. The teacher sees Frank checking the time on this phone and asks him to put the phone on the desk until class is over. Have students role play how they should follow directions the first time asked.

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

Expectation	Cafeteria Procedures
Specific Behavior(s) and/or Procedures List behavior and steps to complete	<p>At All Times:</p> <ul style="list-style-type: none"> • Respond to quiet signal • Listen to speaker and follow directions given • While Entering, Getting Food & Being Seated: • Walk in designated areas • Smile, greet servers • Say please and thank you • Get utensils, napkins and all items needed before moving to your designated seating area <p>While Eating:</p> <ul style="list-style-type: none"> • Make friendly table talk • Use an indoor voice • Eat politely and quietly • Report spills to an adult • Raise your hand if you need assistance <p>While Cleaning Up & Exiting:</p> <ul style="list-style-type: none"> • Clean up after yourself • Ask permission before getting up • Stay seated until dismissed • Walk
Context Identify the locations(s) where behavior is expected.	Cafeteria
Teaching All Students	
Tell Introduce the behavior and why it is important	<ul style="list-style-type: none"> • “Today we are going to learn the cafeteria procedures that describe how all students and staff responsibly, respectfully and safely behave during the lunch period in the cafeteria so that everyone has sufficient time to eat in a clean and welcoming environment.” • “There will be steps to follow at all times while in the cafeteria, when entering the cafeteria and either getting food or finding a seat, while eating lunch, and during cleanup and exiting the cafeteria.” • The teacher may choose to briefly brainstorm with students why it is important to have procedures for the cafeteria.
Show Teacher demonstrates or models the behavior. Teacher models non-examples	<ul style="list-style-type: none"> • Teacher first describes steps for each part of the procedure • “At all times we must respond to the quiet signal and listen carefully to the announcement or directions being given.” • Teacher models examples and non-examples of following entering, eating and exiting procedures asking students to give performance feedback with thumbs up for expected and thumbs down for unexpected behavior.

Expectation		Cafeteria Procedures (cont.)
Practice Give students opportunities to role play the behavior across all relevant settings		<ul style="list-style-type: none"> Have students first role-play while in the classroom immediately after the Show portion of the lesson. Teacher sets a time to practice cafeteria procedure in the cafeteria before lunchtime begins on the first day. If students are the youngest in the building (e.g., kindergarten or first grade) have older students available to first model and then assist in practice.
Generalization	Pre-correct/ Remind Anticipate and give students a reminder to perform behavior	<ul style="list-style-type: none"> Before leaving the classroom teacher prompts students by saying, "Who can remind us of how we should enter the cafeteria and get our lunch?" While students are waiting in the lunch line the teacher may say, "Remember to say please and thank you and to greet our cafeteria workers with a smile" or "Remember to get everything you need and walk to our designated table." When students are seated, "Remember to use your inside voice, use polite table manners, and clean up after yourself. Wait for permission to throw away trash and line up to leave the cafeteria."
	Supervise Move, scan and interact with students	<ul style="list-style-type: none"> If students are the youngest in the building (e.g., kindergarten or first grade) have older students assist in cafeteria during the first week of school. The teacher will assist all his/her students through the line and to the designated seating area before exiting the cafeteria. Teachers will provide prompts, specific positive feedback and corrections as needed to any and all students during this time.
	Feedback Observe student performance & give positive, specific feedback to students	<ul style="list-style-type: none"> "Thank you for remembering to greet the cafeteria workers with a smile and for saying thank you, that is being respectful of others." "Thank you for raising your hand and letting me know there was a spill under the table, that shows respect for our school building."
Reteach Practice throughout the day		<ul style="list-style-type: none"> Teachers can ask for feedback from cafeteria supervisors or janitors regarding student behaviors and cleanliness of cafeteria when their class exits. This serves as information about what the students might need to re-practice, as well as opportunities for the teacher to recognize students for following expected procedures and how this contributes to a safe and welcoming cafeteria environment. Teachers should plan for whole class re-teaching sessions whenever a new student joins the class, whenever feedback from other adults indicates there is a need, or after vacations or extended breaks in the school year.

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

Orientation Plan For underclassmen and new students to the building		<ul style="list-style-type: none"> Schedule cafeteria visits and run-throughs as part of underclassman orientation procedures. Upperclassman and staff can be stationed at pivotal spots and provide a 2-minute infomercial regarding the steps during each part of lunch (e.g., entering and getting lunch, while eating, exiting). All classes with underclassman will be asked to conduct a mini lesson during the first day of class covering all cafeteria procedures as a whole and spending subsequent time the rest of the first week giving specific group feedback based on observational feedback. Upperclassman can write and produce short videos that demonstrate cafeteria procedures. Viewing the video can be incorporated into underclassman orientation.
Generalization	Tell Introduce the behavior and why it is important	<ul style="list-style-type: none"> Today we are going to learn the cafeteria procedures that describe how all students and staff responsibly, respectfully and safely behave during the lunch period in the cafeteria so that everyone has sufficient time to eat in a clean and welcoming environment." "There will be steps to follow at all times while in the cafeteria, when entering the cafeteria and either getting food or finding a seat, while eating lunch, and during cleanup and exiting the cafeteria."
	Show Teacher demonstrates or models the behavior. Teacher models non-examples	<ul style="list-style-type: none"> The teacher can use the student-produced video in conjunction with describing the steps. Upperclassmen can also be utilized to demonstrate procedures and to give pointers or answer questions (e.g., which line takes the longest? where are condiments and utensils located? etc.)
	Practice Give students opportunities to role play the behavior across all relevant settings	<ul style="list-style-type: none"> Have students check menus, review pricing and a map of cafeteria and various food areas prior to entering cafeteria so they know what they want to purchase prior to entering.



Team Activity

Use the following Acquisition Lesson Plan form to practice writing a lesson for one of the topics your team previously chose as a priority lesson. You can write a lesson for a schoolwide procedure (similar to cafeteria) or for a behavior on your school's matrix.

ACQUISITION LESSON PLAN FORM

Expectation		
Specific Rule and/or Procedures List expected behavior and lessons to complete.		
Context Identify the locations(s) where behavior is expected.		
Teaching All Students		
Orientation Plan For underclassmen and new students to the building		
Tell Introduce the behavior and why it is important.		
Practice Give students Opportunities to role-play the behavior across all relevant settings.		
Generalization	Pre-correct/Remind Anticipate and give students a reminder.	
	Supervise Move, scan, and interact with students.	
	Feedback Observe student performance and give positive specific feedback to students.	
Reteach Practice throughout the day.		

Stakeholder Engagement and Communication

Staff Engagement

Staff engagement about teaching expected behavior may need to begin with professional learning on the purpose of teaching your social behavioral curriculum. It would be important to share sample lesson plans and discuss when and where all teachers and staff will be expected to teach.

In the Leadership Course, you were introduced to the workgroup process to gain input and consensus on materials to implement SW-PBS. Here are other ideas to engage staff in the lesson writing process:

- Ask vertical/grade level/department teams to write lessons.
- Ask all support staff (cafeteria supervisors, resource officers, secretaries, custodians, bus drivers) for lesson suggestions.
- Conduct a short survey to ask staff to share their questions, ideas, and views about SW-PBS lessons.

Student Engagement

Students often have creative ideas about how to teach classroom and non-classroom rules and procedures. Students can help write lessons and also help teach the lessons. Here are some ideas to engage students in the lesson writing process:

During a designated class period, discuss lesson ideas for behaviors/ rules on your school matrix with all students. Have students turn in their suggestions.

- Create a SW-PBS Advisory Council to both advise the Leadership Team and to gather input from the student body.
- Conduct a short survey to ask students to share their questions, ideas, and views about SW-PBS lessons.
- Ask drama classes to write, direct, and act in video lessons.
- Ask communication classes to write and broadcast daily/ weekly lessons and announcements.

Family Engagement

Ask for family input at Back to School Night, in the school newsletter, and during family conferences (a task to do while they are waiting).

- Build a system of regularly scheduled Opportunities to send information home to families (weekly folders, school newsletter with regular feature of “lesson of the week,” information about how to use lesson content at home, updates from the building administrator, district updates).
- Conduct short surveys to ask families to share their questions, ideas, and views about SW-PBS lessons.

Community Engagement

The team can ask members of their community for examples to include in lesson plans of how matrix behaviors can and should be used in the community at large.

Action Planning

Discuss possible ways your school could share the work of writing lessons. Also discuss how you will engage staff and ask for their input regarding the lessons that should be the priority lessons. Write specific action steps on your Action Plan.



Teaching is an efficient process for clarifying what students should know and be able to do, as well as where, when, and to what criteria to demonstrate expected behavior.

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Lesson 3: Develop “booster” lessons for maintenance of all expected behavior and effective teaching and learning practices (ETLPs) schoolwide and in each classroom.

Fluency is the second phase of learning when a task or skill is performed without error or interruption in a change of behaviors. When students show fluency in their use of social behaviors from your matrix, teaching may be periodic maintenance or “booster” lessons. Maintenance is the ability to perform a behavior over time. These lessons would consist of reminders of when, where, and how expected behaviors are to be performed. Staff continue to actively supervise giving students feedback to maintain skill usage.

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

“Booster” lessons are lessons taught periodically and are intended to help students maintain the skill over time and in a variety of settings and situations.

Teaching Changes as Students Get Older

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

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

Example

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

Expectation		Be Responsible
Specific Behavior(s) and/or Procedures List behavior and steps to complete		Following Directions means: <ul style="list-style-type: none"> • Listen attentively • Raise hand to clarify questions • Begin work immediately
Context Identify the locations(s) where behavior is expected.		All Settings
Teaching All Students		
Generalization	Pre-correct/Remind Anticipate and give students a reminder	<ul style="list-style-type: none"> • Reiterate the importance of following directions at frequent intervals by ALL staff. • Include in morning announcements, signage, student/family news, etc. • Remind before students are expected to follow directions, such as: "Before I give you directions for your next assignment, let's review the steps of following directions. They are 1) listen attentively, 2) raise your hand if you have questions, and 3) begin task immediately. Now turn to page....".
	Supervise Move, scan and interact with students	After directions are given, move, scan and interact with students as they follow instructions.
	Feedback Observe student performance & give positive, specific feedback	<ul style="list-style-type: none"> • "Thanks for following my instructions and getting right to work." • "I notice many of you getting right to work and being learners. That's awesome!" • "Great job of counting off quickly and moving to numbered corners. That shows responsible use of our learning time. I heard some interesting discussions about the quote today..."
Reteach Practice throughout the day		Review the behavior and the steps of following directions, if students display a skills deficit provide SHOW and PRACTICE components. Increase reminders, supervision and feedback for "almost there" performance to support student compliance.

Example High School Lesson: Following Directions (Maintenance “Booster”)

Expectation		Be Responsible
Specific Behavior(s) and/or Procedures List behavior and steps to complete		Following Directions means: <ul style="list-style-type: none"> • Listen attentively • Raise hand to clarify questions • Begin work immediately
Context Identify the locations(s) where behavior is expected.		All Settings
Teaching All Students		
Generalization	Pre-correct/ Remind Anticipate and give students a reminder	<ul style="list-style-type: none"> • Reiterate the importance of following directions at frequent intervals by ALL staff. • Include in morning announcements, signage, and report data of decreases in non-compliance and insubordination. • Remind before students are expected to follow directions, such as: “Before I give you directions for your next assignment, let’s review the steps of following directions. They are 1) listen attentively, 2) raise your hand if you have questions, and 3) begin task immediately. Now turn to page....”.
	Supervise Move, scan and interact with students	After directions are given, move, scan and interact with students as they follow instructions the first time.
	Feedback Observe student performance & give positive, specific feedback	“Thanks for being responsible for your learning and following my instructions. Awesome!”
Reteach Practice throughout the day		Review the behavior and the steps of following directions, if students display a skills deficit provide SHOW and PRACTICE components. Increase reminders, supervision and feedback for “almost there” performance to support student compliance.

Example Secondary Cafeteria Procedure Lesson Plan (Maintenance “Boosters”)

Expectation		Cafeteria Procedures
Specific Behavior(s) and/or Procedures List behavior and steps to complete		At All Times: <ul style="list-style-type: none"> Follow directions first time asked Use appropriate talk Use school property as intended While Entering, Getting Food & Being Seated: <ul style="list-style-type: none"> Wait patiently in line in designated area(s) Know your order; place it quickly Have money or lunch card ready Keep account current Smile, greet servers Say please and thank you Find a seat quickly and remain seated while eating While Eating: <ul style="list-style-type: none"> Use appropriate talk Use food and silverware appropriately While Cleaning Up & Exiting: <ul style="list-style-type: none"> Clean up after self Put trash in bins
Context Identify the locations(s) where behavior is expected.		Cafeteria
Teaching All Students		
Generalization	Pre-correct/Remind Anticipate and give students a reminder	<ul style="list-style-type: none"> All staff who interact with students during 4th period (lunch time) will be asked to remind students about the cafeteria procedures before the students exit for lunch. During the first week of school 5 minutes each day will be spent on the pre-correct/reminder with all steps discussed on the first day, and on the following day the topics for reminders will come from performance feedback of cafeteria supervisors and administrators. In subsequent weeks teachers are asked to give a 1-minute pre-correct/reminder each day regarding hallway behavior on the way to the cafeteria and/or cafeteria procedures. There may be times where specific pre-corrects/prompts will be given to the teachers from the SW-PBS Leadership Team.
	Supervise Move, scan and interact with students	<ul style="list-style-type: none"> Everyday during the first week of school all teachers area asked to go to the cafeteria once students are dismissed to lunch to model hallway and cafeteria expectations and procedures and to provide assistance to assigned supervisors as needed. In subsequent weeks staff will, as assigned, complete designated cafeteria supervision. Additionally, during periods when increases in problem behaviors in the hallways during lunch periods or in the cafeteria are anticipated staff may be asked to provide extra supervision or support (e.g., after vacation breaks, final week of school, etc.).



Team Activities

Review monthly office discipline data to determine a skill your students are fluent in performing. Come to consensus on a skill for which a maintenance “booster” lesson is needed, and write that lesson using the Blank Maintenance “Booster” Lesson Plan form.

Maintenance “Booster” Lesson Plan

Expectation		
Specific Behavior(s) and/or Procedures List behavior and steps to complete		
Context Identify the locations(s) where behavior is expected		
Teaching All Students		
Generalization	Pre-correct/ Remind Anticipate and give students a reminder	
	Supervise Move, scan and interact with students	
	Feedback Observe student performance & give positive, specific feedback	
Reteach Practice throughout the day		

Stakeholder Engagement and Communication

Staff Engagement

It will be important to share the difference between Initial Lesson Plans for Acquisition and “Booster” Lesson Plans for Maintenance.

Review the previously mentioned Stakeholder Engagement and Communication suggestions as your school writes maintenance “Booster” lesson plans.



Action Planning

Discuss what behaviors/rules or procedures you need possible maintenance “booster” lesson plans for. Then decide on ways your school could share the work of writing “Booster” lessons. Write your plans on your Action Plan.



Lesson 4: Develop a Schedule for Teaching Expectations Across Schoolwide, Non-classroom, and Classroom Settings.

Your SW-PBS Leadership Team will need to seek input and to make decisions about when specific skills from the matrix and procedures will be taught. To ensure teaching social skills and procedures is more than a one-time event, each school determines its own perpetual teaching schedule. A teaching schedule helps keep all staff aware of when lessons are taught and therefore helps keep staff accountable and committed to teaching social skills. A teaching schedule should be perpetual, meaning it is sustained throughout the year. It also needs to be flexible enough to allow for lessons to be taught that address student needs when unexpected behaviors surface.

When developing a teaching schedule, the following points may need to be considered:

- Instruction takes place each day, all day, throughout the entire school year for young students or for those students who continue to demonstrate they are at the acquisition level.
- Focused lessons at the beginning of the year to teach all schoolwide and classroom expectations, rules, and procedures. This includes direct instruction the first few weeks of school in the setting where the skills or procedures are used.
- Beginning of school year orientation period, such as a day for underclassmen before all students attend school.
- Weekly lessons in advisory period, homeroom, or classroom.
- New Student Orientation using student ambassadors as orientation models for newly enrolled students.
- Review lessons after school breaks (e.g., long weekends, winter and spring breaks). Weeklong or short reminder lessons as appropriate for the skill level and age of students.
- Quarterly assemblies followed with group practice for students who have acquired the skill but need maintenance or an “extra dose” of instruction.

Teaching in The Daily/Weekly Schedule

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

Teaching All Year

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

There are many ways teaching can be accomplished. Some important considerations are : 1) making sure the schedule is acceptable to stakeholders, educators, and students teaching lessons, 2) ensuring the teaching schedule can be sustained throughout the year, 3) lessons are long enough to adequately teach the skill but short enough that staff will actually make time to teach and 4) adequate staff are available to teach in the identified settings.

Example

Missouri Middle School 2019-20 Teaching Schedule

Date	Lesson (Taught during Home Room unless otherwise indicated)
8/17	Respect, Responsible, Ready
8/18	<ul style="list-style-type: none"> Assembly at end of day to encourage staff & students to be respectful, responsible, & ready.
8/19	Store jackets/coats, backpacks, and electronic devices in locker & Arrive on Time
8/20	Honor dress code
8/21	Positive Language with peers and adults - Appropriate volume when talking
	Have materials you need for class
	<ul style="list-style-type: none"> Assembly end of day to celebrate first week's work. Send Matrix home via e-mail and flyers
8/25	Review Week 1 Lessons
8/26	Actively listen
8/27	Use restrooms and water fountains for intended purposes
8/28	Keep all areas of the building free of debris
	<ul style="list-style-type: none"> Assembly end of day to celebrate good work and discuss establishing goals for September.
9-2	Follow directions
9-8	Positive language with peers and adults
9-15	Respond Positively when spoken to – Respectful Disagreement
9-22	Post only approved art
9-29	Have materials you need for next class
	<ul style="list-style-type: none"> Assembly end of day to celebrate good work and discuss establishing goals for October
October	Lessons from data review and Solution Plan
November	Lessons from data review and Solution Plan
December	Lessons from data review and Solution Plan
January 5	Booster Review Respect, Responsible, Ready in Nonclassroom Settings Review classroom rules and routines
January 12	Lessons from data review and Solution Plan
February	Lessons from data review and Solution Plan
March	Lessons from data review and Solution Plan
After Spring Break	Booster Review Respect, Responsible, Ready in Nonclassroom Settings Review classroom rules and routines
Before State Tests	Responsible – Do your best work
April	Lessons from data review and Solution Plan
May	Lessons from data review and Solution Plan

Review and discuss the teaching schedule. Based on the grade levels of students in your school, what might be some logical ways to weave initial schoolwide teaching of social behavioral skills into your school day and year? Use the lesson schedule form to practice writing a lesson schedule.

School _____ **School Year** _____

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Stakeholder Engagement and Communication

Staff Engagement

It is important to encourage and support teachers to teach, practice, and reinforce use of expected matrix behaviors and procedures every day, all day, throughout the school year. The lesson plans give suggestions for generalization of the skills throughout the day in a variety of situations. Many schools develop a SW- PBS motto, school song, cheer or pledge to start the lessons and include in daily announcements.

The SW-PBS Leadership Team and administration will want to encourage staff to give their class time and creativity to infuse use of social skills within their current academic curriculum. Following are some examples of ways to build social behavior lesson content into the academic curriculum:

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

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

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

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

Literature/language arts: When studying literature, discuss how characters view expected behaviors and how those expected behaviors are the same or different than your school matrix.

Student Engagement

Involving students in planning and delivering lessons is a powerful and fun way to get students to “buy in.” Younger students can be involved in schoolwide skits displaying examples of expected behavior, recite the school motto, or introduce the lesson of the week during the school announcements or the school video news program. With guidance from a teacher, older students can use their creativity to write and produce videos to include in lessons and load to the school website. SW-PBS Leadership Teams will want to keep teaching fun and engaging for both students and teachers!

Action Planning

How will you plan initial teaching of social skills at the beginning of the school year? How will you arrange for regular, ongoing teaching throughout the school year? How will you engage staff, students, and families to make decisions about your initial teaching schedule? Write your steps on your team Action Plan.



Lesson 5: Support Teachers to Implement Effective Teaching and Learning Practices (ETLPs #5-8)

Recall in the Introduction section of the Tier 1 Implementation Guide, there was a description of the eight effective teaching and learning practices (ETLPs). These high leverage classroom instructional practices form the foundation of Tier 1 universal support for all students. The task for your leadership team as you develop a system for teaching expected behavior, is to provide just in time, just as needed support to all teachers to teach, model and cue students to demonstrate expected behaviors. In this unit you will learn about ETLPs 5, 6, 7 and 8.

Effective Teaching and Learning Practices	Where to Find in Tier 1 Implementation Guide
1. Expectations and rules	Course 3 - Clarifying Expected Behavior
2. Procedures and routines	Course 3 - Clarifying Expected Behavior
3. Encourage use of expected behavior	Course 5 - Encouraging Expected Behavior
4. Discourage use of unexpected behavior	Course 6 - Discouraging Unexpected Behavior
5. Active supervision	Course 4 - Teaching Expected Behavior
6. Opportunities to respond	Course 4 - Teaching Expected Behavior
7. Sequencing and choice of activities	Course 4 - Teaching Expected Behavior
8. Task difficulty	Course 4 - Teaching Expected Behavior

SW-PBS Leadership Teams use prevention logic when they ask questions about what serves as a trigger to a behavior, such as: If we had staff supervision in the hallway during pass time, is it more likely students will get to class on time?

MO SW-PBS Handbook.

ETLP # 5 – Active Supervision

Active supervision is the process of monitoring the classroom or any school setting that incorporates three practices: 1) moving, 2) scanning, and 3) interacting (De Pry & Sugai, 2002).

MOVING. Continuous movement and proximity with all students make your presence known and heighten their attention to tasks and the expected behaviors.

SCANNING. Even though you are moving in the classroom, cafeteria, hallway, or other school setting, you should frequently and intentionally look around at students. This visual scanning allows you to watch for instances of expected or unexpected behavior that you will want to respond to immediately or as soon as possible. It will also help you to identify students who may need your assistance.

INTERACTING. Just as moving and scanning work together, you should also frequently interact with students. Frequent interactions can include the use of pre-correction to remind students of expectations and should also include both contingent and noncontingent attention. While moving and scanning, you will also want to address any unexpected behavior quickly and calmly.

Active supervision verbally and non-verbally communicates to students the certainty that you do inspect what you expect.

Example

The following example of a teacher highlights her incidents of Active Supervision in bold.

*The teacher, Ms. Hailey, directed the class to finish writing a paragraph by themselves. She then **moved** slowly down the aisles **looking** from side to side quietly **acknowledging** the students for starting quickly. She stood beside Enrico for a moment, as he usually does not do well with independent work, and **praised** him for getting started. Ms. Hailey then stopped, turned around, and **watched** the front half of the class. She continued to **loop** around the class, stopping to check students' work, and **making compliments** here and there (Colvin, 2009, pg 46).*

Team Activity

As a Leadership Team, write an example scenario similar to the one above using active supervision in the cafeteria, hallway, or playground. Be sure to include moving, scanning, and interacting in your example.



Stakeholder Engagement and Communication

Staff Engagement

MO SW-PBS has developed a number of materials to assist your SW-PBS Leadership Team in professional development related to active supervision. These include the Teacher Tool on Active Supervision, PowerPoint training slides and activity handouts. These materials are available on the MO SW-PBS website at www.pbis-missouri.org. Obviously your SW-PBS Leadership Team will want to make these materials applicable in your school by sharing examples and nonexamples of active supervision in the hallway, playground, at arrival, during dismissal, and at other times during the day.



Team Activity

Discuss non-classroom settings where active supervision could be improved. Write action steps to teach staff about active supervision. Consider writing steps on your Action Plan about conducting observations to give supervisors feedback about their use of active supervision. What action steps will you add to your Action Plan to discuss active supervision during employment interviews and as part of performance reviews?





Action Planning

Review the Teacher Tool on Active Supervision at the end of this Course. Discuss how you can teach teachers about active supervision. Remember to use the resources available to you. For more background information read Section 2 — Effective Teaching and Learning Practices and Effective Teaching and Learning Practices Explored in MO SW-PBS Handbook. For access to online training materials for the Effective Teaching and Learning Practices, go to www.pbissmissouri.org. Consider writing action steps on your Action Plan about conducting observations to give teachers feedback about their use of active supervision.

ETLP # 6 – Opportunities to Respond

Strategies to provide opportunities for students to respond are critical to keep students engaged in learning. When learning new material, teachers should strive to obtain a minimum of 4 to 6 responses per minute with 80% accuracy. If activities involve the review of previously learned material, teachers should strive for 8 to 12 responses per minute with 90% accuracy (Reinke, Herman, & Stormont, 2013).

Examples

Opportunities to Respond

Teachers can use the following strategies to reach high rates of student responding.

Individual Questioning. One simple strategy is to use a response pattern to make sure that all students are called on. Calling on students unpredictably heightens student attention:

- Teachers can use the seating chart and call on students randomly, tallying on that chart to monitor the rate of questions presented to each student.
- Student names can be on strips of paper or popsicle sticks in a can or jar. As questions are posed, students' names are drawn.
- Using one of the above random call strategies, ask a student to repeat or summarize what the student who just answered said.

It is important to remember to ask the question first, and then pause before calling on the student to respond. This allows an opportunity for all students to think and be prepared to respond (see “Wait Time”).

Choral Responding. Choral responding occurs when all students in a class respond in unison to a teacher question. To use choral responding, the teacher will: 1) develop questions with only one right answer that can be answered with short, one to three-word answers, 2) provide a thinking pause or wait time for three seconds or more between asking the question and prompting students to respond, 3) use a clear signal or predictable phrase to cue students when to respond in unison, 4) use a brisk pace, and 5) provide immediate feedback on the group response. Questions for choral responding should be prepared in advance and can be visually presented via PowerPoint slides or other visual cues.

Choral responding is best used with interspersed questions to individual students. This mixed responding strategy has an element of surprise and cues students to heighten their attention. It also allows you to assess individual student learning.

White Boards. Students have personal white boards with erasable pens to write answers to teachers' questions (Heward, 2006). Students can write letters, words, or numbers or draw symbols or solve problems; then, when cued, they can hold up their boards to display their answers. Students use an eraser, sponge, or cloth to erase their answer and await the next question.

Response Cards. Another nonverbal format is response cards. These are pre-printed cards, often on cardstock and laminated, that have choice words on each side such as Yes/No, True/False, Odd/Even. They might also include a set of a few options such as noun, pronoun, verb, and adverb. If using multiple responses, be sure that they are few enough to avoid confusion and can be identified quickly for response. Just as with choral responding, students must be taught the expected behaviors when using white boards or response cards (Heward & Gardner, 1996). Teachers should:

- Prepare questions to carefully match response options; if students are writing on white boards, minimal writing is best.
- Provide clear instructions for use of cards or white boards, including when to select their card or write their response, when to share, and when to clean boards or reposition cards for next question (e.g., “Write your answer now,” or “Look and select your answer”; then, “Show your answer now,” “Cards down, eyes up here, ready for the next question”).
- Assess student responses and provide clear, specific feedback. (“That’s right! The answer is 86!”)
- Provide the correct answer and a brief explanation if a significant number of students did not respond accurately, and then present the question again.

Student Response Systems. Technology is a big part of our lives, and many schools are finding the value of using it to engage and motivate learners. When using student response systems, which are commonly called “clickers,” the process has three steps: 1) during class discussion, the teacher displays or asks a question, 2) all students key in their answers using their wireless hand-held keypad or other web-based device, and 3) responses are received and displayed on the teacher’s computer monitor as well as on an overhead projector screen. Each device is also numbered so that individual responses can be downloaded for recordkeeping or further analysis after the session has ended. Student engagement and motivation or student satisfaction seem to be enhanced as the devices allow for all to respond anonymously, using a familiar game approach (Reiser & Dempsey, 2007). An additional benefit of clickers is the ability for teachers to see immediately how students answer and adjust their teaching to either forge ahead with new content or continue teaching and review. Other electronically based resources are being developed and should also be investigated. Teachers may find the ability to automate data collection the most obvious benefit over other nonverbal response approaches.

Signals or Movement. Other signaling or movement activities might be used (e.g., thumbs up, thumbs down; stand up, sit down; move to four corners; or other creative signals).

Guided Notes. Guided notes are teacher-prepared handouts that lead students through a presentation or lecture with visual cues or prepared blank spaces to fill in key facts or concepts. Guided notes not only help to increase student attention and engagement but also provide students with a standard set of notes and help with outlining skills.

When developing guided notes: 1) examine your current lecture outlines, 2) identify key facts, concepts, or relationships that could be left blank and filled in by students, 3) consider inserting concept maps or a chart, diagram, or graph to help with understanding, and 4) provide the students with formatting clues such as blank lines, numbers, bullets, etc. Be careful not to require too much writing. The content of the guided notes can be adjusted to match the specific needs of students (e.g., motor deficits—more information and less writing; developmental delays—simplified terms, etc.)

Other Practices that Increase Opportunities to Respond (OTR)

Other commercial programs have evidence of their impact on learning through numerous opportunities to respond. Computer-assisted instruction provides frequent responses and immediate feedback on results to enhance motivation and learning. Classwide Peer Tutoring provides a systematic approach to reciprocal peer tutoring that promotes high levels of on-task behavior by simultaneously engaging all students. Direct Instruction is a teaching model that is the foundation of several commercially available reading and math programs that emphasizes carefully controlled instruction and an emphasis on high response rates and pace in a scripted interactive format. More information is available at <http://www.nifdi.org> or <http://directinstruction.org>.

Example

TEACHING PLAN TO INCREASE OPPORTUNITIES TO RESPOND

Subject/Content Area	Strategies to Increase OTR
Morning Meeting	Turn and talk; thumbs up
Reading – whole group	Alphabet response cards
Writing – whole group	White boards
Math – small group	White boards and counting cubes
Science – whole group	Body part response cards

Team Activity

Discuss the example and information about Opportunities to respond. As a team, use the form below as an exercise to create examples for teachers.



TEACHING PLAN TO INCREASE OPPORTUNITIES TO RESPOND

Subject/Content Area	Strategies to Increase OTR



Stakeholder Engagement and Communication

Staff Engagement

MO SW-PBS has developed a number of materials to assist your SW-PBS Leadership Team in professional learning related to multiple opportunities to respond. These include the Teacher Tool on opportunities to Respond, PowerPoint training slides and activity handouts. These materials are available on the MO SW-PBS website at www.pbissmissouri.org. Grade-level teams and department teams can work together to plan lesson plans to address common learning targets using opportunities to respond.

Action Plan

Review the Teacher Tool on Opportunities to Respond at the end of this Course. Remember to use the resources available to you. For more background information read Section 2 — Effective Teaching and Learning Practices and Effective Teaching and Learning Practices Explored in MO SW-PBS Handbook. For access to online training materials for the Effective Teaching and Learning Practices, go to www.pbissmissouri.org. Discuss how you can teach teachers to increase their use of Opportunities to Respond and the connection with improved student engagement. Write action steps on your Action Plan about conducting observations to give teachers feedback about their use of Opportunities to Respond.

ETLP # 7 – Activity Sequencing and Choice

Activity Sequencing

Effective educators know that it is important to consider how the daily activities are sequenced. Teachers often choose what subjects occur at certain times of the day to ensure student attentiveness. Two strategies to sequence activities are task interpersonal and behavioral momentum. Task interpersonal means including easier tasks among more difficult tasks, and behavioral momentum is using simple instructions to precede more difficult instructions.

Example

Task Interspersal

“Emily is an average math student, but when given more difficult problems, she works for a while, then quits and refuses teacher help. She has already mastered multiplication with one- and two-digit numbers. To help Emily, the teacher arranges her work to include a mix of three-digit, two-digit, and one-digit problems. The assignment includes more two- and one-digit problems than three-digit. When she finishes a series of problems, Emily is asked to raise her hand. The teacher praises Emily for effort and work completion. This series is repeated and the teacher increases the number of harder problems, checking to see that Emily is successful each time. Eventually, Emily is able to complete a full series of the three-digit problems with accuracy” (Colvin, 2009, p. 53).

Example

Behavioral Momentum

“Miguel does not like to read, and when he has been asked to do so, he has hung his head and closed his eyes. Today, his teacher begins the small group reading assignment by reading to him briefly. Then she asks him to follow along and read with her. When he does, she praises him then asks him to read every other sentence on his own. She praises him again and now asks him to continue reading by himself” (Colvin, 2009, p. 46).

Example

Choice

Mr. Franklin knows that his students enjoy project-based activities that relate to their everyday lives. He also knows of students who love using technology rather than paper and pencil tasks. He considers his resources (e.g., available computers, physical space, staff, and time) and develops his plan carefully.

When presenting the new Course on recycling, Mr. Franklin offers students a choice of two activities: 1) plan a recycling program, or 2) develop a recycling survey. He has students vote on what activity they want to pursue that day. Students then divide into two groups according to their choice.

Mr. Franklin further gives his students choice by allowing group one to develop a recycling plan for either their classroom or neighborhood; group two can develop their own survey questions or browse the internet to search for other surveys to use as an example. He further allows students to select whether they prefer to work in their group, pairs, or individually. After these decisions are made, Mr. Franklin guides them to choose the materials they will need. For example, students can hand-write their work or use the computer.

When the work is completed and shared, Mr. Franklin asks students to write on a piece of paper what parts of the lesson they enjoyed most and why. He plans to use the feedback for future lesson planning (adapted from Kern & State, 2009).



Team Activities

Team Activity

Review the examples related to activity sequencing and choice and discuss how they might be used in staff development.



Stakeholder Engagement

Stakeholder Engagement and Communication

Staff Engagement

MO SW-PBS has developed a number of materials to assist your SW-PBS Leadership Team in professional learning related to activity sequencing and choice. These include the Teacher Tool on Activity Sequencing and Choice, PowerPoint training slides and activity handouts. These materials are available on the MO SW-PBS website at www.pbissmissouri.org. Grade-level teams and department teams can work together to create lesson plans to address common learning targets using activity sequencing and choice.



Action Plan

Action Planning

Review the Teacher Tool on Activity Sequencing and Choice. What action steps should be added to your team action plan to ensure teachers understand activity sequencing and choice? Remember to use the resources available to you. For more background information read Section 2 — Effective Teaching and Learning Practices and Effective Teaching and Learning Practices Explored in MO SW-PBS Handbook. For access to online training materials for the Effective Teaching and Learning Practices, go to www.pbissmissouri.org. Add action steps to your action plan that instruct teachers to write lessons that include activity sequencing and choice in them. Finally, add steps to your team action plan that pertain to how you will know teachers are increasing their use of activity sequencing and choice.

ETLP #8 – Adjusting Task Difficulty

Selecting instructional materials or tasks that are at the correct level of difficulty involves considering aspects of the student, the materials, and the task.

Generally, adjustments can be made in three ways:

- 1) to the length of assignments or the time frame allotted,
- 2) the mode of task completion, or
- 3) the extent of instruction or practice provided.

Examples

Adjustment to the Length of Activity or Assignment or the Time Allotted to Complete Assignment

- Shorten the assignment, allowing the student to demonstrate mastery with fewer items.
- Highlight, in color, those problems for the student to complete.
- Break the assignment up into shorter tasks; put fewer problems on the page.
- Have shorter work periods with other assignments in between.
- When multiple tasks are required, help the student prioritize and then work on one task at a time.
- Provide physical breaks between difficult tasks.
- Provide alternative times for the student to complete their work.

Example

Adjustments to Response Mode for Students Who Have Difficulty Responding in Writing

- Provide a choice between written or oral answers.
- Allow the student to dictate answers to the teacher, assistant, or peer.
- Create guided notes that minimize writing.
- Allow the student to tape-record answers to tests or assignments.
- Allow the student to use other creative modes for demonstrating understanding (building, drawing, drama, etc.)

Example

Increased or Different Instruction and Practice

- Arrange for additional brief instructional sessions by teacher, assistant, or older student tutor using the modeling-guided practice-independent practice model (acquisition stage).
- Arrange for a peer tutor to assist or guide practice opportunities; ensure 90% accuracy before moving to independent practice (fluency-building stage).
- Use partner work to increase fluency with flash cards (fluency-building stage).
- Use meaningful real-life examples for practice and application (mastery or generalization stages).



Team Activities



Stakeholder Engagement



Action Plan

Team Activity

Review the examples related to adjusting task difficulty and discuss how they might be used in staff development.

Stakeholder Engagement and Communication

Staff Engagement

MO SW-PBS has developed a number of materials to assist your SW-PBS Leadership Team in professional learning related to adjusting task difficulty. These include the Teacher Tool on Task Difficulty, PowerPoint training slides and activity handouts. These materials are available on the MO SW-PBS website at www.pbissmissouri.org. Professional learning to discuss the idea of “fair” not meaning “equal” may be important to help your teachers understand the importance of adjusting task difficulty for students. Grade-level teams and department teams can work together to create lesson plans to adjust task difficulty for instruction of common learning targets.

Action Planning

Review the Teacher Tool on Activity Sequencing and Choice and the staff engagement suggestions above. Remember to use the resources available to you. For more background information read Section 2 — Effective Teaching and Learning Practices and Effective Teaching and Learning Practices Explored in MO SW-PBS Handbook. For access to online training materials for the Effective Teaching and Learning Practices, go to www.pbissmissouri.org. What action steps should be added to your team action plan to ensure teachers understand adjusting task difficulty? Add action steps to your action plan that instruct teachers to write lessons that include adjusting task difficulty. Finally, add steps to your team action plan that pertain to how you will know teachers are adjusting task difficulty as part of their regular teaching strategies.

END OF COURSE SELF-ASSESSMENTS

ACTION PLANNING CHECKLIST

Tier 1 Action
Planning Checklist

If all steps have been developed and/or implemented, your team can now consider how to question this work on term.

Action Planning Checklist	✓ Developed
1. The process of writing lesson plans is documented.	
2. Lesson plans for initial teaching of all schoolwide and classroom behaviors, procedures, and rules are written.	
3. Lesson plans for maintenance “booster” teaching of schoolwide and classroom behaviors, procedures, and rules are written.	
4. A schedule for teaching expectations across schoolwide, non-classroom, and classroom settings has been developed.	
5. Professional learning on the Effective Teaching and Learning Practices (ETLPs) has been provided to all instructional staff (ETLPs #5-8).	

MO SW-PBS TEACHER TOOLS

Active Supervision

Practice: The process of monitoring learning and performance on classroom expectations and rules that incorporates moving, scanning and interacting with students.

Practice	What it looks like
Moving Effectively	When supervising work or activities, circulate among students.
Scanning Effectively	Frequently and intentionally look around at students.
Interacting Frequently	While moving and scanning you should also frequently interact with students

Active Supervision: Self Assessment

Practice: The process of monitoring learning and performance on classroom expectations and rules that incorporates moving, scanning and interacting with students.

On numerical response questions, please rate your implementation using the following scale:

- 1-Rarely
- 2-Sometimes
- 3-Almost Always
- 4-Always

Classroom physical environment is designed to reduce the likelihood of unexpected behavior, provide options for early response, and maintain safety for all students.

• Do you maintain a classroom arranged for ease of instructional movement and supervision in whole group, small group, and individual work situations?	Yes	No
• Do you maintain a classroom in which students are able to move about freely without safety risks or physical obstacles?	Yes	No

Instruction is designed to allow for teacher movement throughout the classroom to monitor learning and performance.

• During instruction (whole group, small group, or individual work time), how often do you move about the room to monitor and promote engagement for all students?	1	2	3	4
• During instruction (whole group, small group, or individual work time), how often do you move about the room in anticipation or response to behavioral issues?	1	2	3	4

Teacher/facilitator visually monitors learning and performance.

• During instruction (whole group, small group, or individual work time), how often do you scan the room to monitor student engagement?	1	2	3	4
• During instruction (whole group, small group, or individual work time), how often do you use non-verbal communication i.e. gestures or facial expressions) to acknowledge you are monitoring student engagement?	1	2	3	4

Teacher/facilitator interacts with students positively and proactively, as well as in response to academic or social behavioral errors.

• During instruction (whole group, small group, or individual work time), how often do you provide verbal and non-verbal encouragement to students who are on-task?	1	2	3	4
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Active Supervision: Practice Profile

Active Supervision				
Essential Functions	Exemplary/ Ideal Implementation	Proficient	Close to Proficient	Far from Proficient
Classroom physical environment is designed to reduce the likelihood of unexpected behavior, provide options for early response, and maintain safety for all students.	<ul style="list-style-type: none"> The teacher physically arranges the classroom for ease of movement and supervision in whole group, small group, and individual work situations. All areas accessible to students are visible, functional, and safe. 	<ul style="list-style-type: none"> The teacher physically arranges the classroom for ease of movement and supervision in most situations. All areas accessible to students are safe. 	<p><i>(Skill is emerging, but not yet to ideal proficiency. Coaching is recommended.)</i></p> <ul style="list-style-type: none"> Physical arrangement of classroom is safe for students, but supervision and/or movement around the room is hampered or difficult. 	<p><i>(Follow-up professional development and coaching is critical.)</i></p> <ul style="list-style-type: none"> Physical arrangement of the classroom contributes to safety issues (tripping, climbing, horseplay). Supervision and/or movement around the room has multiple obstacles.
Instruction is designed to allow for teacher movement throughout the classroom to monitor learning and performance.	<ul style="list-style-type: none"> During whole group, small group, and/or individual work time, the teacher moves throughout the room, promoting engagement and attention to task through proximity. Frequent, random movement, with particular attention to targeted problem areas, is evident. 	<ul style="list-style-type: none"> During whole group, small group, and/or individual work time, the teacher moves throughout the room, promoting engagement and attention to task through proximity. 	<ul style="list-style-type: none"> The teacher moves around parts of the room throughout instruction, or the teacher moves only in response to unexpected behavior. 	<ul style="list-style-type: none"> Teacher stands or remains seated in one location throughout the class period.
Teacher/facilitator visually monitors learning and performance.	<ul style="list-style-type: none"> During whole group, small group, and/or individual work time, the teacher visually scans the room to monitor student engagement. Frequent non-verbal communication may accompany the visual monitoring, such as smiling, head nodding, or other acknowledgment of attention. 	<ul style="list-style-type: none"> During whole group, small group, and/or individual work time, the teacher visually scans the room to monitor student engagement. Occasional non-verbal communication may accompany the visual monitoring. 	<ul style="list-style-type: none"> The teacher visually scans the room occasionally during instruction, scans only a portion of the room, or uses no non-verbal communication to acknowledge students. 	<ul style="list-style-type: none"> Teacher rarely or never uses visual scanning during instruction.
Teacher/facilitator interacts with students positively and proactively, as well as in response to academic or social behavioral errors.	<ul style="list-style-type: none"> During whole group, small group, and/or individual work time, the teacher uses group and individual verbal and non-verbal positive communication to increase the likelihood of engagement and on-task behavior, as well as in response to academic or behavior errors. 	<ul style="list-style-type: none"> During whole group, small group, and/or individual work time, the teacher uses occasional verbal and non-verbal communication proactively, and as a response to academic or behavior error. 	<ul style="list-style-type: none"> The teacher uses occasional verbal and non-verbal communication, but mainly in response to academic or behavior errors. 	<ul style="list-style-type: none"> The teacher rarely or never provides positive or proactive interactions with the students, either non-verbal or verbal.

MO SW-PBS TEACHER TOOLS

Opportunities to Respond

Practice: Teachers provide students with multiple Opportunities to Respond (OTR)

Antecedent	Behavior	Consequence
<i>Teacher provides: Verbal Questions, Prompts, Cues</i>	<i>Student Responses: Written, Choral Verbal, Motor</i>	<i>Teacher Provides: Specific, Positive Feedback</i>
Teacher says, "When I give the signal, everyone: What is 5 times 6?" Teacher waits a few seconds and gives signal.	Students chorally respond, "30" Repeat 3 times.	Teacher says, "Yes! The correct answer is 30." Teacher ignores error responses, gives correct response. Asks same question again.
Opportunities to Respond (OTR) Strategies		
Student Verbal Responses	Student Non-verbal Responses	Other Practices
<ul style="list-style-type: none"> • Individual Questioning • Choral Responding 	<ul style="list-style-type: none"> • White boards • Response cards • Response on computer • Guided notes 	<ul style="list-style-type: none"> • Computer assisted instruction • Classwide Peer Tutoring • Direct instruction

Opportunities to Respond: Self-Assessment

Practice: Teachers provide students with multiple Opportunities to Respond (OTR)

On numerical response questions, please rate your implementation using the following scale:

- 1-Rarely
- 2-Sometimes
- 3-Almost Always
- 4-Always

Students are provided varied and creative opportunities to respond verbally during instruction.

- | | |
|--|---------|
| <ul style="list-style-type: none"> • On average, I provide students with at least 2 opportunities per minute to verbally respond. | 1 2 3 4 |
|--|---------|
-

Students are provided varied and creative opportunities to respond non-verbally to instruction.

- | | | |
|---|-----|----|
| <ul style="list-style-type: none"> • During instruction, I provide students with opportunities to respond non-verbally to instruction through physical response (<i>e.g. thumbs up/down</i>). | Yes | No |
| <ul style="list-style-type: none"> • During instruction, I provide students with opportunities to respond non-verbally <i>using white boards</i>. | Yes | No |
| <ul style="list-style-type: none"> • During instruction, I provide students with opportunities to respond non-verbally <i>using response cards</i>. | Yes | No |
| <ul style="list-style-type: none"> • During instruction, I provide students with opportunities to respond non-verbally <i>using guided notes</i>. | Yes | No |
| <ul style="list-style-type: none"> • During instruction, I provide students with opportunities to respond non-verbally using <i>Student Response Systems (e.g. clickers, iPads, smart phones, etc.)</i>. | Yes | No |
| <ul style="list-style-type: none"> • During instruction, I provide students with opportunities to respond non-verbally using <i>computer aided instruction</i>. | Yes | No |
-

Students are provided wait time to develop a response to a prompt, and participation is acknowledged with positive or corrective feedback.

- | | | |
|---|-----|----|
| <ul style="list-style-type: none"> • I provide a prompt, when requesting student responses. | Yes | No |
| <ul style="list-style-type: none"> • I provide at least 3 seconds of wait time for students to prepare a response. | Yes | No |
| <ul style="list-style-type: none"> • When students respond to my questions, I acknowledge them with positive feedback, if appropriate. | Yes | No |
| <ul style="list-style-type: none"> • When students respond to my questions, I acknowledge them with corrective feedback, if appropriate. | Yes | No |
| <ul style="list-style-type: none"> • When appropriate, I acknowledge student responses with a follow-up question, such as "Did you and your partner agree on this answer?" | Yes | No |
| <ul style="list-style-type: none"> • When appropriate, I acknowledge student responses with a follow-up comment, such as, "Talk more about that." | Yes | No |
-

Opportunities to Respond: Practice Profile

Opportunities to Respond				
Essential Functions	Exemplary/ Ideal Implementation	Proficient	Close to Proficient	Far from Proficient
Students are provided varied and creative Opportunities to respond verbally during instruction.	<ul style="list-style-type: none"> During whole group and small group instruction, students are provided multiple Opportunities to respond verbally to instruction, such as individual questioning, choral responding, Think-Pair-Share, and others. The teacher provides an average of 3 Opportunities to respond per minute (combined verbal and non-verbal). 	<ul style="list-style-type: none"> During whole group and small group instruction, students are provided Opportunities to respond verbally to instruction, such as individual questioning, choral response Think-Pair-Share or others. The teacher provides at least 1 opportunity to respond per minute (combined verbal and non-verbal). 	<p><i>(Skill is emerging, but not yet to ideal proficiency. Coaching is recommended.)</i></p> <ul style="list-style-type: none"> At least daily, students are provided Opportunities to respond verbally to instruction, such as individual questioning, choral response Think-Pair-Share or others. The rate of Opportunities to respond is lower than 1 per minute. 	<p><i>(Follow-up professional development and coaching is critical.)</i></p> <ul style="list-style-type: none"> There is no evidence of plans for or use of verbal Opportunities to respond in the classroom.
Students are provided varied and creative Opportunities to respond non-verbally to instruction.	<ul style="list-style-type: none"> During whole group and small group instruction, students are provided multiple Opportunities to respond non-verbally to instruction, such as physical response (e.g. thumbs up/down), using white boards, response cards, guided notes, Student Response Systems (e.g. clickers, iPads, smart phones, etc.), or computer aided instruction. The teacher provides an average of 3 Opportunities to respond per minute (combined verbal and non-verbal). 	<ul style="list-style-type: none"> During whole group and small group instruction, students are provided Opportunities to respond non-verbally to instruction, such as physical response (e.g. thumbs up/down), using white boards, response cards, guided notes, Student Response Systems (e.g. clickers, iPads, smart phones, etc.), or computer aided instruction. The teacher provides at least 1 opportunity to respond per minute (combined verbal and non-verbal). 	<ul style="list-style-type: none"> At least daily, students are provided Opportunities to respond non-verbally to instruction, such as physical response (e.g. thumbs up/down), using white boards, response cards, guided notes, Student Response Systems (e.g. clickers, iPads, smart phones, etc.), or computer aided instruction. The rate of Opportunities to respond is lower than 1 per minute. 	<ul style="list-style-type: none"> There is no evidence of plans for or use of non-verbal Opportunities to respond in the classroom.
Students are provided wait time to develop a response to a prompt, and participation is acknowledged with positive or corrective feedback.	<ul style="list-style-type: none"> When asking a question or otherwise prompting a student response, the teacher provides the prompt and provides at least 3 seconds of wait time for students to prepare a response. The teacher acknowledges the responses with positive or corrective feedback, or prompts with a follow-up question or comment, such as, "Talk more about that," or "Did you and your partner agree on this answer?" 	<ul style="list-style-type: none"> When asking a question or otherwise prompting a student response, the teacher provides the prompt and provides at least 3 seconds of wait time for students to prepare a response. The teacher acknowledges the responses with positive or corrective feedback 	<ul style="list-style-type: none"> When asking a question or otherwise prompting a student response, the teacher provides the prompt, but provides less than 3 seconds of wait time for students to prepare a response. The teacher occasionally acknowledges the responses with positive or corrective feedback. 	<ul style="list-style-type: none"> When there is an opportunity to ask a question or otherwise prompt a student response, the teacher provides the prompt, but does not wait or acknowledge student participation (e.g. rhetorical questions like, "What's the next lesson in the writing process... revising").

MO SW-PBS TEACHER TOOLS

Activity Sequencing and Choice

Practice: Activity sequencing is thinking about and altering the manner in which instructional tasks, activities or requests are ordered in such a way that promotes learning and encourages appropriate behavior. Offering choice is providing options to engage in or complete activities (e.g. type of activity, order, materials, location).

Activity Sequencing	Examples	Choice (Student Chooses)	Examples
Task Interpersonal	Plan 1 easy or previously learned task, then new tasks, then easy/ previously learned task within the same assignment	Type of Activity/Task	Menu of assignment options (e.g. draw a diagram vs. write a descriptive paragraph)
		Order of Tasks	3 tasks are assigned, student selects which to complete first
		Kinds of Materials	Keyboarding vs. pencil/paper; Purple ink vs. pencil
Behavioral Momentum	Plan 2 very easy tasks, then 2 tasks that are a little more difficult, then 2 newly learned/most difficult tasks within the same assignment	Work Group	Choose to complete a task with a partner, within a group, or individually
		Location	Complete a task at student desk or study center

Activity Sequencing and Choice: Self-Assessment

Practice: Activity sequencing is thinking about and altering the manner in which instructional tasks, activities or requests are ordered in such a way that promotes learning and encourages appropriate behavior. Offering choice is providing options to engage in or complete activities (e.g. type of activity, order, materials, location).

On numerical response questions, please rate your implementation using the following scale:

- 1-Rarely
- 2-Sometimes
- 3-Almost Always
- 4-Always

Teachers plan for and use the strategy of task interspersal to promote confidence and motivation for task completion.

- | | | |
|--|-----|----|
| • In my classroom, I assign group and independent work. | Yes | No |
| • In my classroom, I structure group and independent student activities so learners can suggest and make choices. | Yes | No |
| • During group and independent work, I provide students with choices of less demanding and more demanding activities. | Yes | No |
| • I plan group and independent work so that students can make instructional choices that reduce work refusal. | Yes | No |
| • I plan group and independent work so that students can make instructional choices that reduce off-task behavior. | Yes | No |
| • When students make instructional choices during group or independent activities that support confidence and task completion, I use positive feedback in response to expected behavior from students. | Yes | No |

Teachers plan for and use behavioral momentum to engage and reinforce students for high probability behaviors, increasing the likelihood of the student engaging in more difficult or non-preferred tasks or behaviors.

- | | | |
|--|-----|----|
| • During group and independent work, I provide students with choices that start with less challenging tasks and move to more challenging. | Yes | No |
| • During group and independent work, I provide students with choices that start with highly preferred tasks and move to less preferred. | Yes | No |
| • During group and independent work, I provide students with activities that include small, high probability behavior requests so they have the opportunity to feel successful. | Yes | No |
| • When students make instructional choices during group or independent activities where they engage in more difficult or non-preferred tasks or behaviors, I use positive feedback in response to expected behavior from students. | Yes | No |

Teachers plan for and use the strategy of offering choice to motivate and engage students.

- | | | | | |
|--|-----|----|---|---|
| • During group and independent work, I provide students with autonomous choices (<i>e.g. task from a list of choices, materials, work location</i>). | 1 | 2 | 3 | 4 |
| • In my classroom there are protocols and procedures for supporting student choice and allowing students to adjust their choice if desired. | Yes | No | | |

Activity Sequencing and Choice: Practice Profile

Activity Sequencing and Choice				
Essential Functions	Exemplary/ Ideal Implementation	Proficient	Close to Proficient	Far from Proficient
Teachers plan for and use the strategy of task interpersonal to promote confidence and motivation for task completion.	<ul style="list-style-type: none"> When assigning group and independent work, the teacher consistently structures plans and tasks so learners who need support to begin and stay working can suggest and make choices to alternate between less demanding tasks and more demanding tasks, reducing work refusal and off-task behavior. The teacher uses specific positive feedback in response to student use of expected behavior. 	<ul style="list-style-type: none"> When assigning group and independent work, the teacher consistently structures plans and tasks so learners who need support to begin and stay working can alternate between less demanding tasks and more demanding tasks. The teacher uses specific positive feedback in response to student use of expected behavior. 	<p><i>(Skill is emerging, but not yet to ideal proficiency. Coaching is recommended.)</i></p> <ul style="list-style-type: none"> When assigning group and independent work, the teacher occasionally structures plans and tasks so learners who need support to begin and stay working can alternate between less demanding tasks and more demanding tasks. The teacher uses specific positive feedback in response to student use of expected behavior. 	<p><i>(Follow-up professional development and coaching is critical.)</i></p> <ul style="list-style-type: none"> There is no evidence of the use of task interpersonal..
Teachers plan for and use behavioral momentum to engage and reinforce students for high probability behaviors, increasing the likelihood of the student engaging in more difficult or non-preferred tasks or behaviors.	<ul style="list-style-type: none"> When assigning group and independent work, the teacher consistently structures plans and tasks so learners who need to start with small, high probability behavior requests can suggest and make choices to increase the likelihood of experiencing success before presenting increasingly challenging or non-preferred activities or tasks. The teacher uses specific positive feedback in response to student use of expected behavior. 	<ul style="list-style-type: none"> When assigning group and independent work, the teacher consistently structures plans and tasks so learners who need to start with small, high probability behavior requests can experience success before presenting increasingly challenging or non-preferred activities or tasks. The teacher uses specific positive feedback in response to student use of expected behavior. 	<ul style="list-style-type: none"> When assigning group and independent work, the teacher occasionally structures plans and tasks so learners who need to start with small, high probability behavior requests can experience success before presenting increasingly challenging or non-preferred activities or tasks. The teacher uses specific positive feedback in response to student use of expected behavior. 	<ul style="list-style-type: none"> There is no evidence of the use of behavioral momentum.
Teachers plan for and use the strategy of offering choice to motivate and engage students.	<ul style="list-style-type: none"> When assigning group and independent work, the teacher structures plans and tasks so learners can suggest and make choices to have a degree of autonomy where choices are possible (e.g. task from a list of choices, materials, work location). There are protocols and procedures for supporting student choice and allowing students to adjust their choice if desired. 	<ul style="list-style-type: none"> When assigning group and independent work, the teacher consistently structures plans and tasks so learners can have a degree of autonomy where choices are possible (e.g. task from a list of choices, materials, work location). There are protocols and procedures for supporting student choice and allowing students to adjust their choice if desired. 	<ul style="list-style-type: none"> When assigning group and independent work, the teacher occasionally structures plans and tasks so learners can have a degree of autonomy where choices are possible (e.g. task from a list of choices, materials, work location). There are protocols and procedures for supporting student choice and allowing students to adjust their choice if desired. 	<ul style="list-style-type: none"> There is no evidence of providing choice to students.

MO SW-PBS TEACHER TOOLS

Adjusting Task Difficulty

Practice: Task difficulty relates to work assignments that exceed the student's skill level. It is important to determine which aspects of the task/assignment do not match the student's skills, and then how they can be appropriately adjusted to decrease associated problem behaviors and increase Opportunities for academic success.

Strategy	Example
Time adjustments	<ul style="list-style-type: none"> • Have shorter work periods with other assignments in between. • Provide physical breaks between difficult tasks. • Provide alternative times for students to complete their work.
Length adjustments	<ul style="list-style-type: none"> • Highlight, in a color, the problems for the student to complete. • Have the student cover all tasks except the one the student is working on at the time. • Break up the assignment into chunks.
Adjust input mode	<ul style="list-style-type: none"> • Provide access to digital texts, text-to-speech functions, multimedia sources • Include illustrations or graphic organizers describing how to complete tasks or as additional structure and support • Highlight and/or underline important words in instructions and texts • Create Guided Notes that highlight key points
Adjust response mode	<ul style="list-style-type: none"> • Provide choice of written or oral answers • Provide options for typing if writing by hand is a barrier • Permit students to use outlining software to facilitate planning • Allow students to video or take pictures to produce journals or compose essays
Increased instruction or practice	<ul style="list-style-type: none"> • Different instructional strategies than are present during initial instruction - incorporate multiple representations. • Arrange for additional brief instruction using modeling, then guided practice, then independent practice if student is in the acquisition stage. • If students understands the content but needs more practice, arrange a peer tutor. Ensure 90% accuracy before moving to independent practice. • Use flash cards to increase fluency to 90%. • To assist with mastery or generalization, use meaningful real life examples for practice and application.

Adjusting Task Difficulty: Self-Assessment

Practice: Task difficulty relates to work assignments that exceed the student's skill level. It is important to determine which aspects of the task/assignment do not match the student's skills, and then how they can be appropriately adjusted to decrease associated problem behaviors and increase Opportunities for academic success.

On numerical response questions, please rate your implementation using the following scale:

- 1-Rarely
- 2-Sometimes
- 3-Almost Always
- 4-Always

Address situations where the academic tasks are accurately matched to the student's ability, but the length of the assignment exceeds the student's motivation or endurance.

You have given your student an academic task that is appropriate for their ability. When preparing an assignment, how consistently do you...

- | | |
|--|---------|
| • reduce the length of the reading or the number of questions? | 1 2 3 4 |
| • adjust the length of the task so that your student can successfully complete the task? | 1 2 3 4 |
| • plan in advance, using student data, to have adjustments available that allow for successful completion while maintaining high expectations for meeting the learning objective successfully? | 1 2 3 4 |
| • use progress monitoring data to determine when to make adjustments? | 1 2 3 4 |

Address situations where the mode or method of response make the academic tasks aversive or overwhelming to the student.

When the mode or method of response is overwhelming to your student. How consistently do you...

- | | |
|---|---------|
| • anticipate this possibility and have alternate methods of response ready? | 1 2 3 4 |
| • make necessary adjustments to the mode in order to increase the likelihood of successful work completion? | 1 2 3 4 |
| • have a method of response available if necessary that has been successful in the past? | 1 2 3 4 |
| • use progress monitoring to determine when to step in and make an adjustment? | 1 2 3 4 |

Use instructional strategies appropriate to the student's needs including accessibility, background knowledge, and stage of learning.

How consistently do you...

- | | |
|--|---------|
| • match instructional strategies to the needs of each student? | 1 2 3 4 |
| • consider student's background knowledge when selecting instructional strategies? | 1 2 3 4 |
| • consider student's stage of learning when selecting instructional strategies? | 1 2 3 4 |
| • consider accessibility when selecting instructional strategies? | 1 2 3 4 |

Adjusting Task Difficulty: Practice Profile

Adjusting Task Difficulty				
Essential Functions	Exemplary/ Ideal Implementation	Proficient	Close to Proficient	Far from Proficient
Address situations where the academic tasks are accurately matched to the student's ability, but the length of the assignment exceeds the student's motivation or endurance.	<ul style="list-style-type: none"> The teacher uses student data to appropriately adjust the length of tasks to increase the likelihood of successful work completion, while maintaining the high expectations for meeting the learning objective. Teacher uses progress monitoring to determine when to make adjustments and evaluates the effectiveness of the support. 	<ul style="list-style-type: none"> The teacher uses student data to appropriately adjust the length of tasks to increase the likelihood of successful work completion, while maintaining the high expectations for meeting the learning objective. 	<p><i>(Skill is emerging, but not yet to ideal proficiency. Coaching is recommended.)</i></p> <ul style="list-style-type: none"> The teacher adjusts the length of tasks to increase the likelihood of successful work completion, considering the learning objective. 	<p><i>(Follow-up professional development and coaching is critical.)</i></p> <ul style="list-style-type: none"> No evidence of planning for possible adjustments to length of assignment or task.
Address situations where the mode or method of response make the academic tasks aversive or overwhelming to the student.	<ul style="list-style-type: none"> The teacher uses student data to appropriately adjust the mode and method of response to increase the likelihood of successful work completion, while maintaining the high expectations for meeting the learning objective. Teacher uses progress monitoring to determine when to make adjustments and evaluates the effectiveness of the support. 	<ul style="list-style-type: none"> The teacher uses student data to appropriately adjust the mode and method of response to increase the likelihood of successful work completion, while maintaining the high expectations for meeting the learning objective. 	<ul style="list-style-type: none"> The teacher adjusts the mode and method of response to increase the likelihood of successful work completion, considering the learning objective. 	<ul style="list-style-type: none"> No evidence of planning for possible alternate methods of response.
Use instructional strategies appropriate to the student's needs including accessibility, background knowledge, and stage of learning.	<ul style="list-style-type: none"> The teacher uses student data to select instructional strategies appropriate to the student's needs including accessibility, background knowledge, and stage of learning, while maintaining the high expectations for meeting the learning objective. Teacher uses progress monitoring to determine when to make adjustments and evaluates the effectiveness of the support. 	<ul style="list-style-type: none"> The teacher uses student data to select instructional strategies appropriate to the student's needs including accessibility, background knowledge, and stage of learning, while maintaining the high expectations for meeting the learning objective. 	<ul style="list-style-type: none"> The teacher uses student data to select instructional strategies appropriate to the student's needs including accessibility, background knowledge, and stage of learning, considering the learning objective. 	<ul style="list-style-type: none"> No evidence of planning for adjustment of instructional strategies.

MO SW-PBS Tier 1
Artifacts Rubric

MO SW-PBS TIER 1 ARTIFACTS RUBRIC

Artifact	Proficient (2 points)*	Developing (1 point)	Not in Place (0 points)	Score
<p>Social Skills Lesson</p> <p>All Items necessary at Elementary.</p> <p>Starred * Items necessary at Secondary.</p>	<p>Includes Documentation of all:</p> <ul style="list-style-type: none"> <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 	<p>Includes Documentation of all:</p> <ul style="list-style-type: none"> <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 	No lessons exist for matrix expectations	2 1 0
Year-long Teaching Schedule	<ul style="list-style-type: none"> <input type="checkbox"/> Outlines a year, but room for flexibility based on data 	<ul style="list-style-type: none"> <input type="checkbox"/> Outlines a year, but room for flexibility based on data 	No teaching schedule exists	2 1 0

This contains only the items from the Mo SW-PBS Tier 1 Artifacts Rubric that address Teaching Expected Behavior.

SELF-ASSESSMENT SURVEY

Schoolwide Systems



Self-Assessment Survey

Current Status			Feature	Priority for Improvement		
In Place	Partially in Place	Not in Place	Schoolwide is defined as involving all students, all staff, and all settings.	High	Med	Low
			2. Expected student behavior are taught directly.			
			14. Booster training activities for students are developed, modified, and conducted based on school data.			
			16. All staff are involved directly and/or indirectly in schoolwide interventions.			

Non-classroom Setting Systems

Current Status			Feature	Priority for Improvement		
In Place	Partially in Place	Not in Place	Non-classroom settings are defined as particular times or places where supervision is emphasized (e.g., hallways, cafeteria, playground, bus).	High	Med	Low
			2. Schoolwide expected student behaviors apply to non-classroom settings.			
			3. Supervisors actively supervise (move, scan, and interact) students in non-classroom settings.			
			7. Staff receives regular Opportunities for developing and improving active supervision skills.			

Classroom Setting Systems

Current Status			Feature	Priority for Improvement		
In Place	Partially in Place	Not in Place	Classroom settings are defined as instructional settings in which teachers supervise and teach groups of students.	High	Med	Low
			3. Expected student behavior and routines in classrooms are taught directly.			
			6. Procedures for expected and unexpected behaviors are consistent with schoolwide procedures.			
			8. Instruction and curriculum materials are matched to students' ability (math, reading, language).			

This contains only the items from the Self-Assessment Survey that address Teaching Expected Behavior.



TIERED FIDELITY INVENTORY

FEATURES	DATA	CRITERIA
1.4 Teaching Expectations: Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations	<ul style="list-style-type: none"> • TFI Walkthrough Tool • Professional learning calendar • Lesson plans • Informal walkthroughs 	<p>0 = Expected behaviors are not taught</p> <p>1 = Expected behaviors are taught informally or inconsistently</p> <p>2 = Formal system with written schedules is used to teach expected behaviors directly to students across classroom and campus settings AND at least 70% of students can list at least 67% of the expectations</p>

This contains only the items from the Tiered Fidelity Inventory that address Teaching Expected Behavior.

Assessing Outcomes

Rules that define expectations are really replacement behaviors for those unexpected behaviors that schools are trying to eliminate. As teams clarify, operationally define, and teach expectations and rules to students, they should observe fewer office discipline referrals (ODRs) for the unexpected behaviors for which expectations and rules serve as replacements.

Course 4: Teaching Expected Behavior and Implementing Effective Teaching and Learning Practices

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Course 5:

ENCOURAGING EXPECTED BEHAVIOR**Outcome:**

- To develop a system to encourage expected behavior in all school settings.

Background Knowledge:

- Read Section 2 -- Effective Teaching and Learning Practices and Effective Teaching and Learning Practices Explored in MO SW-PBS Handbook.

Lessons to Develop a System to Encourage Expected Behavior:

1. Understand the importance and impact of positive consequences on student behavior and school climate.
2. Use preferred adult behaviors.
3. Teach staff to effectively use positive specific feedback.
4. Develop a schoolwide system to encourage students' use of expected behaviors (your matrix).
5. Develop and use a classwide system to encourage students' use of expected classroom rules and procedures and teachers' use of positive specific feedback (ETLP #3).
6. Develop strategies to encourage staff and families.
7. Monitor staff's use of encouragement strategies with students.

Teaching alone is insufficient for success in learning social behavior.

MO SW-PBS Handbook

Lesson 1: Understand the Importance and Impact of Positive Consequences on Student Behavior and School Climate

SW-PBS includes a component for developing a schoolwide system to encourage expected behavior because teaching alone is insufficient for success in learning social behavior. It is important to follow demonstrations of expected behavior with consequences that are reinforcing to most students, such as adult attention, along with other forms of reinforcement. The consequences of behavior affect future performance of that behavior. One effect is an increase in the likelihood the behavior will recur in the future. A consequence can also decrease the likelihood the behavior will recur in the future. The ABC table shown next illustrates how consequences can increase the likelihood the behavior will be repeated in the future.

Example

ABCs of Behavior

A – B – C

Antecedent → Behavior → Consequence

Events that happen immediately before and trigger the behavior.

- Hallway expectations and routines clarified and taught.
- Teachers use prompts/precorrects to remind students to walk in the hallway, quiet voices, body to self, and walking on the right side.
- Teachers greet, while actively supervising the hallway.

An observable act. What the student does.

Students keep voices quiet, body to self, and walk on the right side.

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

The Media Specialist observes the students following hallway expectations and says, "Great job of keeping your voices quiet, your body to yourself, and staying to the right. You are showing respect for others and being safe."



Key Terms

Non-contingent attention – attention provided regardless of performance and includes such things as greetings, proximity, smiles, and conversations.

Contingent attention – provided based upon student performance of an identified expectation or behavior.

Frequent feedback – positive teacher and staff interactions should occur at a frequent rate, with a ratio of 4:1, or four instances of positive interaction for each corrective or negative interaction.

Intermittent feedback – acknowledgment of expected behavior may occur less frequently, in an intermittent way, reinforcing skill learning in the fluency stage of learning.

Occasional feedback – a comprehensive system to encourage expected behavior would also include some long-term, occasional activities. Occasional encouragement assists in the maintenance and generalization stages of learning.



Team Activities

Team Activity

List ways that your school uses positive consequences to reinforce students for academic performance. Now list ways your school reinforces students for social behavioral performance. How can you tie these together?

A – B – C

Antecedent → Behavior → Consequence

Academic

Review course
syllabus.
Teach learning
targets

Academic Performance
- stay on task,
participate in discussion,
complete work, hand in
assignments, perform at
a proficient level

Social
Behavior

Teach expected
behaviors. Pre-
correct before use of
expected behaviors.

Use of schoolwide
behaviors on matrix --
listen, follow directions

Stakeholder Engagement and Communication

Staff Engagement

Provide staff professional learning so all staff understand the ABCs of behavior, emphasizing the connection between antecedents that can set students up for successful behavior and consequences that encourage future use of the same behavior. The team activity above is a good way to make this point with staff.



Action Planning

Discuss how your team will engage staff in discussion about the importance and impact of positive consequences on student behavior and school climate. Add those action steps to your action plan.



Lesson 2: Use Preferred Adult Behaviors

Related to teacher attention is the student-teacher relationship and preferred adult behaviors. There is a growing body of research that indicates academic achievement and students' behavior are both influenced by the quality of teacher-student relationship (Jones & Jones, 1998; Algozzine, Wang, & Violette, 2011). When students are asked what makes a teacher special and worthy of respect, students consistently cite three characteristics: firmness, compassion, and an interesting, engaging, and challenging teaching style (Noguera, 1995).

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

"The asymmetry in child-adult relationship systems places a disproportionate amount of responsibility on the adult for the quality of the relationship."

Robert Pianta p. 73, 1996

Example



Teacher Behaviors that Enhance Positive Teacher–Student Relationships

- Greet students as they enter the classroom, using the student’s name, smiling and asking them a question related to student’s interests. “Hey, Tim, good to see you today. How’s that guitar playing going for you?”
- Use student’s name when interacting with a student. “De-marco, what is the idea you took away from reading that passage?”
- Smile! Teachers are often so busy thinking about the academic content and learning targets they are trying to address that they forget to smile. A smile is a powerful tool to communicate the message, “I value you.”
- Provide positive, non-judgmental regard by:
 - attending before- and after-school events,
 - responding to student social media posts (as appropriate),
 - reading literature they are interested in,
 - listening to music/artists that they recommend,
 - recalling details about the daily lives of students and demonstrating genuine concern: “Keith, I was sorry to hear about the death of your grandfather.”



Team Activity

As individual team members, think about your favorite teacher when you were in school. Think about the characteristics and actions that teacher possessed that made that teacher special. Then reflect on how your interactions with all your students are similar to that teacher. Finally, what could you do to become for your favorite teacher?

MY FAVORITE TEACHER

My favorite teacher was...
That teacher was my favorite because they...
I use behaviors similar to those of my favorite teacher equally with ALL my students in these ways...
I could improve/increase my use of my favorite teacher's behaviors by...

Stakeholder Engagement and Communication

Staff Engagement

Repeat the “Favorite Teacher” activity described in the Team Activity with all staff. If staff do not list all the preferred adult behaviors listed above, share those with staff. Encourage staff to increase their use of one preferred adult behavior with consistency and equity in the upcoming week. Challenge teachers to focus on increasing their use of one preferred adult behavior with one student whose relationship could be enhanced. Follow up regarding what behavior was used and if and how that behavior had a positive impact on teachers’ interactions with students.





Action Planning

Review the list of preferred adult behaviors for building positive teacher-student relationships. What behaviors do you currently use that you want to continue? Do you use these preferred adult behaviors equally with all students? Which behaviors do you need to add? Discuss to which extent the staff in your school use these preferred adult behaviors when interacting with students. How can you share what you have learned about preferred adult behaviors with your staff? Add action steps to your team action plan.

Lesson 3: Teach Staff to Effectively Use Positive Specific Feedback

Effective positive specific feedback: 1) specifically describes the behavior, 2) provides reasons or rationales, and 3) can include a positive consequence.

Effective Positive Specific Feedback Statements

Behaviors on Matrix and Classroom Rules	Positive Specific Feedback
Use appropriate tone, volume, and language.	<i>"Maria, you stopped and took some time to think about your decision and then walked away from Sam. That wasn't easy, but it can help to avoid an argument."</i>
Put trash in designated places.	<i>"Hey, Tammy, thanks for throwing your trash away. That shows cooperation and respect for our school."</i>
Follow teacher directions the first time.	<i>"Jack, thank you for getting your book out and getting started right away. We value our learning time here at school, and you will be more likely to get your work done here and avoid homework."</i>
Use appropriate tone, volume, and language.	<i>"Sue, you stayed calm when Jill got upset with you. You were responsible for your own actions and possibly avoided hurt feelings."</i>
Be prepared for class to start with materials ready.	<i>"I noticed you have been getting to class on time, Jose. That shows respect for your teachers and shows you are taking your classwork seriously."</i>
Include others with respect.	<i>"Jackson, you asked Fred to play the computer game with you. That shows caring, and when you include others they will be more likely to include you."</i>
Follow teacher directions the first time.	<i>"Wow, Darius, you were on task; you got your journal out right away and worked the entire writing time! You should be proud of yourself. That's being responsible."</i>

Team Activity

Use your school's matrix of expectations and expected behaviors to write and role-play delivering positive specific feedback spontaneously. Use the following form.



Writing Positive Specific Feedback Statements

Use your school's matrix of expectations and expected behaviors to write and role-play delivering positive specific feedback spontaneously.

Behaviors on Matrix and Classroom Rules	Positive Specific Feedback



Stakeholder Engagement and Communication Icon

Staff Engagement

A short in-service to share information about the importance of high rates of positive specific feedback with staff may prove helpful. Many teachers may need a reminder about how to be specific and could hone their skills using the team activity above. In addition, MO SW-PBS has developed a number of materials to assist your SW-PBS Leadership Team in professional development related to encouraging expected behavior. These materials are available on the MO SW-PBS website at www.pbissmissouri.org. These include a Teacher Tool on Encouraging Expected Behavior, which includes a self-assessment and a practice profile to serve as an observation tool. A training PowerPoint deck is also available with activity handouts. Your SW-PBS Leadership Team can make these materials applicable to your school.



Action Planning

Discuss steps your team can take to give staff practice providing positive specific feedback. A ratio of 4 positive interactions to 1 corrective interaction is ideal. What steps will your team take to encourage staff to use this ratio? Add action steps to your action plan.

Lesson 4: Develop a Schoolwide System to Encourage Students' Use of Expected Behaviors (Your Matrix).

The purpose of tangibles in the positive consequence continuum is to prompt adults to provide feedback at rates or ratios that are likely to support consistent student demonstration of expected academic or social behaviors.

Creative Ways To Use “Tickets”

- Set class or school goals.
- Write name on ticket and drop in a raffle box.
- Start a competition between grade levels.
- Award the “Golden Tray” for class receiving most tickets during lunch.
- Chart and graph the number of tickets earned (math).
- Establish roaming trophy for the most tickets each month; current class prepares celebration for the next class who receives trophy.
- Display tickets in hallway, outside classroom door.
- Trade tickets for piece of string and make into a giant string ball for the entire school.
- Post tickets on a bulletin board.
- Trade tickets for paper strip to make paper chain around the school.
- Set a destination to “travel” to and learn about; each ticket equals a mile toward the destination on a map.

Examples



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

- Not all students are encouraged by the same thing or in the same ways.
- As students are learning new skills, they need immediate and frequent reinforcement.
- As students demonstrate mastery, they respond to intermittent to long-term reinforcement to maintain their social behavioral efforts.
- Many students try to get or seek social attention while others try to avoid it.
- Students who avoid social attention may be reinforced by solitary activities, privileges, or tangibles.
- Many young students are motivated by adult attention while older students typically are more motivated by peer attention, activities, privileges, or freedom.

Practical Considerations

There are some practical things to consider when developing your schoolwide tangible system. First, make them easy to distribute to students. Consider formatting them so that minimal writing is required at the time they are awarded. The easier it is to award tickets to students displaying the expected behavior, the better. You will also want to build a system to sustain your use of the tangible, considering such things as:

- Who will reproduce the tickets and supply teachers?
- Who will be in charge of raffle items or other items of exchange?
- If tickets are to be counted for awards or data collection, who will handle the counting?

Be sure to think through all the details to sustain your tangible system. Recall that the tangibles also serve as a support (i.e., external regulation) to prompt teachers to deliver positive specific feedback at a desired ratio of 4:1. If the tangible item such as a ticket had both teacher and student names, and the drawing of tickets was paired with recognition in the form of public acknowledgment or a prize for both recipient and the individual who bestowed the ticket, the student and teacher will both be more likely to demonstrate the expected behavior in the future.

Schoolwide System To Encourage Expected Behavior

A written schoolwide system to encourage expected behavior should include enough information to thoroughly describe how each component is intended to be implemented. This includes:

Name – What each recognition activity is called. Often schools tie in their tangible reinforcements with school mascots, mottos, etc.

Resources – What each recognition item is, and what tasks are needed to be done to complete the recognition activity.

Description and Criteria – What students need to do to earn the tangible recognition and what staff are expected to do to recognize the student(s).

When and Where Presented – Description of how the tangible is presented to students and what students are to do with the tangible.

Information to Staff – Description of how information will be provided to staff to implement the recognition system and any tasks staff need to do to share information with students, families and entire staff.

Goals – Description of the intended target for each component of the schoolwide recognition system.

Celebrations – Description of what students will get. This should be a wide range of attention, items and activities that appeal to all students in the school.

Coordinator – Who organizes and oversees implementation of each recognition component.

Example

Schoolwide System to Encourage Expected Behavior High School Example

	Name	Resources	Description & Criteria	When & Where Presented	Information to Staff	Goal(s)	Celebrations	Coord.
Frequent	Cardinal Cards	Cards, box in office, Susie to draw weekly & give names to student announcers, \$50 for prizes	Staff give high rates of verbal specific feedback, using the Cardinal Code language to all students and give Cardinal Card.	Any staff to any student following expectation & rules, any location. Students sign & put in box in office.	Staff: more Cardinal Cards in mailbox weekly	300 Cards in office box per week.	Draw 25 names from box weekly; names read in announcements, small prizes.	Susie Q.
Intermittent	Cardinal Tweet (Phone calls); OR Special Privileges	List of privileges generated and agreed upon by all staff located in Student Handbook & SW-	Staff record the names of students who have consistently demonstrated specific behaviors for 1 or more weeks	Any staff to any student who has consistently demonstrated specific behaviors for 1 or more weeks	Record the names of students who qualify; Randomly select from qualifiers	90% of students qualify	Teacher will individually speak to students who qualify	Dolly
Occasional	Cardinal All-Star	Gift certificates	For every student who met goal for specific behaviors for at least 4 weeks.	Any staff to any student who has consistently demonstrated specific behaviors for at least 4 weeks	Record the names of students who qualify and submit to SW-PBS Data Manager and to School Store Manager	90% of students each month	Each student will get free gift certificate for items at school store	Billy Bob

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

Example

Schoolwide Recognition System

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

Why Is Missouri Middle School Focusing on Having Students Earn Cardinal Cards?

- To increase student use of respectful, responsible, ready, and safe behaviors.
- To focus on positive social interactions between staff and students.
- To help us all be more positive this school year.

Who Awards Cardinal Cards?

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

Who Can Receive a Cardinal Card?

- Cardinal Cards are earned by individual students who are using behaviors that reflect being Respectful, Responsible, Ready, and Safe.
- Cardinal Cards can be earned for being Respectful, Responsible, Ready, and Safe anywhere in the building and at any time.

What Do Staff Say When They Award a Cardinal Card?

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

What Do Students Do When They Receive a Cardinal Card?

- Students write their name and grade on the back of the Cardinal Card.
- Students take their Cardinal Cards to their class office and put them in the bucket.

What Will Happen With the Cardinal Cards?

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

What Are Some Other Things to Consider About Cardinal Cards?

- Cardinal Cards can be earned but not lost. This is a positive system. Once earned, they are the student’s property. If correction is needed, do so, but do not take cards away.
- If students ask for a Cardinal Card, kindly say something like: “I know you will get a Cardinal Card soon. All students can earn them. Staff determine when to award.”
- If you suspect “forgery” of Cardinal Cards, contact your SW-PBS team representative.
- If you need more Cardinal Cards, contact Suzy Q.

Who Will Answer My Questions About Cardinal Cards?

- Your SW-PBS Team representative or any member of the SW-PBS Team.

Be cautious if your system:

Is so difficult or cumbersome that staff will not use consistently.

Keep the system simple and doable, and yet effective.

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

Requires students to prolong their efforts for extended periods of time.

Again, some occasional or long-term reinforcement is okay if other immediate and frequent reinforcers are also available. With long-term reinforcers, there will be some students who see them as unobtainable.

Fails to motivate at-risk students or consistently recognizes those students who need it the least.

What activities are interesting and motivating to at-risk students whose behavior you most hope to improve? Involving students in the planning of the schoolwide reinforcement system may be a very effective way to hear their voices.

Becomes boring and predictable. A schoolwide system to encourage expected behavior will need to be “tweaked” and kept fresh for students and staff.

Team Activity

Begin brainstorming a schoolwide system to encourage expected behavior for your school using the form provided. Be sure to include a mixture of frequent, intermittent, and occasional reinforcements. Be sure that you meet the needs of “seekers” as well as “avoiders.” Use the Schoolwide System to Encourage Expected Behavior form. For a refresher on frequent, intermittent, and occasional reinforcement, see the MO SW-PBS Handbook.



Team Activities

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

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

Stakeholder Engagement and Communication

Staff Engagement

During a staff inservice, share the examples provided in this Course with staff. Discuss the importance of frequent, intermittent, and occasional recognition. Help staff see how your school currently recognizes students for immediate and sustained academic/music/athletic success in your school. Break staff into workgroups or grade level/departmental teams, give them the Schoolwide System to Encourage Expected Behavior form, and instruct them to provide ideas to submit to the SW-PBS Leadership Team for consideration.



Once a schoolwide system of encouragement is created, an explanation should be provided in the staff handbook. In addition, professional development provided to staff to help staff understand how to implement the encouragement system with fidelity, consistency, and equity from the first day of school until the last.

Student Engagement

Students are experts at communicating what will encourage them to display expected behaviors! Even young students can let you know what they find reinforcing. The SW-PBS Leadership Team could engage students in developing the schoolwide encouragement system by any of these methods.

Have student representatives on the SW-PBS team brainstorm frequent, intermittent, and occasional recognition on the Schoolwide System to Encourage Expected Behavior form.

- Ask student representatives on the SW-PBS team to set up a table at lunch to get frequent, intermittent, and occasional recognition ideas from the entire student body.
- During homeroom, Advisory, or other class time, share the Schoolwide System to Encourage Expected Behavior form with all students. Have students work in groups to share their ideas.
- Once a schoolwide system of encouragement is created, an explanation should be provided in the student handbook/code of conduct and a lesson taught so all students will understand the encouragement system.



Culturally Responsive Practices

Family Engagement

The SW-PBS Leadership Team can seek family input about what activities and objects their child finds motivating through an online survey and paper surveys available at school.

Once a schoolwide system of encouragement is created, an explanation should be provided in the student handbook/code of conduct. The encouragement system may also be shared on the school website and included in the school newsletter. A copy of the Schoolwide System to Encourage Expected Behavior form could be modified to give to families to create their own home encouragement system.

Community Engagement

The school tangible recognition system may be shared with local businesses to encourage expected behavior with school-age customers. Some merchants can be recruited to trade the schoolwide



tangible for items such as an ice cream cone or a soda. Other merchants might wish to provide tangibles that are part of the schoolwide currency for expected behaviors and/or volunteer efforts displayed within the Community (e.g., volunteering at the senior center).

Action Plan

Discuss steps your team can take to help staff understand the importance of a comprehensive schoolwide system to encourage student use of expected behaviors. Review the Stakeholder Engagement ideas above and reach consensus on how you will engage staff, students, families, and community members in the creation of your schoolwide system. Once your system has been created, how will you teach staff how to implement with fidelity, consistency, and equity? In addition, how will you teach students and families about the encouragement system? Finally, consider what you will do to share the schoolwide encouragement system with all stakeholders. Add specific action steps to your team Action Plan.

Lesson 5: Develop and Use a Classwide System to Encourage Students' Use of Expected Classroom Rules and Procedures and Teachers' Use of Positive Specific Feedback (ETLP #3)

Recall in the Introduction section of the Tier 1 Implementation Guide, there was a description of the eight effective teaching and learning practices (ETLPs). These high leverage classroom instructional practices form the foundation of Tier 1 universal support for all students.

Classroom teachers may need your team's support to understand the benefits of a classwide system or a menu of strategies to encourage adherence to classroom rules and procedures. The Teacher Tool on Encouraging Expected Behavior is a good place to start. You can use the Teacher Tool to understand what is meant by a classwide system and help teachers develop their system. Given some time, teachers can then self-assess their use of their system.

Additional ways to support teachers as they hone their use of encouragement is to promote the use of these three whole-class strategies:

1. Positive Peer Reporting (Skinner, Nedderniep, Robinson, Ervin, & Jones, 2002)
2. Tootling (Skinner, Nedderniep, Robinson, Ervin, & Jones, 2002)
3. Class-Wide Function-related Intervention Team (CW-FIT) (Wills et al., 2010).

Positive Peer Reporting

Positive Peer Reporting (PPR) is a simple procedure that is used to promote positive peer interactions, improves peer perceptions of students who tend to be socially rejected or neglected, and encourages all children to focus on and report prosocial behavior of their peers. Skinner, Neddenniep, Robinson, Ervin, & Jones (2002, p.196) offer a procedure to implement PPR in the following list.

Procedure for Positive Peer Reporting

1. Introduce and define positive peer reporting (PPR).
 - PPR is the opposite of tattling.
 - Students will be given the chance to earn reinforcement (e.g., points, activities) for reporting expected behaviors of peers.
2. Explain the procedure.
 - A drawing will be conducted and a child's name will be selected as the first target child (e.g., "Star of the Week").
 - Peers will be instructed to pay special attention to the target child's expected behaviors during the course of the day and to report the observed incidences of expected behaviors during the specified time of day.
 - Positive comments include behaviors like sharing; helping a friend; volunteering; showing good anger control; being honest; trying hard in school; giving others praise, encouragement, or compliments; or exhibiting any behavior that is a specific skill the child needs to improve (e.g., asking for help instead of acting out).
 - The teacher determines that the report of expected behavior is specific and genuine, and the child reporting the behavior receives the identified reinforcement.
 - A child will be the target child for 1 week and then there will be a new drawing for the next "Star of the Week."
3. Determine the type and amount of reinforcement that will be given for reports of expected behavior (e.g., special activity, points, tokens for previously established token economy system).
4. Determine the time of day and amount of time allotted for the procedure (e.g., during the last 10 minutes of homeroom, peers will be given the opportunity to report any instances of expected behaviors they witnessed the target child exhibit that day).
5. Monitor the effects of the intervention on the quality of peer interactions by coding interactions (e.g., positive, negative, or neutral). Monitor the effects of the intervention on social status using peer ratings and nominations.

Tootling

Tootling is a positive intervention that can be added to existing classroom systems to enhance students' awareness of positive behavior of other students. Unlike Positive Peer Reporting where one student is the focus, in tootling any student may write a positive comment for any classmate. In tootling, the teacher teaches students to write observations of peers actively helping another peer on index cards. Specifically, they write a) who, b) helped whom, c) by (here they write the positive behavior). For example: Nathan helped Sarah by opening her locker when it was stuck.

Tootling cards are collected at the end of the day and the teacher sorts positive statements from non-examples. Teachers then report the number of tootles written and reports progress toward the class goal. The tootling cards may be shared with the peer receiving the compliments, not with the entire class. All tootling cards count toward the class earning a group reinforcement. Due to the writing involved, this support may be most appropriate for second grade and up.

Procedure For Tootling

1. Introduce and define tootling.
 - Tootling is like tattling in that you report classmates' behavior. However, when tootling you only report when classmates help you or another classmate.
 - Provide examples of classmates helping classmates and use group recitation to have students provide examples.
 - Provide positive specific feedback and reinforcement for responses.
 - Teach students to write observations of peers helping peers on index cards taped to their desks. Specifically, they write a) who, b) helped whom, c) by (here they write the prosocial behavior).
2. Explain the procedure.
 - Each morning you will tape a blank index card to your desk. During the day, you should record any instance you observe of peers helping peers.
 - At the end of the school day, students turn in their index cards. If any student fills a card during the day, they may turn it in and get another card.
 - The teacher counts the number of tootles. Again, only instances of peers helping peers are counted. Furthermore, if more than one student records the same instance, all count.
 - The next morning the teacher announces how many tootles were recorded the previous day. The teacher adds the previous tootles and uses a group feedback chart to indicate cumulative tootles. Additionally, the teacher may read some examples of students helping students and then praise the students. When the entire class reaches the cumulative tootle goal, the class earns a reinforcement (typically an activity).
3. After the group meets a goal, the procedure is repeated with several possible alterations, including:
 - Change in the criteria to earn reinforcement as students become more skilled at tootling with practice.
 - Change in the reinforcer. It may help for teachers to solicit reinforcers from students throughout the procedure.

Additionally, using randomly selected group reinforcers is encouraged as some consequences may not be reinforcing for all students (Skinner et al., 2002, p. 198).

Class-Wide Function-Related Intervention Team (CW-FIT)

CW-FIT, or Class-Wide Function-Related Intervention Team, is a group contingency program consisting of teaching and reinforcing expected behaviors (e.g., getting the teacher's attention, following directions, and ignoring unexpected behaviors of peers), improving students' on-task behavior, and increasing teacher recognition of expected behavior (Wills et al., 2010).

Components of CW-FIT

The components of the CW-FIT game described below are:

- teaching,
- self/peer monitoring,
- extinction, and
- reinforcement.

Teaching

The teacher provides a lesson on a particular expected behavior designed in the following structure:

1. Defining expected behavior.
2. Rationale, giving students the opportunity to address the importance of the expected behavior.
3. Role play, giving students a chance to practice the skill.
4. Reviewing the steps together and reminding students to use the expected behavior throughout the day.

Self/Peer Monitoring

The teacher displays a point grid in a prominent location in the classroom. During the game, players monitor their own and their group's behavior to try to earn points for their team.

Extinction

During the game, the teacher provides frequent recognition and awards points for individuals and teams using the expected behavior at the designated times. The teacher ignores or gives minimal attention to students not displaying the expected behavior.

Reinforcement

When the game ends, groups and individuals who have met the established point goal receive a reinforcement. The reinforcement should occur immediately whenever possible and should be something the students can enjoy together (free reading time, drawing time, playing a game, time to talk with friends, use of personal electronics for 5 minutes, etc.).

Additional information about CW-FIT is available at cwfit.ku.edu. Research, resources, testimonials, examples in middle school, and more are available if you become a member on the website.

Example

My Classroom Recognition System

Name: Miss Jones **Date:** August 23, 2019

	Social Recognition	How I Monitor	Tangible Recognition	How I Monitor
Free and Frequent	<i>Peer-to-peer multiple opportunities to respond during whole group math. Thumbs up, smiles, and high-fives</i>	<i>Tally number of opportunities to respond</i>	<i>I set daily goal of schoolwide tickets and positive specific feedback to give to students</i>	<i>Peer observes and takes data</i>
Intermittent	<i>CW-FIT – Play game during literacy 3 times per week. Winning team earns extra computer time with friends</i>	<i>Keep list of winning teams and points earned; switch teams each day</i>	<i>Weekly schoolwide ticket goal set, and whole class celebrates</i>	<i>Chart of weekly goal, tickets earned each day, total for week and celebrate</i>
Occasional	<i>Three Students of the Month earn lunch with me.</i>	<i>Keep list; each student earns it</i>	<i>Postcards home</i>	<i>List of postcards sent</i>

Example

My Classroom Recognition System

Name: Mr. Thomas, 10th grade social studies **Date:** August 22, 2019

	Social Recognition	How I Monitor	Tangible Recognition	How I Monitor
Free and Frequent	<i>Staff given high rates of verbal positive specific feedback using the Hornet Way language</i>	<i>Use golf counter during each period two times per week until I meet 4:1 ratio for 2 weeks</i>	<i>B.U.S.T.E.D TICKETS (being upstanding students through extraordinary decisions)</i>	<i>50 on desk each morning to distribute</i>
Intermittent	<i>Verbal praise when distributing certificates</i>	<i>Attendance list</i>	<i>Certificate for perfect attendance</i>	<i>Attendance list</i>
Occasional	<i>"No Dippers" for any students who have not had any referrals all year</i>	<i>Grade book</i>	<i>Free time at end of class</i>	<i>List of students</i>



Team Activity

Begin brainstorming a classroom system to encourage expected behavior to give you practice using the form provided. Be sure to include short-term immediate reinforcers, as well as those that require more sustained effort. Be sure that you meet the needs of “seekers” as well as “avoiders.” Use My Classroom Recognition System form.

MY CLASSROOM RECOGNITION SYSTEM

Name: _____ Date: _____

	Social Recognition	How I Monitor	Tangible Recognition	How I Monitor
Free and Frequent				
Intermittent				
Occasional				

Stakeholder Engagement and Communication

Staff Engagement

MO SW-PBS has developed a number of materials to assist your SW-PBS Leadership Team in professional learning related to encouraging expected behavior. These materials are available on the MO SW-PBS website at www.pbissmissouri.org. During a staff inservice, share the examples of a classroom system to encourage student to perform expected behaviors provided in this Course with teachers. Break teachers into grade level/departmental teams, give them the Classroom System to Encourage Expected Behavior form and the MO SW-PBS Teacher Tool on Encouraging Expected Behavior, and instruct them to create their classroom encouragement system.

Once every teacher has developed a classroom system to encourage expected behavior, have teachers exchange ideas about how they have or could share their system with students and families.



Action Plan

How will you engage all teachers in the creation of their classroom system? What will you need to do to teach and support teachers to establish a classroom encouragement system? How will you assist teachers in sharing their system with students and families? Finally, how will you ensure teachers implement their system with fidelity, consistency, and equity? Add specific action steps to your team Action Plan.



Lesson 6: Develop Strategies to Encourage Staff and Families

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

Example

Strategies To Encourage Staff And Families

School: Best SchoolDate: August 2019

Staff		Families	
Noncontingent to Build Our Community	Contingent on Implementing SW-PBS	Noncontingent to Build Our Community	Contingent on Participation in School
<ul style="list-style-type: none"> • School T-shirt • Positive notes from peer or administrator • Free yearbook • Free lunch • Surprise jeans day • Dip Day • Monthly potluck 	<ul style="list-style-type: none"> • Award or recognition for efforts given during faculty meeting • Recognition during an assembly • Featured in SW-PBS video/skit • Ticket to school event (play, sporting event) • Preferential parking spot • Gift cards • Lunch delivered • Special dessert • Restaurant coupon • Car wash coupon • Movie pass • Released from duty (bus, recess, lunchroom, hallway) • Principal teaches class for one hour • Pass to leave work early or arrive late 	<ul style="list-style-type: none"> • Positive notes from school • Positive phone call • Refrigerator magnet 	<ul style="list-style-type: none"> • Small gift during school events (e.g., parent–teacher conferences). • Featured in SW-PBS video/skit • Ticket to school event (play, sporting event) • Bumper sticker • School T-shirt • Family restaurant coupon • Movie pass

Team Activity

Brainstorm ideas your school might use to encourage staff and families, using the Strategies to Encourage Staff and Families form.



Strategies To Encourage Staff And Families

School: _____ Date: _____

Staff		Families	
Noncontingent to Build Our Community	Contingent on Implementing SW-PBS	Noncontingent to Build Our Community	Contingent on Participation in School



Stakeholder Engagement and Communication

Staff Engagement

If your school has a “Social Committee” whose purpose is to create a positive school community, the tasks committee members engage in may be added to the Noncontingent section of the Strategies to Encourage Staff and Families form. If your school does not have such a “Social” group, the SW-PBS Leadership Team will want to lead those efforts.

Staff will be happy to share ways they would like to be recognized to create a positive school community and for implementation of SW-PBS if your SW-PBS Leadership Team asks them. This can be done by an online survey, through a “Idea” box in the staff lounge, or by other idea-seeking activities. The SW-PBS Leadership Team will need to review the ideas provided and implement tasks that are “doable” and within the budget provided for the SW-PBS Leadership Team.

Finally the SW-PBS Leadership Team will need to explore ways to fully communicate the system to encourage staff, with all staff.

Family Engagement

Your school will want to consider ways you can “share the good news” about student behavior with families and, therefore, reinforce their efforts at home to support your work. Family representatives to your SW-PBS Leadership Team may be asked to take the lead to develop activities to encourage family use of SW-PBS practices at home. Culturally Responsive Practice Icon



Action Plan

In what ways do you create a positive school community, and in what ways could your school engage in activities to create a positive school community? What are some of the things you could do to encourage staff to regularly use SW-PBS practices? Additionally, how might you reinforce families? Discuss and write specific action steps on your action plan about encouraging staff and families.

Lesson 7: Monitoring the Use of Positive Specific Feedback

It is important to check on the use of feedback in classroom and non-classroom settings, both for fidelity of implementation and to determine if the rate of positive specific feedback students are earning is optimal for the environment you desire. Fidelity checks will determine if the majority of staff are effectively using contingent positive specific feedback for student behavior as described earlier in the chapter. In addition, the goal is always to maintain an average 4 to 1 ratio of positive responses to correction. Checks can also determine if this optimal ratio is being met. Both a fidelity check and a ratio check will provide information for the SW-PBS Leadership Team to determine how to support staff to effectively encourage student behavior. There are a number of ways to do this monitoring:

MONITORING USE OF SCHOOLWIDE TANGIBLES. If a schoolwide raffle is used, tickets can simply be counted prior to the raffle. If student and staff names are on tickets, that data can be collected as well as the overall number. Classroom teachers can submit weekly counts to a designated person in the building who can then create regular reports of the number of tickets earned per class, grade level, or for the building as a whole. A visual graph of tickets earned per week or month can serve as a reminder to staff to focus on giving students positive specific feedback for expected behavior.

SELF-MONITORING. It is important that all staff get information about their personal efforts to respond to students who are displaying expected behavior, especially as staff are first learning how to effectively give positive specific contingent feedback. Individual self-monitoring is one way to do this. Remember this data collection does not need to occur for the duration of an entire day. Rather, pick a 5- to 10-minute period and consistently collect data over a few days each week. There are a number of easy ways to collect the rate of responses to positive student behavior compared to corrections:

Example Icon

- Move pennies or paperclips from one pocket to another when expected student behavior is recognized.
- Tear an index card to collect the number of positive responses and corrections.
- Make tally marks on a piece of tape on your arm or sticky note on clipboard.
- Move popsicle sticks into cans.

OBSERVATION. Do a simple observation and tally staff interactions with students. This observation can be done by tallying the teacher responses to expected (positive) student behavior and teacher responses to student unexpected (negative) behavior. Periodically observe and record occurrences of teacher responses and use of positive specific feedback for a short time duration (5 to 10 minutes) and compare like settings and situations (e.g., classroom to classroom, cafeteria, etc.). These observations can be done by pairing teachers to do peer observations or by having the SW-PBS Leadership Team members observe in non-classroom settings. For example, frequency of interactions might be compared in each hall-

way or during whole group lessons in all classrooms. If this tallying is done periodically throughout the year, the ratio can be compared over time. A simple format for tallying staff interactions with students follows.

Remember as you are observing or self-monitoring, it is the student behavior that is occurring at the time of the interaction, not the tone of the interaction, that determines whether an interaction is positive or negative.

FREQUENCY AND TYPE OF STUDENT INTERACTIONS

Teacher: _____

Observer: _____

Date: _____

Time: _____

Activity: _____

Attention to Expected Student Behavior		Attention to Unexpected Student Behavior
<i>Non-Contingent</i>	<i>Positive Specific Feedback</i>	
Ratio of Teacher Interactions: _____ <i>Attention to expected student behavior:</i> _____ <i>Attention to unexpected student behavior:</i> _____		
Notes:		

From Coaching classroom management: Strategies and tools for administrators and coaches by R. Sprick, J. Knight, W. Reinke, & T. McKale, 2006, Eugene, OR: Pacific Northwest.

Team Activity

Discuss the information about monitoring the use of positive specific feedback. How might you monitor and ensure staff are using high rates of encouragement with students? How will you collect and share the data gathered?



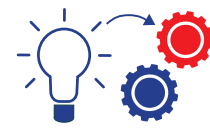
Team Activities

Stakeholder Engagement and Communication**Staff Engagement**

Share and discuss the information about monitoring the use of positive specific feedback with staff. Seek ideas about how to practically and efficiently monitor use of feedback. Also discuss who will see the results and what will be done with the data?

Stakeholder
Engagement**Action Plan**

Add specific action steps to your action plan to monitor staff use of positive specific feedback.



Action Plan



Tier 1 Action
Planning Checklist

END OF COURSE SELF-ASSESSMENTS

ACTION PLANNING CHECKLIST

If all steps have been developed and/or implemented, your team can now consider how to sustain this work long term.

Encouraging Expected Behavior		✓ Developed
1. Professional learning on the importance and impact of positive consequences on student behavior and school climate is developed and provided.		
2. Professional learning on the use preferred adult behaviors is developed and provided.		
3. Professional learning on the effectively using positive specific feedback is developed and provided.		
4. Schoolwide system to encourage students' use of expected behaviors (matrix) and staff use of positive specific feedback in non-classroom settings has been developed (ETLP #3).		
5. Classwide system is developed in each classroom to encourage students' use of expected classroom rules and procedures and teachers' use of positive specific feedback is observed.		
6. Written strategies to encourage staff and families are developed, disseminated, and monitored.		
7. Methods to monitor staff's use of encouragement strategies with students are developed.		

MO SW-PBS TEACHER TOOLS

Encouraging Expected Behavior

Practice: A continuum or menu of strategies to encourage appropriate behavior has been developed. Positive specific performance feedback is provided using a variety of strategies and at a ratio of 4:1.

Frequent	Intermittent	Occasional
<ul style="list-style-type: none"> • High rates of positive specific verbal feedback • Stickers • Thumbs up • Notes home • Schoolwide ticket • Smiles • High fives 	<ul style="list-style-type: none"> • Positive phone call home • Extra computer time • Read in a favorite spot • Leave class early • Extra recess time • Postcard home • Time to talk with classmates • Choose your partner during work time 	<ul style="list-style-type: none"> • Recognition by the principal • Special parking spot • “No tardy” class party • Student of the week • Class field trip • Gift certificates • Class snack • Eat lunch with teacher

Encouraging Expected Behavior: Self-Assessment

Practice: A continuum or menu of strategies to encourage appropriate behavior has been developed. Positive specific performance feedback is provided using a variety of strategies and at a ratio of 4:1.

On numerical response questions, please rate your implementation using the following scale:

- 1-Rarely
- 2-Sometimes
- 3-Almost Always
- 4-Always

A menu of reinforcers has been developed for the classroom that include social attention, activities and tangible items that appeal to all student needs including: Free and Frequent

When responding to appropriate behavior, how consistently do you...

- | | |
|--|---------|
| • make sure that you greet your students in a sincere and positive manner? | 1 2 3 4 |
| • make sure that you are giving positive feedback after expected behavior to every student? | 1 2 3 4 |
| • give positive, specific feedback after the student exhibits the desired behavior? | 1 2 3 4 |
| • reinforce appropriate behavior by giving positive, specific feedback not only in the classroom but also during lunch, for example? | 1 2 3 4 |

A menu of reinforcers has been developed for the classroom that include social attention, activities and tangible items that appeal to all student needs including: Intermittent Reinforcement

When setting classroom goals, how consistently do...

- | | |
|---|---------|
| • you work together with your students to set goals toward a special treat? | 1 2 3 4 |
| • you provide opportunities for your student to earn occasional reinforcement? | 1 2 3 4 |
| • you make positive phone calls, or send positive notes home, with equity? | 1 2 3 4 |
| • your students know that they can expect positive attention after exhibiting appropriate behavior? | 1 2 3 4 |

A menu of reinforcers has been developed for the classroom that include social attention, activities and tangible items that appeal to all student needs including: Occasional Reinforcement

Strong and long-term reinforcements provide your students with positive attention and tangible items that illustrate that your students are reaching a higher level of positive behavior. How consistently...

- | | |
|--|---------|
| • do you provide multiple opportunities for your students to earn this strong, positive reinforcement? | 1 2 3 4 |
| • do you develop long-term reinforcement that is appropriate for a given student? | 1 2 3 4 |
| • does your class work together to meet a goal and receive a special reinforcement, a class celebration/activity, for example? | 1 2 3 4 |
| • do you make sure that every student that earns strong reinforcement receives it, thinking about not only the students that you expect will behave as expected, but also those that may not consistently do so? | 1 2 3 4 |

Systems and strategies are in place to allow instruction to continue when behavioral errors occur.

When evaluating your responses to student behavior, it is important to compare the amount of behavior contingent positive feedback you give compared to corrective feedback. Thinking back on your responses to your students behaviors, do you...

- | | Yes | No |
|---|-----|----|
| • find yourself giving a higher rate of corrective feedback than positive specific feedback? | Yes | No |
| • find that you provide an equal amount of corrective and behavior contingent positive feedback? | Yes | No |
| • find that you provide more positive specific feedback than corrective? | Yes | No |
| • find that you provide positive specific feedback than corrective at a ratio at or greater than 4:1? | Yes | No |

MO SW-PBS Teacher Tools

Encouraging Expected Behavior: Practice Profile

Procedures and Routines				
Essential Functions	Exemplary/ Ideal Implementation	Proficient	Close to Proficient	Far from Proficient
<p>A menu of reinforcers has been developed for the classroom that include social attention, activities and tangible items that appeal to all student needs including:</p> <p>Free and frequent reinforcement</p>	<ul style="list-style-type: none"> Non-contingent attention is evident in teacher and student interactions across settings and activities. Contingent attention is evident in teacher and student interactions across settings and activities with consistency, fidelity, and equity. 	<ul style="list-style-type: none"> Non-contingent attention is attention provided by the teacher regardless of performance (smiles, greetings, conversations). Contingent attention is given by the teacher right after the desired behavior takes place (specific positive feedback after following teacher directions). 	<p><i>(Skill is emerging, but not yet to ideal proficiency. Coaching is recommended.)</i></p> <ul style="list-style-type: none"> Non-contingent reinforcement is infrequent, inconsistent, or inequitable. Contingent attention is infrequent, inconsistent, or inequitable. 	<p><i>(Follow-up professional development and coaching is critical.)</i></p> <ul style="list-style-type: none"> No evidence of non-contingent attention OR Non-contingent attention is insincere, negative, or sarcastic. No evidence of contingent attention OR Contingent attention is used negatively or incorrectly.
<p>A menu of reinforcers has been developed for the classroom that include social attention, activities and tangible items that appeal to all student needs including:</p> <p>Intermittent reinforcement</p>	<ul style="list-style-type: none"> Teacher and students work together to develop goals working toward desired context appropriate occasional reinforcers (e.g. extra recess time, class game, funny video). Additional teacher driven occasional reinforcers (positive phone call or post card home) are provided with consistency, fidelity, and equity. 	<ul style="list-style-type: none"> The teacher provides Opportunities for students to earn or receive occasional reinforcement (individual, small group, whole group) appropriate for context (homework pass, break time, positive phone call home). 	<ul style="list-style-type: none"> Opportunities for occasional reinforcement are infrequent, inconsistent, or inequitable. 	<ul style="list-style-type: none"> No evidence of Opportunities for occasional reinforcement.
<p>A menu of reinforcers has been developed for the classroom that include social attention, activities and tangible items that appeal to all student needs including:</p> <p>Strong and long-term reinforcement</p>	<ul style="list-style-type: none"> There are multiple Opportunities for students to earn or receive strong and long-term reinforcement (individual, small group, whole group) that are: Appropriate for context <ul style="list-style-type: none"> considering a range of student interests and abilities, and delivered with consistency, fidelity, and equity. 	<ul style="list-style-type: none"> The teacher provides Opportunities for students to earn or receive strong and long-term reinforcement (individual, small group, whole group) appropriate for context (student of the week, special parking spot). 	<ul style="list-style-type: none"> Strong and long-term reinforcement is infrequent, inconsistent, or inequitable. 	<ul style="list-style-type: none"> No evidence of strong and long-term reinforcement.
<p>The teacher has a system to monitor his or her rate of response to student behavior.</p>	<ul style="list-style-type: none"> The teacher provides a higher rate of behavior contingent positive specific feedback than corrective or negative feedback at a ratio at or greater than 4:1. 	<ul style="list-style-type: none"> The teacher provides a higher rate of behavior contingent positive specific feedback than corrective or negative feedback 	<ul style="list-style-type: none"> The teacher provides a similar rate of behavior contingent positive specific feedback as compared with corrective or negative feedback. 	<ul style="list-style-type: none"> The teacher provides a higher rate of corrective or negative feedback than behavior contingent positive specific feedback.

MO SW-PBS Tier 1
Artifacts Rubric

MO SW-PBS TIER 1 ARTIFACTS RUBRIC

Artifact	Proficient (2 points)*	Developing (1 point)	Not in Place (0 points)	Score
Schoolwide System to Encourage Expected Behavior	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	Schoolwide System to Encourage Expected Behavior in place with at least 4 of 8 components..	No Schoolwide System to Encourage Expected Behavior is evident or includes fewer than 4 features	2 1 0

This contains only the items from the Mo SW-PBS Tier 1 Artifacts Rubric that address Encouraging Expected Behavior.

SELF-ASSESSMENT SURVEY

Schoolwide Systems



Current Status			Feature	Priority for Improvement		
In Place	Partially in Place	Not in Place	Schoolwide is defined as involving all students, all staff, and all settings.	High	Med	Low
			3. Expected student behaviors are rewarded regularly.			

Non-classroom Setting Systems

Current Status			Feature	Priority for Improvement		
In Place	Partially in Place	Not in Place	Non-classroom settings are defined as particular times or places where supervision is emphasized (e.g., hallways, cafeteria, playground, bus).	High	Med	Low
			4. Rewards exist for meeting expected student behaviors in non-classroom settings.			

Classroom Setting Systems

Current Status			Feature	Priority for Improvement		
In Place	Partially in Place	Not in Place	Classroom settings are defined as instructional settings in which teachers supervise and teach groups of students.	High	Med	Low
			4. Expected student behaviors are acknowledged regularly (positively reinforced) (>4 positives to 1 negative).			
			6. Procedures for expected and problem behaviors are consistent with schoolwide procedures.			

This contains only the items from the Self-Assessment Survey that address Encouraging Expected Behavior.



TIERED FIDELITY INVENTORY

FEATURES	DATA	CRITERIA
1.8 Classroom Procedures: Tier 1 Features (schoolwide expectations, routines, acknowledgments, in-class continuum of consequences) are implemented within classrooms and consistent with schoolwide systems.	<ul style="list-style-type: none"> • Staff handbook • Informal walkthroughs • Progress monitoring • Individual classroom data 	0 = Classrooms are not formally implementing Tier 1 1 = Classrooms are informally implementing Tier 1 but no formal system exists 2 = Classrooms are formally implementing all core Tier 1 features, consistent with schoolwide expectations
1.9 Feedback and Acknowledgment: A formal system (i.e., written set of procedures for specific behavior feedback that is [a] linked to schoolwide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students.	<ul style="list-style-type: none"> • TFI Walkthrough Tool 	0 = No formal system for acknowledging students 1 = Formal system is in place but is used by at least 90% of staff and/or received by at least 50% of students 2 = Formal system for acknowledging student behavior is used by at least 90% of staff AND received by at least 50% of students

This contains only the items from the Tiered Fidelity Inventory that address Encouraging Expected Behavior.

Assessing Outcomes

As you increase reinforcement for specific expected behaviors, you should see an increase in these same behaviors. At the same time, you should see a decrease in the number of office discipline referrals (ODRs) and incidents of classroom minors for the unexpected behaviors that the reinforced expectation replaced. For example, if you reinforce students for “using kind words,” you would expect to see an increase in the number of students using kind words and a decrease in the number of students receiving ODRs or incidents of classroom minors for using disrespectful language.

Many schools choose to focus on monitoring ODRs rather than counting incidents of expectation following for two reasons: 1) counting tickets may actually be a better indicator of teachers following the expectation to increase reinforcement of a particular behavior, and 2) even in challenging environments, the frequency of expectation following is much greater than the frequency with which students engage in unexpected behaviors. Therefore, it may be easier to simply count the number of ODRs for the unexpected behavior.

Course 5: Encouraging Expected Behavior

References

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Course 6:

DISCOURAGING UNEXPECTED BEHAVIOR

Outcome:

- To develop a system to discourage unexpected behavior in all school settings.

Background Knowledge:

- Read Section 2 -- Effective Teaching and Learning Practices and Effective Teaching and Learning Practices Explored in MO SW-PBS Handbook.

"When everyone handles infractions with instructional correction procedures, students learn that what happens when they misbehave is procedural, not personal."

Algozzine, Wang & Violette, 2011

Lessons to Develop a System to Discourage Unexpected Behavior:

1. Define "major" or office-managed behavior that warrant an office referral.
2. Develop an office referral form.
3. Clarify procedures for the use of office referrals.
4. Define "minor" or staff-managed behaviors and strategies to address "minor" behaviors.
5. Encourage use of strategies to discourage unexpected "minor" behavior (ETLP #4).
6. Develop a process to monitor "minor" student behavior.
7. Document your schoolwide system to discourage unexpected behavior.



Key Terms

Unexpected behavior refers to any behavior that is not expected at school, listed

on your matrix or classroom rules and procedures. Previously such behavior was referred to as "problem" or "inappropriate" behavior.

Lesson 1: Define "Major" Or Office-managed Behavior That Warrant An Office Referral.

One of the most confusing and often frustrating issues in school discipline is the use of office referrals. Teachers and administrators sometimes differ on what constitutes an appropriate referral and what should happen during and after the referral (Cotton, 1995; Newcomer, Lewis & Powers, 2002). Administrators often state that students are sent to the office for a wide range of unexpected behaviors from "minor" ones such as not having a pencil to those that are more "major" such as physical aggression. If a school's goal is for staff to be more consistent in upholding their expectations, the staff must determine what behavior is typically staff-managed and what is office-managed.

One school's definitions and those used in the Schoolwide Information System (SWIS) (May, et al., 2003) for major unexpected behavior can be found on the following pages.

EXAMPLE

**Missouri Middle School
OFFICE-MANAGED BEHAVIORS**

Unexpected Behavior	Definition
1. Possession of weapons	Being in possession of any items designed as weapons, including simulated weapons (e.g., knives, chains, clubs, brass knuckles, firearms, gases such as Mace, etc.).
2. Fighting or assault	Fighting involves the mutual exchange of physical contact such as shoving and hitting with or without injury. Assault is when one student or group of students may be inflicting bodily harm on another student or staff member.
3. Possession of controlled substance	Being in possession of or using any form of alcohol, drugs, or tobacco. Includes all mood-altering substances or imitation substances that have not been medically prescribed for the student.
4. Theft	Taking property belonging to the school or any individual or group without prior permission.
5. Vandalism	Intentionally causing damage to or defacing school property or the property of others.
6. Abusive language	Verbal threats or swearing audibly directed at staff or other students.
7. Disruption to the learning environment	Having sustained, disorderly behavior that prevents instruction from continuing or causes instruction to be continued with difficulty after reasonable attempts to correct the behavior.
8. Noncompliance	Refusal to follow directions, accept “no” for an answer, or accept a consequence when reasonable efforts have been made to de-escalate and enable the student to cooperate.
9. Leaving school grounds without permission	Leaving the school grounds, building, classroom or assigned area without obtaining prior approval of staff.
10. Chronic behaviors not responding to interventions	A pattern of frequent or increasingly complex behavior that is resistant to the use of staff-managed interventions. Assistance has been sought and multiple efforts attempted.

Adapted from Colvin, 2007

Example

Schoolwide Information System (SWIS) Office Referral Definitions

Major Unexpected Behavior	Definition
Abusive Language/ Inappropriate Language/ Profanity	Student delivers verbal messages that include swearing, name-calling, or use of words in an unexpected way.
Arson	Student plans and/or participates in malicious burning of property.
Bomb Threat/ False Alarm	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.
Defiance/Disrespect/ Insubordination/ Noncompliance	Student engages in refusal to follow directions; talks back, and/or delivers socially rude interactions.
Disruption	Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.
Dress Code Violation	Student wears clothing that does not fit within the dress code guidelines practiced by the school/district.
Fighting/Physical Aggression	Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).
Forgery/Theft	Student is in possession of, passed on, or was responsible for removing someone else's property or signed a person's name without that person's permission.
Gang Affiliation Display	Student uses gesture, dress, and/or speech to display affiliation with a gang.
Harassment/Bullying	Student delivers disrespectful messages* (verbal or gestural) to another person that include threats and intimidation, obscene gestures, pictures, or written notes. <i>*Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities, or other personal matters.</i>
Inappropriate Display of Affection	<i>Student engages in inappropriate, consensual (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult.</i>
Unexpected Location/ Out of Bounds Area	<i>Student is in an area that is outside of school boundaries (as defined by school).</i>
Lying/Cheating	<i>Student delivers message that is untrue and/or deliberately violates rules.</i>
Property Damage/Vandalism	<i>Student participates in an activity that results in destruction or disfigurement of property.</i>
Skip Class	<i>Student leaves or misses class without permission.</i>
Truancy	<i>Student receives an unexcused absence for ½ day or more.</i>
Tardy	<i>Student is late (as defined by the school) to class or the start of the school day (and tardy is not considered a minor unexpected behavior in the school).</i>

Technology Violation	<i>Student engages in unexpected (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.</i>
Use/Possession of Alcohol	<i>Student is in possession of or is using alcohol.</i>
Use/Possession of Combustibles	<i>Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).</i>
Use/Possession of Drugs	<i>Student is in possession of or is using illegal drugs/substances or imitation substances.</i>
Use/Possession of Tobacco	<i>Student is in possession of or is using tobacco.</i>
Use/Possession of Weapons	<i>Student is in possession of knives or guns (real or lookalike), or other objects readily capable of causing bodily harm.</i>

(May, et al., 2003)



Team Activities

Team Activity

With your team, determine the unexpected behaviors that should be office-managed for your school. List them below, and then define each to ensure thorough understanding by all staff and consistent use of office referrals.

Office-Managed Behaviors

Major Unexpected Behavior	Definition

Stakeholder Engagement and Communication

Staff Engagement

It will be critically important to engage staff in selecting and defining “major” or office-managed unexpected behaviors, especially if staff have inconsistently referred similar behaviors to the office.

The SW-PBS Leadership Team may choose to use the form above to allow groups of staff to create a list of major unexpected behaviors and to define them. Another way to gain staff input into the behaviors and their definitions would be to have staff individually brainstorm a list of behaviors by putting one behavior on a sticky note. After a minute, ask the group to share all their sticky notes, eliminate duplicates, and review the list to add any missing behaviors. The groups can begin to define each unexpected behavior. A volunteer workgroup may review all lists to come up with a draft for all staff to review at a later date.

Once a final list of office-managed unexpected behaviors and their definitions has been developed, it should be included in staff, student, and family handbooks and available on the school website.

Action Plan

What process will you use to engage staff in defining a list of “major” or office-managed unexpected behaviors? Write your action steps on your team action plan.



Lesson 2: Develop An Office Referral Form.

Once you have clearly defined what unexpected behaviors are to be office-managed, you will want to consider your office discipline referral (ODR) form. ODR forms provide a count of the number of unexpected behavior incidents, the types of unexpected behaviors that take place, the time of day of incidents, the location or where incidents occur, the possible motivation of the behavior, and the students who are involved. They allow you to calculate the time that students are out of instruction. An average per day per month for ODRs can indicate trends throughout the year and across years and provide great information to guide your discipline efforts.

The ODR form needs to include some important items that will ensure you can answer these key questions: “Who was involved?” “What happened?” “Where and when did it happen?” “How often does it happen?” and “Why did it happen?” To answer these questions, you will want to ensure your office discipline report form includes the following items.

Items for Your ODR Form

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

Example

Preschool Behavior Incident Form

Child's Name _____ Classroom Teacher _____

Person Reporting _____ Date _____ Time _____

PROBLEM BEHAVIOR

Externalizing:

- ☐ Physical Aggression
☐ Inappropriate Language
☐ Property Destruction

Internalizing:

- ☐ Crying, whining through activity
☐ Isolated play after prompt to join others

Non-compliance:

- ☐ Running away
☐ Refusal
☐ Disruption of learning
☐ Self-abuse/stimulation
☐ Other: _____

LOCATION

- ☐ Classroom
☐ Hallway
☐ Playground
☐ Gym
☐ Chapel
☐ Restroom
☐ Field Trip/Bus
☐ Other: _____

OTHERS INVOLVED

- ☐ Peer(s)
☐ Teacher
☐ Aide
☐ Specialist
☐ Substitute
☐ Administration
☐ Other: _____

ROUTINE

- ☐ Arrival
☐ Circle time
☐ Large group activity
☐ Small group activity
☐ Individual activity
☐ Centers
☐ Free Play
☐ Clean up
☐ Meals
☐ Nap
☐ Transitions
☐ Dismissal
☐ Other: _____

INITIAL TRIGGER FOR BEHAVIOR

- ☐ Adult request/redirection
☐ Peer provoked
☐ Difficult task
☐ Adult not in close proximity
☐ No peer attention

MOTIVATION FOR BEHAVIOR

- ☐ Obtain desired item
☐ Obtain desired activity
☐ Gain Peer attention
☐ Gain adult attention
☐ Obtain sensory

- ☐ Avoid task/activity
☐ Avoid peers
☐ Avoid adult attention
☐ Avoid sensory
☐ Don't know

CONSEQUENCE FOR BEHAVIOR/TEACHER ACTION

Level One

- ☐ Prompt/redirection
☐ Re-teaching of rule/routine
☐ Practice skill
☐ Behavior choice given
☐ Move within group

Level Two

- ☐ Removal from activity
☐ Conference with student
☐ Loss of privilege

Level Three

- ☐ Moved to safe spot in classroom
☐ Moved to safe spot in buddy room

CONSEQUENCE FOR BEHAVIOR/OFFICE ACTION

- ☐ Safe spot in office
☐ Student conference
☐ Parent contact
☐ Parent Conference
☐ Behavior contract
☐ Other: _____

This report will not be sent home. It is for collection for anecdotal information only.

** If a level 3 consequence is given or office action has to be taken or the behavior is chronic, then a copy of this report will be sent home.

If parents are contacted, note how: ☐ In person ☐ By phone Date parent contacted:

Parent Response: _____

Example

Elementary Office Discipline Referral Form

Student _____ IEP: Y or N _____ Date _____

Grade: K 1 2 3 4 5 _____ Time of Incident: _____

Classroom Teacher _____ Referred by _____

Location of Incident: (please check)

- ☐ Restroom ☐ Library ☐ Playground ☐ Hallway ☐ Special event (field trip/assembly)
☐ Bus area ☐ On bus ☐ Cafeteria ☐ Classroom ☐ Other _____

REASON(S) FOR THE REFERRAL: (Please attach narrative of the incident if necessary.)

SAFETY

Minor:

- ☐ Physical contact

Major:

- ☐ Physical aggression/assault
☐ Bullying/harassment
☐ Danger to self or others
☐ Weapons
☐ Other _____

RESPECT

Minor:

- ☐ Defiance/disrespect/noncompliance
☐ Inappropriate verbal language
☐ Disruption

Major:

- ☐ Disrespect/non-compliance
☐ Disruption
☐ Verbal assault/threat
☐ Damage or destruction of property
☐ Inappropriate language
☐ Other _____

RESPONSIBILITY

Minor:

- ☐ Property misuse
☐ Other _____

Major:

- ☐ Schoolwork/homework
☐ Incomplete
☐ Technology violation
☐ Possession of illegal school objects
☐ Other _____

POSSIBLE MOTIVATION:

- ☐ Attention from peers(s) ☐ Avoid work
☐ Attention from adult(s) ☐ Obtain item
☐ Avoid peer(s) ☐ Don't know
☐ Avoid adult(s) ☐ Other _____

OTHERS INVOLVED:

- ☐ None ☐ Substitute
☐ Peers ☐ Unknown
☐ Staff ☐ Other: _____
☐ Teacher

TEACHER ACTION TAKEN PRIOR TO REFERRAL:

- ☐ Changed student's seat ☐ Consulted Principal ☐ Telephoned parent/guardian
☐ Consulted Counselor ☐ Time out in the classroom ☐ Other (Please specify) _____
☐ Sent previous report home ☐ Met with Student Assistance Team
☐ Conferred privately with student

ADMINISTRATIVE CORRECTIVE ACTION:

- ☐ Counselor referral ☐ Time out in office ☐ Individual instruction
☐ Out of school suspension (____ days) ☐ Loss of privilege ☐ Sent home
☐ Agency referral ☐ Conference with student ☐ Other: _____
☐ In-school detention ☐ Restitution
☐ Parent contact

PARENT CONTACTED: (Check one) ☐ Call ☐ Mail ☐ Message ☐ Email ☐ Conference

COMMENTS: (Use back if needed)

Teacher's Signature: _____ Principal's Signature: _____

Example

High School Office Discipline Referral Form

Student _____ Student # _____ Grade _____

Others Involved _____

Referring Staff _____ Date _____ Time _____ Period _____

Location of Incident: (please check)

- | | | | | |
|---|--|---------------------------------------|-----------------------------------|---|
| <input type="checkbox"/> Bus | <input type="checkbox"/> Classroom # _____ | <input type="checkbox"/> Media Center | <input type="checkbox"/> Hallway | <input type="checkbox"/> Commons/Common Areas |
| <input type="checkbox"/> Bus Loading Zone | <input type="checkbox"/> Cafeteria | <input type="checkbox"/> Office | <input type="checkbox"/> Restroom | <input type="checkbox"/> Other _____ |

MAJORS (*Office-Managed Behavior*)

- | | | |
|---|--|--|
| <input type="checkbox"/> Abusive/Inappropriate Language | <input type="checkbox"/> Cheating/Integrity | <input type="checkbox"/> Tardy # _____ |
| <input type="checkbox"/> Defiance/Disrespect | <input type="checkbox"/> Disruption | <input type="checkbox"/> False Alarm |
| <input type="checkbox"/> Fighting/Physical Aggression | <input type="checkbox"/> Forgery/Theft | <input type="checkbox"/> Harassment/Bully |
| <input type="checkbox"/> Property misuse or damage | <input type="checkbox"/> Truancy | <input type="checkbox"/> Use/Possession of Tobacco |
| <input type="checkbox"/> Use/Possession of Alcohol | <input type="checkbox"/> Use/Possession of Drugs | <input type="checkbox"/> Use/Possession of Combustible Items |
| <input type="checkbox"/> Use/Possession of Weapon | <input type="checkbox"/> Vandalism | <input type="checkbox"/> Uncooperative |
| <input type="checkbox"/> Missed Detention | <input type="checkbox"/> Unprepared/No Materials | <input type="checkbox"/> Other _____ |

MINORS (*Staff-Managed Behavior*)

- | | | |
|---|--|---|
| <input type="checkbox"/> Inappropriate Language | <input type="checkbox"/> Property Misuse | <input type="checkbox"/> Physical Contact/PDA |
| <input type="checkbox"/> Dress Code Violation | <input type="checkbox"/> Defiance/Disrespect | <input type="checkbox"/> Disruption |
| <input type="checkbox"/> Not Prepared for Class | <input type="checkbox"/> Other _____ | |

POSSIBLE MOTIVATION Comments:

- | | | |
|--|--|--------------------------------------|
| <input type="checkbox"/> Obtain Peer Attention | <input type="checkbox"/> Avoid Task/Activity | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Obtain Adult Attention | <input type="checkbox"/> Avoid Peer(s) | <input type="checkbox"/> Unknown |
| <input type="checkbox"/> Obtain Items/Activities | <input type="checkbox"/> Avoid Adult | |

ADMINISTRATIVE CORRECTIVE ACTION

- | | | |
|---|---|---|
| <input type="checkbox"/> Time in Office | <input type="checkbox"/> Loss of Privileges | <input type="checkbox"/> Conference with Student |
| <input type="checkbox"/> Parent Contact | <input type="checkbox"/> ASD _____ (Date) | <input type="checkbox"/> Restitution |
| <input type="checkbox"/> Referred to Guidance | <input type="checkbox"/> Individualized Instruction | <input type="checkbox"/> Bus Action/Suspension |
| <input type="checkbox"/> In-School Suspension | <input type="checkbox"/> Out of School Suspension | <input type="checkbox"/> Assistance Team Referral |
| <input type="checkbox"/> Saturday Detention | <input type="checkbox"/> Lunch Detention | <input type="checkbox"/> Discipline Points |
| <input type="checkbox"/> Other _____ | | |

COMMENTS:

PARENTS: A copy of this referral has been given to your student or sent home for your review. We encourage you to discuss this incident with your student so they may learn to conduct themselves appropriately in the school environment. Should you have any questions, please contact us at _____.

ADMINISTRATOR: _____ Principal _____ Assistant Principal A _____ Assistant Principal B

COUNSELOR: _____ A _____ B _____ C _____ D

HOME SCHOOL COMMUNICATOR: _____

Team Activity

With your team, review your current Office Discipline Referral form. Does it include the essential items? How does it need to be revised?



Team Activities

Stakeholder Engagement and Communication**Staff Engagement**

A workgroup of volunteers may review your school's current office discipline referral form to ensure it includes all the required items. Once the office discipline referral form has been revised, a draft should be shared with and reviewed by all staff. One method to teach staff how to complete an ODR form would be to share examples and nonexamples to identify how the ODR form is incomplete. The final office discipline referral form should be included in your staff handbook.



Stakeholder Engagement

Action Plan

How does your current office discipline referral form need to be revised? Who will be responsible for completing the revision? Add specific action steps to your team Action Plan.



Action Plan

"When it comes to discipline, it does not make sense for educators to use the criminal justice model first, before employing what they were professionally prepared to use—teaching and mentoring approaches."

Gathercoal, 2004

Lesson 3: Clarify Procedures For The Use Of Office Referrals.

Once your office-managed behaviors are defined and the office referral form is aligned with those definitions and inclusive of the essential items, you will want to prepare staff for using ODRs consistently. This will include a thorough understanding of the form, the staff's role in making a referral, and what they can expect will happen in the office during and after the referral (resolution, possible consequences, data entry, and visits to referring staff, etc.).

Example

Missouri Middle School Office Discipline Referral Procedures

Staff Role in Referrals

- Staff are expected to handle staff-managed “minor” behaviors and refer students appropriately, according to definitions, for office-managed behaviors.
- Thoroughly complete the ODR form; be prepared to visit with an administrator if necessary.
- Send the student to the office; use an escort or call for help if safety is an issue.
- Notify office when student has been sent.
- Accept the student back into class when the administrator determines readiness and ensure a smooth transition for the student.

Office role in referrals

For the majority of routine problems referred to the office, the administrator or designee will meet with the student, discuss the unexpected behavior, teach/remind about acceptable behaviors for handling the situation in the future, deliver consequences, and help prepare the student for a successful return to their school activities. The administrator may or may not ask to discuss consequences such as restitution, make up work, additional interventions, etc. with staff.

For more serious issues, the administrator may refer a student to the Tier 2 or 3 Team for additional support, screening, or a functional behavioral assessment (FBA). In addition, the administrator may contact law enforcement as needed.



Team Activities

Team Activity

If your team has written procedures for office referrals, including teacher and office staff roles, review those procedures to ensure they are clear. The goal is to have procedures that encourage teaching and office staff to implement an office discipline referral consistently (when each similar event occurs), in an equitable way (with each student who displays the major unexpected behavior), and with fidelity (as the procedures are described).



Stakeholder Engagement

Stakeholder Engagement and Communication

Staff Engagement

The SW-PBS Leadership Team, including office staff, might take on the task of reviewing existing or creating new procedures for an office referral. A workgroup method could also be used, ensuring office staff is represented.

Once procedures have been agreed upon, an in-service role playing various referrals (examples and nonexamples) will be helpful. The role plays should include the office response as well. Final procedures should be included in staff, student, and family handbooks.



Action Plan

Action Plan

Decide how your team will develop clear procedures for staff to make a referral and for office staff to respond; be sure to involve teaching and office staff. Decide how professional learning will take place also. Be sure to write specific action steps on your action plan.

It is critical to remember the importance of prevention when managing unexpected behavior. As educators, it is your job to use strategies to decrease the likelihood the behaviors will occur in the first place. When student unexpected behavior is a concern, teachers are encouraged to reflect on their use of preventive strategies.

MO SW-PBS Handbook,

Lesson 4: Define “Minor” Or Staff-managed Unexpected Behaviors And Strategies To Address “Minor” Behaviors.

Just as it is important to define major or office-managed behavior, teams need to also define staff-managed “minor” unexpected behaviors.

Determining staff-managed behaviors that require intervention is relatively easy once office-managed behavior has been defined. Staff are expected to manage any unexpected behavior that is not included on the schoolwide matrix and in classroom rules and procedures. Errors would be corrected as academic behaviors are corrected — with an instructional intent.

Example

Staff - Managed Behavior Definitions

Minor/Staff-Managed	Definitions
Defiance, Disrespect, Noncompliance	Brief or low-intensity failure to respond to adult requests
Disruption	Low-intensity but unexpected disruption
Unexpected Language	Low-intensity instance of unexpected language
Physical Contact	Non-serious but unexpected physical contact
Property Misuse	Low-intensity misuse of property
Tardy	Arrives at class after the bell
Technology Violation	Non-serious but unexpected use of technology



Team Activity
With your team, determine the unexpected behaviors that should be managed by staff in your school. List them in the form below and define each to ensure thorough understanding by all staff.

Staff-Managed Behaviors

Minor Unexpected Behavior	Definitions

Lesson 5: Encourage Use of Strategies to Discourage Unexpected "Minor" Behavior (ETLP #4)

Recall in the Introduction section of the Tier 1 Implementation Guide, there was a description of the eight effective teaching and learning practices (ETLPs). These high leverage classroom instructional practices form the foundation of Tier 1 universal support for all students. The task for your leadership team as you develop a system for discouraging unexpected behavior, is to provide just in time, just as needed support to all teachers to develop a menu of strategies to discourage unexpected classroom behaviors.

Considerations When Correcting Student Unexpected Behaviors

When minor unexpected behaviors occur, a series of best practice procedures exist for individual staff to handle them. Before learning a few of those strategies, there are some general considerations when adults administer corrective consequences:

CONSISTENCY. Unexpected behavior can occur in all school settings and, therefore, all staff members need to respond consistently. It is less important what the agreed - upon response is than that something is consistently utilized. Consistency is one of the main keys to changing behavior.

SPECIFIC, YET BRIEF. Specific descriptions of the behavior and expectations help students know exactly what is expected. With specific descriptions, you are using the unexpected behavior as an incidental teaching opportunity. Be short and concise, and then disengage quickly. Address the concern as a learning error and use the same objective and targeted feedback you would use with an academic error.

QUIET, RESPECTFUL INTERACTION WITH THE STUDENT. First, make quiet contact in close proximity with the student, securing their attention. Next, state your request or re-direct in a respectful, matter-of-fact manner to encourage compliance and relationship building. A private, quiet, personal contact will help with compliance as well as relationships.

REFOCUS CLASS IF NEEDED. If the unexpected behavior will require a bit of time, first refocus the attention of the class on their task at hand. Then deal privately with the student. Most correction strategies can be handled within the classroom or setting, while still maintaining respect for the student and the learning of the entire class.

Use the language of your schoolwide matrix or classroom rules when correcting minor unexpected behavior.

USE LEAST INTRUSIVE STRATEGY. The disruptive influence of the teacher's response should be no greater than the disruption of the student. Staff will want to use strategies that are least intrusive for the behavior and its frequency or severity.

While there are many strategies for providing corrective consequences for unexpected behavior, a list of indirect and direct instructionally based strategies are suggested. Indirect strategies are actions to minimize the unexpected behavior before it gets out of hand and requires more extensive intervention. Indirect strategies are unobtrusive and carried out quickly during instruction. Direct corrective strategies are suggested for unexpected behaviors that continue or do not change after indirect strategies have been used. When implementing these direct strategies, interact with students using the language from the matrix. Interact privately and match your response with the frequency and severity of the behavior. It is also important to increase teaching opportunities and praise students' efforts to follow the established rules. A range of indirect and direct strategies form a continuum of strategies for staff to use to discourage unexpected behavior. See the following pages for more detail about these strategies.

Example

Indirect Strategies to Discourage Minor Unexpected Behavior

Technique	Explanation	Example
Proximity	Every teacher knows how effective it is to stand near a child who is having difficulty. This technique is the strategic placement/movement by the teacher in order to encourage positive behavior. The teacher is a source of support and strength and helps the student to control his impulses by her proximity	When Alan is off task or talking, the teacher continues to teach the group while, at the same time, moving toward Alan or even standing next to him for a moment. Once Alan brings his behavior in line, brief specific positive feedback will help to maintain the desired behavior, "Thanks, Alan for showing respect with your attention."
Signal Nonverbal Cue	Teachers have a variety of signals that communicate to the student what is expected. These non-verbal techniques include such things as eye contact, hand gestures, picture cues, etc. Such simple cues suggest that the teacher is aware of the student's behavior and is prepared to intervene if the behavior continues. This works best when the teacher has a relationship with the student(s) and the non-verbal cues have already been taught to the group.	<p>When Sarah begins to talk to her neighbor, the teacher glances in her direction and holds the look until she is again quiet and attending. The teacher then praises Sarah for her attention.</p> <p>The group of students is getting restless. The teacher uses her hand signal to regain their attention, then praises the group and reminds them of the expectations for independent work time.</p>
Ignore/Attend/Praise	This technique is based on the power of praise or specific positive feedback. The teacher praises a student following expectations close to student who is not following expectations. The praise serves as an indirect prompt for the misbehaving student and reinforcement for the one behaving appropriately. When the student exhibits the appropriate behavior, attention and praise is then provided.	James is off-task during independent work time. The teacher briefly ignores James, and specifically praises a student nearby who is on task, "Good work, Muhammad. You are working away on your assignment." When James begins to get back to work, the teacher then, immediately, praises him: "Thanks, James for being on task; you'll be sure to get your work done."

Example

Direct Strategies to Discourage Minor Unexpected Behavior

Strategy	Explanation	Example
Re-direct	This strategy employs a very brief, clearly and privately stated verbal reminder of the expected behavior. A re-direct includes a specific restatement of the schoolwide, non-classroom or classroom rule/procedure. A redirect emphasizes the “what” of the behavior instead of the “why.”	“Jason, please begin your writing assignment.” (Later) “Nice job being responsible, Jason, you have begun your assignment.”
Re-teach	Re-teaching builds on the re-direct above and re-teaches the specific expectation in question and reminds of the procedures or routine for doing so. It capitalizes on the teachable moment to review the expectation more thoroughly yet briefly. As in all instruction, you label the skill, teach and show, and give the student the immediate opportunity to practice demonstrating the behavior. Once the student uses the appropriate behavior, specific positive feedback should follow.	“Jason, you need to be responsible by being on-task. That means your desk is clear of everything but your book and notebook, you begin working right away, continue working until done, and if you need help, you raise your hand. (Pause) Nice job being responsible, Jason; it looks like you are ready to work. Let me know if you need help.”
Provide Choice	Providing choice can be used when re-directs or re-teaching have not worked. This is the statement of two alternatives– the preferred or desired behavior and a less preferred choice. When options are paired in this way, students will often make the preferred choice. Pause after providing the choice, and when the student chooses wisely, provide praise.	“Arionna, you are asked to get on-task and begin your work or you can finish this task later today during our special activity. I will watch to see if you would rather begin now.” or “Lynn, you can get organized and work here at your seat, or you can work in the quiet area. Which would you prefer?”
Student Conference	This is a lengthier re-teaching or problem solving opportunity when behavior is more frequent or intense. The behavior of concern is discussed, the desired behavior is taught, and a plan is made to ensure the behavior is used in the future. A student conference might include practice.	“Ben, several times today I have reminded you about being on task. When you are given an assignment, you need to.... When you do that you can get done more quickly and move on to things you enjoy more. Tell me what you will do when given an assignment. Let’s practice... How can I help you to do that if you get stuck?” (Then) “Can I get a commitment from you to do that?”

"The single most commonly used but least effective method for addressing undesirable behavior is to verbally scold and berate a student."

Alberto & Troutman, 2012

As with all strategies to address unexpected behavior, they should be done privately and with instructional demeanor. Use the strategy that is the least intrusive for the behavior. It is also important to remember that when unexpected behavior occurs, increased teaching and rates of encouragement should also occur. Individual teaching and prompts or pre-corrects can help to avoid the need for correction and allow for frequent positive specific feedback.

Using Additional Corrective Consequences

The strategies that have been introduced are all consequences. That is, using the A-B-C model, they are the "C"—consequences or responses that occur following a behavior and serve to decrease future occurrences of unexpected behavior. Although in technical behavioral terms they are called "punishment," these corrective consequences are not designed to be punitive but instead instructional—a means to help the student learn the expected behavior. Teachers use corrective consequences daily in response to unexpected behavior (e.g., loss of an activity, making up missed work, returning and walking again, etc.), particularly when unexpected behavior is repetitive or not responding to teaching strategies alone. In this section we will explore how to select and strategically use additional corrective consequences that might be a part of your schoolwide system to discourage unexpected behavior.

Corrective Consequences Are Not Punitive

Corrective consequences paired with teaching of the alternative or expected behavior can heighten behavior change. Effective consequences result in greater learning and often involve learning tasks or Opportunities directly related to the unexpected behavior. In this manner, they are similar to what we do when students are not making academic progress. We find additional practice or activities to help them learn. Role-play or practice, reflecting on the behavior, arranging a situation for the student to demonstrate the skill, and making amends for behavior that impacted others are all effective learning-based consequences. Effective consequences maintain student dignity and invite the student to take responsibility for his/her behavior and be a part of the solution.

Even though consequences for unexpected behavior are intended to be educational, they are also mildly aversive. That is, they require effort and should leave little incentive to repeat the unexpected behavior.

Consistency, Not Size Is Important

It is not the size of the correction that promotes behavior change, but the certainty that something will be done. This is a common misunderstanding as educators often look for a bigger consequence—that big one that will stop the behavior. When students passing in the hallways see that all educators consistently stop students to address the same violations of procedures, they will be more likely to use the expected behavior. It is important to note that increasingly harsh consequences can lead to antisocial behavior. An overemphasis on punishment focuses the attention of the student on the looming consequence and limits their consideration of the effect their behavior has on others or themselves (Alberto & Troutman, 2012).

Corrective Consequences Should Be Selected Individually

Consequences are best when they are selected to fit the individual, the specific behavior and setting, the frequency, or the severity of the behavior. What ends one student's unexpected behavior may not end another's. For the middle school student who was rude to a substitute, perhaps having her determine how students should treat guest teachers and then teaching her peers may be a powerful consequence. For the student having difficulty getting along at recess with a peer, planning an activity they can successfully do together might be effective. In both of these examples the standard of respect is being consistently upheld, but the consequences are personalized.

Schools often get caught up in a desire to be fair. Fairness and consistency are achieved through clear expectations and standards that are upheld for all. Consequences in upholding those standards may be different as necessary for the student. Fairness doesn't mean that everyone gets the same thing. Fairness means that everyone gets what they need in order to be successful and meet the standard.

Fairness means that everyone gets what they need in order to be successful and meet the standard.

Cost Systems Can Promote Chronic Behavior

"Response cost is when points, tokens, privileges, or other reinforcers already given to a student are removed contingent on instances of a specific behavior or behaviors" (Storey & Post, 2012, p. 92). Some common examples include red, yellow, green cards; taking away points already earned; taking away tickets; and taking away earned free time. With a continuum of strategies, staff are better off using the least intrusive consequence for the frequency or severity of the behavior and increasing our teaching efforts. Response cost alone can be discouraging to students. Students who struggle with social behavioral issues may perceive that they can't meet the goals or expectations and therefore give up. Response cost may actually increase the likelihood of unexpected behavior rather than reduce it.

Restitution is a logical corrective consequence and is one that is a logical outcome of the student's behavior, allowing the behavior and consequence to be easily linked in the student's mind. Restitution is when the student repairs damage or makes amends as a result of the unexpected behavior. Some examples are assigning homework when a student does not finish work in class; when class did not transition from one activity to another quickly, they were delayed in getting work done and would then be late; when a student was running in the hall he had to return and walk. Developing a menu or continuum of consequences specific to each non-classroom area or for each classroom procedure will help you to avoid illogical consequences such as the removal of recess or detentions, which tend to be overused in many schools (Murray, et al., 2013).

If a teacher notices they are repeatedly using a consequence for the same behavior and the consequence is not changing the behavior, then it's time to employ a different consequence.

Some Corrective Consequences Are Ineffective

If a teacher notices they are repeatedly using a consequence for the same behavior and the consequence is not changing the behavior, then it's time to employ a different consequence. This is an example of that old saying, "If you do what you've always done, you're likely to get what you've always gotten." This could be a good time to work with your colleagues to come up with other strategies or consequences to try.

OTHER CONSIDERATIONS

It is important to use consequences that have educational relevance and reflect logical, setting-specific responses to social behavioral errors. In summary, use consequences as needed to help students change their unexpected behavior. Be sure to pair any additional consequence with teaching and within an environment of a 4:1 ratio of positive specific feedback to corrective feedback.

EXAMPLE

Some Possible Consequences

- Planning or problem solving
- Extra practice or role-play of social/behavioral skill
- Make up missed work
- Restitution
- Mediation essay
- Teach others
- Note sent home
- Alteration of activity
- Phone call to parents
- Temporary removal from activity until learning occurs
- Make amends to others
- Loss of privilege
- Contract
- Office referral
- Parent conference
- Referral to counseling or behavior groups

Example

Corrective Consequences Elementary Classroom Transitions

Classroom Transitions	Corrective Consequences
How to Transition 1. When you hear teacher's signal, begin transition in 3-5 seconds. 2. Put materials away quickly and get only what is needed for next activity. 3. Move quietly and quickly. 4. Keep hands and feet to self. 5. When ready (new materials, new location), give teacher your full attention.	<ul style="list-style-type: none"> • Go back to seat and do again until reach criterion • Re-teach procedure with class; • practice several times • Delayed start to activity and related outcomes (less time for work in class (homework); delay in getting out to recess, lunch, etc. • Individual re-teaching or conference • Individual role-play/practice at selected time • Group or individual instruction just prior to next transition • Behavior plan or mediation essay • Reflection checklist • Self-monitoring

Science Laboratory

Procedures for Lab	Corrective Consequences
1. Work with assigned partner. 2. Participate; do your share of the work, attending to Partner A & B directions. 3. Stay at your workstation except to get supplies. 4. Raise your hand for assistance. 5. Follow all directions carefully, written and verbal. 6. Talk should be quiet and work-related. 7. When finished, double-check your worksheet, and then read references for today's lesson.	<ul style="list-style-type: none"> • Re-direct or re-teach • Loss of/reduced participation points • Return to desk (individual, pair, or entire group) briefly for re-teaching; try again (may result in more work to do as homework, or delay in preferred activity, etc.) • Loss of privilege to participate this period; do alternative written assignment • Being detained after class for re-teaching or conference • Group or individual instruction just prior to next lab activity • Behavior plan or mediation essay • Reflection checklist • Self-monitoring

Team Activity

Review the indirect and direct strategies and corrective consequences to discourage minor unexpected behavior. What process will you suggest when teachers continue to use the same consequences and the unexpected behavior continues? Which of these strategies are your staff currently using? What techniques do you already use and want to continue? What could you add to your repertoire? What behavior might you need to eliminate?



Team Activities

Stakeholder Engagement and Communication

Staff Engagement

The SW-PBS Leadership team may want to provide a short inservice to share information about the importance of using instructional strategies to address student use of unexpected behavior. Many staff may need a reminder about how to be specific and how to hone their skills to address minor unexpected behavior. Discuss a process your school could use when teachers continue to use the same consequences and the unexpected behavior continues.



Stakeholder Engagement

MO SW-PBS has developed a number of materials to assist your SW-PBS Leadership Team in professional development related to discouraging unexpected behavior. These materials are available on the MO SW-PBS website at www.pbissmissouri.org. These include a Teacher Tool on Discouraging Unexpected Behavior, which includes a self-assessment and a practice profile to serve as an observation tool. Videos and a training PowerPoint deck are also available with activity handouts. A worksheet to practice developing effective re-directs based on specific unexpected behaviors is available, as is a worksheet to practice selecting techniques to address unexpected behavior. Your SW-PBS Leadership Team will want to make these materials applicable in your school.

Action Planning

Review the indirect and direct strategies to correct “minor” unexpected behavior and remember to use the resources available to you. For more background information read Section 2 — Effective Teaching and Learning Practices and Effective Teaching and Learning Practices Explored in MO SW-PBS Handbook. For access to online training materials for the Effective Teaching and Learning Practices, go to www.pbissmissouri.org. Write specific action steps on your action plan.



Action Plan

Lesson 6: Develop A Process To Monitor “Minor” Student Behavior.

When students are not responding to staff efforts to teach, encourage, and/or correct minor unexpected behavior, we want to have a systematic way to move our planning along the continuum and access the staff and specialized services available. Collecting data on minors will promote this early intervention as well as assist teachers in self-evaluating the effectiveness of their strategies. This data may also assist staff in identifying specific skills or schoolwide settings that require more teaching, supervision, or encouragement.

With minor unexpected behavior and teacher correction occurring frequently across the day, it would be impossible to keep track of every occurrence. When should documentation begin? Each school will want to define when the decision to monitor minor behavior should occur. Some typical considerations include: 1) the student is losing instructional time because of his/her behavior, 2) the behavior is occurring frequently, requiring substantial teacher time, or 3) the intensity of the behavior draws attention by those close by, causing disruption to activities. When these types of situations or similar ones occur, staff will want to maintain documentation to help make decisions of when to engage other supports to address the unexpected behavior.

IMPORTANT NOTE: Once your building has the foundational work of planning for SW-PBS underway, your building may engage in collaborative teaming (CTs) at grade or departmental levels around student learning. These meetings may be a new systems process in your building or already established for dialog around academic outcomes. If so, your staff may now begin also considering student outcomes from a behavioral lens. Either way, having classroom minor data will be valuable information to drive data based decision-making for adjustments to the implementation of the Effective Teaching and Learning Practices (ETLPs) at the classroom level. See Course 1 Leadership for information on collaborative teaming.

EXAMPLE

Missouri Middle School
Minor Infractions LogStudent Name: Tom SmithTeacher/Grade: Lintner, 6th grade

Date/Time	Location	Antecedent Events that happen immediately before and trigger the behavior. Involving others.	Behavior (Observable/Measurable) What the student does.	Consequence \ Adult Action The resulting event or outcome that occurs immediately following the behavior.	Possible Function Obtain/Avoid what?
10/9/17 9:00	Classroom writer's workshop	Asked to get out writer's workshop	Crossed arms Refused to do work	Reminded him, re-taught expectation let him sit there	
10/10/17 9:30	Classroom writer's workshop	Asked to start story	Crossed arms Threw book on floor	Reminded him, gave choice, sent to office	
10/11/17	Classroom Science journal	Asked to journal about the science experiment	Refused to do work Crossed arms	Went to his desk. Gave him the first sentence. Sent to buddy room	Adult attention/avoid writing

Minor Infractions Log

Student Name: _____

Teacher/Grade: _____

Date/Time	Location	Antecedent <i>Events that happen immediately before and trigger the behavior. Involving others.</i>	Behavior <i>(Observable/Measurable) What the student does.</i>	Consequence/Adult Action <i>The resulting event or outcome that occurs immediately following the behavior.</i>	Possible Function <i>Obtain/Avoid what?</i>

Team Activity

Discuss the pros and challenges of having staff collect data on minor unexpected behavior. Determine when you will ask staff to begin gathering data on minor unexpected behavior. Review the example forms.



Team Activities

Stakeholder Engagement and Communication

Staff Engagement

A short in-service explaining the need to collect minor staff-managed unexpected behavior incidents will be helpful to staff.

The SW-PBS Leadership Team may choose to create a form teachers can use to document minor unexpected behavioral incidents and then get feedback about it.

Another option would be to use a workgroup process to develop a minor incident form.



Stakeholder Engagement

Family/Community Engagement

Consider how to communicate with families the difference between office - managed and staff-managed unexpected behavior. Explain the process for responding to staff managed behaviors, documentation of these interactions, and procedures that will be put into place to communicate with families.

Action Planning

Discuss when you will ask staff to gather data on minor unexpected behavior — what your data rule will be. Review the example form and decide if you will use a separate form or revise your ODR form to record minors. Also discuss the process you will use to create the form. Write specific action steps on your action plan.



Action Plan

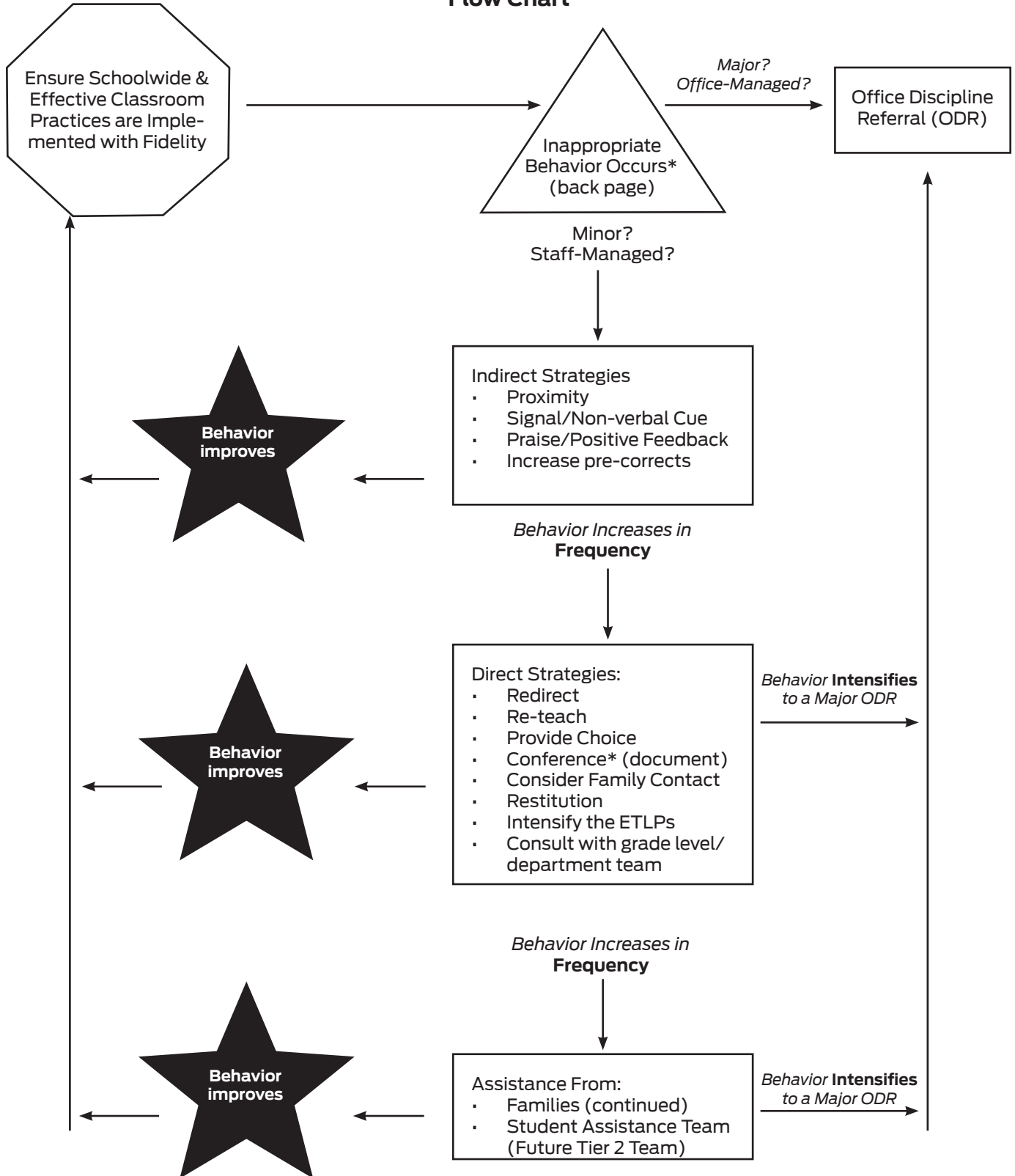
Lesson 7: Document Your Schoolwide System To Discourage Unexpected Behavior.

It is imperative to document responses adults are to implement to correct unexpected behavior with fidelity, consistency, and with equity for all students. A flowchart depicting the steps staff are to take when unexpected behavior occurs provides a document of your school's system. Accompany the flowchart with a list of definitions of minor and major unexpected behaviors makes a system clear.

Another way to depict your schoolwide system to discourage unexpected behavior is in a Behavior Intensity Levels Chart. This chart lists levels, example of behaviors at each level, a description of the intensity, the interactions adults are to make, and how to document those interactions. Either document should provide staff with a clear picture of the schoolwide system to discourage unexpected behavior.

Example

Schoolwide System to Discourage Unexpected Behavior Flow Chart



*See back for definitions of minor staff-managed and major office-managed behavior.

Example Continued

Schoolwide System to Discourage Unexpected Behavior Staff-Managed and Office-Managed Behavior Definitions

Minor Unexpected Behavior	Definition
Defiance, Disrespect, Non-compliance	Brief or low-intensity failure to respond to adult requests
Disruption	Low-intensity but unexpected disruption
Unexpected Language	Low-intensity instance of unexpected language
Physical Contact	Non-serious but unexpected physical contact
Property Misuse	Low-intensity misuse of property
Tardy	Arrives at class after the bell
Technology Violation	<i>Non-serious but unexpected use of technology</i>
Major/Office-Managed	Definitions
Abusive, unexpected language	Swearing, name-calling, use of word in unexpected way
Defiance, Disrespect	Refuses to follow directions, talks back, rude
Fighting, Physical Aggression	Serious physical contact where injury might occur
Unexpected Display of Affection	Unexpected verbal or physical gestures or contact, sexual in nature, to another student or adult
Property Misuse, Vandalism	High-intensity misuse, destruction of property
Technology Violation	Serious unexpected use of technology
Theft	In possession of or removal of someone else's property
Use, Possession of Alcohol, Drugs, Tobacco	Possession or use of alcohol, drugs, or tobacco
Use, Possession of Weapon	Possession of knives, guns, or other objects (real or lookalike) that might injure others
Verbal Assault, Threat	Unexpected threatening language directed at someone

Schoolwide System to Discourage Unexpected Behavior

Behavior Intensity Levels Chart

Level	Behaviors Minors & Majors Examples:	Intensity	Adult Interactions	Documentation
Level 1	<ul style="list-style-type: none"> Refusal to follow directions Scowling Crossing arms Pouting 	Behavior is confined only to the focus student.	<ul style="list-style-type: none"> Ignore Proximity Nonverbal signals Ensure material is at appropriate level Increase pre-corrects 	No documentation required
Level 2	<ul style="list-style-type: none"> Slamming textbook closed Dropping book on the floor Name calling Using unexpected language 	Behavior disrupts others in the student's immediate area.	<ul style="list-style-type: none"> Proximity Redirect Reteach Provide Choice Ensure Effective Classroom Practices are in place Consult with grade level/department team 	Record as a minor if unexpected behavior continues after reteaching.
Level 3	<ul style="list-style-type: none"> Throwing objects Yelling Open defiance of teacher's directions Leaving the classroom 	Behavior disrupts everyone in the class.	<ul style="list-style-type: none"> Proximity, Redirect, Reteach, Provide Choice Student Conference May include a consequence to decrease behavior Intensify the Effective Classroom Practices 	Record as a minor if unexpected behavior continues after a student conference May require an office referral
Level 4	<ul style="list-style-type: none"> Throwing objects Yelling Open defiance of School personnel's directions Leaving school campus 	Behavior disrupts other classrooms or common areas of the school.	<ul style="list-style-type: none"> Assess child's level of escalation Use response strategies to de-escalate 	Refer to office Consider restitution Make home contact
Level 5	<ul style="list-style-type: none"> Display of weapons Assault on others 	Behavior causes or threatens to cause physical injury to student or others.	Implement the safety plan immediately (Ex: Assess safety of all involved parties to determine if student should be removed from class)	Automatic office referral Restitution Home contact

Example



Team Activities



Stakeholder Engagement



Culturally Responsive Practices



Action Plan

Team Activity

Review the examples of a Schoolwide System to Discourage Unexpected Behavior. Discuss how you might make a visual representation of your schoolwide system to discourage unexpected behavior.

Stakeholder Engagement and Communication

Staff Engagement

Use one of the previously described methods to gain staff input about the best way to document your school's schoolwide system of policies and procedures to discourage unexpected behavior. After the schoolwide system has been agreed upon, it will be important to share with staff and include it in the staff Tier 1 handbook.

Student and Family Engagement

After the schoolwide system has been agreed upon, it will be important to teach students about it and include it in student and family handbook. Consider how to communicate with students and families the difference between office - managed and staff-managed unexpected behavior. Explain the process for responding to office - and staff - managed unexpected behaviors, documentation of these interactions, and procedures that will be put into place to communicate with families.

Action Plan

How will you provide training for your staff on discouraging unexpected behavior? How might you depict your schoolwide system to discourage unexpected behavior? Be sure to add specific action steps to your action plan.

END OF COURSE SELF-ASSESSMENTS



ACTION PLANNING CHECKLIST

If all steps have been developed and/or implemented, your team can now consider how to sustain this work long term.

Action Planning	✓ Developed
1. Major or office-managed behaviors are defined.	
2. An office discipline report (ODR) form is developed.	
3. Procedures for the use of office referrals are clarified.	
4. A list of “minor” or staff-managed behaviors and strategies to address them is created.	
5. Use of strategies to discourage unexpected "minor" behavior is encouraged (ETLP #4).	
6. A process to monitor “minor” student behavior is developed.	
7. A document describing your system to discourage unexpected behavior is created.	

MO SW-PBS TEACHER TOOLS

Discouraging Unexpected Behavior in the Classroom

Practice: A continuum or menu of strategies to discourage unexpected behavior has been developed.

Strategy	Explanation	Example
Proximity	The strategic placement and movement of the teacher to encourage positive behavior.	Respond to student error by adjusting proximity to the student. When student performs expected behavior, provide positive specific feedback.
Signal, Nonverbal Cue	Signals the teacher is aware of the behavior and prepared to intervene if it continues.	Sustained eye contact, head nod or shake, hand gestures (point to work, gesture to look at instruction, gesture to turn toward desk or instruction), place hand on desk, point to presentation/problem on board, etc..
Ignore, Attend, Praise	Praise a student who is following rules in the proximity of a student who is not following expectations while not giving eye contact. When student displays expected behavior, give him positive specific feedback.	Student is off task, ignore and provide praise to student nearby who is using the expected behavior. When student who was making the error follows expectations, provide praise.
Re-direct	Brief, clear, private verbal reminder of the expected behavior.	"Please follow the directions and put your book away." Then later, praise student for following directions.
Re-teach	Specifically instruct the student on exactly what should be done to follow classroom rules.	Model "on task" behavior (have only pencil and paper out, start writing right away and raise hand if you need help). Have student practice.
Provide Choice	Stating two alternatives, the desired behavior and a less preferred choice. (away from peers, work later during fun activity, etc..)	"Right now the expectation is to work quietly. You can stay here at your table to work quietly, or move to the separate work area near the bookshelves. Which do you prefer?" Later, praise student for working quietly.
Student Conference	An individual re-teaching or problem-solving opportunity.	Reteach the classroom rule(s). Explain the rationale for following the expectation. Have student practice. Provide feedback. Develop a plan to apply the expectation in the future.

Discouraging Unexpected Behavior: Self-Assessment

Practice: A continuum or menu of strategies to discourage unexpected behavior has been developed.

On numerical response questions, please rate your implementation using the following scale:

- 1-Rarely
- 2-Sometimes
- 3-Almost Always
- 4-Always

There is a continuum or menu of strategies that use instructional responses to be consistent and respond to unexpected behaviors each time they occur.

When responding to student unexpected behaviors, how consistently do you apply strategies of...

- | | |
|--|---------|
| • rearranging student seating or proximity to teacher? | 1 2 3 4 |
| • redirecting the student? | 1 2 3 4 |
| • student choice of compliance with expected behavior or alternative less preferable to the student? | 1 2 3 4 |
| • provide non-verbal signals to remind the student of expected behavior? | 1 2 3 4 |
| • brief, clear, and private verbal reminder of expected behavior? | 1 2 3 4 |
| • When minor behavioral issues occur, how often do students show you they know what your response will be? | 1 2 3 4 |

Correction of behavioral error includes a specific and brief description of the expected behavior (classroom matrix, procedures, and routines)

When redirecting a behavioral error, how often do you...

- | | |
|---|---------|
| • rearrange student seating or proximity to the teacher? | 1 2 3 4 |
| • verbally redirect students using a calm, professional tone? | 1 2 3 4 |
| • succinctly tell the student the expected behavior? | 1 2 3 4 |

When responding to students who have corrected their behavior, how consistently do you...

- | | |
|--|---------|
| • provide immediate positive feedback? | 1 2 3 4 |
| • provide descriptive feedback that reinforces how and why the behavior is expected? | 1 2 3 4 |

Systems and strategies are in place to allow instruction to continue when behavioral errors occur.

When responding to behavioral errors, I minimize disruption to instruction by using verbal instructions and actions that are...

- | | | |
|-------------------------------|-----|----|
| • specific? | Yes | No |
| • brief? | Yes | No |
| • respectful to all students? | Yes | No |

When responding to behavioral errors, how consistently do you...

- | | |
|--|---------|
| • use strategies to refocus the rest of the class on a task? | 1 2 3 4 |
|--|---------|

When responding to behavioral errors...

- | | | |
|--|-----|----|
| • I collect data on how much instructional time is lost for all students due to addressing the disruption. | Yes | No |
| • I implement strategies for reducing loss of instructional time. | Yes | No |

Discouraging Unexpected Behavior: Practice Profile

Discouraging Unexpected Behavior				
Essential Functions	Exemplary/ Ideal Implementation	Proficient	Close to Proficient	Far from Proficient
There is a continuum or menu of strategies that use instructional responses to be consistent and respond to unexpected behaviors each time they occur.	<ul style="list-style-type: none"> • Direct and indirect strategies (proximity, non-verbal cue, redirect, provide choice) are used with consistency, fidelity, and equity in response to unexpected behavior. • Students can predict teacher response to minor behavioral errors. 	<ul style="list-style-type: none"> • Direct and indirect strategies (proximity, non-verbal cue, redirect, provide choice) are used with consistency, fidelity, and equity in response to unexpected behavior. 	<p><i>(Skill is emerging, but not yet to ideal proficiency. Coaching is recommended.)</i></p> <ul style="list-style-type: none"> • Direct and indirect strategies (proximity, non-verbal cue, redirect, provide choice) are used in response to unexpected behavior, though some variability is evident across students, time, or context. 	<p><i>(Follow-up professional development and coaching is critical.)</i></p> <ul style="list-style-type: none"> • No evidence of direct or indirect strategies used in response to unexpected behavior OR • Clear errors in consistency, fidelity, and equity of strategies are evident.
Correction of behavioral error includes a specific and brief description of the expected behavior (classroom matrix, procedures, and routines)	<ul style="list-style-type: none"> • When providing error correction, the teacher speaks in a calm, professional tone to redirect student and clarify the expected behavior, e.g., "Kelly, please read the question silently to yourself. Be ready to show your response." • Teacher follows with contingent positive specific feedback as soon as student performs expected behavior, e.g., "Thank for being respectful to other students by reading silently." 	<ul style="list-style-type: none"> • When providing error correction, the teacher speaks in a calm, professional tone to redirect student and clarify the expected behavior, e.g., "Kelly, please read the question silently to yourself. Be ready to show your response." 	<ul style="list-style-type: none"> • When behavioral error occurs, teacher is inconsistent in the use of professional tone and/or behavior specific error correction. 	<ul style="list-style-type: none"> • When behavioral error occurs, teacher uses negative verbal response (stop, quit, no, don't) with no redirection or clarification of expected behavior AND/OR • Tone and demeanor are sarcastic, combative, or disrespectful.
Systems and strategies are in place to allow instruction to continue when behavioral errors occur.	<ul style="list-style-type: none"> • When responding to behavioral error, the teacher uses actions that are specific, brief, respectful, and minimally disruptive. • If individual attention is required, the teacher uses strategies to refocus the rest of the class on task. • Minimal instructional time is lost for all students, including the student who requires additional support. 	<ul style="list-style-type: none"> • When responding to behavioral error, the teacher uses actions that are specific, brief, respectful, and minimally disruptive. • If individual attention is required, the teacher uses strategies to refocus the rest of the class on task. 	<ul style="list-style-type: none"> • When responding to behavioral error, the teacher is inconsistent in the use of actions that are specific, brief, respectful, and minimally disruptive. 	<ul style="list-style-type: none"> • When responding to behavioral error, the response is unclear and/or disruptive. • All or most students are disengaged from instruction while the teacher addresses the behavior.



MO SW-PBS Tier 1
Artifacts Rubric

MO SW-PBS TIER 1 ARTIFACTS RUBRIC

Artifact	Proficient (2 points)*	Developing (1 point)	Not in Place (0 points)	Score		
Schoolwide System to Discourage Unexpected 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	Schoolwide System to Discourage Unexpected Behavior exists but does not include information about documentation or behavior descriptions.	Schoolwide System to Discourage Unexpected Behavior not evident.	2	1	0

This contains only the items from the Mo SW-PBS Tier 1 Artifacts Rubric that address Discouraging Unexpected Behavior.

SELF-ASSESSMENT SURVEY

Schoolwide Systems



Current Status			Feature	Priority for Improvement		
In Place	Partially in Place	Not in Place	Schoolwide is defined as involving all students, all staff, and all settings.	High	Med	Low
			5. Unexpected behaviors receive consistent consequences.			
			7. Classroom-based options exist to allow classroom instruction to continue when unexpected behavior occurs.			

Non-classroom Setting Systems

Current Status			Feature	Priority for Improvement		
In Place	Partially in Place	Not in Place	Non-classroom settings are defined as particular times or places where supervision is emphasized (e.g., hallways, cafeteria, playground, bus).	High	Med	Low
			5. Unexpected behaviors receive consistent consequences.			
			6. Procedures for expected & unexpected behaviors are consistent with schoolwide procedures.			
			7. Classroom-based options exist to allow classroom instruction to continue when unexpected behavior occurs.			

This contains only the items from the Self-Assessment Survey that address Discouraging Unexpected Behavior.



TIERED FIDELITY INVENTORY

FEATURES	DATA	CRITERIA
1.5 Problem Behavior Definitions: School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems.	<ul style="list-style-type: none"> • Staff handbook • Student handbook • School policy • Discipline flowchart 	<p>0 = No clear definitions exist, and procedures to manage problems are not clearly documented</p> <p>1 = Definitions and procedures exist but are not clear and/or not organized by staff versus office-managed problems</p> <p>2 = Definitions and procedures for managing problems are clearly defined, documented, trained, and shared with families</p>
1.6 Discipline Policies: School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.	<ul style="list-style-type: none"> • Discipline policy • Student handbook • Code of conduct • Informal administrator interview 	<p>0 = Documents contain only reactive and punitive consequences</p> <p>1 = Documentation includes and emphasizes proactive approaches</p> <p>2 = Documentation includes and emphasizes proactive approaches AND administrator reports consistent use</p>

This contains only the items from the Tiered Fidelity Inventory that address Discouraging Unexpected Behavior.

Assessing Outcomes

Consistent definitions of staff-managed and office-managed behaviors and implementation with fidelity should result in fewer incidents of classroom minor behavior and office discipline referrals (ODRs).

Course 6: Discouraging Unexpected Behavior

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Course 7:

SCHOOLWIDE DATA-BASED DECISION MAKING USING STUDENT BEHAVIORAL DATA

Outcome:

- Use student outcome, implementation fidelity, and contextual data to make decisions that improve outcomes for students.

Background Knowledge:

- Read Section 2 – A Systems Approach: Data

Lessons to Using Data to Make Decisions:

1. Use data to guide development and implementation of systems and practices.
2. Review and use office discipline referral (ODR) Big 5 data to make schoolwide decisions.
3. Review academic and behavioral data to make decisions.
4. Use a survey to assess schoolwide safety and climate.

Lesson 1: Use Data to Guide Development and Implementation of Systems and Practices.

As described in the MO SW-PBS Handbook, MO SW-PBS building leadership teams use implementation and student outcome data to monitor both what the adults in the building are doing (implementation or “cause” data) and the impact these efforts have on students (outcomes or “effect” data). Building leadership teams use implementation and outcome data to guide development of systems and practices of their SW-PBS framework, monitor implementation of their SW-PBS framework, problem solve, monitor progress toward implementing plans and achieving goals, and evaluate their SW-PBS framework.

For example, we encourage building leadership teams to use the action plan checklist at the end of each chapter in this Implementation Guide to identify and build components of their SW-PBS framework, identify gaps in implementation, and determine next steps. Teams can go through each item on the action plan checklist sequentially to assess the extent to which each are “in place,” and then select priorities from those items deemed “not in place.” Once these priorities have been selected, teams determine their next steps. These action steps are put into an action plan format, and the team uses this action plan to hold themselves accountable for completing the action steps by the target dates.

In addition, SW-PBS building leadership teams use several standardized surveys to guide, monitor and problem solve around their implementation. Most of these surveys are available through PBIS Assessments, an application of PBIS apps (<https://www.pbisapps.org/Pages/Default.aspx>). SW-PBS teams use implementation survey reports individually, and in comparison, to identify strengths and gaps in their implementation. They use this information to select a small number of actionable goals and plan action steps to achieve these goals.

Lesson 1.a. Use Action Plan Checklist.

Lesson 1.c. Complete and Discuss PBIS Assessments Survey Results.

Furthermore, several of these assessments measure the same or similar elements but from different vantage points. Comparing the results from these assessments can give teams a multi-dimensional perspective of the level of implementation of specific components. For example, the Tiered Fidelity Inventory (TFI) is a self-assessment by the Leadership Team of their school's Tier 1, 2, and 3 implementation. In addition, the Tiered Fidelity Inventory includes an external evaluation component of Tier 1 implementation. This assessment can be compared to the Self-Assessment Survey (SAS), which assesses staff perception of implementation. Comparing the external evaluator's assessment of various components of implementation to the team's and staff's perceptions of the implementation of these same components, respectively, can provide the team with valuable insights regarding level of implementation, effectiveness of communication, and the effectiveness of professional development. While most surveys in PBIS Assessments are measures of implementation, some provide indirect measures of student outcomes. MO SW-PBS recommends the following PBIS Assessments surveys to evaluate and monitor implementation and outcomes. These include the School Safety Survey (SSS), the School Climate Survey (SCS), the Self-Assessment Survey (SAS), and the Tiered Fidelity Inventory (TFI).

See End of Lesson Resources for More Information on TFI and SAS.

OTHER SOURCES OF FIDELITY DATA: WALK-THROUGHS, OBSERVATIONS, AND SURVEYS

In addition to the Action Plan Checklists and PBIS Assessments surveys, SW-PBS schools often use other methods to monitor implementation fidelity. These sources of formal and informal data can provide valuable information about the implementation fidelity of SW-PBS, particularly at the individual staff member level of implementation. These sources need not be overly arduous or time consuming. Three such sources of information are walkthroughs, observations, and surveys.

Walkthroughs are brief (three to ten minute) classroom visits in which the visitor records observations of the use of predetermined evidence-based practices. The walkthrough can be compared to a collage, in that a series of snapshots are taken at different points in time, and put together to form an overall picture of what is going on in the school and in individual classrooms. As with any sampling of data, the greater the number and more random the sample (in terms of staff or time of day), the more accurate will be the assessment of effective practices in the school or classroom.

With regard to SW-PBS, a walkthrough form can be designed or an existing form adapted to include evidence-based SW-PBS practices. For example, the form can include a space for monitoring counts of specific positive feedback, non-specific positive feedback, and critical feedback. The observer records the number of times that staff members give each of the respective kinds of feedback during a 10-minute time segment, and a ratio is calculated. Across many observations, the average ratio provides an accurate assessment of the rate at which staff provides specific positive feedback throughout the building. Trends over time can also be calculated, and indicate progress over time in the level of implementation of this evidence-based practice.

Lesson 1.e. Monitor Routine Implementation with Other Sources of Data.

The building administrator typically conducts walkthroughs, although, depending on the culture of the school, peers can also participate. Regardless of who conducts the walkthroughs, it is important that high levels of trust be established prior to using walkthrough information to provide critical feedback to staff members. Walkthroughs should be oriented towards supporting best practices, celebrating the use of these practices, providing feedback, and identifying schoolwide Opportunities for improvement. They should not be used to punish or embarrass staff.

Related to walkthroughs are observations. Observations are generally longer in duration than the walkthrough. Like the walkthrough, an administrator usually conducts the observation, although depending on the school culture and the intent of the walkthrough, peers can also participate. Although observations are often part of the teacher evaluation process, the focus of this section is only on the use of observations to provide formative assessments and feedback for individual staff members to facilitate professional growth. Please refer to state and district guidelines for direction on conducting observations as part of the formal evaluation process.

A single observation often lasts the entire lesson. Like the walkthrough, observations should have a focus that is aligned with school improvement goals. Observations can be of model lessons, providing teachers an opportunity to observe an exemplary implementation of a new practice or strategy. Alternatively, observations can also be of teachers implementing a newly acquired practice or strategy for formative feedback or coaching. Ultimately, the goal of both types of observation is to improve the capacity of the individual staff member to implement the practice or strategy.

As with walkthroughs, it is important that observations have a focus. Furthermore, it is helpful for the observer to identify “look-fors” prior to the observation. An example of a focus for an observation might be the use of “Opportunities to respond” strategies in the classroom. The “look-fors” might include the use of specific whole group response strategies, such as response cards, white boards, thumbs up/ thumbs down, or chorus response.

MO SW-PBS has developed several walkthrough/observation forms that can be used or adapted by schools. These forms were designed to collect information on a variety of evidence-based practices, and can be tailored according to the school’s improvement goals. This packet is available on the Tier 1 Effective Classroom Practices page of the MO SW-PBS Website (<https://pbissmissouri.org/>).

STUDENT OUTCOMES

Improving student outcomes is why we do what we do! It does not matter how well a school scores on the SAS or the TFI if students experience poor or declining outcomes in our schools. The outcome data the team monitors always depends on the desired outcomes. Outcome data help SW-PBS teams to identify goals, and to monitor progress toward those goals. They are used to evaluate the effectiveness of SW-PBS Implementation, and to monitor implementation progress over time. The MO SW-PBS Handbook includes an extensive discussion of student outcome data. This Implementation Guide will provide a brief discussion of student outcomes that are typically monitored at Tier 1.

Lesson 1.b. Clarify Procedures for the Use of Office Referrals.

Office Discipline Referrals are a proxy measure for student behavior. SW-PBS schools typically want to maximize expectation following and pro-social behavior, and reduce the numbers of unexpected behaviors. You cannot observe every behavior every student engages in. However, you can count ODRs. Furthermore, the context surrounding ODRs (behavior, location, time of day/activity, and students involved) can be used to solve problems, and reduce future unexpected behaviors. The use of ODRs and surrounding contextual factors to create cycles of continuous improvement will be discussed later in this chapter.

Other student outcomes SW-PBS teams monitor include attendance, discipline equity, exclusionary discipline, graduation rates, and perceptions of school climate and safety (positive relationships, connectedness, etc). In addition, there is a relationship between student behavior and academic achievement. As such, SW-PBS teams often monitor academic outcomes as well. A process for grade or content alike collaborative teams to analyze academic data in conjunction with behavioral data is described later in this chapter.

SCHOOL OUTCOME DATA AND END OF YEAR REPORTS

Triangulation is a term taken from navigation and land surveying that refers to the process of fixing the location of a point in space using the convergence of measurements taken from two other points. In the social sciences, the term has come to mean checking the conclusions drawn using one source of data against two or more other sources of data (Denzin, 1978; Merriam, 2009).

It is for just such a purpose that MO SW-PBS has developed End of Year (EOY) reports for each of the participating schools. The MO SW-PBS EOY reports gather a variety of implementation and outcome data into one place, allowing for initiative evaluation and annual action planning. Data compiled in the report includes survey data pulled from PBIS Assessments (SSS, SAS, and TFI scores), data pulled from the MO SW-PBS Online data system (completion of DBDM/Solution Plans, SW-PBS Systems artifacts, etc.), ODR and assistance referral data from the School Outcomes Data submission (see School Outcome Data Form, below), and Tier 2 and Tier 3 intervention outcome data. In addition, the report comes in a fillable PDF format, allowing teams to add additional data points, and to complete guiding questions.

Lesson 1.d. Annually Collect, Review, and Report MO SW-PBS School Outcome Data.

EXAMPLE

Consider the following two scenarios of how one school might use the MO SW-PBS EOY report. In the first scenario, the team notices an overall increase in the number of ODRs for the school year. The EOY report indicates that the team has completed a matrix, social skills lessons and a teaching schedule. However, item 1.4 on the TFI items report indicates that expected behaviors have not been taught. This is confirmed by the SAS subscale report indicating that the majority of the staff who took the SAS perceive that there are no systems in place to teach schoolwide expectations. These results suggest to the team that they need to improve their system of communication and professional development with regard to lessons, teaching schedules, and possibly the expectation that all staff teach social skills lessons.

In the second scenario, a school district is facing budget cuts for the coming school year, and must take a hard look at the costs of various initiatives relative to student outcomes. The principal of a school that has been implementing SW-PBS for five years has noticed improved outcomes for students during this time. Not only does she believe that SW-PBS is cost effective, she would like to see these improved outcomes brought to scale through a district-wide adoption. She directs the team to prepare a presentation to the school board. The team decides to use the EOY report as the basis for this presentation. Using this report, they are able to show that as their implementation fidelity data improved (as indicated by the SAS, the SET, and their quarterly reporting), the number of ODRs decreased significantly across all grade levels. They have also seen an improvement in perceptions of safety and increased student attendance. Estimates of time out of instruction due to disciplinary issues have decreased. Academic data has also shown an improvement. The team attributes some of this improvement to lower disruption, improved attendance and increased time in instruction. Finally, the team has observed an increase in the number of assistance referrals, but a steady decline in the number of students who qualify for special education. The team interprets this as indicating that students are responding to Tier 1, Tier 2 and Tier 3 interventions, resulting in fewer false positive special education identifications. Furthermore, there is a decrease in the number of students with existing IEPs that have ODRs, suggesting that all students, including those with disabilities, are sharing in improved outcomes. The board is impressed, and asks the superintendent to consider piloting SW-PBS in other schools throughout the district.

Most of the data used in the EOY reports is pulled from existing databases. However, Missouri does not have a consistent method for collecting ODR data, student assistance referral data, or special education referral data. Therefore, MO SW-PBS encourages schools to collect this information throughout the school year, and then submit it to MO SW-PBS in June of each year as part of the MO SW-PBS School Outcomes Data. Teams can complete the School Outcome Data form and email it to moswpbs@missouri.edu, or enter the data directly into the MO SW-PBS system using a unique link that is sent to team members in May of each year. Contact your MO SW-PBS regional consultant for more information.

Missouri SW-PBS Student Outcome Data

School: _____ District: _____ Year: _____

Student Assistance Referrals

Go to the second page for description of each category

	School Assistance Team (Academic or Behavioral)	Special education (Academic or Behavioral)	Other
Grade	# Referred	# Referred	# Eligible
Pre-K			
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

Referrals by Students

Office Managed Behaviors--no minors

School Year	# of Students
0-1 referrals	
2-5 referrals	
6+ referrals	
Total should equal official count plus any added students for year of reporting.	

Office Referrals by Grade Level
Office Managed Behaviors – No Staff Managed Behaviors

Grade	IEP	Non-IEP
Pre-K		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		

- Referrals for assistance: (Include students referred for concerns in academics, behavior or both areas).
 - Assistance referrals: Number of referrals to general education team(s) within the school for academic, social or behavioral support. These referrals occur before the special education referral process. Teams may include a Student Support Team, Student Assistance Team, Problem-Solving Team, etc.
 - Referrals to special education: Number of referrals to special education for initial evaluation, & number found eligible for services.
 - Referrals to outside agencies: Number of referrals to agencies or services outside of school for academic, social or behavioral support.
- Referrals by student: (Total number should equal official count plus added students for the school year reported).
 - Students with 0-1 office discipline referrals; green—responsive to Tier 1 interventions.
 - Students with 2-5 office discipline referrals; yellow—at-risk for problems.
 - Students with 6+ office discipline referrals; red—elevated risk.
- Office discipline referrals by grade level: (Total per grade disaggregated by IEP and non-IEP).

Submit this worksheet to: moswpbs@missouri.edu in the body of the email please include:
 Contact Name & Email
 School and District Name

Student Outcome Data			
Data Source	Reporter/ Respondent	When	
Classroom Managed/Minors	Classroom Teacher	Daily/Weekly	SW-PBS schools often collect data on classroom managed/minor behaviors. This data is used by collaborative teams to make decisions around academic and behavioral data. In addition, minor behavior data can help teams identify students for additional support, who might otherwise go unidentified. Staff should collect the following information: 1) name of student, 2) behavior, 3) location, 4) time of day or activity. Determine a decision rule for when to record minor behaviors.
Big 5 ODR Data Reports	Database Manager	Monthly, Annually	The compilation of a school's office discipline referral (ODR) data. This data, combined with the descriptive data of 1) frequency (per day per month), 2) behavior, 3) location, 4) time of day, and 5) individuals involved to identify possible causes/contributors to behavioral outcomes.
ISS, OSS, and Expulsion	Database Manager	Monthly, Annually	Year to date number of incidents resulting in ISS, OSS, and Expulsion, as well as the total number of days assigned to ISS or OSS. Exclusionary discipline keeps students out of instruction and prevents them from learning desired social skills. As such, SW-PBS schools seek to reduce the reliance on exclusionary practices in favor of preventive and proactive practices and instructional alternatives to suspension.
Risk Index, Risk Ratio, Compositional Metrics	Database Manager	Quarterly	Risk indices, risk ratios, and compositional metrics allow schools to compare outcomes for different demographic groups (disability status, SES, race and ethnicity, etc.) to quickly identify and progress monitor disproportional outcomes experienced by these groups. Recommended for use with ODRs, Suspension, Special Education Referrals and eligibility, and assignment to Gifted and Talented programs.
School Safety Survey (SSS)	Representative Staff (SSS)	Annually	A staff survey to determine risk and protection factors for school safety and violence. It is completed by a minimum of five staff members. However, schools are encouraged to survey as many stakeholders as possible. Provides information to determine training and support needs related to school safety and violence prevention.
School Climate Survey (SCS)	Students Staff (Staff version, Optional)	Annually (2 nd or 3 rd quarter)	A survey to measure student perceptions of school climate. The survey is brief, reliable, and valid for assessing perceived school climate among students in grades 3-12. The survey includes a set of demographic questions about the participant and questions related to school climate with Likert-type response options.
MO SW-PBS School Outcome Data (SOD)	Administrator, Coach, or Database Manager	Annually (end of year)	1) Referrals for academic and/or behavioral assistance by grade level, 2) Special Education referrals and eligibility by grade level, 3) ODRs by grade level and IEP status, and 4) Triangle Data (the number of students with 0-1 ODRs, 2-5 ODRs and 6+ ODRs).
Attendance	Administrator, or Database Manager	Monthly & Annually	In Missouri, the percentage of students in attendance >90% of the time; in other states, Average Daily Attendance is the daily average percentage of the student population in attendance.
Tier 2/3 Intervention Outcomes	Tier 2/3 Team(s) Data Manager(s)	Monthly	The number of students participating in each Tier 2/3 intervention; the number of students responding positively to each Tier 2/3 intervention; the number of students who have graduated from each tier 2/3 intervention; the number of students who require more intensive supports.

Information about the School Safety Survey and the School Climate Survey is provided at the end of this course.

Implementation Fidelity			
Data Source	Reporter/ Respondent	When	Purpose
Self-Assessment Survey (SAS)	All School Staff	Annually (2 nd Quarter)	A valid and reliable survey of staff perceptions regarding the status and priority of SW-PBS systems. Includes assessment at the following levels of analysis: 1) schoolwide, 2) non-classroom (e.g., cafeteria, hallway, playground), 3) classroom, and 4) Individual student. Used to assess fidelity of implementation, action planning and decision-making, and validation of Leadership Team's actions.
Tiered Fidelity Inventory (TFI)	Individual with "Team Member" rights on PBIS Assessments	Recommended quarterly until 80% achieved three consecutive quarters; once annually thereafter	A valid and reliable self-assessment of all three tiers of implementation. The team that works with a specific tier takes the scale for that tier. The tier 1 scale is informed by a building walk, as well as staff and student interviews. It is recommended that an external coach or facilitator conduct the building walk, and facilitates the administration of the TFI. A team member enters the TFI results into PBIS Assessments. This survey replaces several PBIS Surveys, including the Benchmarks of Quality (BoQ) and the Benchmark for Advanced Tiers.
School Safety Survey (SSS)	Representative Staff (SSS)	Annually	A staff survey to determine risk and protection factors for school safety and violence. It is completed by a minimum of five staff members. However, schools are encouraged to survey as many stakeholders as possible. Provides information to determine training and support needs related to school safety and violence prevention.
Intervention Essential Features	Tier 2 Team	When adding a new standard protocol Tier 2 Intervention	A planning guide to assist teams as they adopt and adapt a standard protocol Tier 2 interventions.
Adapted FACTS	Tier 2 and Tier 3 Teams	When evaluating a student for possible Tier 2 or Tier 3 Supports	Used to identify the possible function of a student's behavior in order to select the appropriate Tier 2 standard protocol intervention, or to assist Tier 3 teams as they identify possible function of a student's behavior in order to assist them in developing a Behavior Intervention Plan.
Behavior Intervention Plan Rubric	Tier 3 Team	When developing a Behavior Intervention Plan	Used to assess the quality of a Behavior Intervention Plan prior to implementation. The intent of this review is to ensure a high degree of likelihood that if implemented will lead to improved outcomes for the target student.

Information about the Self-Assessment Survey, Tiered Fidelity Inventory and the School Safety Survey is provided at the end of this course.



Team Activities

Team Activity

Use the *Tier 1 Universal Supports - Data Collection, Reporting Analysis and Action Planning* guide to identify which assessments you will use to monitor implementation and outcomes. Then make a plan for who, how and when you will collect, generate reports and conduct cycles of analysis.

Tier 1–Universal Supports • Data Collection, Reporting, Analysis and Action Planning

Data Source	When	Who Completes	Who Enters	Who Generates Reports	Who Analyzes	Who Proposes Action Steps	How to Share With School Community
<i>Big 5 ODR Reports</i>	<i>Monthly</i>	<i>ODR forms completed by referring staff</i>					
<i>Self-Assessment Survey</i>	<i>Annually in Spring</i>	<i>All Staff</i>	<i>Everyone takes online at PBIS Assessments</i>				
<i>School Safety Survey or School Climate Survey</i>	<i>Fall of each year</i>	<i>All Staff, Students and Family take the SSS; All students take the SCS</i>	<i>Everyone takes online at PBIS Assessments</i>				
<i>MO SW-PBS Tier 1 Action Planning Checklist</i>	<i>Monthly</i>	<i>SW-PBS Leadership Team</i>					
<i>MO SW-PBS School Outcomes Data</i>	<i>Annually in Spring</i>	<i>SW-PBS Leadership Team</i>		<i>SW-PBS Regional Consultant</i>			
<i>Action Plan</i>	<i>Monthly</i>	<i>SW-PBS Leadership Team</i>					
PBIS Assessments Used by Advanced SW-PBS Leadership Teams							
<i>Tiered Fidelity Inventory (TFI)</i>	<i>Spring of the year, once team has earned two consecutive scores of 80/80 on the SET.</i>	<i>SW-PBS Leadership Team in Consultation with an Outside Facilitator</i>	<i>SW-PBS Leadership Team Member with Team Member Level Access to PBIS Assessments</i>				

The following is an example of a school triangulating data from various sources to identify a problem, set an annual school improvement goal, identify the root cause of the problem, select an evidence-based solution, develop a plan to implement the solution, and monitor the plan implementation.

Example:

Missouri High School

A high school team conducts a data review at the end of the school year to identify growth Opportunities and set school improvement goals for the coming school year. On reviewing their summative student outcome data for the year, the team determines that they would like to reduce out-of-school suspensions. A review of SAS and TFI data suggests that the team is running Big 5 data reports and sharing these with the staff, but they do not have a process for regularly using this information to improve student behavior. They identify a number of action steps that will systematize the use of ODR data in a data-based decision-making process to encourage expectation following behaviors and to prevent minor problems from escalating into suspendable offenses. They put these action steps into their school improvement plan, then implement the plan. They decide to monitor progress toward achieving their goal by comparing suspensions to date for the current school year to suspensions for the same time period during the previous school year. They monitor plan implementation by keeping track of Solution Plans completed during Building Leadership Team Data Meetings, and records of the evaluation of Solution Plans. By doing this, they are able to adjust their plan if they are not making adequate progress toward their goal.



Team Activities



Stakeholder Engagement



Action Plan

Team Activity

- Discuss with your team the pros and cons of using PBIS Assessments surveys to improve your Tier 1 Implementation.

Stakeholder Engagement and Communication

- Have stakeholder representation on your SW-PBS Leadership Team (teachers, parents, community members, students, etc.).
- Plan to share annual implementation and outcome data with stakeholders.
- Plan to share annual school improvement plan with stakeholders.
- Plan to regularly share progress-monitoring data related to the school improvement goals with stakeholders.

Action Planning

- Determine which SW-PBS Assessments and Surveys your team wants to take in order to monitor implementation fidelity.
- Identify action steps you need to take to activate a SW-PBS Assessments account and engage a SW-PBS Assessments Coordinator.
- Create an assessment calendar that includes the SW-PBS Assessments and Surveys that you identified for administration at your school.
- Reserve dates on your calendar for
 - Progress-monitoring your SW-PBS implementation
 - Problem-solving around your SW-PBS implementation

Lesson 2: Review And Use (ODR) Big 5 Data To Make Schoolwide Decisions.

SW-PBS schools use discipline data regularly to make decisions that improve student behavior and school climate. By continuously using this data to identify, define, and analyze a new problem to tackle, select and implement evidence-based practices to address the problem, and progress-monitor and evaluate the implementation of these practices and progress toward desired student outcomes, the team creates cycles of continuous improvement, slowly but steadily decreasing the frequency of unexpected behaviors.

Although using office discipline referral (ODR) data to make decisions follows the same basic principles as those described in the handbook, there are adaptations that are specific to decision-making around discipline data. These adaptations include the level of analysis, the frequency with which teams review discipline data, the information included in the data review, the procedures for analyzing the data, and the strategies selected to address the problem.

While SW-PBS teams use data to make decisions about individual students and small groups of students, what we are discussing in this implementation guide is the use of discipline data to make decisions affecting the entire school. The leadership team reviews school-level discipline data to identify a focus problem that affects multiple students, often across multiple settings. The solution the team lands upon to solve the schoolwide problem is usually implemented by all staff and with all students. By focusing on solving schoolwide problems, the team not only systematically improves outcomes for more students, but also systematically refines implementation of Tier 1 systems of support.

The SW-PBS Leadership Team dedicates part or all of at least one monthly meeting to a review of discipline data. These reviews take one of two forms: a review and analysis of Big 5 data to produce a new Solution Plan, or a progress-monitoring meeting where the team reviews data as it relates to an existing Solution Plan to determine if they are making adequate progress toward their goal, need to make any midcourse adjustments, or can declare “mission accomplished” and move on to identify a new problem to solve. A monthly cycle is frequent enough to have a meaningful impact on school climate and student behavior. It also allows for timely midcourse corrections if the team has not yet met the goal of their Solution Plan. At the same time, it allows enough time for the intervention to have the desired effect on student behavior. Some teams may wish to hold brief progress-monitoring meetings more frequently, such as weekly or biweekly, to allow the team to respond quickly and make any needed midcourse adjustments.

Lesson 2.a. Use an electronic data management system to collect, analyze and report ODRs in a Big 5 Format.

For more information on selecting the data management system that's right for your team, refer to Appendix 1: Data Management Systems in the MO SW-PBS Handbook.

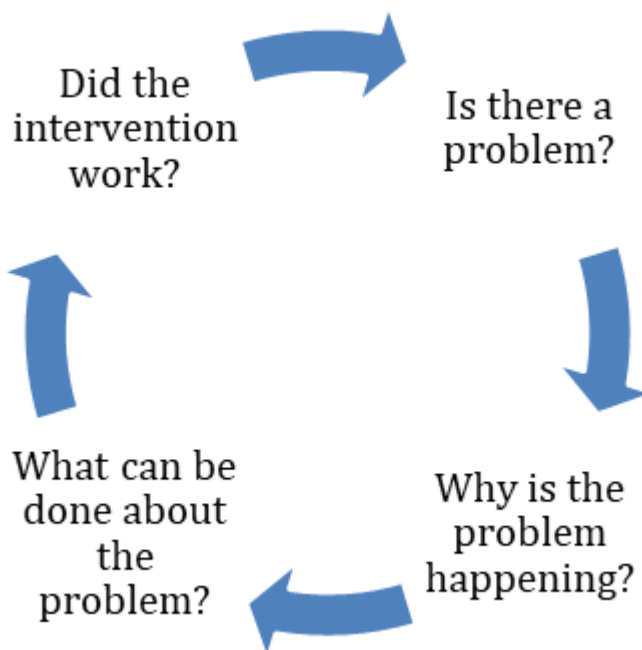


Team Activities

Team Activity:

- Discuss how decision-making around discipline data can impact the school climate and student behavior at your school.
- Discuss the pros and cons of meeting weekly or monthly to make decisions using ODR data or to have progress-monitoring meetings to monitor schoolwide interventions based on ODR data.

It may be easiest to describe the data used to identify and define the problem, the process for analyzing the data, and the strategies selected to address schoolwide behavior problems in terms of the questions that Tilly (2008) identified as being answered by every good data-based decision-making procedure. Recall from the MO SW-PBS Handbook that these questions are: (a) “What is the problem?” (b) “Why is the problem happening?” (c) “What can be done about the problem?” and (d) “Did the intervention work?” Each of these steps uses data to answer the questions.



Tilly 2008

Question 1: Is There a Problem?

The first step in any data-based decision-making model is to select a problem to solve. When using ODR data to solve schoolwide problems, this becomes a two-step process: identify the problem and define the problem. To identify the schoolwide problem, SW-PBS schools use contextual information collected with ODRs to answer what we call the Big 5 questions:

1. What (behavior)?
2. Where (location)?
3. When (time of day, day of week, month of year)?
4. Who (students or groups of students)?
5. How often (frequencies for all of the above)?

For any given month, the team reviews ODR data to determine the most frequently occurring unexpected behaviors, the locations where most unexpected behaviors occurred, the times when most unexpected behaviors occurred (time of day, day of week, month of year), and the students or groups of students (e.g., grade levels) who were engaged in most of the unexpected behaviors. The frequency (how often) of unexpected behaviors is recorded as related to the other four questions.

Obviously, in order to use the Big 5 questions to identify their focus problem, the team must collect this information on their ODRs and be able to sort ODRs by frequency for each of the categories (behavior, location, time of day/day of week/month of year, student(s)/demographic group). While the team can certainly hand tally frequencies for each of the categories, it is much easier to do this with a good quality electronic data management system that both allows the user to record this information and has an easy-to-use and instantaneous frequency reporting feature.

The initial Big 5 Data Report gives frequencies for behaviors, locations, times, and students. A team can review this report and quickly spot possible Opportunities for improvement based on these frequencies. The team selects one area on which to focus. They will further analyze this focus area in order to craft their intervention in a way that specifically targets this problem.

Each of the Big 5 charts will have at least one high-frequency area, meaning there will be a minimum of 5 high-frequency problems that the team will choose from as their next focus problem to solve.

The team will select only one focus problem! We offer the following guidance in selecting a focus problem for further analysis. First, consider the number of ODRs (PBIS Apps, 2016). Deciding to focus on solving for problems in the library doesn't make much sense if there is only one ODR from the library. However, if there were 20 ODRs from the library, the team probably would want to figure out why so many ODRs are coming from the library. Similarly, try to solve a problem that involves at least ten different students (R. Horner, personal communication, March 8, 2016). Ten or more students suggests that the problem is systemic. Fewer than ten students suggests that these students may need Tier 2 or Tier 3 supports. Next, consider selecting a problem in which "the smallest change, that if

Lesson 2.b. Review the Big 5 Data Report At Least Monthly and Make Decisions Based on That Data.

To answer the Big 5 questions, the team must have an Office Discipline Referral form that collects the following information: 1) student name; 2) date of behavior incident; 3) behavior; 4) location of behavior incident; 5) time of day that behavior incident occurred and month of the year. In addition, we recommend including the following: referring staff member, others involved (e.g., staff, teacher, peer, substitute, other), possible motivation (gain, avoid), and administrator decision.

"Patterns of office discipline referrals may prove a simple, available, and useful data source to aid in assessment, monitoring, and planning."

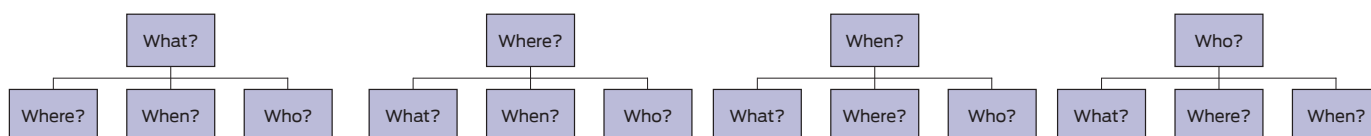
Sugai, Sprague, Horner, and Walker, 2000

It should be noted that there may be times when you choose a focus problem that is not the highest frequency behavior, location, time, or student group. In some instances, you will choose to solve a problem that the team determines is important to solve, such as an unexpected behavior that compromises student safety.

implemented with fidelity, will bring about the biggest change” (Horner, 2011). Early and easy impactful wins can help you build staff commitment for future efforts. Finally, it is important to consider problems that potentially compromise student safety. Although schools are first and foremost educational institutions, a school's highest mandate is to ensure the safety of its students.

Once a focus problem has been identified, the team will further analyze this problem to define the context surrounding it. This analysis is necessary because it cannot be assumed that just because the frequencies for specific behaviors, locations, times, and students are similar that there is a relationship between them. For example, if the most frequently referred behavior is disrespect and the most frequent location of behavior incidents is the classroom, it does not mean that the disrespect is occurring in the classroom. Disrespect could be distributed throughout a number of other locations, including the cafeteria, hallways, and playground. Likewise, a number of different behaviors may be occurring in the classroom, with inappropriate language being most frequent. If the team made a decision based on their initial Big 5 Data report to focus on disrespect in the classroom, they might be solving the wrong problem!

To do this deeper analysis, use filters to separate out information from ODRs unrelated to the focus problem and then answer the Big 5 questions specifically as they relate to your focus problem. For example, if you decide to focus on the unexpected behavior of disruption, filter out information from ODRs for all behaviors except disruption in order to determine where the disruption is occurring, when it is occurring, and who are the students engaged in the disruptive behavior. Alternatively, if you decide to focus on the location of the classroom, filter out ODRs for all locations except the classroom in order to determine which behaviors are occurring in the classroom, when they are occurring, and who are the students engaged in unexpected behaviors in the classroom. Go through a similar process if you are focusing on a specific time or a specific group of students. The following diagram shows what questions to ask if the focus problem is behavior, location, time, or student group, respectively:



Once you have filtered out information unrelated to the focus problem and answered the remaining Big 5 questions as they relate to your focus problem, craft what a precision problem statement. A precision problem statement is based only on information from ODRs related to your focus problem and is therefore an accurate statement of the problem that you are solving. For example, using the previous example, once drilled down you could accurately say that “Inappropriate language occurred in the classroom between 9:00 and 10:15 a.m., primarily involving 11th grade boys.”

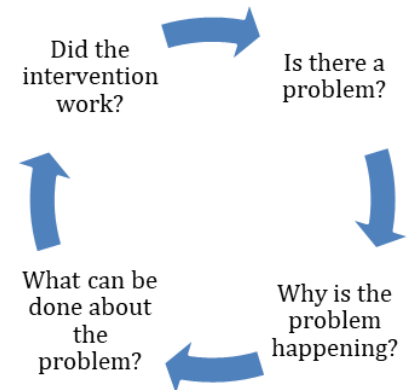
As you identify what, where, when and who, your team may also need to disaggregate or drill down within the data to check for signs of disproportionality in ODRs. For more information on how to monitor and address discipline disproportionality, see the discussion and examples in the MO SW-PBS Handbook Section 2 – A Systems Approach: Data.

Team Activity

Discuss with your team the following questions:

1. What is the capacity of your school/district student information system to collect and report ODR data? Does your data system allow for data drill down reporting to create precision problem statements?
2. As a team, discuss the federal government's requirement in the No Child Left Behind Act (NCLB, 2001) that schools and districts disaggregate data by race and ethnicity. Why was it important to do this? How is this related to our analysis of the focus problem?

Tilly, 2008

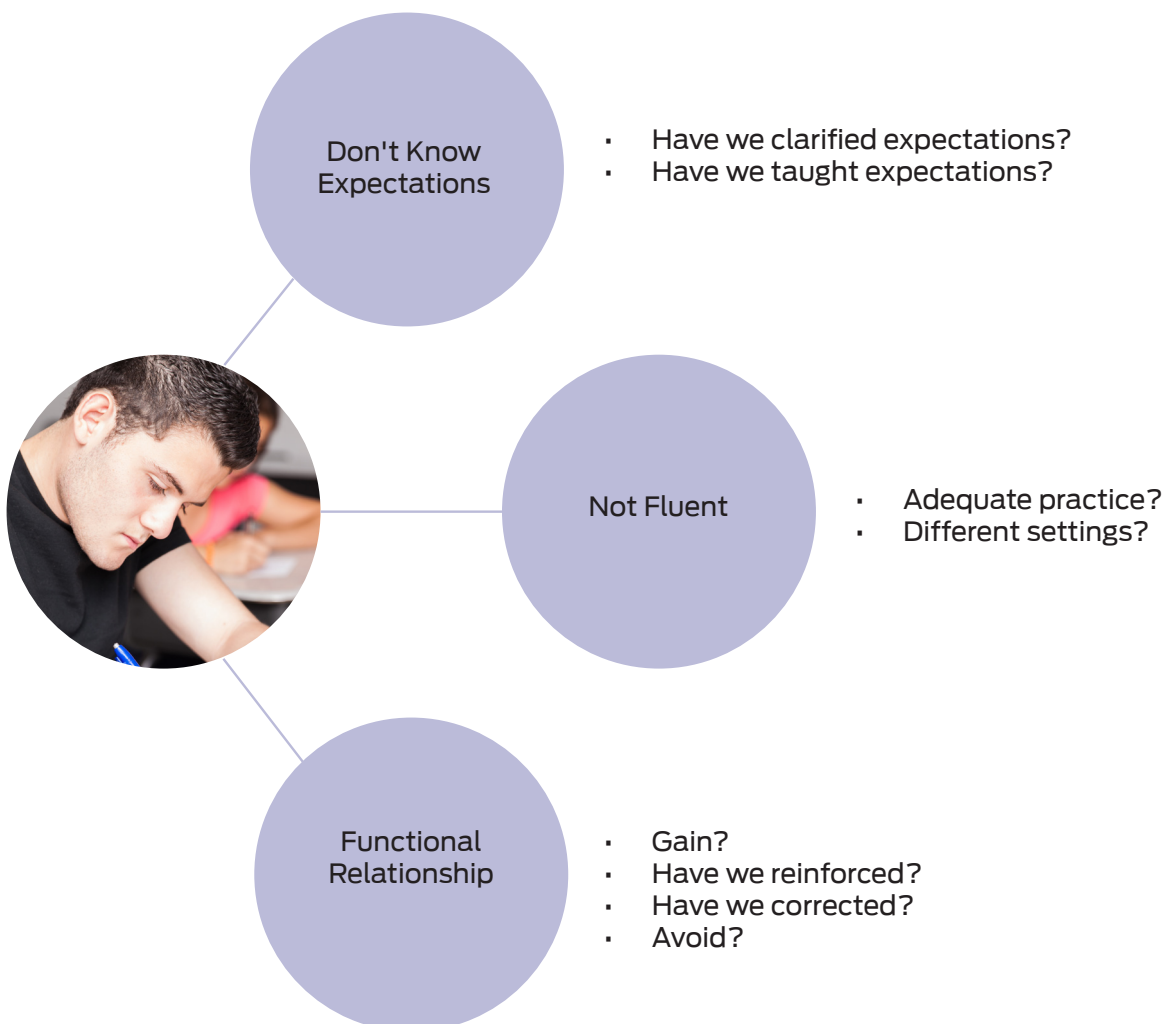


Tilly 2008

Question 2: Why Is the Problem Happening?

In addition to defining the problem, determining why the problem is occurring can also help you target your intervention in a way that increases the likelihood it will succeed. Remember, students engage in unexpected behaviors for three reasons: They don't know the expectations, they are not fluent in the expected behavior, or the unexpected behavior serves a function for them.

If you keep these three things in mind in relation to the problem you are solving, then you can answer the following questions as they relate to the problem identified:



1. Have we adequately prevented the unexpected behaviors?
2. Have we adequately taught and given students Opportunities to practice the expected replacement behaviors?
3. Have we adequately reinforced the expected behavior?
4. Have we consistently used instructional responses to discourage the unexpected behaviors?

If you think about each of these three questions taken together, they get at whether students have had access to Tier 1 Supports, specifically as these supports relate to the unexpected behavior and its expected replacement behavior. You can answer these questions by critically reflecting on your implementation of Tier 1 as it relates to the unexpected behavior and its replacement, and/or you can use implementation data to inform your answers (e.g., expectations matrix, lesson plans, lesson teaching checklist, duty assignments, procedures for addressing minors, walkthrough and observation data, etc.).

Note that we have chosen not to consider the function driving the unexpected behaviors when solving for schoolwide problems. This is because functions are individual. It is perfectly appropriate and necessary to identify function when solving unexpected behavior patterns of individual students. However, when planning a schoolwide intervention (i.e., involving 10 or more students), it is recommended you address function by designing a menu of reinforcers that satisfy the different possible functions of behavior.

As you and your team answer each of these questions, remember to reflect critically and hold yourselves to a high level of rigor. For example, as you consider whether you have adequate prevention measures in place, consider not only whether there is adult supervision in the setting where the unexpected behavior occurred, but also whether the adults are actively supervising the students. Do routines and procedures create an efficient flow of traffic, or do they create logjams? Is the setting safe, or is there an “attractive nuisance” (objects that tempt students to behave unexpectedly, engage in dangerous behavior, or hide from the staff)? Are teachers in the setting using engaging instructional practices, or are students bored, overwhelmed, or frustrated with instructional activities? Similarly, as you consider whether you have adequately taught the expectations to the students, think about how you would teach them a mathematics algorithm. You would not simply tell them the equation, then move on without giving them ample Opportunities to practice and providing them with feedback, and expect them to do well on the test. Rather, you would tell them the equation, show them how to solve it, solve one together, and then give them multiple Opportunities to practice with feedback, until they developed a high level of fluency. The same should hold true for behavioral lessons; you tell them the expectation, show them examples and non-examples, and provide lots of Opportunities for them to practice with feedback, until you feel comfortable that they are fluent in using the behavior in the appropriate context. If you haven’t done this, you have not adequately taught the expectation!

As you assess whether students have had adequate reinforcement, remember you are going for a ratio of at least 4:1 with all staff and for all students, especially in relation to the desired replacement behavior. If all staff members are not at or near this ratio, then your rate of reinforcement is probably inadequate. Similarly, if your answer to the previous questions led you to the conclusion that you needed to add a behavior to your matrix, it is a pretty good bet that staff have not yet reinforced this behavior at high rates.

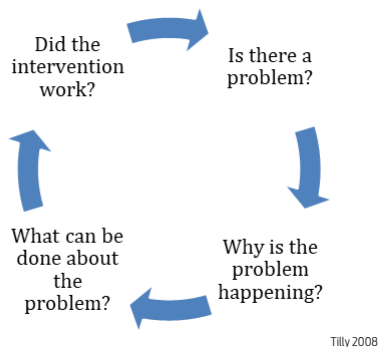
Finally, as you reflect on whether you have consistently corrected the unexpected behaviors, you need to take several things into account: Do you have a continuum of instructional responses to unexpected behaviors as part of your school policies? Do all staff members consistently use these practices? Has your team identified staff-managed variations of the unexpected behavior and staff-managed minors that are likely to lead to the unexpected behavior for which you are solving, and are all staff members consistently correcting students engaged in these unexpected minor behaviors? Remember, the goal is to intervene before behaviors rise to the level of an ODR.

Team Activity:

- How can you and your team ensure rigor as you critically and honestly reflect on Tier 1 implementation as it relates specifically to your precision problem statement?
- Are there readily available (or easily implemented) measures that can help you assess implementation of Tier 1 components as they relate to your precision problem statements?



Team Activities



Question 3: What Can Be Done About the Problem?

The third question that all good data-based decision-making processes answer relates to selecting and implementing strategies likely to solve the problem, developing these strategies into a Solution Plan, and implementing the plan. The last section analyzed whether all students had access to Tier 1 components, specifically as they relate to the unexpected behavior and its replacement. Now that you have identified Tier 1 components where you may have inadequate implementation, you can select one or more of these Tier 1 components to intensify and focus implementation in ways that target the problem you are trying to solve.

The four components of Tier 1 (a.k.a. Solution Components) that align with the four questions that assess access to Tier 1 are Prevention, Teaching Expected Behavior, Reinforcing Expected Behavior, and Discouraging Unexpected Behavior. Margin Box: The four components of Tier 1 that align with the questions are called Solution Components on the Solution Plan. These include Prevention, Teaching Expected Behavior, Reinforcing Expected Behavior, and Discouraging Unexpected Behavior. As you develop action steps to shore up one or more of the Solution Components, you are not simply increasing implementation, generally. Rather, you are increasing implementation of Solution Components specifically as they relate to the precision problem statement. Prevention strategies are designed around the setting of the precision problem statement. Teaching and reinforcing strategies focus on teaching and reinforcing replacement behaviors of the unexpected behavior from your precision problem statement. Corrective strategies focus on improving the consistency of correcting both the staff-managed and office-managed variations of the unexpected behavior, as well as staff-managed behaviors that may lead to ODRs for the unexpected behavior from your precision problem statement.

To have an effective solution plan, you must include at least those solution components for which you identified implementation gaps in relation to the precision problem statement. However, including plans to intensify all four Solution Components, regardless of implementation gaps, will increase the likelihood that the plan will succeed if fully implemented. Just keep in mind that the more solution components included in any one plan, the more difficult it may be to fully implement. A plan that is not implemented because it is too ambitious is just as ineffective as no plan at all.

“Take the problem out of the kids and put it in a context.”

Horner, 2011

The Solution Plan is basically an action plan that forces the team to plan action steps to increase or intensify implementation of the four Solution Components. As an action plan, it includes elements to help the team hold itself accountable for plan implementation. These include the selection of specific action steps around each of the Solution Components, identification of a named individual to take the lead on implementing specific action lessons, determination of a timeline in which specific action steps will be completed, and selection of measures that can provide evidence that the action steps have been completed.

Once you have created your plan, it must be implemented with fidelity. A well-thought-out plan perfectly aligned with solving the focus problem may as well go into the recycling bin if it is not implemented with fidelity.

Solution Plan

School: _____

Month and Year _____

S.M.A.R.T. Goal: <Population> will decrease ODRs for <behavior> from <start number> to <target number> between <start date> and <target date> as measured by the Big 5 ODR Report for the month of <intervention month>.

Solution Components	What are the Action Steps?	What Professional Development and/or communication is required?	Who is Responsible?	By When?	How will Fidelity be Measured?
Prevention (example: clarify expectations, rules or procedures; increase supervision; adjust task difficulty, increase OTRs)					
Teaching					
Recognition					
Corrective Consequence					
	What data will we review?		Who is responsible for gathering the data?	When/How often will data be gathered?	Who will see the data?
Progress Monitoring Data Collection	Fidelity: Benchmark:				



Team Activities

Team Activity:

- As a team, select a recent schoolwide unexpected behavior from your school. Come up with at least one strategy for each of the four Solution Components that directly addresses the schoolwide behavior problem that you selected.
- What action steps would you need to complete in order to implement each of these strategies?
- For each of the strategies you identified, select a measure that will let the team know the action steps have been completed.

Question 4: Did the Intervention Work?

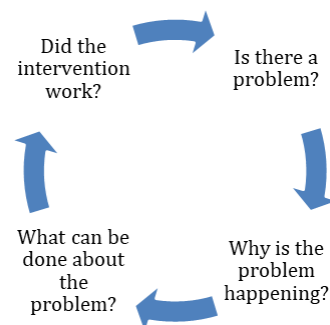
The final question can be considered in two parts. First, the team progress monitors its plan to determine whether it is working, and does so frequently enough to be able to make any necessary mid-course corrections in a timely manner. Second, the team evaluates the plan once its target date has passed. This summative evaluation informs the team whether the intervention worked, so they know whether to persist in problem solving around this goal or move on to the next problem to solve. In addition, the evaluation provides good information regarding whether a similar intervention might be appropriate for a similar problem in the future.

Both progress monitoring and evaluation require two types of data: implementation and outcome. Implementation data merely assess whether the staff is adhering to their commitment to implement the plan. Outcome data is a measure of student progress toward the desired outcome. In many instances, you can use the same implementation and outcome metrics for progress monitoring as you do for evaluation. The only caveat is the time period. Progress-monitoring data should be collected frequently. For a DBDM/Solution Plan using ODR data, the progress-monitoring data should be collected at least once per week. Evaluation data is collected for the entire time period in which the plan is in place.

Decision making around progress-monitoring data is based on how the team can answer two questions: “Are we progressing toward our desired student outcome?” and “Are we implementing the plan as designed?”

1. If the team is not making progress and is not implementing the plan as designed, are there obstacles to implementation? If so, they modify the plan to remove or avoid the obstacles. If not, they intensify their efforts to implement the plan.
2. If they are not making progress but are implementing the plan with fidelity, they may want to reassess why they think the problem is occurring, and intensify, modify, or rewrite the plan to better address the likely cause.
3. If they are making adequate progress but have not implemented the plan, it makes sense to identify those factors that are affecting student progress toward the goal. In some cases, systems can be created to support or sustain these factors.
4. Finally, if the team is making adequate progress toward the goal and implementing the plan with fidelity, it is likely that the plan is working and the team should sustain implementation for the duration of the Solution Plan.

Similarly, the same decision-making guide based on the same two questions can be used to evaluate the plan. Again, 1) if the team did not meet the student outcome goal and did not implement the plan with fidelity, were there obstacles to implementing the plan? If so, they should modify the plan to address the obstacles and re-implement the plan. If there were no obstacles, but someone dropped the ball, then they simply need to implement the plan. 2) If the goal was not met, but the plan was implemented, then they should go back



Tilly 2008



Key Terms

Implementation data = implementation fidelity data
Outcome data = student progress toward the desired outcome

Progress monitoring data = frequent collection for possible mid-course corrections

Evaluation data = collection at the end of the implementation period

to their data to determine whether they identified the correct cause of the problem. If they determine that they did not correctly identify the cause, they should modify or rewrite the plan so that the correct cause is addressed. If they did identify the correct cause, they should either modify or intensify the plan. 3) If the goal was met, but the plan was not implemented, then the team may want to determine why the goal was met so they can plan for sustainability. 4) Finally, if the goal was met and the plan was implemented, then the team should plan for sustainability and move on to identifying the next problem.

	Goal Not Met	Goal Met
Not Implemented with Fidelity	Are there obstacles to implementation? <input type="checkbox"/> Yes: Modify plan to eliminate obstacles <input type="checkbox"/> No: Implement the plan	Look at data to determine why goal was achieved
Implemented with Fidelity	Re-analyze data; develop an alternate hypothesis; modify the plan to address the alternative hypothesis	Plan for sustained implementation Go back to your data; Data cycle around your most frequent behavior



Team Activity

As a team, consider an academic course that one of you recently taught. Were any mid-course corrections implemented based on formative assessments? Why or why not? Were instructional strategies implemented with fidelity? How do you know? Did students achieve the desired learning objectives? How do you know? Have you ever gone through a similar process using behavior data and a behavior plan? Can you see value in using this process to improve academic and behavioral outcomes for students?

Stakeholder Engagement and Communication

- How will you share behavior data with all stakeholders?
- How often will you share behavior data with all stakeholders?
- How will you involve staff in Data-Based Decision Making and solution planning around ODR data?
- How will you involve students in Data-Based Decision Making and solution planning around ODR data?
- How will you communicate solution plans with staff?
- How will you share the results of your schoolwide intervention with all stakeholders?

Action Planning

1. Determine how often the leadership team will meet to review ODR data and plan schoolwide Solution Plans. Make this a standing agenda item (recommended monthly).
2. Determine how often your team will meet to progress monitor schoolwide Solution Plans based on ODR data. Make these a standing agenda item (recommended weekly).
3. Action plan how your team can efficiently complete each of the following steps at your monthly meetings:
 - a. The data manager will run an initial Big 5 Data Report for the previous month and share with team members.
 - b. The team will use this report to select a focus problem.
 - c. The data manager will use filters to drill down into the focus problem and identify the what, where, when, and who specific to the focus problem.
 - d. The team will use the drill-down information to craft a precision problem statement.
 - e. The team will assess components of Tier 1 implementation specifically as they relate to the precision problem statement.
 - f. The team will select action steps for each of the Solution Components for which they identified gaps in Tier 1 implementation to specifically address the precision problem statement.
 - g. The team will identify metrics that easily measure Solution Plan implementation that will be used to measure progress toward the goal and evaluate the plan.
 - h. The team will identify student outcome data that will be used to measure progress toward the goal and evaluate the plan.

Lesson 2.c. Regularly Communicate Big 5 ODR Data and Solution Plans With Staff



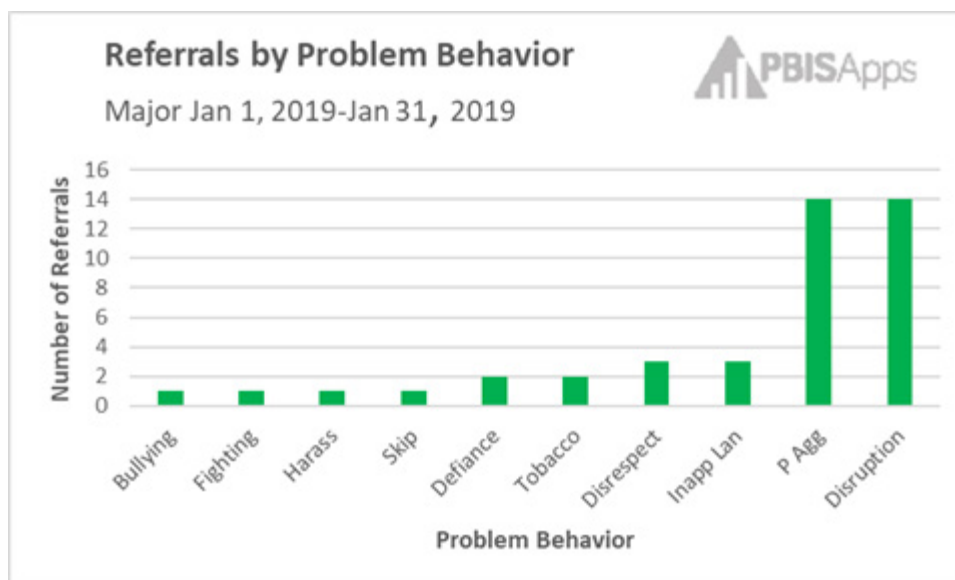
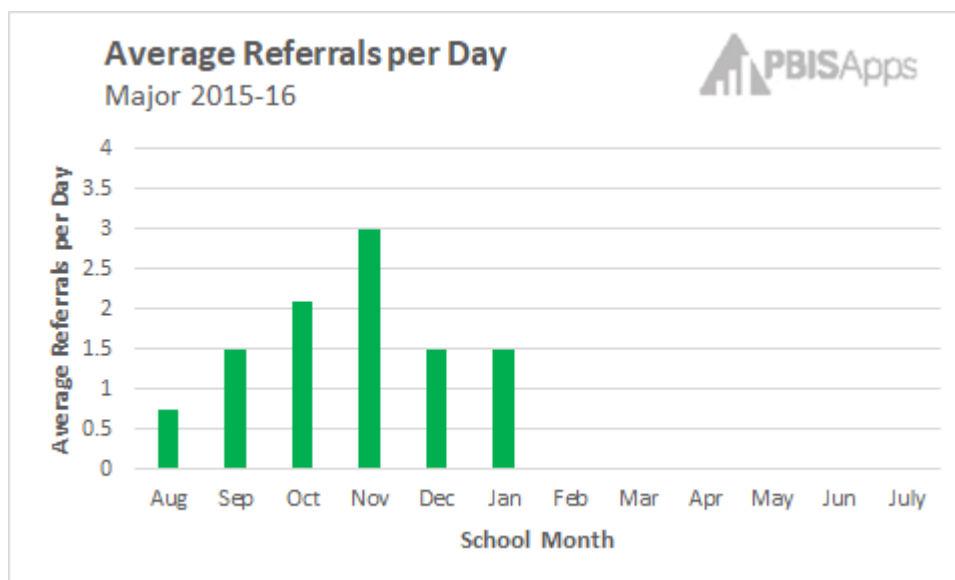
Example

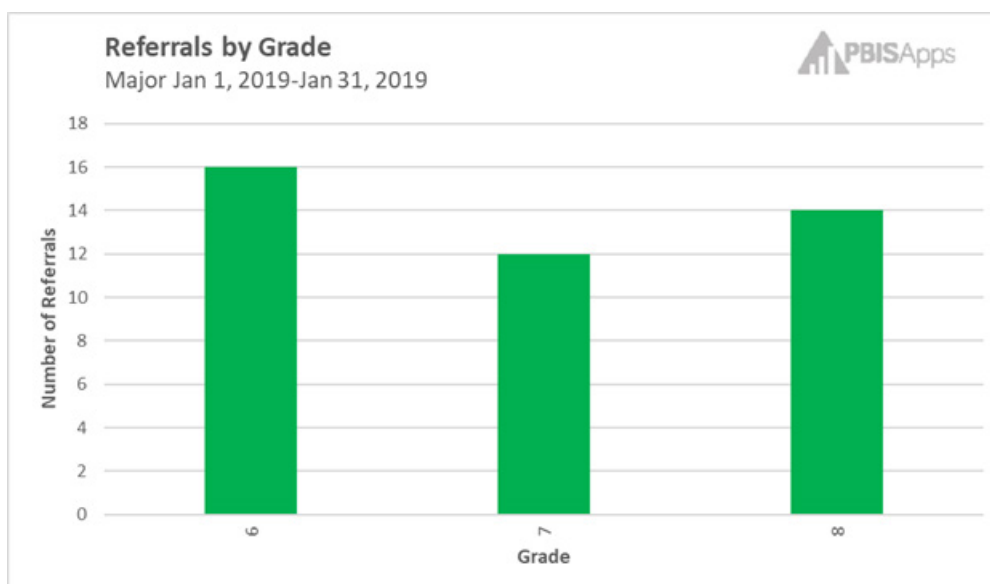
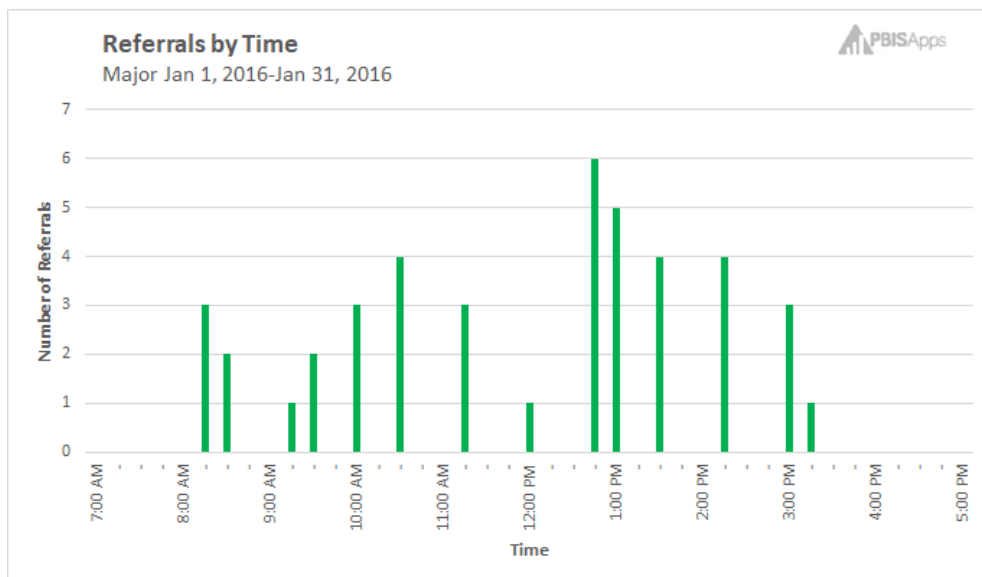
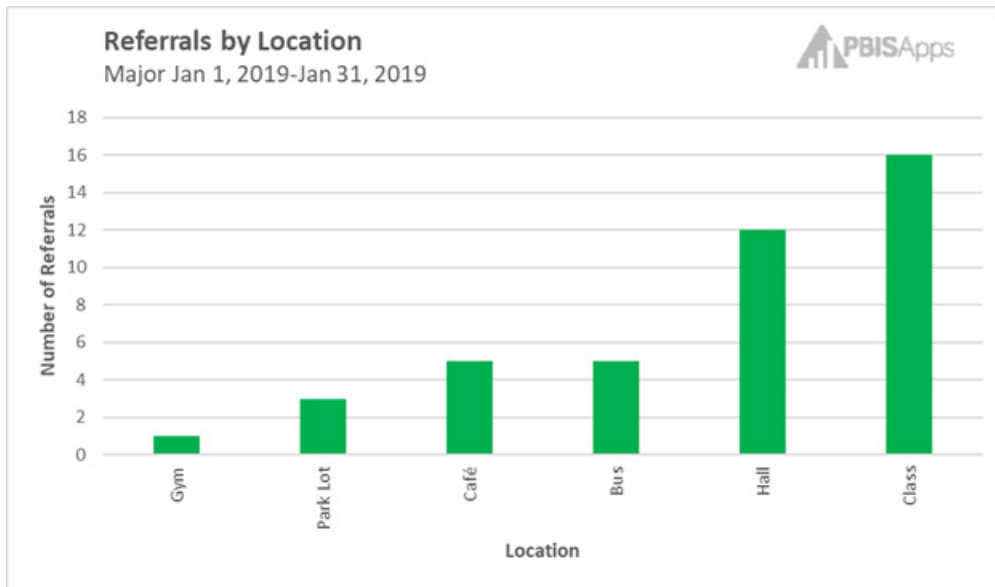
Exemplary Middle School DBDM Cycle

The team met for their monthly meeting behavior meeting. The data manager ran an initial Big 5 Data Report for the month of January. The team then implemented the DBDM cycle to consider what the plan for intervention schoolwide should include.

Question 1: What is the Problem?

Exemplary Middle School Big 5 Report – January





The Big 5 Report indicated that the most frequently referred unexpected behaviors for January were for physical aggression and disruption. The location where most behavior incidents occurred was the classroom. The time of day that most behavior incidents occurred was 12:45 p.m. Finally, the students who received the most ODRs were the 6th graders. A series of simple problem statements could be crafted as follows:

1. The most frequently reported unexpected behaviors for the month of January were disruption and physical aggression.
2. Most of the ODRs occurred in the classroom.
3. Most behavior incidents occurred at 12:45.
4. The group of students most often engaged in the unexpected behaviors were 6th graders.

Using the guiding principles described above, the team decided to focus on solving for the unexpected behavior of physical aggression. This is because physical aggression involved a fairly large number of ODRs, more than 10 students, and is a safety concern. The team could have decided to solve for the classroom location, due to the large number of ODRs coming from classrooms. However, they decided that because physical aggression involves student safety, they should make it a priority.

Notice that the team cannot infer from the simple problem statements that 6th graders were engaged in physical aggression and disruption in the classroom at 12:45. There are a number of behaviors, locations, times, and groups of students, and the ODRs may be distributed in a variety of ways that obscure information related to the ODRs for physical aggression. Therefore, the team's data manager filtered out data from ODRs that did not involve physical aggression. The team used this data drill-down to determine that ODRs for physical aggression were primarily coming from the hallways, that they were distributed throughout the day, and that 8th graders were involved in most of the incidents, although the 6th graders also engaged in physical aggression.

At this point, the team can make an accurate precision problem statement that 8th and 6th graders were engaged in physical aggression in the hallways and that this behavior was distributed evenly throughout the day. If the team developed their Solution Plan around this precision problem statement, they can select strategies that target the actual problem, thereby greatly increasing the likelihood of successfully solving this problem.

Question 2: Why is the Problem Happening?

The Exemplary Middle School team reflected on their implementation of the Tier 1 components specifically as they relate to their precision problem statement, "8th and 6th grade students are engaged in physical aggression in the hallways at various times during the day." In pondering whether they have prevention measures in place, they considered whether there is adequate supervision in the hallways. Are staff members assigned to hall duty? Are they performing hall duty? Are they engaged in active supervision during hall duty? On reflection, they determine that busy staff members have been skipping hall duty.

Similarly, the team reflected on their expectations matrix. What are the desired replacement behaviors for physical aggression? What are the expected behaviors that might prevent or de-escalate situations that might otherwise lead to physical aggression? Are these on the expectations matrix? The team decided that while "keep hands, feet, and objects to self" and "use kind words" are both included in the matrix, there is no expected behavior routine to help students de-escalate conflicts.

Because the team had not identified a conflict de-escalation strategy, they knew one would need to be taught to the students. In addition, the team reflected on whether the students have been adequately taught to "keep hands, feet, and objects to self" and "use kind words." They concluded that they have taught the students these lessons, but the students could use reminders.

As the team reflected on whether the students have received adequate reinforcement, they acknowledge the students will need to be reinforced at very high rates for a new skill, such as the de-escalation strategy. In addition, they determine they really don't know if staff are reinforcing students at least at a 4:1 ratio for "using kind words" and "keeping hands, feet, and objects to self," because they have not been collecting data on this. They determine that they have to assume that students have not been reinforced at adequate rates.

Finally, the team reflected on whether staff are consistently correcting minor staff-managed behaviors that lead to physical aggression. They identify horseplay, smack talk, and minor verbal harassment as behaviors that can lead to physical aggression. They note the staff handbook includes a continuum of responses to minor and major behavior, and that these responses are instructional. However, they are not sure whether staff are using these strategies to address minor behaviors that lead to physical aggression. They determine they will also plan to ensure staff members consistently follow this continuum in responding to these behaviors.

Question 3: What Can Be Done About the Problem?

The Exemplary Middle School team has identified possible gaps in all four of the Tier 1 components assessed by the four questions. They determine that they will need to plan for each of the four Solution Components.

The team decided to address prevention in two ways. First, they will remind staff that it is important to observe their hall duty assignments and use active supervision skills while on assignment. To take a positive approach with the staff, the team decided to conduct random assignment checks and to reinforce staff who are actively engaged in hall duty. Second, the team selected a simple de-escalation routine to add to the matrix. This routine is “use ‘I Messages.’” They operationalize the steps of this routine.

The team readily recognized they have not taught the new de-escalation strategy. Therefore, they will need to develop lesson plans for staff members. They decided to ask teachers to teach the new lesson during advisory time. They developed a lesson accountability card that teachers initial and submit to the vice principal once the lesson has been taught. To keep it positive and to reinforce teachers who comply with these requests, the vice principal will give teachers a coupon for a free soft drink in return for the completed lesson accountability card. In addition, the team will ask staff to remind students to “use kind words” and to “keep hands, feet, and objects to self” while in the halls.

The team decided they would like to keep track of whether staff are reinforcing students at high rates for behaviors that avoid physical confrontations. To do this, they decided to design a special “respect” ticket for the month. This ticket will be given specifically to those students who are “caught” using kind words or de-escalating conflict. Staff will be instructed to pair the ticket with positive specific feedback. Advisory teachers will collect the tickets. The student SW-PBS Leadership Team will count the tickets and determine the weekly prizes for the raffle.

The team decided to provide the staff with a list of behaviors that commonly lead to physical aggression. They remind the staff to use their continuum of instructional responses to unexpected behaviors to address these staff-managed minor behaviors.

Finally, the team identified implementation and outcome measures they can use to both progress monitor and evaluate the plan. Implementation measures are data points that monitor whether the practice associated with a solution component is in place. For example, the team determined that teachers would teach the new conflict resolution strategy. Therefore, the team asked teachers to initial and date a lesson accountability form when the lesson has been taught and students have been given at least three Opportunities to practice. They turn this form in to the vice principal, who will recognize their efforts by giving them a coupon for a soft drink. The cards are the measure of implementation of the lesson. The outcome measure focuses on the desired student outcomes. In the case of DBDM/Solution Planning, this is nearly always a Big 5 report, with particular attention paid to the focus area. The report is cumulative for the intervention period. A weekly Big 5 report is used for progress monitoring, and a final Big 5 report for the month is used to evaluate the plan. The team indicated on the Solution Plan when this data will be collected and reviewed. By planning to frequently review implementation and progress toward the desired student outcome, the team will increase the likelihood the plan will be implemented and that they can make timely mid-course corrections, if needed.

Note that the team stayed focused on how they can leverage adult actions and structure the environment to increase the likelihood students will engage in the expected behaviors. They avoided making inferences about student intentions or characteristics of their home lives that cause them to exhibit unexpected behavior. The team recognized that student behavior is directly related to the learning environment. By focusing on what they can do to increase the likelihood students will engage in the expected behaviors, the team is taking control of the situation. This is a very empowering act!

Solution Plan

School: Exemplary Middle SchoolMonth and Year February 2019Desired Outcome: Students will reduce the number of ODRs for Physical AggressionReplacement Behavior: Use I-Message to de-escalate conflict; Keep hands, feet, and objects to self

Solution Components	What are the Action Steps?	Who is Responsible?	By When?	What Professional Development and/or communication is required?	How will Fidelity be Measured?
Prevention (example: clarify expectations, rules or procedures; increase supervision; adjust task difficulty; increase OTRs)	Add "use 'I' messages" to Matrix; Increase active supervision	SW-PBS Leadership Team; Mr. Anderson	February 2, 2019	PD over I-Message strategy during staff meeting; reminder email regarding hall duty assignments	PD Meeting Notes Matrix Random check of staff on hall duty
Teaching	Teach lesson on "use 'I'-message" routine. Pre-correct students to "use kind words" and "keep hands, feet, and objects to self."	Dr. Meyers	February 5, 2019	Review lesson during staff meeting	Teachers return lesson checklist to principal in return for soft drink coupon.
Recognition	Create and use special red "Respect" ticket for students using kind words or de-escalating conflict	Ms. Tichner	February 8, 2019	Review special recognition ticket during staff meeting	Count "Respect" Tickets
Corrective Consequence	Staff will respond to minor behaviors using continuum of strategies	Mr. Anderson	February 8, 2019	Email reminder of behaviors that lead to phys aggression; review response continuum	Google form Likert scale survey of staff rating of implementation
	What data will we Review?	Who is responsible for gathering the data?	When/How often will data be gathered?	Where will data be shared?	Who will see the data?
Progress Monitoring Data Collection	Fidelity: Count Respect Tickets Benchmark: Big 5 Report	Ms. Tichner Mrs. Albert	Weekly Weekly	Weekly Newsletter Weekly Newsletter	All Staff All Staff

Question 4: Did the Intervention Work?

The Exemplary Middle School team decided to count special recognition tickets for students caught using kind words and de-escalating conflict. They also asked teachers to complete an accountability card indicating the date they taught the conflict resolution strategy. Lesson accountability cards and tickets are used to monitor implementation fidelity.

The data manager ran a weekly Big 5 report to monitor incidents of physical aggression each week. The team reviewed this data at a brief monitoring meeting at the end of each week. After the first week, the team noted they are not on a trajectory to meet their goal. They look at the lesson accountability cards and determine the lessons have not yet been implemented. On reflection and based on data from teachers, they determined the obstacle to implementing the lessons was not enough time to teach the lessons and cover the curriculum. The team asked for time during the upcoming assembly to go over the lessons as a school, including time for students to role play. The lessons were re-taught. Subsequent Big 5 reports showed the trajectory is back on track to meet the goal.

At the end of the month, the data manager ran a monthly Big 5 data report to determine whether the team had met their goal. They also reviewed their “Respect Ticket” counts. The team used the evaluation rubric to determine that the plan was implemented and they met their goal. They used the same Big 5 data report to identify a new problem on which to focus.

END OF EXAMPLE

"As we have discussed, un-addressed challenges in one area may lead to challenges in others,"

McIntosh and Goodman, 2016 p. 114

Lesson 3: Review Academic And Behavioral Data To Make Decisions.

SW-PBS teams understand that behavior and academic outcomes are interrelated. Students who lack the academic skills demanded by an instructional task or activity may engage in escape motivated unexpected behaviors. Similarly, unexpected behavior may disrupt instruction and prevent student learning. You can see how this interrelationship can quickly devolve into a vicious cycle! As more and more districts and schools are meeting in grade or content alike collaborative teams to use common formative assessment data to identify skill or learning gaps among their students and select instructional strategies designed to address these gaps, we encourage teams to integrate staff-managed minor unexpected behavior into their data review and analysis.

Remember, this discussion is related to students engaged in unexpected minor/staff managed behaviors. It is not about students who have triggered the decision rules for Tier 2 or Tier 3 referrals (for students who meet criteria for possible Tier 2 Targeted or Tier 3 Individual and Intensive support, refer to the Tier 2 and Tier 3 Implementation Guides). Rather, this discussion is to provide your grade or content alike collaborative teams with strategies for differentiating instruction based on patterns found between academic and behavioral data. In this section, we will discuss some different options, depending on your needs and level of sophistication with data analysis.

The first option is simply to dedicate alternative collaborative team meetings to academic and behavioral data, respectively. An example of a monthly collaborative team meeting cycle is as follows:

- Week 1: analyze common formative assessment (CFA) data and develop a solution plan based on your academic data.
- Week 2: analyze minor/staff managed unexpected behavior patterns, and develop a solution plan (similar to the building level solution plan process discussed in the last section).
- Week 3: conduct an “Academic Plan Monitoring Meeting” in which the team progress monitors the implementation of the academic solution plan and progress toward the desired student outcome.
- Week 4: conduct a “Behavior Plan Monitoring Meeting” in which the team progress monitors the implementation of the behavioral solution plan and progress toward the desired student outcome.

The advantage of the first option is that it is fairly easy to implement. The disadvantage is that it does not necessarily take into account the interrelatedness of academic skills and behavior. The process which collaborative teams use to make decisions using classroom managed/minor behaviors is nearly identical to the process used by the building leadership team to make decisions based on ODR data. The biggest difference is the range of students whose data is reviewed, and the intensity of the behavior. Collaborative teams review data associated only with students served by that team. For example, a third grade collaborative team reviews

classroom managed/minor behaviors of third graders. A high school mathematics collaborative team reviews classroom managed/minor behaviors of mathematics students.

Finally, this Implementation Guide is focused data-based decision-making around behavior data. For more information about data-based decision-making using academic data, please visit the MO EduSail website at <http://www.moedu-sail.org/>.

The second option is one in which the team differentiates instruction based upon an integrated analysis of academic and behavioral data. Before we get into specifics, it is important to remember that in an academic or behavioral MTSS framework, Tier 1 is not so much about responding to an individual student's challenges. Rather, Tier 1 practices focus on ensuring that all students have what they need to be successful in all areas (McIntosh and Goodman, 2016). So, while it may feel like we are splitting hairs, we are focusing more on differentiation at Tier 1 Universal than on providing interventions for students.

An integrated analysis involves looking for patterns between academic and behavioral data. Specifically, teams look for patterns between the students who are engaged in minor unexpected behaviors, the context surrounding the unexpected behaviors (time/activity, location, type of behavior, consequence), overall scores on the academic assessments, patterns of scoring on specific items in the academic assessments, and the academic demands of the particular academic assessment or specific items on the academic assessment (i.e. is the student required to read or write). These patterns reveal clues as to how best to differentiate academic and behavioral instruction for different students in the classroom. The team can then select evidence-based differentiation strategies from the Effective Teaching and Learning Practices (ETLPs).

The following table is suggested as a guide for differentiating based upon academic and behavioral data patterns. Collaborative teams can select from one or more of the ETLPs to intensify. If the members of the collaborative team are not yet fluent in the practices, select one or two ETLPs on which to focus.

"Tier 1 practices are not selected specifically in response to individual challenges, but rather to maximize success for all students in all areas."

McIntosh & Goodman, 2016, p. 114

Example

Making Decisions from Academic and Behavior Data

Pattern	Possible Inference(s) (Function of Behavior)	ETLP(s) for Differentiation
There is no relationship between students engaged in unexpected behaviors and their scores on the academic assessment	<ul style="list-style-type: none"> • Student behavior is not caused by academic deficiency • Students do not know the expected behavior • Students are not fluent in the expected behavior • Students are seeking adult or peer attention • Students are avoiding adult or peer attention 	<ul style="list-style-type: none"> • Teach Expectations and Rules • Practice Expectations and Rules • Teach Procedures and Routines • Practice Procedures and Routines • Reinforce behavioral expectations • Discourage unexpected behaviors • Increase opportunities to respond • Increase active supervision
Students who engage in unexpected behaviors also score low on the academic assessment. However, there does not appear to be a relationship between the demands of the academic assessment, the demands of the activities when unexpected behaviors occur, or the consequences that follow the unexpected behaviors	<ul style="list-style-type: none"> • Behavior does not appear to be escape motivated, but may be interfering with learning. 	<ul style="list-style-type: none"> • Address academic knowledge or skill deficits • Reteach and practice behavior expectations • Reteach and practice procedures and routines • Reinforce expected behavior • Discourage unexpected behavior • Increase active supervision
There is a relationship between student scores on the academic assessment and the students who engage in unexpected behaviors; there is a relationship between academic demands of the academic assessment, academic demands of the activity during which unexpected behaviors occur; behaviors result in disruption of instruction and/or removal from instruction.	<ul style="list-style-type: none"> • Lack of academic skills are resulting in avoidance motivated behaviors 	<ul style="list-style-type: none"> • Task sequencing and choice • Adjust task difficulty (i.e. modality of instruction; modality of expression)
Students who engage in unexpected behavior score high on the academic assessment	<ul style="list-style-type: none"> • Students who are proficient may need extended learning opportunities 	<ul style="list-style-type: none"> • Provide opportunities to extend learning

Collaborative Team Data Report. A collaborative team organized the academic and behavioral data for efficient analysis and decision making, using a template adapted from Leadership and Learning. In this example students were grouped based on proficiency levels, which were collectively agreed upon by the collaborative team members. In addition, the team added the number of minor unexpected behaviors documented for the instructional period in parens ().

What would this combined data tell the collaborative team? What questions would you have about the data?

Minor Unexpected Behavior Data Collection: Your team developed a system for minor or staff managed unexpected behaviors in Course 6.

Example

Charting Patterns of Academic and Behavior Data

		Proficient Score Range: 10 - 8		Close Score Range: 7 - 6		Far to Go Score Range: 5		Intervention Score Range: 4 and below	
TEACHER	Number of Students	Number Proficient	Percent Proficient	Number Close	Percent Close	Number Far to Go	Percent Far to Go	Number Intervention	Percent Intervention
Leifman	25	8 Mary (1) Mark (0) Ali (0) Steve (0) Eva (0) Grace (0) Sam (2) Jax (0)	32%	6 Berry (0) Janette (0) Sally (0) Sherri (0) Michael (0) Sarah (0)	24%	8 Toby (0) Stephanie (0) Pete (0) Roger (0) Alex (0) Dave (0) Terry (0) Vergil (0)	32%	3 Debbie (3) Nicky (0) Mary (4)	12%
Battles	22	2 Anita (0) Fred (0)	9%	8 Sofie (0) Maria (0) Marcus (0) Allison (1) Jackie (1) Vernon (0) Steve B (0) Roger (2)	36%	8 Steve C (0) Tia (0) Adam (6) Matt (1) Ralph (0) Oliver (0) Jami (1) Buffle (3)	36%	4 Brad (3) Jim (4) Daisy (6) Elizabeth (2)	19%
Robb	26	3 Charlotte (0) Murray (0) Grade (0)	12%	7 Annebel (1) Conor (0) Ben (0) Emily (0) James P (10) James R (3) Burke (0)	27%	11 Milo (0) Sadie (4) Myron (1) Owen (2) Maria (0) Jake (0) Meredith (1) Stormy (0) Steele (1) David (1) Blake (0)	42%	5 Joey (0) Peggy (6) Gene (7) Theenda (6) Gregg (4)	19%
Shippy	24	4 Celia (0) Liam (1) Addison (0) Olivia (0)	16%	3 Hayden (2) Anne (0) Jackson (0)	13%	13 Sienna (0) Lucy (0) Donovan (0) Brendan (2) Enriqu (5) Theo (2) Collen (1) Adele (8) Cameron (4) Abram (1) Sylvie (3) Hudson (0) Luke (0)	54%	4 Aven (5) Gwen (0) Max (8) Reid (10)	16%
Total in Proficiency Group	97	17	18%	24	25%	40	41%	16	16%
Behaviors per group		4		20		47		68	
Behaviors per student		.24 per student	A	.83 per student	B	1.18 per student	C	4.25 per student	D

Numbers in () indicate the classroom minors documented during the instructional period.

Example

9th Grade Social Studies Using ETLs to Differentiate Based on Integrated Data Analysis

The 9th grade social studies collaborative team is reviewing results from a recent common formative assessment and comparing these results with the number of classroom minors documented. They notice that students in their “Far from proficient” group have engaged in a disproportionate number of classroom managed/minor behaviors during social studies. An integrated analysis of academic and behavioral data suggest that unexpected behaviors among these students tend to increase during activities with a high demand for reading and writing skills. The team identifies a number of different modalities through which the students can access the content (videos, recordings, computer-assisted learning), and demonstrate mastery of content (oral presentation, multimedia presentation, videos). In addition, they provide the students with reteaching in the expectations and acceptable alternative behaviors. Finally, they identify alternatives to exclusionary responses to unexpected behaviors in order to maintain access to instruction and to avoid inadvertently reinforcing unexpected behaviors.

Team Activity

Think of a student who struggled academically and who frequently engaged in unexpected behaviors. Was there a relationship between the student’s academic struggles and his or her challenging behavior? Were you able to successfully address both the academic and behavioral challenges? If so, how? If not, do you think this student might have benefited from an integrated approach? Share your story with your team.



Stakeholder Engagement and Communication

- Are all instructional staff engaged in grade or content alike collaborative teams?
- Engage collaborative teams in data-based decision-making using behavior data, or integrated academic and behavior data.
- What schoolwide data needs to be shared with staff to help them to understand the connection between academic and behavioral performance?



Action Planning

- If you are not already doing so, consider implementing collaborative teaming with your grade or content alike teams.
- Does your team have a system for documenting classroom managed/minor behaviors? If not, consider adding to your action plan.
- If you are not already doing so, consider incorporating classroom managed/minor behavior data into your collaborative team DBDM cycle.
- What additional training in Data-Based Decision-Making, academic assessment design, and evidence-based practices do you need to provide to staff? Consider adding to your action plan.



See End of Lesson Resources for More Information on SSS and SCS.

Lesson 4: Use a Survey to Assess Schoolwide Safety and Climate.

An important set of outcomes for schools centers around safety and climate. Are students safe? What is the school doing to mitigate safety concerns? Is the school a welcoming, accepting place where students feel like they belong? Do students feel like they have positive relationships with school staff and other students? Is teaching and learning a priority at the school? Kids won't learn in an environment where they are not safe, don't feel safe, or don't feel like they are wanted. We therefore recommend that schools assess safety and/or climate at least once annually, and use the results from these assessments to develop school improvement goals and action plans.

Many districts administer a school climate and/or safety survey. A high-quality survey that allows the building or district leadership team to disaggregate data by student demographic groups can give you the data you need in order to monitor school climate and safety outcomes for students.

Alternatively, PBIS Apps has surveys that you can use to assess safety and climate.

The School Safety Survey (SSS) (Sprague, Colvin, & Irvin, 2002) is available on PBIS Apps (<https://www.pbisapps.org/Pages/Default.aspx>). It is a measure of Risk Factors in the school and surrounding neighborhood, as well as Protective Factors that the school or district has put in place to mitigate the Risk Factors. Directions for taking the SSS, as well as an electronic copy, can be found at the end of this Course. You can also take the survey online at PBIS Apps (<https://www.pbisapps.org/Pages/Default.aspx>).

The School Climate Survey authors recommend 6th graders take the elementary version of the SCS in elementary schools serving students up to the 6th grade.

The School Climate Survey (SCS) (La Salle, McIntosh, & Eliason, 2016) is also available on PBIS Apps (<https://www.pbisapps.org/Pages/Default.aspx>). The SCS comes in two versions for students: an elementary version and a secondary version. The elementary version is intended for students in grades 3–5. It measures school climate over four dimensions: school connectedness, school orderliness, school safety, and peer and adult relationships. The secondary version of the SCS is intended for students in grades 6–12. It measures school climate across three dimensions: teaching and learning, relationships, and safety. Directions and a copy of the two student versions of the SCS can be found at the end of this Course, or your students can take the SCS online at PBIS Apps (<https://www.pbisapps.org/Pages/Default.aspx>).

Whether you use one of the commercially available climate and safety surveys, create your own climate survey or take advantage of the SSS and SCS, monitoring and action-planning factors related to safety and climate can help you make your school a safe, positive place for students to learn and grow.

END OF COURSE SELF-ASSESSMENTS

ACTION PLANNING CHECKLIST



Tier 1 Action
Planning Checklist

If all steps have been developed and/or implemented, your team can now consider how to sustain this work long term.

Ongoing Monitoring	✓ Developed
1. Data is used to guide development and implementation of systems and practices.	
1. a. An Action Plan Checklist is used to guide and assess the development and implementation of your SW-PBS framework.	
1. b. Procedures for the use of office referrals are written.	
1. c. PBIS Assessments survey results are completed and discussed.	
1. d. MO SW-PBS School Outcome Data is collected, reviewed and reported annually.	
1. e. Routine implementation is monitored with other sources of data.	
1. f. Summative implementation and outcome data are reviewed.	
2. Office discipline referral (ODR) Big 5 data is used to make school-wide decisions.	
2. a. An electronic data management system is used to collect, analyze, and report ODRs in a Big 5 format.	
2. b. The SW-PBS Leadership Team reviews the Big 5 data report at least monthly and makes decisions based on that data.	
2. c. The team regularly communicates Big 5 data and solution plan with staff.	
3. Academic and behavioral data are reviewed to make decisions.	
4. A survey is used to assess schoolwide safety and climate.	

MO SW-PBS Tier 1
Artifacts Rubric

MO SW-PBS TIER 1 ARTIFACTS RUBRIC

Artifact	Proficient (2 points)*	Developing (1 point)	Not in Place (0 points)	Score
Tier 1 Team Minutes & Big 5 Report OR Solution Plan	Documentation of team dialog regarding: <ul style="list-style-type: none"> □ Outcome Goal identified by Big 5 or PBIS Survey Review □ Prevention/Teaching/Recognition Steps and/or Corrective Consequences □ Progress Monitoring (Fidelity/Outcomes) □ Includes Who, When, PD Needs, Communication Plan 	Minutes/Big 5 or Solution Plan includes 3 of the 4 features	Minutes/Big 5 or Solution Plan not evident or includes fewer than 2 features	2 1 0

This contains only the items from the Mo SW-PBS Tier 1 Artifacts Rubric that address Schoolwide Data-Based Decision Making.

SELF-ASSESSMENT SURVEY



Schoolwide Systems

Current Status			Feature	Priority for Improvement		
In Place	Partially in Place	Not in Place	Schoolwide is defined as involving all students, all staff, and all settings.	High	Med	Low
			9. A team exists for behavior support planning and problem solving.			
			11. Data on unexpected behavior patterns are collected and summarized within an ongoing system.			
			12. Patterns of student unexpected behavior are reported to teams and faculty for active decision making on a regular basis (e.g., monthly).			

This contains only the items from the Self-Assessment Survey that address Schoolwide Data-Based Decision Making.



TIERED FIDELITY INVENTORY

FEATURES	DATA	CRITERIA
Subscale: Teams		
1.12 Discipline Data: Tier 1 team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of unexpected behavior events by behavior, location, time of day, and by individual student.	<ul style="list-style-type: none"> • School policy • Team meeting minutes • Student outcome data 	0 = No centralized data system with ongoing decision making exists 1 = Data system exists but does not allow instantaneous access to full set of graphed reports 2 = Discipline data system exists that allows instantaneous access to graphs of frequency of unexpected behavior events by behavior, location, time of day, and student
1.13 Data-Based Decision Making: Tier 1 team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision making.	<ul style="list-style-type: none"> • Surveys • Voting results from parent/family meeting • Team meeting minutes 	0 = No documentation (or no Opportunities) for stakeholder feedback on Tier 1 foundations 1 = Documentation of input on Tier 1 foundations but not within the past 12 months or input but not from all types of stakeholders 2 = Documentation exists that students, families, and community members have provided feedback on Tier 1 practices within the past 12 months
1.14 Fidelity Data: Tier 1 team reviews and uses SW-PBS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually.	<ul style="list-style-type: none"> • School policy • Staff handbook • School newsletters • School website 	0 = No Tier 1 SW-PBS fidelity data collected 1 = Tier 1 fidelity collected informally and/or less often than annually 2 = Tier 1 fidelity data collected and used for decision making annually
1.15 Annual Evaluation: Tier 1 team documents fidelity and effectiveness (including on academic outcomes) of Tier 1 practices at least annually (including year-by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format.	<ul style="list-style-type: none"> • Staff, student, and family surveys • Tier 1 Handbook • Fidelity tools • School policy • Student outcomes • District reports • School newsletters 	0 = No evaluation takes place, or evaluation occurs without data 1 = Evaluation conducted but not annually, or outcomes are not used to shape the Tier 1 process and/or not shared with stakeholders 2 = Evaluation conducted at least annually, and outcomes (including academics) shared with stakeholders, with clear alterations in process based on evaluation

This contains only the items from the Tiered Fidelity Inventory that address Schoolwide Data-Based Decision Making.

Assessing Outcomes

The ultimate goal of SW-PBS is to improve social and behavioral outcomes for students. Ongoing monitoring involves establishing cycles of continuous improvement to improve these outcomes. In the near term, schools that implement the DBDM/Solution Plan should see a decrease in the number of ODRs associated with the focus problem during and immediately following that data cycle. In the long term, schools should observe an overall decrease in the number of ODRs per day, per month, and per year.

In addition, the team should see improvements in any behavior around which they problem solve. For example, if they problem solve around improving student attendance, they should observe improved attendance, provided the plans are aligned with the problem they are solving, are evidence based, and are implemented with fidelity.

Course 7: Ongoing Monitoring

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- Tilly, W. D. (2008). The evolution of school psychology to science-based practice: Problem-solving and the three-tiered model. In A. Thomas & J. P. Grimes (Eds.), *Best practices in school psychology V* (pp. 17-36). Bethesda, MD: National Association of School Psychologists.



Tiered Fidelity Inventory (TFI)

Algozzine, Barnett, Eber, George, Horner, Lewis, Putnam, Swain-Bradway, McIntosh, & Sugai (2014)

PURPOSE: The purpose of the TFI is to provide an efficient tool for measuring implementation fidelity at all three tiers. It was designed to ultimately replace several of the assessment tools currently used by PBIS schools, including the School-wide Evaluation Tool (SET) (Sugai, Lewis-Palmer, Todd & Horner, 2001), the Benchmarks of Quality (BoQ) (Kincaid, Childs, & George, 2010), and the Benchmarks for Advanced Tiers (Anderson, Childs, Kincaid, Horner, George, Todd, Sampson, & Spaulding, March 2012). Recent research demonstrates that scores on the TFI have robust content validity, and are strongly correlated to other fidelity measures at all three tiers (McIntosh, Massar, Algozzine, Peshak George, Horner, Lewis, & Swain-Bradway 2017). A score of 70% or above is considered to be the implementation criterion for Tier 1 (Mercer, McIntosh, & Hoselton, 2017). Criterion scores for Tier 2 and Tier 3 have not yet been established. The TFI can be used to guide initial implementation, for progress monitoring, and as part of a year-end evaluation of SW-PBS implementation.

WHEN: At least once, annually, in the spring

WHO: Team

To Take the Survey: The TFI is divided into three sections, or scales, one for each tier of implementation. Each scale has 15-17 items. The TFI is taken by either the building leadership team, or the team that plans and monitors implementation for the respective tier. Each item is scored 0 (not in place), 1 (partially in place), or 2 (fully in place). The team votes on how to score each item, and the score with the majority of votes is entered into the PBIS Assessments site. If multiple teams take the different scales of the TFI, it is recommended that they score the TFI on paper first, then enter all three scales into PBIS Assessments at the same time, as this will enable the three scales to be calculated for a total score report. In addition, Algozzine, et al., (2014) recommend that teams take the TFI once per quarter until they achieve 80% fidelity across three consecutive administrations.

Prior to taking the TFI as a team, it is recommended that an individual familiar with PBIS and either the TFI or SET walkthrough conduct a TFI walkthrough. This walkthrough will help the team to answer three of the items in the TFI Tier 1 scale. MO SW-PBS also recommends that the individual who conducts the walkthrough, as well as the individual who facilitates the administration of the TFI with the team be someone external to the school. Research by McIntosh, et al., (2017) shows that validity is higher when an external facilitator is present. This external facilitator can be a regional consultant, a district staff member, or a staff member assigned to another building.

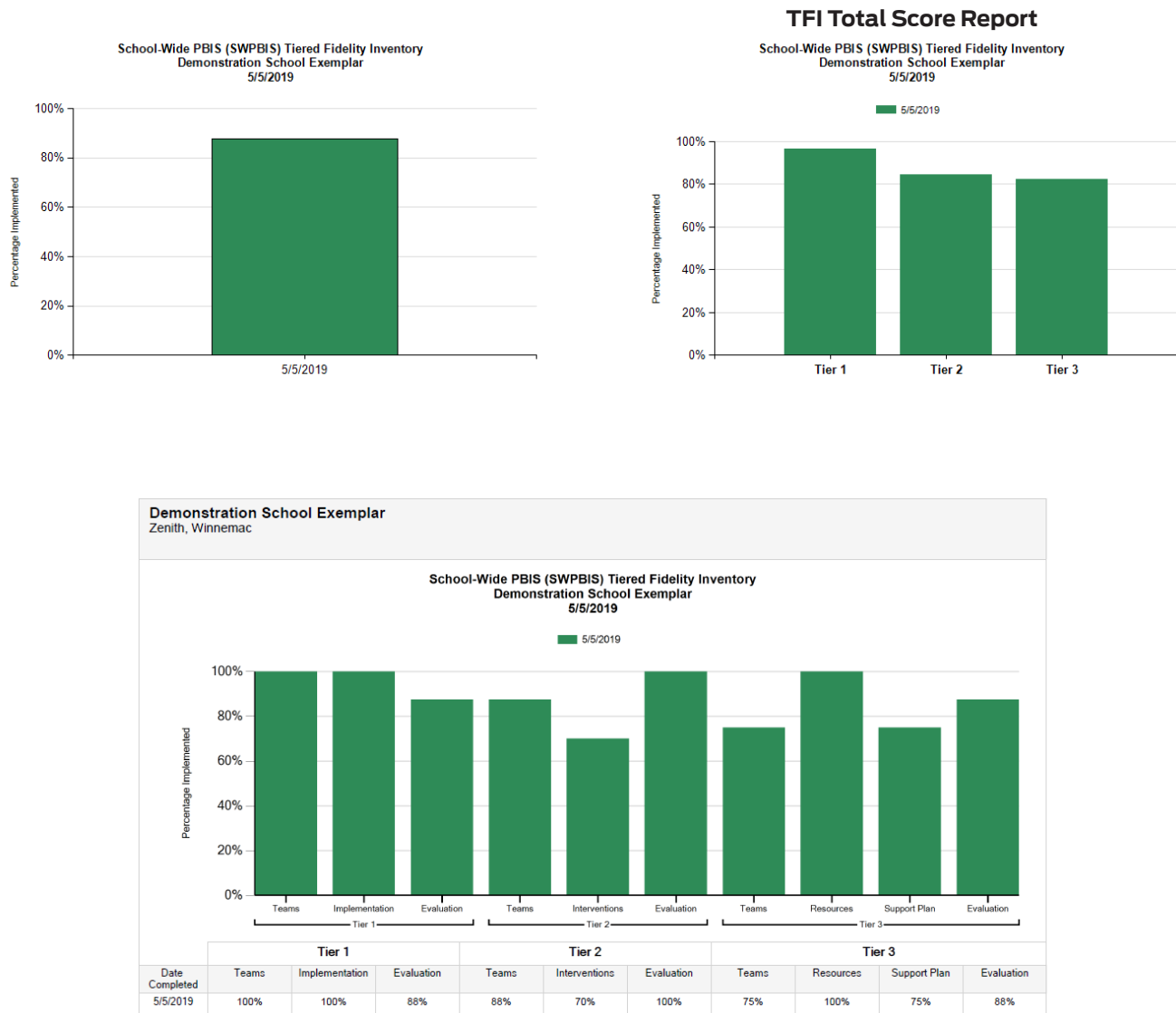
Missouri recommends that participating MO SW-PBS schools take the TFI once annually in the Spring, once they are training at the Emerging level or beyond (schools that wish to take the TFI more frequently for progress monitoring purposes may do so). In addition, Missouri Schools that are interested in pursuing the MO SW-PBS Award of Excellence and that are still in their Emerging or Emerging Advanced training years must engage a MO SW-PBS regional consultant to conduct the TFI Walkthrough and facilitate the TFI. In addition, schools that are applying for Bronze level recognition must score $\geq 70\%$ on the Tier 1 Scale of the TFI. Schools applying for Silver level recognition must score $\geq 70\%$ on the Tier 1 Scale of the TFI and take the Tier 2 scale. Teams applying for Gold level recognition must score $\geq 70\%$ on the Tier 1 Scale of the TFI, and take the Tier 2 and Tier 3 scales of the TFI.

ENTER DATA: One team member who has “Team Member” access in PBIS Assessments enters the responses into PBIS Assessments. For more information about PBIS Assessments, visit <https://www.pbisapps.org/Pages/Default.aspx> or contact your MO SW-PBS Regional Consultant

REPORTS: School team members with Team Member level access can run reports from the school’s PBIS Assessments account. Reports include a Total Score Report, a Scale Report, a Subscale Report, and an Items Report. The Total Score Report can be used to compare one year to the next. However, we recommend using caution to interpret this report, since the total score treats no score entered as “0, not in place.” As such, a team that does not complete all three scales (i.e., a team that is progress monitoring Tier 2) would have an artificially depressed Total Score Report. With that caveat, the scale report can help a team identify a Tier that may provide an opportunity for

growth; the subscale report can then provide a specific component that may provide an opportunity for growth; and the items report can provide specific elements within a component on which the team can focus improvement efforts. So, working from the aggregated reports and drilling down to the individual items provides a logical, sequential process for analyzing the data in order to find specific Opportunities for growth.

Samples from each of the TFI reports available through PBIS Assessments follow:



TFI Items Report

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory

Demonstration School Exemplar
Zenith, Winnemac

School Year: 2018-19
Date Completed: 5/5/2019

Tier 1: Universal SWPBIS Features

Teams	5/5/19
1. Team Composition: Tier 1 team includes a Tier 1 systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.	2
2. Team Operating Procedures: Tier 1 team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	2
Feature 1 Total: 4 of 4	
Implementation	5/5/19
3. Behavioral Expectations: School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.	2
4. Teaching Expectations: Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.	2
5. Problem Behavior Definitions: : School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems.	2



Self-Assessment Survey (SAS)

Sugai, Horner, & Todd, 2003

PURPOSE: The Self-Assessment Survey (sometimes referred to as Effective Behavior Support Self-Assessment Survey [EBS/SAS]) is a research validated assessment that measures staff perceptions of the status and priority for improvement of SW-PBS systems at the following levels of analysis: 1) schoolwide discipline, 2) non-classroom management (e.g., cafeteria, hallway, playground), 3) classroom management, and 4) individual students engaging in chronic problem behaviors (Safran, 2006). It is used for awareness building with staff, action planning and decision-making, assessment of change over time, and team validation. Used initially with all staff, it can be used subsequently with all staff, a representative group, or a focus group for ongoing planning.

Research by Kent McIntosh (Mathews, McIntosh, Frank, & May, 2014) found the SAS to be predictive of measures of sustainability after 3 years. In particular, they found that items measuring classroom systems related to acknowledging expected behaviors, matching instruction and materials to student ability, and access to assistance were robust predictors of sustained implementation.

WHEN: Annually in the spring; new teams may also wish to complete during their first fall as a pre-assessment.

WHO: MO SW-PBS strongly encourages that all certified and non-certified staff members complete the survey. Other stakeholders, including parents, may also take the survey.

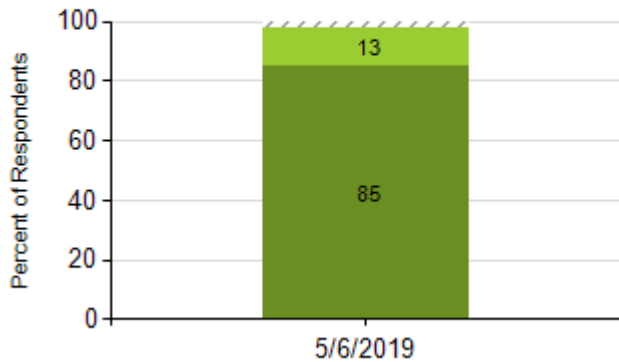
TO TAKE THE SURVEY: The Self-Assessment Survey can be taken using a paper copy (see below), or using a multi-user survey link through PBIS Assessments. For more information about taking multi-user surveys on PBIS Assessments, visit <https://www.pbisapps.org/Pages/Default.aspx>.

REPORTS: SAS reports can be run by an individual with "Team Member" level of access from PBIS Assessments. For more information regarding running SAS reports, visit <https://www.pbisapps.org/Pages/Default.aspx>.

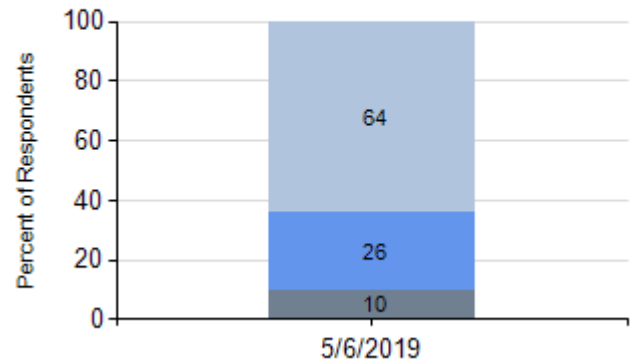
The SAS reports available through PBIS Assessments include a Total Score Report, a Subscale Report, and an Items report. The Total score report provides a measure of the percentage of respondents who feel that the system is in place and the percentage who feel that it is a priority at each of the four levels of analysis (Schoolwide, Non-Classroom, Classroom, and Individual). The Subscale report draws from specific items of the section of the survey assessing Schoolwide systems, and reports them out by seven essential features (expectations defined, expectations taught, reward system, violations system, monitoring, management system, and district support). These essential features are aligned with the essential components identified by MO SW-PBS as part of the training scope and sequence. Finally, the reports include an Items report. This report can be downloaded as a heat map that makes it easy to spot specific items that respondents feel are in place (white), partially in place (yellow), or not in place (red), making it easy to spot Opportunities to celebrate, Opportunities to grow, and improvement over time.

Samples from each of the SAS reports available from PBIS Assessments follow:

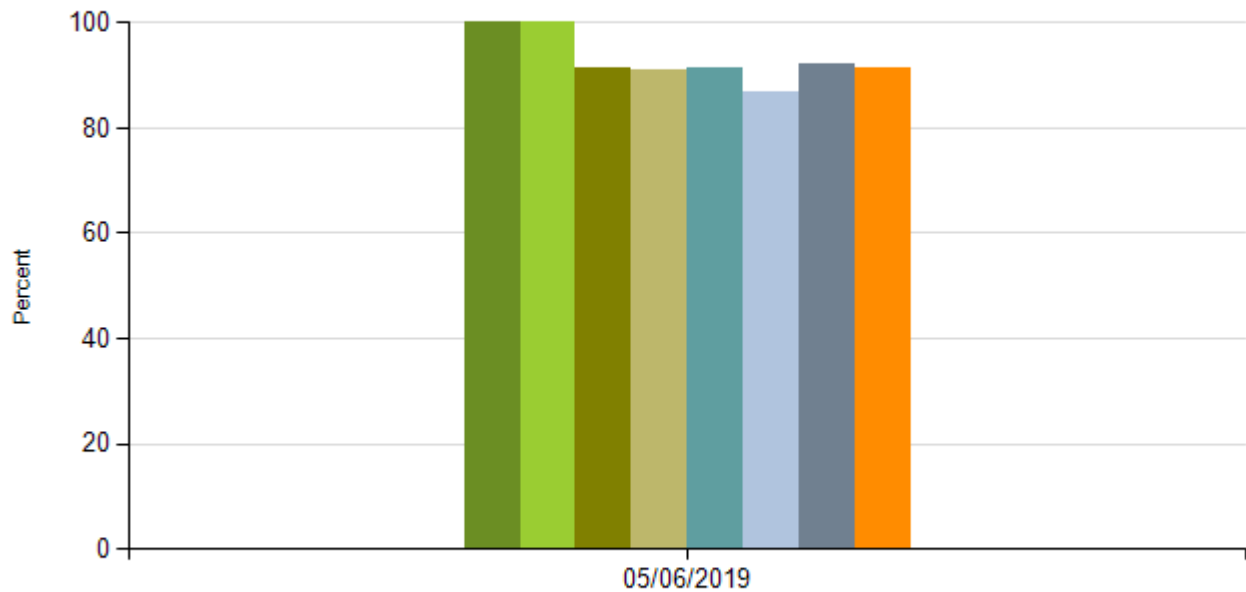
School-Wide Current Status
Demonstration School Exemplar
5/6/2019



School-Wide Improvement Priority
Demonstration School Exemplar
5/6/2019



SAS School-wide System Subscale
Demonstration School Exemplar
5/6/2019



■ Expectations Defined ■ Reward System ■ Monitoring ■ District Support
 ■ Expectations Taught ■ Violations System ■ Management ■ Implementation Average

Self-Assessment Survey Items

Demonstration School Exemplar NCES ID: Zenith, Winnemac				Demonstration District NCES ID:		
School Year			Number of Responses	Date Completed		
2018-19			34	05/06/2019		
Current Status			Feature	Improvement Priority		
In Place	Partial	Not	System: School-Wide	High	Medium	Low
100 %	0 %	0 %	1. A small number (e.g. 3-5) of positively and clearly stated student expectations or rules are defined.	0 %	12 %	88 %
100 %	0 %	0 %	2. Expected student behaviors are taught directly.	8 %	36 %	56 %
82 %	18 %	0 %	3. Expected student behaviors are rewarded regularly.	15 %	23 %	62 %
88 %	12 %	0 %	4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.	12 %	40 %	48 %
71 %	29 %	0 %	5. Consequences for problem behaviors are defined clearly.	12 %	42 %	46 %
82 %	18 %	0 %	6. Distinctions between office v. classroom managed problem behaviors are clear.	20 %	24 %	56 %
76 %	24 %	0 %	7. Options exist to allow classroom instruction to continue when problem behavior occurs.	8 %	36 %	56 %
94 %	6 %	0 %	8. Procedures are in place to address emergency/dangerous situations.	0 %	20 %	80 %
100 %	0 %	0 %	9. A team exists for behavior support planning & problem solving.	8 %	17 %	75 %
100 %	0 %	0 %	10. School administrator is an active participant on the behavior support team.	4 %	4 %	92 %
82 %	12 %	6 %	11. Data on problem behavior patterns are collected and summarized within an on-going system.	25 %	17 %	58 %
76 %	18 %	6 %	12. Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular basis (e.g. monthly).	17 %	33 %	50 %
88 %	12 %	0 %	13. School has formal strategies for informing families about expected student behaviors at school.	8 %	25 %	67 %
56 %	31 %	13 %	14. Booster training activities for students are developed, modified, & conducted based on school data.	9 %	36 %	55 %
75 %	19 %	6 %	15. School-wide behavior support team has a budget for (a) teaching students, (b) on-going rewards, and (c) annual staff planning.	17 %	25 %	58 %
81 %	19 %	0 %	16. All staff are involved directly and/or indirectly in school-wide interventions.	0 %	27 %	73 %
88 %	13 %	0 %	17. The school team has access to on-going training and support from district personnel.	4 %	46 %	50 %
87 %	7 %	7 %	18. The school is required by the district to report on the social climate, discipline level or student behavior at least annually.	9 %	9 %	82 %
In Place	Partial	Not	System: Nonclassroom Setting	High	Medium	Low
100 %	0 %	0 %	1. School-wide expected student behaviors apply to non-classroom settings.	0 %	31 %	69 %
88 %	12 %	0 %	2. School-wide expected student behaviors are taught in non-classroom settings.	36 %	25 %	39 %
94 %	6 %	0 %	3. Supervisors actively supervise (move, scan, & interact) students in non-classroom settings.	8 %	8 %	83 %
82 %	18 %	0 %	4. Rewards exist for meeting expected student behaviors in non-classroom settings.	0 %	23 %	77 %
94 %	6 %	0 %	5. Physical/architectural features are modified to limit (a) unsupervised settings, (b) unclear traffic patterns, and (c) inappropriate access to & exit from school grounds.	0 %	18 %	82 %

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1 of 2

SCHOOL CLIMATE SURVEYS

La Salle, McIntosh, & Eliason (2016)

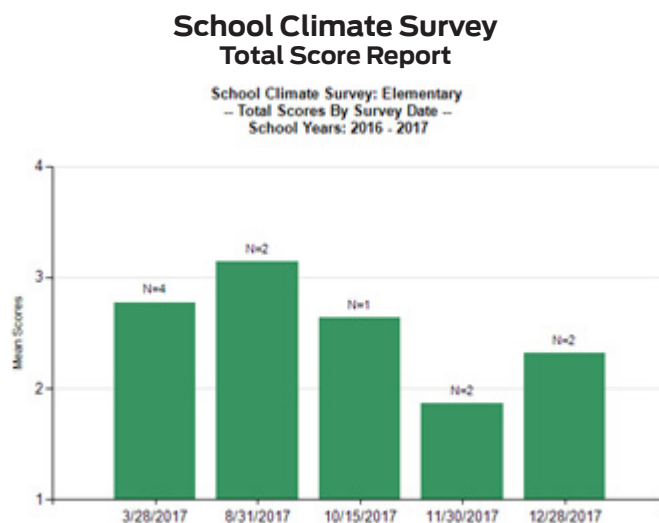
PURPOSE: The School Climate Surveys are valid and reliable measures of school climate. There are two versions of the survey: an elementary version, and a middle/high school version. The elementary version measures student perceptions of school climate along four dimensions: school connectedness, school safety, school orderliness, and peer and adult relations. The middle/high school version measures student perceptions of school climate along three dimensions: teaching and learning, relationships, and safety.

WHEN: Annually in the fall. As of the 2018-2019 school year, MO SW-PBS teams may take the School Climate Survey, the School Safety Survey (SSS) (Sprague, Colvin, & Irvin, 2002), or both. **WHO:** MO SW-PBS strongly encourages teams to have students in grades 3-12 take the survey

TO TAKE THE SURVEY: Students take the surveys using a multi-response link from PBIS Assessments, during the school day, and using campus computers. Students in grades 3-5 take the elementary version, and students in grades 6-12 take the middle/high school version. The National Technical Assistance Center recommends that elementary schools serving up to the 6th grade can allow 3-6th graders to take the survey. However, if an elementary school serves students in the 6th grade or beyond, National Center recommends that the students take the version of the survey validated for their grade level.

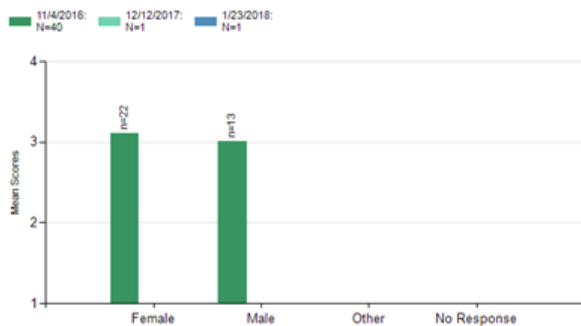
REPORTS: Reports can be pulled by an individual who has Team Member Level access in PBIS Assessments, or by your MO SW-PBS Regional Consultant. For more information, visit <https://www.pbisapps.org/Pages/Default.aspx>.

Elementary Reports are as follows:



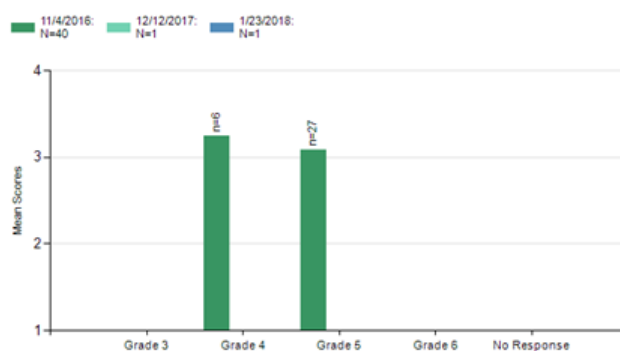
School Climate Survey Scored by Gender

School Climate Survey: Elementary
– Scores By Gender –
School Years: 2015 - 2017



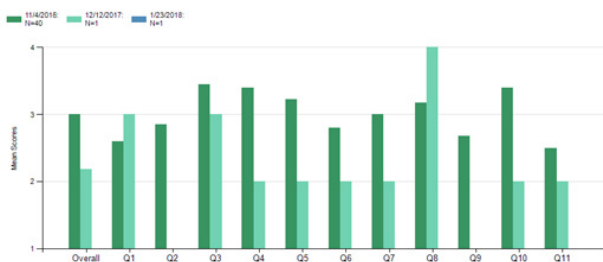
School Climate Survey Scored by Grade

School Climate Survey: Elementary
– Scores By Grade –
School Years: 2015 - 2017



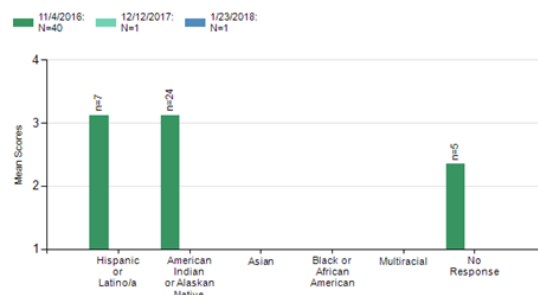
School Climate Survey Scores by Item

School Climate Survey: Elementary
– Scores By Items –
Demonstration School Exemplar: 2015 - 2017



School Climate Survey Scores by Race and Ethnicity

School Climate Survey: Elementary
– Scores By Race/Ethnicity –
School Years: 2015 - 2017



Items Report

School-Climate-Survey-Elementary										
Demonstration School Exemplar										
Zenith, Winnemac										
School Years: 2015-16										
Report Date Range: 11/18/2015 - 10/28/2016										
Climate Survey Items for survey period: 11/4/2015 - 11/4/2016 Number of Respondents: N=19	Overall	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
By Race/Ethnicity										
Hispanic or Latino/a (n=6)	2.91	2.83	2.67	3	3	2.83	3	2.83	2.83	3.17
Asian (n=1)										
Black or African American (n=1)										
White (n=4)										
Multiracial (n=1)										
No Response (n=6)	2.91	2.5	3	3	3.17	3	2.67	2.83	3.17	2.83
By Gender										
Female (n=7)	3.1	3.29	3.14	3.43	3.29	2.86	2.86	2.86	2.86	3.29
Male (n=5)	2.38	2.4	2.2	2.4	2.2	2.2	2.6	2.6	2.2	2.6
Transgender (n=1)										
No Response (n=6)	2.91	2.5	3	3	3.17	3	2.67	2.83	3.17	2.83
By Sexual Orientation										
Heterosexual (n=5)	2.84	2.8	2.6	3.4	3	2.8	2.8	2.8	2.4	3
Gay/Lesbian (n=3)										
Bisexual (n=2)										
No Response (n=9)	2.94	2.67	3	3	3.11	3	2.78	2.89	3.11	2.89

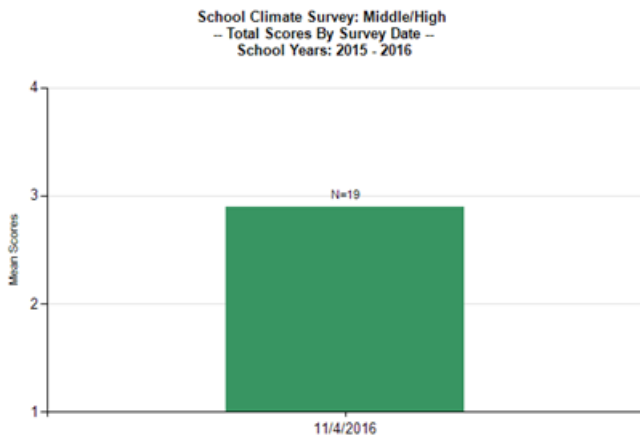
To preserve anonymity, responses will not be shown for groups with n = 5. Their data are included in the other reports.

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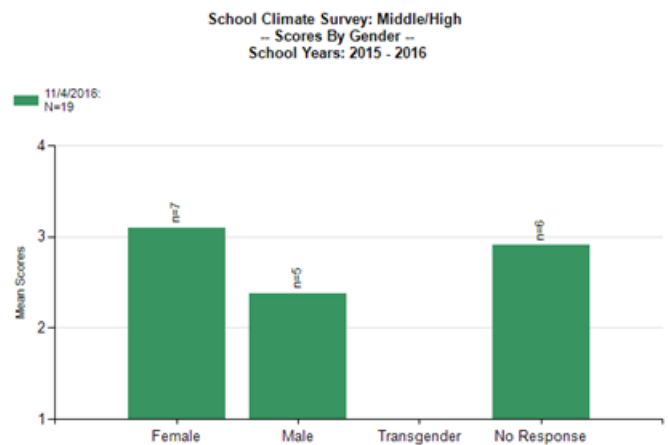
1 of 4

The following are Middle/High School Climate Survey reports.

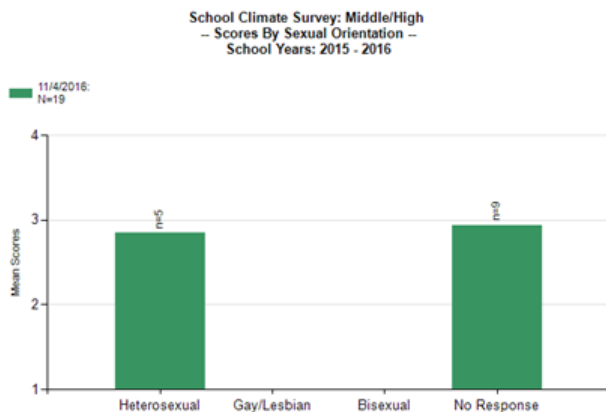
Total Score Report



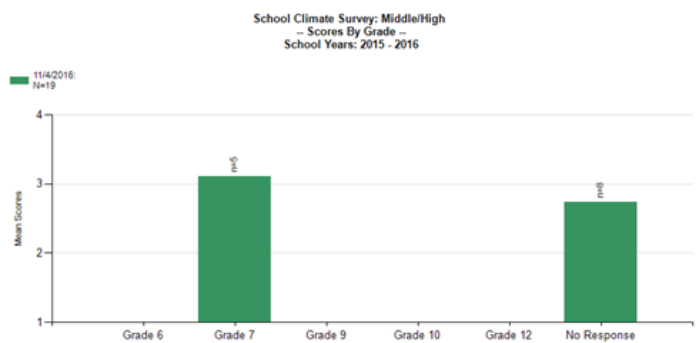
Scores by Gender



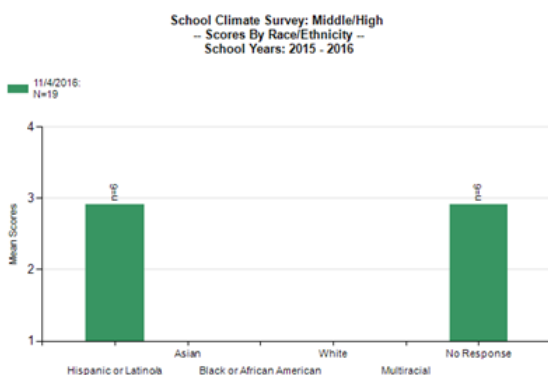
School Climate Survey Scores by Sexual Orientation



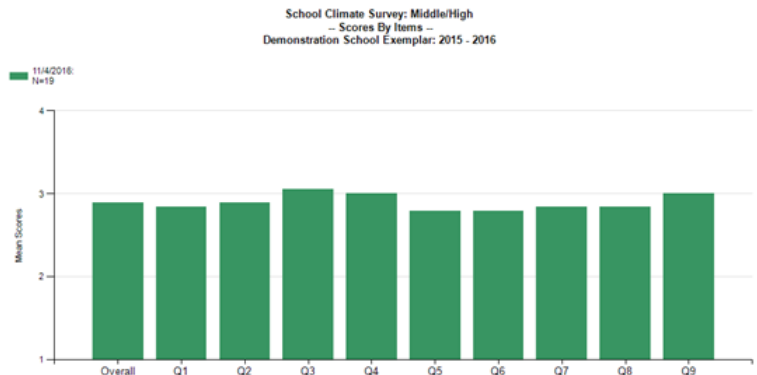
School Climate Survey Scores by Grade



School Climate Survey Scores by Race and Ethnicity



School Climate Survey Items Report



Climate Survey Items for survey period: 11/1/2017 - 1/12/2018 Number of Respondents: N=1039	Overall	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
By Race/Ethnicity										
Hispanic or Latino/a (n=63)	2.82	2.49	2.71	2.94	2.97	3.06	2.92	2.49	2.79	2.98
American Indian or Alaskan Native (n=20)	2.95	2.75	3.1	3.1	3.05	3.2	3.05	2.55	3	2.75
Asian (n=18)	2.73	2.39	3	2.67	3	2.83	3.11	2.61	2.44	2.56
Black or African American (n=70)	3.01	2.6	2.77	3.37	3.37	3.21	3.1	2.79	2.91	2.97
Native Hawaiian or Other Pacific Islander (n=3)										
White (n=789)	2.94	2.59	2.95	3.1	3.17	3.19	2.93	2.5	2.95	3.1
Multiracial (n=37)	3.05	2.73	2.86	3.22	3.38	3.3	2.92	2.57	3.24	3.19
No Response (n=39)	2.64	2.46	2.67	2.92	2.67	2.64	2.72	2.36	2.44	2.85
By Gender										
Other (n=14)	2.63	2.64	2.86	2.71	3	2.29	2.86	2.79	2.14	2.36
Female (n=495)	2.95	2.61	2.93	3.1	3.16	3.22	2.93	2.59	2.92	3.12
Male (n=504)	2.93	2.56	2.92	3.12	3.18	3.16	2.97	2.45	2.97	3.06
No Response (n=26)	2.55	2.5	2.62	2.65	2.65	2.54	2.69	2.35	2.38	2.54
By Sexual Orientation										
Heterosexual (n=875)	2.96	2.6	2.95	3.1	3.18	3.18	2.98	2.55	2.99	3.09
Gay/Lesbian (n=24)	2.9	2.42	2.79	3.21	3.25	3.12	2.75	2.54	2.62	3.42
Bisexual (n=72)	2.69	2.53	2.49	2.96	3.03	3.04	2.69	2.29	2.36	2.79
No Response (n=68)	2.83	2.56	2.99	3.18	2.97	3.07	2.82	2.38	2.66	2.85
By Grade										
Grade 9 (n=297)	3	2.65	3	3.27	3.31	3.2	3.06	2.63	2.96	2.96
Grade 10 (n=266)	2.9	2.62	2.86	3.05	3.09	3.11	2.92	2.52	2.89	2.99

To preserve anonymity, responses will not be shown for groups with $n < 5$. Their data are included in the other reports.

School Safety Survey (SSS)

Sprague, Colvin & Irvin, 2002

PURPOSE: The School Safety Survey is an annual survey that provides an assessment of Risk and Protection Factors for students at school and in the surrounding community. The survey provides information that can help teams to determine training and support needs related to school safety and violence prevention (Sprague, Colvin, Irvin & Strieber, 1998).

WHEN: Annually in the fall.

WHO: MO SW-PBS strongly encourages all staff, students, and family members to complete the survey, if possible. A minimum of five specific staff members are required to take the SSS.

Schools wishing to apply for the MO SW-PBS Award of Excellence must take either the SSS or a school climate survey (such as the SCS).

The new PBIS Assessments links for taking multi-user surveys will make it easier for teams to

engage all stakeholders, including parents and students. Students as young as 5th grade should be able to complete the survey. Teachers can take advantage of classroom computers and the computer lab to make it easier for students to participate in the SSS. Actively engaging students in informing the SW-PBS initiative increase feelings of ownership in SW-PBS among students

TO TAKE THE SURVEY: The survey can be taken using a paper copy, or on PBIS Assessments using a multi-user survey link. For more information about taking the survey on PBIS Assessments, visit [https:// www.pbisapps.org/Pages/Default.aspx](https://www.pbisapps.org/Pages/Default.aspx).

REPORTS: Currently, reports can be pulled by either a regional consultant, or an individual with Team Member level access on PBIS Assessments. For more information regarding pulling reports, visit [https:// www.pbisapps.org/Pages/Default.aspx](https://www.pbisapps.org/Pages/Default.aspx).

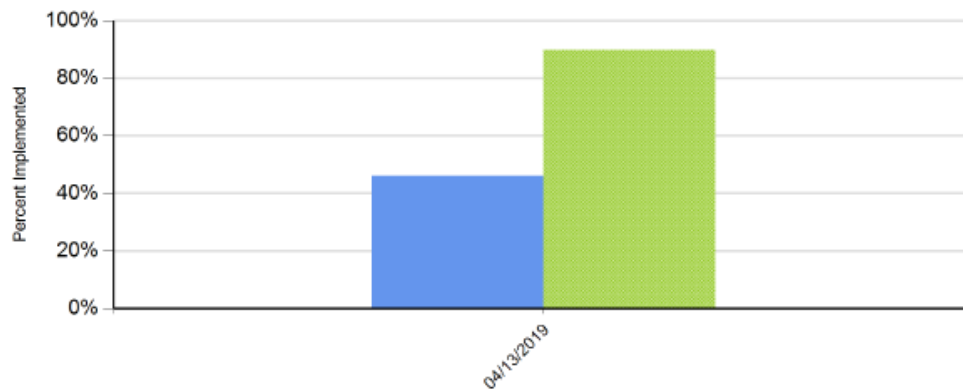
The following charts are available through the school's PBIS Assessments account:

School Safety Survey Subscale

Demonstration School Exemplar
NCES ID:
Zenith, Winnemac

Demonstration District
NCES ID:

School Safety Survey Subscale
Demonstration School Exemplar
4/13/2019-5/2/2019

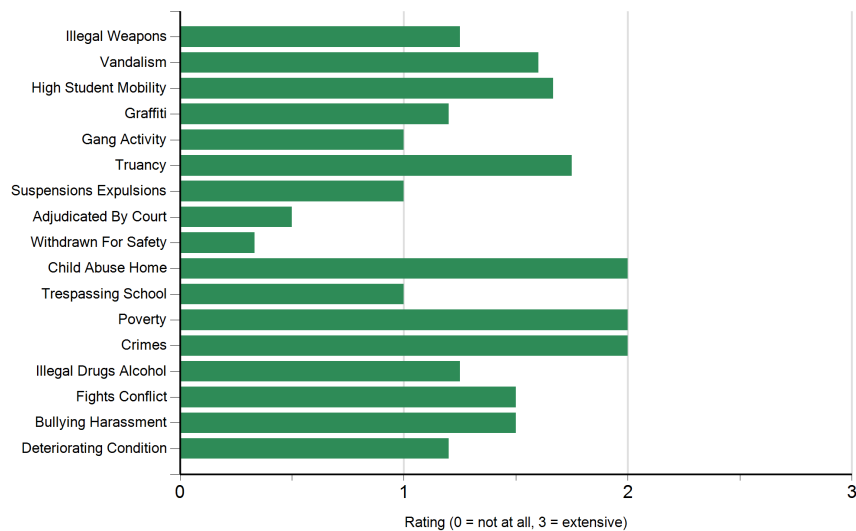


School Safety Survey Items

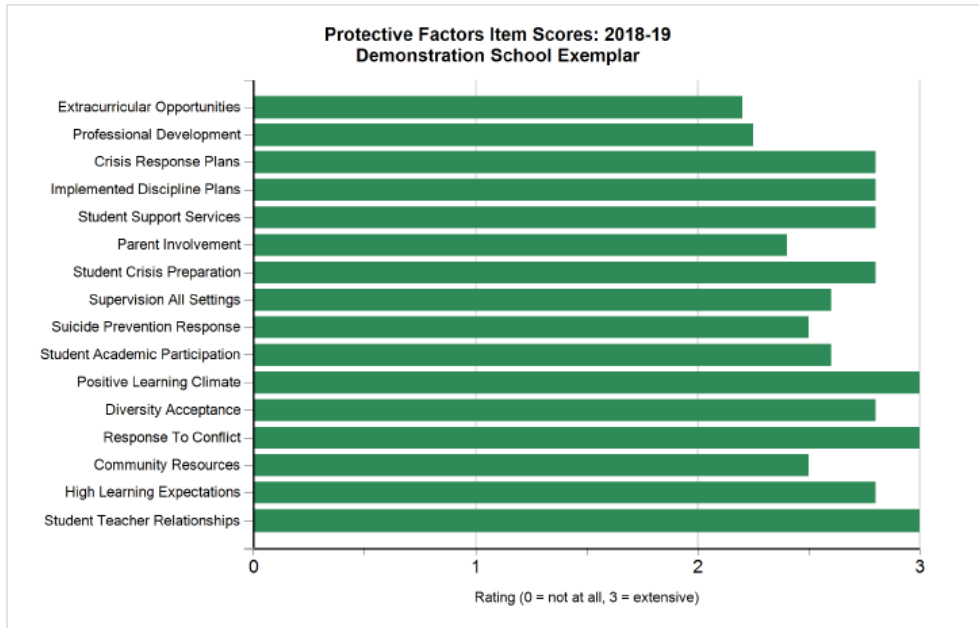
Demonstration School Exemplar
NCES ID:
Zenith, Winnemac

Demonstration District
NCES ID:

Risk Factors Item Scores: 2018-19
Demonstration School Exemplar



School Safety Survey Items



Course 8:

PROFESSIONAL LEARNING

“Many teachers enter the field without sufficient training in classroom management and continue to experience challenges throughout their careers. Therefore, school-based leaders need a multi-tiered support (MTS) framework to (a) provide training to all teachers in classroom management (Tier 1), (b) identify teachers who require additional assistance (universal screening), (c) support the identified teachers (Tiers 2 and 3), and (d) continue to monitor teachers’ classroom management to adjust (i.e., intensify or fade) supports.”

Simonsen et al., 2014, p. 180

Outcomes:

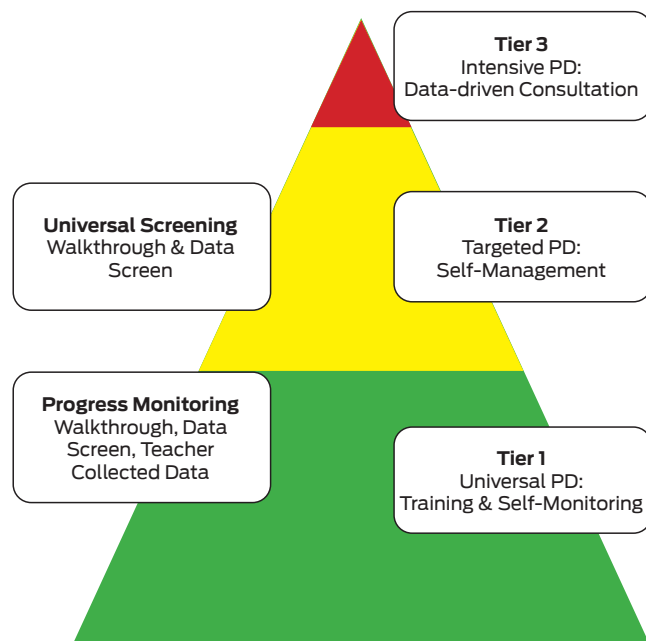
- To develop a system of professional learning related to SW-PBS.

Background Knowledge:

- Read Chapter 2 in Interconnected Elements of SW-PBS – Systems in the MO SW-PBS Handbook.

Lessons to Develop a System of Professional Learning Related to SW-PBS:

1. Implement a multi-tiered support framework for teachers.
 - a. Tier 1 Universal Teacher Support
 - b. Tier 2 Targeted Teacher Support
 - c. Tier 3 Individualized Teacher Support
2. Develop a staff handbook.

Lesson 1: Implement A Multi-Tiered Support Framework for Teachers**Multi-Tiered Support Framework**

Adapted from Simonsen, B., MacSuga-Gage, A.S., Briere III, D.E., Freeman, J., Myers, D., Scott, T.M., & Sugai, G. (2014).

One of the most important roles of the SW-PBS Leadership Team is to provide quality professional learning activities. Simonsen et al. (2014) offer a professional learning model to provide efficient methods to enhance teachers use of Effective Teaching and Learning Practices (ETLPs). This model is based on the same prevention theory and science of behavior as SW-PBS. Some learning activities are provided to all staff, screening takes place to determine which staff require more support to become fluent in the ETLP, and staff self-monitor to maintain the practice over time.

Lesson 1.a. Tier 1 Universal Level of Professional Learning

Universal support to all teachers should include (a) brief, direct training on an ETLP and (b) teacher self-monitoring, recording one's own behavior.

Professional Learning About an ETLP. In the leveled professional learning model, all teachers get didactic training about one ETLP at a time, which is the basis for all student support of SW-PBS. Universal professional learning should follow the same steps suggested when we teach students:

1. define the ETLP,
2. model how and how not to use the ETLP in various contexts,
3. practice and give feedback for using the ETLP, and
4. test teachers' knowledge of the ETLP and reteach to ensure learning occurs.

MO SW-PBS has developed a number of materials to assist your SW-PBS Leadership Team to provide didactic professional learning activities related to each of the ETLPs. These materials are available on the MO SW-PBS website at www.pbissmissouri.org. They include Teacher Tools which contain a self-assessment and a practice profile to serve as a self-reflection tool. A training PowerPoint deck is also available with activity handouts. Videos are also available for some ETLPs.

Tier 1 Self-Monitoring. In addition to basic training on the ETLPs, all teachers are taught a self-monitoring process. After basic training in the ETLP and how to self-monitor, each teacher creates a self-monitoring plan during a specified period of time (e.g., 1-2 weeks from the date of training):

- Choose a brief period of time when the ETLP is most applicable for the instructional content (e.g., 10 minutes of direct instruction from teacher).
- Select a method to record use of the skill (e.g., tallies, golf counter, paper clips in pocket, etc.).
- Record behavior using method chosen and graph or chart data for analysis using specified metric (e.g., rate, ratio, percentage, etc.).
- Review data to evaluate use and compare to standard for implementation provided.
- Self-reward and celebrate when goal or standard is accomplished!
- Provide data if requested to coach, department chair, SW-PBS Leadership Team.

“The multi-tiered approach proposes that professional learning approaches must also include an organized framework for providing supports, and a clear method for identifying which teachers will benefit from each level of support”

(Simonsen et al., 2014, p. 180).

Didactic Teaching / Training

Didaktikos is a Greek word that means "apt at teaching." Merriam Webster

- Define the concept
- Model the concept
- Offer practice Opportunities & provide feedback
- Test knowledge of the concept



Teacher Self-Monitoring Plan

Teacher: Mr. JonesDate: Sept. 16 2019Plan for **Effective Teaching and Learning Practice (ETLP)** - Check one below.

- | | |
|---|---|
| <input type="checkbox"/> 1) Expectations and behaviors/rules | <input type="checkbox"/> 5) Active supervision |
| <input type="checkbox"/> 2) Procedures and routines | <input type="checkbox"/> 6) Opportunities to respond |
| <input checked="" type="checkbox"/> 3) Encourage use of expected behavior | <input type="checkbox"/> 7) Sequencing and choice of activities |
| <input type="checkbox"/> 4) Discourage use of unexpected behaviors | <input type="checkbox"/> 8) Task difficulty |

Steps of Self-Monitoring Plan	My Plan to Self-Monitor
Select an ETLP to monitor.	<i>Positive Specific Feedback</i>
Estimate your use of the ETLP .	<i>Right now I think I have 1 positive for each behavioral error correction (1:1)</i>
Set a goal for how you would like to improve the fidelity, consistency, or use of the ETLP selected.	<i>I would like to work toward a 4-to-1 ratio of positive specific feedback to behavioral error corrections, 4 out of 5 days per week.</i>
Plan for Increasing ETLP of choice: Identify how you will: (a) prompt/remind yourself to use the ETLP (b) use an additional strategy to improve your use of the ETLP (e.g., script statements into your lesson) to increase the ETLP (c) prompt/remind yourself to self-monitor	<i>(a) I will keep a sticky note on my lesson plan notes to give positive specific feedback.</i> <i>(b) I will write standard positive specific statement stems for behaviors that are expected during the lessons provided.</i> <i>(c) I will set my phone alarm for 1:15 to self-monitor at 1:20.</i>
Data Collection Method: Identify the way you will collect your own ETLP data (e.g., golf counter, tally on paper, move paperclips, etc.) and process for tracking over time by creating a chart or graph.	<i>From 1:20-1:30 I will tally positive and corrective statements.</i>
Self-Delivered Reinforcement: Identify the reinforcer you will deliver daily/weekly when you meet your ETLP goal.	<i>If I meet my goal 4 out of 5 days per week, I will allow myself an extra 15 minutes of sleep on Monday morning.</i>
Procedure for Self-Delivered Reinforcement: Identify when you will: (a) enter your ETLP data (b) determine if you met your goal (c) reinforce yourself (i.e., how you will deliver/access your reinforcer)	<i>(a) between 6th and 7th hour</i> <i>(b) I determine if I met my goal on Fridays</i> <i>(c) Extra sleep!</i>

Teacher Self-Monitoring Plan

Teacher: _____

Date: _____

Plan for **Effective Teaching and Learning Practice (ETLP)** - Check one below.

- | | |
|---|--|
| <input type="checkbox"/> 1) Expectations and behaviors/rules
<input type="checkbox"/> 2) Procedures and routines
<input type="checkbox"/> 3) Encourage use of expected behavior
<input type="checkbox"/> 4) Discourage use of unexpected behaviors | <input type="checkbox"/> 5) Active supervision
<input type="checkbox"/> 6) Opportunities to respond
<input type="checkbox"/> 7) Sequencing and choice of activities
<input type="checkbox"/> 8) Task difficulty |
|---|--|

Steps of Self-Monitoring Plan	My Plan to Self-Monitor
Select an ETLP to monitor.	
Estimate your use of the ETLP .	
Set a goal for how you would like to improve the fidelity, consistency, or use of the ETLP selected.	
Plan for Increasing ETLP of choice : Identify how you will: (a) prompt/remind yourself to use the ETLP (b) use an additional strategy to improve your use of the ETLP (e.g., script statements into your lesson) to increase the ETLP (c) prompt/remind yourself to self-monitor	(a) (b) (c)
Data Collection Method: Identify the way you will collect your own ETLP data (e.g., golf counter, tally on paper, move paperclips, etc.) and process for tracking over time by creating a chart or graph.	
Self-Delivered Reinforcement: Identify the reinforcer you will deliver daily/weekly when you meet your ETLP goal.	
Procedure for Self-Delivered Reinforcement: Identify when you will: (a) enter your ETLP data (b) determine if you met your goal (c) reinforce yourself (i.e., how you will deliver/access your reinforcer)	(a) (b) (c)

Example

Tier 1 Universal Screening Using MO SW-PBS Classroom Observation Tools

In the professional learning model outlined above, schools proactively and periodically screen all teachers' use of a chosen ETLF. After the universal professional learning about a specific ETLF is completed and teachers have self-monitored for 1-2 weeks, the universal screening should take place. The purpose of this screening is to increase the likelihood that all teachers are participating in self-monitoring and to inform the focus of future ETLF self-monitoring plans. It is suggested the SW-PBS Leadership Team choose screening method(s) that are efficient (no more than 10 minutes), measure the ETLF of current focus, and provide information about teachers' use of overall behavior management skills.

To assist with a multi-tiered support framework Tier 1 screening, MO SW-PBS has developed tools that support school personnel to improve their awareness of and fluency in using the eight ETLFs. The tools are not intended as a means to formally evaluate school personnel. Instead, effective walkthroughs or observations are associated with shared reflection and identification of desired areas of self-assessment and professional growth.

The tools may be used as a package or individually, and include the following forms: (1) Artifacts and Materials Walkthrough, (2) Brief Observation, and (3) In-Depth Observation.

The Artifacts and Materials Walkthrough may be completed during non-instructional or instructional time. Some ETLFs lend themselves to documents and artifacts posted in the classroom, which can be collected and reviewed at any time. Two forms are available for your school's use.

Artifacts and Materials Walkthrough for Classroom Expectations and Behaviors/Rules and Procedures and Routines

School: _____ Classroom Observed: _____
Observer: _____ Date: _____ Time In: _____ Time Out: _____

Classroom expectations/rules are aligned with schoolwide expectations, posted, and referred to regularly.

	Yes	No	N/A
The language of the classroom expectations/rules reflects the language of the 3-5 Schoolwide Expectations (i.e., Be Safe, Be Respectful, Be Responsible)			
Classroom Expectations/Rules include specific criteria for achieving expectations			
Classroom Expectations/Rules meet these 5 guidelines (OMPUA): Observable, Measurable, Positively Stated, Understandable and Always Applicable			
Lesson plans include schedule of teaching Classroom Expectations/Rules			
Classroom Expectations/Rules are prominently posted in classroom/instructional space			

Classroom procedures are defined, posted, taught, and referred to regularly.

	Yes	No	N/A
Classroom procedures and routines have been established and posted to increase structure and predictability in the classroom.			
Lesson plans include schedule of teaching Classroom procedures and routines throughout the school year.			

Comments:

A Brief Observation requires direct observation during instructional times. It provides the observer with an opportunity to record what is observed during approximately 5-10 minutes of direct observation.

**Artifacts and Materials Walkthrough
for Classroom Expectations and Behaviors/Rules and
Procedures and Routines
Form 2**

School: _____ Classroom Observed: _____
Observer: _____ Date: _____ Time In: _____ Time Out: _____

Classroom expectations/rules are aligned with schoolwide expectations, posted, and referred to regularly.

- 1 = Exemplary/Ideal Implementation
2 = Proficient
3 = Close to Proficient
4 = Far from Proficient

	1	2	3	4
The language of the classroom expectations/rules reflects the language of the 3-5 Schoolwide Expectations (i.e., Be Safe, Be Respectful, Be Responsible)				
Classroom Expectations/Rules include specific criteria for achieving expectations				
Classroom Expectations/Rules meet these 5 guidelines (OMPUA): Observable, Measurable, Positively Stated, Understandable and Always Applicable				
Lesson plans include schedule of teaching Classroom Expectations/Rules				
Classroom Expectations/Rules are prominently posted in classroom/instructional space				

Classroom procedures are defined, posted, taught, and referred to regularly.

- 1 = Exemplary/Ideal Implementation
2 = Proficient
3 = Close to Proficient
4 = Far from Proficient

	1	2	3	4
Classroom procedures and routines have been established and posted to increase structure and predictability in the classroom.				
Lesson plans include schedule of teaching Classroom procedures and routines throughout the school year.				

Comments:

EXAMPLE

Brief Observation Form 1
Procedures/Routines to Teach and Reinforce Expectations

School: _____ Classroom Observed: _____
 Observer: _____ Date: _____ Time In: _____ Time Out: _____

1 = Exemplary/Ideal Implementation 2 = Proficient 3 = Close to Proficient 4 = Far from Proficient	1	2	3	4	Not Observed
Classroom procedures and routines are posted.					
Procedures/Routines directly observed being taught: <ul style="list-style-type: none"> • Entering • Exiting • Lining up • Whole group • Small group • Instructor used attention signal • Transitions • Other 					
Majority of students follow procedure/routine <ul style="list-style-type: none"> • Entering • Exiting • Lining up • Whole group • Small group • Instructor used attention signal • Transitions • Other 					
Students receive specific positive feedback on performance of procedures / routines.					

Comments:

Brief Observation Form 2

Strategies to Enhance Academic and/or Social/Behavioral Instruction

School: _____ Classroom Observed: _____
 Observer: _____ Date: _____ Time In: _____ Time Out: _____

1 = Exemplary/Ideal Implementation 2 = Proficient 3 = Close to Proficient 4 = Far from Proficient	1	2	3	4	Not observed
Classroom Expectations and Behaviors/Rules are actively taught.					
Procedures and Routines are actively taught.					
Precorrect provided: Reminder of Classroom Expectations and Behaviors/Rules					
Precorrect provided: Reminder of classroom procedures and routines					
Students receive specific positive feedback on performance classroom expectations and behaviors/rules, ratio 4:1					
Students receive specific positive feedback on performance classroom procedures and routines, ratio 4:1					
Teacher uses consistent instructional responses to respond to unexpected behaviors each time they occur.					
Teacher correction of behavioral error includes a specific and brief description of the expected behavior (classroom matrix, procedures, and routines) in a calm and professional tone.					
Active Supervision is observed (move, scan, interact)					
Multiple Opportunities to Respond are provided (i.e., group choral response, students volunteer, written)					
Teacher alters the manner in which instructional tasks, activities or requests are ordered in such a way that promotes learning and encourages appropriate behavior.					
Teacher provides students Choices to engage in or complete activities (e.g. type of activity, order, materials, location)					
Task Difficulty aligns with ability of student(s)					

Comments:

Example

In-depth Classroom Observation By Time

School: Missouri Middle School Teacher Observed: Mr. Work Hard

Observer: Ms. Work Hard Too

Date: 10 / 11 / 2019 Time In: 9:30 Time Out: 9:50

INSTRUCTIONS: Conduct a 20-minute direct observation of at least one specific instructional strategy related to academic and/or behavioral instruction from the Brief Observation list. Complete a count to record the number of times within the 10-20 minutes that the identified strategy is observed. Circle or underline each minute of the observation period that the Strategy is occurring.

Strategy	Recorded by minutes circled or underlined		Comments
<i>Positive Specific Feedback Ratio</i>	1	11	<i>Positive : Negative Ratio = 10/14</i>
	2	12	
	3	13	
<i>Positive Specific Feedback</i>	4	14	
	5	15	
	6	16	
	7	17	
<i>Negative Feedback</i>	8	18	
	9	19	
	10	20	

Other Comments:

The recommended Positive Specific Feedback Ratio is a minimum of 4:1. It is suggested the instructor practice increasing the number of times he uses positive specific feedback and record it himself. Ms. Work Hard Too will be glad to talk with Mr. Work Hard to come up with some quick and easy ways to do this.

It is recommended that this observation be repeated at an agreed-upon time between the observed and the observer.

In-depth Classroom Observation By Time

School: _____ Teacher Observed: _____

Observer: _____

Date: ____/____/____ Time In: _____ Time Out: _____

INSTRUCTIONS: Conduct a 20-minute direct observation of at least one specific instructional strategy related to academic and/or behavioral instruction from the Brief Observation list. Complete a count to record the number of times within the 10-20 minutes that the identified strategy is observed. Circle or underline each minute of the observation period that the Strategy is occurring.

Strategy	Recorded by minutes circled or underlined		Comments
	1	11	
	2	12	
	3	13	
	4	14	
	5	15	
	6	16	
	7	17	
	8	18	
	9	19	
	10	20	

Other Comments:

Review of Universal Screening Data

Universal screening data acquired from a quick observation on the use of the ETLP that training was focused on, and a checklist of overall behavioral management (ETLP skills), may be reviewed by the SW-PBS Leadership Team, the Behavioral Coach, another team member, or during team/department collaboration time. Student data such as curriculum assessments, grades, office discipline referrals, and attendance may also be reviewed to determine which teachers need additional support. It must be emphasized again that the purpose of reviewing screening data (observations of teacher behavior and student data) is NOT to evaluate teachers as an administrative walkthrough might be. Rather, the data are collected and reviewed as part of the larger system to provide support to teachers who need to hone their use of ETLPs with consistency, fidelity, and equity.

Lesson 1.b. Tier 2 Targeted Professional Learning

For teachers identified as having moderate challenges with classroom management through the use of the screening data and therefore in need of targeted support, self-management is a good place to start. The steps to self-management are the same as was previously shared in the teacher self-monitoring plan, but with enhanced external monitoring and prompting. To increase the likelihood teachers self-manage on one ETLP, weekly email prompts or reminders are sent to members of the targeted group. In addition, they are asked to submit their plans and data to the SW-PBS coach each week.

Tier 2 Progress Monitoring

To progress monitor teachers use of the identified ETLP, the SW-PBS coach will review teachers' self-collected data every 1-2 weeks. In addition, the methods to do Tier 1 screening (observations) are continued with teachers in the targeted group. If teachers do not show progress in their use of the ETLP, they will move to intensive and individualized support (Tier 3). If teachers improve their use of the ETLP, they fade self-management and return to Tier 1 support.

Lesson 1.c. Tier 3 Individualized and Intensive Professional Learning

Tier 3 individualized and intensive professional learning consists of data-driven consultation. The SW-PBS coach or a leadership team member meets with each teacher to review the self-collected data and walkthrough observation data and create an action plan. The action plan will consist of a measurable goal with specific steps to achieve the goal. In addition, activities that will happen if the teacher achieves their goal (e.g., self-reinforcement) and if they do not achieve their goal (e.g., in-class modeling of ETLP) are identified. Regular screening, coaching, and feedback are provided. If a teacher meets their goal, they may fade individualized and intensive support and target another ETLP. If a teacher fails to meet their goal, the coach may increase in-class modeling and the frequency of feedback and meetings.

Who Can Serve as the Coach?

At this point it might be helpful to be reminded who might serve as a coach within this professional learning (PL) model. Depending on the size and configuration of your building the role of coach at the Universal or Targeted support levels can be fulfilled by an administrator, an instructional coach, personnel with full-time equivalent (FTE) dedicated for instructional support such as a SW-PBS coach, a school psychologist, a special educator, a department chair, or in some cases of schoolwide professional learning, a collegial peer (Johnson, 2007). When an individual teacher has been identified in need of Intensive level supports, someone with behavioral expertise should fulfill the coach's role.

Your SW-PBS Leadership Team should include planning for building and maintaining these tiered supports for all teachers and staff in your building as appropriate.

Example

Schoolwide Multi-Tiered Support Framework for Professional Learning Elementary

Because it was their first attempt at implementing a multi-tiered support framework, they chose to focus on one Effective Teaching and Learning Practice (ETLP), Active Supervision.

- Leadership Team provided professional learning that included didactic or direct training on Active Supervision to all teachers and supervisory staff (e.g., instructional aides, paraprofessionals, playground supervisors, cafeteria personnel, etc.) on the essential components of Active Supervision during regularly scheduled whole-building professional learning time.
- All teachers and staff submitted self-monitoring data within given period of time.
- Many teachers and staff indicate through their individual self-monitoring data an ability to implement the essential component of Active Supervision with fidelity.
- Observations by administrators and/or assigned personnel confirmed teacher self-ratings. All teachers were given observation feedback.
- Teachers at 80% or above proficiency received supports to sustain their use of Active Supervision, which included: reminder communications (e.g., emails, staff memos, staff meeting updates, etc.); assistance to develop a plan for periodic self-monitoring; and random, periodic walkthrough observation feedback.
- Teachers below 80% proficiency were assigned a coach, assistance reviewing self-monitoring, and Walkthrough Observation feedback. If needed, they received additional training in Active Supervision. They set a target goal for skill use and establish a process for systematically self-monitoring and self-rewarding.
- After the agreed-upon timeframe for implementation passed, self-monitoring and WTO were again reviewed. If the teacher was at or above 80% proficiency, the teacher went on maintenance. If the teacher remained below 80% proficiency, the teacher and coach developed an action plan for remediation, which included individual training, in-vivo observation and feedback, and contingency plans for when the goal is met

EXAMPLE

Schoolwide Plan for Tiered Support for Teacher Use of Effective Teaching & Learning Practices (ETLPs)
Missouri Middle School Example October 06, 2018

Effective Teaching and Learning Practices + = 80% or more teachers demonstrate consistent implementation with fidelity* # = 51-79% of teachers implement with fidelity* - = less than 50% of teachers implement with fidelity*	Expectations & Behaviors	Procedures & Routines	Encouragement	Discouragement	Active Supervision	OTR	Activity Choice & Sequencing	Task Difficulty
	Yes	Yes	Yes	Yes	Yes	NO	NO	NO
Document Your Teachers' Current Implementation of the Effective Teaching and Learning Practices (see scale in first box above)	+	+	-	-	+	NA	NA	NA
On what evidence do you base this rating? DO = Direct Observation by Administrator or Leadership Team PC = Direct Observation by Peer or Coach SR = Teacher Self Report O = Other	DO & PC	DO & PC	DO & PC	DO & PC	DO & PC	NA	NA	NA
Indicate which ETLP will be the Schoolwide Goal for improvement.	Sustain	Sustain	80% of all teachers	Next ETLP to Address	Sustain	NA	NA	NA
Implementing Universal Self-Monitoring of Effective Teaching & Learning Practices for Teachers at 80% or Above: (a) What supports will teachers who are above 80% fidelity receive? (b) Provide directions about how and when to submit weekly monitoring data (c) Prompt/remind teachers to self-monitor.	<p>(a) Teachers with above 80% implementation will not receive any direct support for implementation. They will be asked to submit bi-weekly self-monitoring data.</p> <p>(b) Submit self-monitoring data on Encouraging Expected Behaviors ratio to Jean bi-weekly, by 12:00pm the following Monday.</p> <p>(c) Jean will send a reminder email to teachers to self-monitor every other Monday.</p>							
Implementing Targeted Supports for Teachers who Implement the selected ETLP below 80% fidelity: (a) What targeted or individualized supports will teachers who are below 80% fidelity receive content using a self-monitoring strategy? (b) Who will provide PL on selected ETLP? (c) How will they provide the PL (d) When will they provide PL	<p>(a) Teachers with below 80% implementation will be assigned a coach (Marco) and receive weekly assistance reviewing self-monitoring data for two weeks. If goal is met, teacher will go on schoolwide self-management system. As appropriate, Marco will work with grade level teams.</p> <p>If teacher does not reach goal in 2 weeks, Marco will provide in-class practice and explicit coaching until teacher meets goal. Marco will help teachers script positive feedback statements, prompts to remind teachers to give positive feedback, choose a data collection method, and interpret self-management data.</p> <p>(b) Marco</p> <p>© See above</p> <p>(d) Marco and teachers will schedule times</p>							

<p>Data Collection Method (s):</p> <p>(a) <i>Identify strategies for teachers to collect their own ETLP data (e.g. golf counter, tally on paper, move paperclips, etc.) which you will encourage / provide support for</i></p> <p>(b) <i>How will you know teachers have self-monitored? (e.g., teacher email to coach, tick in a chart located in admin offices or classroom, self-report at team meetings, etc.)</i></p>	<p>(a) Individual teachers can decide</p> <p>(b) Data will be submitted bi-weekly and self-report at team meetings</p>
<p>Periodic Monitoring for Fidelity of Implementation of ETLP by Teachers</p> <p>(a) <i>Who will provide fidelity checks in classrooms?</i></p> <p>(b) <i>How often will fidelity checks occur?</i></p> <p>(c) <i>How will fidelity data be shared?</i></p>	<p>(a) The Leadership Team, Administrator and Coach will observe and collect data of all teachers.</p> <p>(b) Quarterly</p> <p>(c) Schoolwide ratio of positive interactions to negative interactions will be shared at staff meeting following observations.</p>
<p>Procedure for Email Coaching</p> <p><i>Identify when you will check email to send prompts to teachers on ETLP and receive commentary and input from teachers.</i></p>	<p>Jean will send reminder prompts to self-monitor and submit data. Leadership Team will seek feedback about the tiered system each quarter via email or paper survey.</p>
<p>Self-monitoring Leadership Team Support To Teachers</p> <p>(a) Identify how you will monitor your implementation of teacher support</p> <p>(b) Identify when will you monitor your implementation of teacher support</p>	<p>(a) Leadership Team will add an agenda item to review most current self-management schoolwide aggregate of data.</p> <p>(b) Weekly Leadership Team meeting.</p>
<p>Self-delivered Reinforcement:</p> <p><i>Identify the reinforcer you will deliver daily when you meet your support to teachers for implementing ECP goal(s).</i></p>	
<p>Procedure for Self-delivered Reinforcement</p> <p><i>Identify when you will</i></p> <p>(a) <i>enter your support to teachers for implementing ECP data</i></p> <p>(b) <i>determine if you met your goal</i></p> <p>(c) <i>reinforce yourself (i.e., how you will deliver/access your reinforcer).</i></p>	<p>(a)</p> <p>(b)</p> <p>(c)</p>

Schoolwide Plan for Tiered Support for Teacher Use of Effective Teaching & Learning Practices (ETLPs)

School: _____ Date: _____

Effective Teaching and Learning Practices	Expectations & Behaviors	Procedures & Routines	Encouragement	Discouragement	Active Supervision	OTR	Activity Choice & Sequencing	Task Difficulty
Tier 1 Screening and Support Plan								
For which ETLPs has your leadership team provided universal PL (e.g., direct training and practice)?								
What will be used for Tier 1 screening? DO = Direct Observation by Leadership Team – quarterly PC = Direct Observation by Peer or Coach – quarterly SR = Teacher Self Report O = Other _____								
Document Your Tier 1 screening results of the Effective Teaching and Learning Practices <ul style="list-style-type: none"> = 80% of teachers are implementing with fidelity based on Tier 1 screening 								
Indicate which ETLP will be the Schoolwide Goal for improvement based on Tier 1 screening. X Q 1 — Q 2 — Q 3 — Q 4								
Implementing Universal Self-Monitoring of Effective Teaching & Learning Practices for Teachers at 80% or Above (Tier 1):								
(a) Prompt/remind teachers to self-monitor.								
Tier 2 Identification and Targeted Support Plan								
Identification of Teachers Needing Targeted Support								
1. What is data rule of Tier 1 screening to identify teachers needing targeted support? 2. What other data will be used to identify teachers?								

	<p>Implementing Targeted Supports for Teachers with moderate challenges who implement the selected ETLP at 16-79% fidelity based on Tier 1 screening:</p> <ol style="list-style-type: none"> 1. What targeted supports will teachers who are at 16-79% fidelity receive? <ol style="list-style-type: none"> a. content b. using a self-monitoring strategy 2. Who will provide PL? 3. How will they provide the PL? 4. When will they provide PL?
	<p>Tier 2 Data Monitoring</p> <ol style="list-style-type: none"> 1. What data will be collected? 2. How frequently will data be collected? 3. Who reviews group data? 4. What supports are provided based on data?
	Tier 3 Intensive and Individualized Support Plan
	<p>Identification of Teachers needing Intensive and Individualized Support</p> <ol style="list-style-type: none"> 1. What is data rule of Tier 1 screening to identify teachers needing targeted support? 2. What other data will be used to identify teachers?
	<p>Implementing Tier 3 Intensive and Individualized Supports for Teachers who implement the selected ETLP at 15% or below fidelity based on Tier 1 screening:</p> <ol style="list-style-type: none"> 1. What targeted supports will teachers who are at 15% or below fidelity receive? 2. Who will provide those supports? 3. When will they provide PL?
	<p>Tier 3 Data Monitoring</p> <ol style="list-style-type: none"> 1. What data will be collected? 2. How frequently will data be collected? 3. Who reviews group data? 4. What supports are provided based on data?



Team Activity

Read the examples and discuss the feasibility of implementing a multi-tiered support framework in your school. Review the observation forms. Use the worksheet below to record your discussion.

Discuss the feasibility of implementing a multi-tiered support framework in your school. Review the observation forms. Use the worksheet below to record your discussion.

Implementing a Multi-Tiered Support Framework

Benefits of Implementing a Multi-Tiered Support Framework in Our School:	
Challenges	Solutions

Stakeholder Engagement

Staff Engagement

The SW-PBS Leadership Team will want to provide professional learning about the multi-tiered support network including its purpose, benefits, and tiered support. Teachers will need to become familiarized with a self-monitoring plan and be shown the Observation form(s) that will be used. Information about in-class coaching should also be shared.



Lesson 2: Develop a Tier 1 Staff Handbook

A Tier 1 Staff Handbook is also part of your Professional Development System. This handbook will serve as a reference for staff and document your Tier 1 data, systems, and practices. If teachers have a question, the handbook can be a resource they can readily access to get information. Information in your Tier 1 Staff Handbook will provide the basis for your Tier 1 professional learning.

The Tier 1 Staff Handbook Organizer provides guidance for what you will include in your handbook.

Tier 1 Positive Behavior Support Staff Handbook Organizer

Feature	Suggested Materials	Documented In Handbook?	
1. Common Philosophy and Purpose	1) Description/Overview of Tier 1 Positive Behavior Support	YES	NO
	2) School Beliefs, Mission & Vision	YES	NO
2. Leadership	1) Tier 1 Leadership Team list with roles identified	YES	NO
	2) Schedule of meeting dates	YES	NO
	3) Standard agenda format	YES	NO
	4) Copy of meeting minutes	YES	NO
	5) Tier 1 Action Plan	YES	NO
3. Clarifying Expected Behavior	1) Matrix	YES	NO
	2) Nonclassroom procedures	YES	NO
	3) Nonclassroom procedures	YES	NO
	4) List of classroom procedures	YES	NO
4. Teaching Expected Behavior	1) Lessons for behaviors on matrix	YES	NO
	2) Teaching schedule	YES	NO
	3) New student induction process description	YES	NO
5. Encourage Expected Behavior	1) Schoolwide system to encourage expected behavior description	YES	NO
	2) Classroom system to encourage expected behavior example	YES	NO
6. Discourage Unexpected Behavior	1) List of staff-managed and office-managed behaviors	YES	NO
	2) Schoolwide system to discourage unexpected behavior/flow chart	YES	NO
	3) Classroom system to discourage unexpected behavior	YES	NO
	4) Procedures for documenting behavioral incidents: • Office discipline referral form • Minor behavior form • Procedures to submit behavioral incidents	YES	NO
7. Ongoing Monitoring	1) Sample Big 5 ODR Report	YES	NO
	2) Sample Solution Plan	YES	NO
8. Professional Learning	1) Schoolwide Plan for Tiered Support for Teacher Use of Effective Teaching & Learning Practices (ETLPs)	YES	NO

Team Activity

Review the Tier 1 Staff Handbook Organizer. Discuss which documents you already have available that can be added to your Tier 1 Staff Handbook. Discuss the best way to give staff access to the handbook (e.g., paper copies, electronic documents).



Team Activities

Action Planning

Write specific action steps on your Action Plan to create a Tier 1 Staff Handbook.



Action Plan

As you continue your Tier 1 training, who will be responsible for adding/updating your Tier 1 Staff Handbook?



END OF COURSE SELF-ASSESSMENTS

MO SW-PBS TIER 1 ACTION PLANNING CHECKLIST

If all steps have been developed and/or implemented, your team can now consider how to sustain their work long term.

Professional Development	√Developed
1. A multi-tiered support framework for teachers is developed.	
a. Tier 1 Universal Teacher Support	
b. Tier 2 Targeted Teacher Support	
c. Tier 3 Individualized Teacher Support	
2. A staff handbook is developed and disseminated.	

MO SW-PBS TIER 1 ARTIFACTS RUBRIC

MO SW-PBS Tier 1
Artifacts Rubric

Artifact	Proficient (2 points)*	Developing (1 point)	Not in Place (0 points)	Score
Staff communication (e.g. Handbook)	Includes documentation of: <input type="checkbox"/> Expectations & behaviors/rules <input type="checkbox"/> Description of Schoolwide System to Encourage Expected Behaviors <input type="checkbox"/> Description of Schoolwide System to Discourage In-Unexpected Behaviors (Can be in handbook form, website, etc.)	Documented communication includes some, but not all: <input type="checkbox"/> Expectations & behaviors/rules <input type="checkbox"/> Description of Schoolwide System to Encourage Expected Behaviors <input type="checkbox"/> Description of Schoolwide System to Discourage Unexpected Behaviors	No documented communication, or SW-PBS not included.	2 1 0

This contains only the items from the Mo SW-PBS Tier 1 Artifacts Rubric that address Professional Learning.



SELF-ASSESSMENT SURVEY

Schoolwide Systems

Current Status			Feature	Priority for Improvement		
In Place	Partially in Place	Not in Place	Classroom settings are defined as instructional settings in which teacher(s) supervise and teach groups of students.	High	Med	Low
			10. Teachers have regular Opportunities for access to assistance and recommendations (observation, instruction, and coaching).			

This contains only the items from the Self-Assessment Survey that address Professional Learning

TIERED FIDELITY INVENTORY



FEATURES	POSSIBLE DATA SOURCES	SCORING CRITERIA
Subscale: Teams		
1.7 Professional Development: A written process is used for orienting all faculty/staff on four core Tier 1 SWPBIS practices: (1) teaching schoolwide expectations, (2) acknowledging appropriate behavior, (3) correcting errors, and (4) requesting assistance.	<ul style="list-style-type: none"> Professional learning calendar Staff handbook 	<p>0 = No process for teaching staff is in place</p> <p>1 = Process is informal/unwritten, not part of professional learning calendar, and/or does not include all staff or all four core Tier 1 practices</p> <p>2 = Formal process for teaching all staff all aspects of Tier 1 system, including all four core Tier 1 practices</p>

This contains only the items from the Tiered Fidelity Inventory that address Clarifying Professional Learning.

Assessing Outcomes

The student outcomes you should expect from professional learning really depend on the practices covered in the professional learning and whether the professional learning is effective at improving the consistency and fidelity of implementation of the evidence-based practices of SW-PBS. Overall, if staff is teaching expected behavior, reinforcing expected behavior, and using a continuum of instructional responses to unexpected behavior consistently and with fidelity, we would expect students to engage in expected behavior more frequently and unexpected behavior less frequently. Furthermore, we would expect school climate to improve for staff and students.

Regardless of how you measure student outcomes, it is critical that there be a direct alignment between professional learning and desired student outcomes.

Course 8: Professional Learning Course

REFERENCES

Johnson, N. W. (2007). Peer coaching: A collegial support for bridging the research to practice gap (Doctoral dissertation, University of Missouri-Columbia).

Simonsen, B., MacSuga-Gage, A.S., Briere III, D.E., Freeman, J., Myers, D., Scott, T.M., & Sugai, G. (2014). Multitiered support framework for teachers' classroom-management practices: Overview and case study of building the trainable for teachers. *Journal of Positive Behavior Interventions*, 16, 179-190.

Glossary

A

Acquisition: First phase of learning when a student is learning a new skill. This phase is followed by fluency, maintenance and generalization.

Action Plan: An Action Plan plan is used to implement evidence-based practices and supporting systems to solve an existing problem or prevent future problems. An action plan is a way to identify what needs to be done to implement strategies, and provides a system for the team to hold themselves accountable for completing these steps. An action plan indicates who will do what, when (McIntosh and Goodman, 2016).

Action Team: Formed for each student in order to conduct the FBA, develop the BIP, monitor student progress, and engage in data-based decision making.

Active Supervision: Strategy for monitoring a large area (i.e., classroom, hallway, playground) that involves scanning, moving, and interacting.

Adapted FACTS: Adapted Functional Assessment Checklist for Teachers and Staff (FACTS – Part A). Used in referring students to Tier 2 or Tier 3 Teams for consideration.

Advanced Tier Spreadsheet: A MO SW-PBS developed tool for collecting and graphing student outcome data for students participating in Tier 2 and Tier 3 Interventions.

Aggregate: To collect and summarize all data together, undifferentiated by subgroups.

Alternate Replacement Behavior: A short term replacement behavior which serves the same function as a student's problem behavior, but is more consistent with expectations until the student can perform the desired behavior consistently.

Always Applicable: Defining schoolwide, non-classroom and classroom rules that can be used every day.

A motivation: A complete lack of motivation for or value of the activity or knowledge in consideration, or perceived lack of competence with the activity.

Antecedent: Events that happen immediately before and trigger a behavior.

Applied Behavior Analysis (ABA): The design, implementation, and evaluation of environmental modifications to produce socially significant improvement in behavior. Also known as the science of behavior.

At Risk: Students whose behaviors have been documented as unresponsive to Tier 1 practices and systems. Usually exhibit low intensity, frequent difficulty performing expectations, but not to the point of chronic problem behavior.

Autonomy: Being in control of one's life, self-termination.

Aversive Consequence/Stimulus: A (negative) stimulus or event that can increase (when it is an antecedent) or decrease (when a consequence) a behavior. a consequence intervention to decrease the likelihood that problems will recur, or implementing punishment

Avoid: A function of behavior in which the student exhibits unexpected behavior in order to disengage from people or tasks/situations.

B

Baseline Data: The current level of functioning that is compared to the phase immediately following an intervention. Data reflecting the level of student functioning prior to intervention.

Base Rate: The proportion of students in the school who exhibit emotional or behavioral risk (Kilgus & Eklund, 2016).

Behavior: Any observable and measurable act of an individual.

Behaviors/Rules: Specific tasks students are to do to achieve the schoolwide expectations.

Behavior Education Program (BEP): A Check-In, Check-Out Intervention for students at risk (Tier 2 Practice)

Behavior Intervention Plan (BIP): A written description that defines how an educational setting will be changed to improve the behavioral success of the student. It is an individualized action plan that addresses an individual student's needs for support

Behavior Pathway: A component of the Behavior Intervention Plan (BIP) in which the student behavior is described in observable, measurable terms, and setting events, antecedent events, consequences, and function are identified.

Behavior Support Plan (BSP): Also referred to as the Behavior Intervention Plan (BIP).

Beliefs: Underlying sentiments, assertions, or assumptions that inform the customs or practices of a group.

Big 5 ODR Report: The compilation of a school's office discipline referral (ODR) data, which includes: 1) average referrals per day per month, 2) behavior, 3) location, 4) time, and 5) students involved. Used for problem identification and action planning and to monitor progress on efforts.

Big 5 Generator: A MO SW-PBS developed electronic data management system that collects and charts office discipline referral frequencies by incident, behavior, location and time of day.

C

Check & Connect: A Tier 2 intervention developed by University of Minnesota used with K-12 students who shows warning signs of disengagement with school and who are at risk of dropping out.

Check-In, Check-Out: A Tier 2 intervention, sometimes referred to as the Behavior Education Program (BEP). Students are presented with daily/weekly goals and then receive frequent feedback on meeting the goals throughout the day.

Chronic Behaviors: Persistent behaviors that are repeated or reoccurring over a period of time; the behavior has persisted for a while.

Class-Wide Function-Related Intervention Teams (CW-FIT)

Teams (CW-FIT): Group contingency classroom management program consisting of teaching and reinforcing expected target behaviors (i.e., getting the teacher's attention, following directions, and ignoring unexpected behaviors of peers), improv-

ing students' on-task behavior and increasing teacher recognition of expected behavior.

Coaching: Job embedded professional learning provided to support implementation of new skills and practices. Frequently involves modeling, observing, providing feedback.

Common Formative Assessments: Assessments developed collaboratively by teams of teachers that are given to students across the grade or content level, and are used to monitor student progress and inform midcourse correction.

Communication Plan: A document describing how the PBIS team will share information with members of the team, staff, school community, and general public.

Competence: Succeeding in what is to be done, belief in one's ability to succeed, self-efficacy.

Competing Behavior Pathway: A component of the Behavior Intervention Plan (BIP) in which the student behavior is described in observable, measurable terms; setting events, antecedent events, consequences, and function are identified; appropriate short-term replacement behavior, as well as the desired long-term replacement behavior are clearly identified.

Composition Metrics: This metric shows the percentage of total outcomes experienced by subgroup relative to the percentage of the total enrollment made up by that subgroup.

Comprehensive System of Identification: Student identification system which uses at least two of the following systems :

- Use of existing school data
- Teacher nominations, and
- Universal screening

Consequence: The resulting event or outcome that occurs immediately following the behavior. May increase, maintain or decrease the likelihood of future behavior.

Consistently Implemented: Practice or intervention is in place across all settings and by all persons who are involved, and used with fidelity.

Context Analysis: Data gathered to give information about the environment and/or conditions that exist which are associated with when a behavior is more or less likely to occur.

Continuously Available: As related to Tier 2 interventions, flexible grouping with multiple, fluid entry points throughout the school year.

Coordinator: Person who coordinates schoolwide implementation of the overall Tier 2 practices and systems.

Core Team: A stable group consisting of administrator, person with behavioral expertise, and a person with academic expertise that is responsible for developing the Tier 3 system as well as being the intake team for student referrals. To provide overall leadership for the development, implementation, and evaluation system for students who experience high risk for academic or unexpected behavior.

Culturally Responsive: Behaviors, attitudes and policies that come together in a system to work effectively in cross-cultural situations.

D

Daily Progress Report (DPR): A tool used to record data related to student performance of targeted expected behaviors identified as part of a Tier 2 intervention. The student receives ratings and feedback from teachers throughout the day about their level of performance of each of the expected behaviors, usually on a point rating scale.

Data: Information used to make decisions, including records of behavioral incidents, attendance, tardies, achievement, staff and student perceptions and others.

Data Based Decision-Making: A systematic process for analysis of information that leads to action steps.

Data Collection Tool: A MO SW-PBS developed electronic data management system that collects and summarizes office discipline referral frequencies by incident, behavior, location, time of day, student, possible motivation, others involved, staff, race and ethnicity, and others.

Data Decision Rules: The school-determined data points describing student performance as proficient, at-risk, or high risk. Data decision rules are typically developed for quantitative school data like number of office discipline referrals, minor behavior referrals, attendance, grades, assessment scores, etc.

Desired Behavior: The long-term behavior the team has identified as a replacement for the current problem behavior.

Didactic Training: Also known as direct training, is training which includes content, rationale, demonstration, practice, and feedback components.

Discipline: Instruction that corrects, molds or perfects character and develops self-control.

Disaggregate: To separate and present data by subgroups.

Disproportionality: To treat categories inequitably, as when categories of students experience different disciplinary consequences for similar offenses.

Duration: A measurement of how long a behavior occurs, or how long an individual engages in a behavior.

E

End of Year Reports (EOY): Reports available from MO SW-PBS that aggregates data from a variety of sources, to provide a complete assessment of the state of the school.

Engaged Time: The amount of instructional time where students are actively engaged in learning.

Environment: The physical, social, academic, and emotional conditions that exist for the student. This can refer to the classroom environment, the school environment, the home environment, etc.

Environmentally Mediated: Manipulation of the full set of stimulus conditions in an environment which controls a target behavior.

Equity: The quality of being fair and impartial.

Existing School Data Inventory: Template used by teams when developing their data decision rules.

Expectations: 3-5 valued social skills and behaviors for success at school and eventually in adult life (e.g., respect, responsibility, caring, etc.)

Explicit Bias: Disproportionality that is consistently high across all settings. Also called systematic bias.

Externalizing Behaviors: Behavior problems that are observable and overt, often directed toward people and/or objects in the social environment.

Extinction: Withholding reinforcement for a previously reinforced behavior to reduce the occurrence of the behavior.

Extrinsic Motivation: When 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).

Evidence-based Practice: A process intended to link evidence with ethical and practical/application issues when making decisions about practices and interventions.

F

Facilitator: The Intervention Facilitators deliver the Tier 2 interventions to the students. The CICO Facilitators would do the morning check in and afternoon check out. SSIG Facilitators would lead the social skills groups. Facilitators deliver the intervention and collect the student data from the DPRs on a regular basis to be reported to the Intervention Coordinator.

Fading: The process by which a student who has shown positive response for an adequate time will transition from participation in an intervention to self-monitoring independence.

Feedback: The information provided to students by adults and other students about how well they are performing the expected behaviors. Feedback can be categorized as positive (reinforcing the expected behavior), corrective (telling the student what the expected behavior is for the situation), and negative (giving the student a message to stop their current behavior with no information about a replacement behavior).

Fidelity: Delivery of the intervention in the way in which it was designed to be delivered.

FIRST Steps Next: Evidence-based early intervention program designed for young children, pre-school through second grade, who exhibit challenging behaviors such as defiance, conflicts with peers, and disruptive behaviors.

Fluency: Second phase of learning. When a task/skill is performed without error or interruption in a change of behaviors.

Formative Data: Data used to monitor progress; used to make mid-course corrections during a cycle, lesson, course, program, or intervention.

Frequency or rate (of behavior): The number of times a behavior occurs during a set period of time.

Function of Behavior: The need fulfilled through the performance of a specific behavior. The function of behavior can be categorized as behavior to obtain (attention, tangible item) or avoid (attention, task, stimulus).

Function-based: Refers to a consequence that increases the likelihood that a behavior will be performed.

Function Based Intervention: A specific practice intended to reduce the performance of problem behavior by addressing the student need (function of behavior) through performance of expected or desired behaviors.

Functional Analysis (FA): A strategy of manipulating a student's environment to test the hypothesis statement.

Functional Behavior Assessment (FBA): A process for identifying the events that predict the occurrence and maintenance of a behavior.

G

General case (programming): The design of instruction for students to perform a task with any member of a class of stimuli.

Generalization: Fourth phase of learning where behavior occurs under different conditions other than those taught (people, settings, etc.).

Graduating: Successfully completing an intervention, and maintaining the expected or desired behavior through independent self-monitoring.

H

High Risk: Typically describes students who have excessive rates of problem behavior, or especially intense problem behaviors, and will likely require intensive, rather than targeted, intervention.

I

Identification Process: The plan created by the school's Tier 2 and Tier 3 Teams communicating how students can be considered for additional support. The identification process should include at least two of the following methods of identification: meeting school data decision rules, teacher/parent nomination, and universal screening.

Implicit Bias: An unconscious association regarding some groups based on stereotypes which are activated involuntarily and without an individual's awareness or intentional control (Staats, 2014).

Individualized Education Plan (IEP): A document that details the goals and objectives for a student's yearly educational plan.

Input Data: Data to monitor or evaluate adult actions; fidelity of implementation data; cause data.

Instructional Time: The amount of the allocated time that actually results in teaching.

Intervention: In SW-PBS, an intervention is a research-based universal (primary), targeted small group (secondary) or intensive individual (tertiary) support implemented for students who are experiencing difficulties meeting the universal expectations.

Intense Behavior: The force or magnitude of the behaviors impact on the classroom environment.

Intensive (Tertiary) Interventions: Interventions that provide support to students with the most severe risk factors and who display chronic/repetitive patterns of behavior.

Internalizing Behaviors: Behavior problems that the students directs inwardly toward him or herself.

Intrinsic Motivation: Participating in an activity simply for the enjoyment of the activity itself.

In-vivo support: In-vivo or in a real life situation support can include the coach providing modeling, coaching and/or feedback while instruction is occurring during a teacher's classroom instruction.

J

Job Embedded Professional Development (JEPD): Professional learning Opportunities that occur in an authentic context (i.e., with students).

L

Lawful Behavior: Relationships between events that occur naturally that predict behavior and identify associated environmental antecedents and consequences.

Learning: A durable change in behavior associated with environmental conditions.

Levels of Learning: Hierarchies of learning in cognitive, affective, and psychomotor areas that classify possible learning outcomes in terms of increasingly abstract levels and include acquisition, fluency, maintenance, generalization, and adaptation.

Locus of Causality: The extent to which individuals perceive their actions as caused by internal or external reasons.

M

Maintenance: The third phase of learning. The ability to perform a behavior over time.

Measurable: Defining schoolwide or classroom behaviors that could be counted.

Menu of Function Based Interventions: A MO SW-PBS document containing setting strategies, antecedent strategies, teaching strategies, and consequence strategies to help teams plan for behavior intervention planning.

Mission: Defines a school or district 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?"

Modeling: The demonstration of behavior. May be used to prompt or teach a behavior.

MO Student Support Model: A graphic representation of the required elements for intensifying supports for students who continue to demonstrate difficulties after Tier 1 components are delivered. See reference in Chapter 1 of the Tier 2 Workbook.

MO SW-PBS Data-Based Decision Making (DBDM) Process: A decision making process that can guide teams in making data based decisions.

MO SW-PBS Universal Tier 1 Checklist: A Checklist developed by MO SW-PBS to assist teams in determining fidelity of implementation of Tier 1 universal systems and practices, and to identify needs for action planning.

MO SW-PBS School Outcomes Data: Provides information on outcomes for students, especially for students with disabilities, or who are referred for additional academic or behavioral supports. Supplements data collected throughout the year, and is a critical source of information for the MO SW-PBS End of Year Reports that are provided to school. Submitted to MOSWPBS@Missouri.edu in June of each school year.

Multi-User Survey: A survey which includes many respondents. Such surveys include the SAS and SSS.

N

Natural Reinforcement: Reinforcement that is the direct result of that behavior.

Negative Punishment: Removal of a stimulus immediately following a behavior that decreases the likelihood of behavior occurring in the future.

Negative Reinforcement: Removal of a stimulus preceding a behavior that increases the likelihood of behavior occurring in the future.

Neutralizing Routines: Replacement behaviors for teachers to implement at those vulnerable decision points when disproportional consequences are more likely to occur.

Nomination: A process that allows teachers, parents, and/or students themselves to submit candidate names to be considered for Tier 2 supports.

Norms: Protocols and commitments developed by each team to guide members in working together. Norms help team members clarify expectations regarding how they will work together to achieve their shared goals.

O

Observable: Defining schoolwide and classroom rules that are behaviors that can be seen.

Observation: Formative or summative assessment of a teacher or student, can be formal or informal. Typically longer in duration than a walk-through.

ODR (Office Discipline Referral): Usually the result of a “major” discipline violation, the ODR refers to the paperwork associated with sending a student to the office to receive a consequence as the result of problem behavior.

Operational Definition: A descriptive statement that specifically identifies commonly agreed upon behavior that is directly observable and measurable.

Opportunity Costs: Resources spent on one activity are not available for other activities.

Outcome Data: Data gathered to monitor or evaluate progress toward desired outcomes or goals; effect data.

P

Performance Deficit: A failure to perform the expected behavior at acceptable levels or in the correct circumstance.

Permanent Products: Items to be reviewed as evidence of meeting a goal. Permanent products can include writing samples, completed assignments, drawings, etc. When using permanent products as consideration for goal achievement, quality of the item should be considered.

Person Centered Planning: A team-based planning process for an individual's future goals that focuses on strengths and abilities of the individual and his or her inclusion within community life.

Educational and Community Supports (ECS). Applications include The SWIS Suite, PBIS Assessments, PBIS Evaluation. <https://www.pbisapps.org/Pages/Default.aspx>

PBIS Assessments: An application within PBIS Apps that allows users to take a number of SW-PBS surveys.

Phases of Learning: Sequential stages in gaining skill mastery that include: a) acquisition, b) fluency, c) maintenance, and d) generalization.

Poor Response to Intervention: A review of data shows there is a gap between the trend line and the student's goal line that continues to widen.

Positive Behavior Support (PBS): A broad range of systematic and individualized strategies to achieve important social and learning outcomes while preventing problem behavior among all students.

Positive Peer Reporting (PPR): Simple procedure that is used to promote positive peer interactions, improves peer perceptions of students who tend to be socially rejected or neglected and encourages all children to focus on and report prosocial behaviors of their peers.

Positive Reinforcement: Presentation of a stimulus immediately following a behavior that increases the likelihood of behavior occurring in the future.

Positive Response to Interventions: Data indicates the student is making progress toward his/her goal and will reach the goal within a reasonable amount of time.

Positively Stated: Creating rules that tell students what to do to be successful.

Practices: Strategies and interventions schools put in place to support students.

Praise: An expression of admiration for performance that serves to reinforce the behavior; verbal recognition. Often used interchangeably with specific positive feedback.

Pre-correction: Reminders before entering a setting or performing a task to promote successful demonstration of expected behaviors.

Primary (Universal) Interventions: Preventative, universal supports implemented with all students that promote safety, positive school culture, and an effective learning environment at the whole school level.

Problem Behavior: Behavior which is inconsistent with the expectations for the environment. For example, yelling is a problem behavior in a library, but not necessarily on a playground. Some problem behavior can be undesirable across settings, such as hitting or hurting others.

Problem Solving Process: The process that groups can use in order to engage in meaningful dialogue in order to reach a resolution to a problem.

Procedures: Methods or process for how things are done in non-classroom settings and in each classroom.

Professional Development: Support services for educators; often describing a single event such as face-to-face training only.

Professional Learning: A systematic process of support for all school staff that can include face-to-face training, observation, coaching, resource banks of materials, communication plans, virtual supports, etc.

Progress Monitoring: The ongoing collection and review of data to determine the performance of a student participating in an intervention.

Prompt: A stimulus (reminder, hint, or cue) that increases the probability the correct response will be emitted.

Punishment: A consequence that decreases the likelihood that the problem behavior will recur (Skinner, 1938).

Q

Quality of Life (QoL): A construct that attempts to conceptualize what "living the good life" means (Wehmeyer and Schlack, 2001).

Questionable Response to Interventions: A review of data shows there is a gap between the trend line and the student's goal line that may not be widening but closure may not occur in an acceptable amount of time.

R

Read Only (PBIS Assessments): Refers to a level of access in a PBIS Assessments account. Individuals with read only access can log into PBIS Assessments, and pull reports for surveys associated with their organization.

Readiness: The degree to which a team is meeting the established criteria for adding to their SW-PBS system. There are specific readiness checklists for moving to Tier 2 and to Tier 3.

Reinforcement: An overarching term for a contingently delivered consequence associated with an increased likelihood of future behavior.

Relatedness: Connecting with others, belonging.

Reliability: The degree of accuracy or consistency in measurement procedures.

ReNew: A structured school-to-career transition planning and individualized wraparound process for youth with emotional and behavioral challenges.

Response to Intervention: “The practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions” (Batsche et al., 2005).

Reward: Something that reinforces a desired behavior, most often a preferred tangible/object or activity; often used interchangeably with “reinforcement,” but has acquired a controversial tone and misconstrued as bribery.

Risk Index: “A risk index is the percent of a group that receives a particular outcome (most commonly an ODR or suspension), which is equivalent to the likelihood of someone from that group receiving that outcome,” (p. 5, McIntosh, K., Barnes, A., Eliason, B., & Morris, K. (2014).

Risk Ratio: A measure of the likelihood of an outcome occurring for a target group relative to a comparison group. Calculated by dividing the risk index of the target group by the risk index of the comparison group. The risk ratio is considered to be a more stable metric for monitoring disproportionality than is the risk index.

S

Screening Instrument: A short questionnaire, rating scale, or other brief instrument for gathering information about emotional and behavioral characteristics of students.

Secondary Support: Targeted, group-based interventions for students who present risk factors and who require repeated practice and environmental modifications to increase their likelihood of academic and social success.

Self Determination: “Acting as the primary causal agent in one’s life and making choices and decisions regarding one’s quality of life free from undue external influence or interference” (Wehmeyer, 1996).

Self-Monitoring: Having an individual monitor, record and/or report his or her own behavior.

Serviceable Base Rate: The amount of students identified as at risk who could reasonably be served in a small group or individual intervention with the current resources available in the school (Kilgus & Eklund, 2016).

Setting Event: Conditions or events that influence behavior by temporarily changing the value or effectiveness of reinforcers.

Short Term Replacement Behavior: In a competing behavior pathway, the short term replacement behavior is an alternate behavior to the problem behavior which serves the same function, but is an agreeable step toward the desired behavior which is consistent with the universal expectations. For example, if a student argues and uses bad language to try to avoid tasks he or she finds aversive, a short term replacement might be to ask for a break from the tasks instead of arguing. This still allows for a degree of task avoidance, but is less problematic than the former behavior. Eventually, the desired behavior will be for the student to complete tasks independently, even if the task is aversive, but this is too far removed from the current reality without the temporary replacement behavior.

Single User Survey: A survey for which only one response is entered into the survey site, such as the TFI and SET.

Skill Deficit: Absence of knowledge or insufficient understanding of when to use the expected behavior.

Social Competence: The ability to use the appropriate social skills for a situation or environment. Social Reinforcement: Social behaviors (i.e., smiles, praise) that increase the frequency or rate of behavior occurrence.

Peer Relations Skills, Self-Management Skills, Cooperation or Compliance Skills, Assertion Skills, and Academic Skills.

Social Skills Intervention Groups (SSIG): Specific secondary (targeted Tier 2) intervention for teaching social skills to students who demonstrate deficits in acquisition, performance and fluency, or who have competing problem behaviors which interfere with the performance of a learned skill.

Social Validity: the acceptability or relevance of a program or procedures to its consumers.

Specific Positive Feedback: Verbal reinforcement; a form of social reinforcement that provides information on successful behavior while reinforcing or increasing the likelihood that behavior will be repeated; combines social attention, instruction, and reinforcement.

Stability: The consistency of performance measured, sometimes referred to as overlap when performance is compared between research study phases.

Standardized: Following a specifically prescribed protocol, frequently a process or instrument that has been 'normed' on a specific population to be reliable to a specific degree when used as instructed.

Stimulus: An object or event that may occasion a response.

Student Identification: The process by which students are brought to the attention of the Tier 2 or Tier 3 Team for consideration for further support or intervention.

Summary Statement: The summary statement narrows down all the assessment information gathered into one or two succinct statements that allow the team to develop strategies based on the summary. A summary statement usually includes a) problem behavior, b) triggering antecedent, c) maintaining consequences, and d) setting events.

Summative Data: Data that is collected and reviewed in order to evaluate the effects of the steps that were taken to determine whether the desired outcomes were achieved.

Sustainability: The process of maintaining fidelity, through inevitable changes, so a practice continues to be effective in the long term.

Systems: Strategies and interventions schools put in place to support adults in the school setting.

T

Target Behavior: The focus behavior to change.

Targeted (Secondary) Interventions: Targeted, group-based interventions for students who present risk factors and who require repeated practice and environmental modifications to increase their likelihood of academic and social success.

Task Analysis: Breaking complex behavior into its component parts to teach individuals to perform complex behavior and sequences/chains of behaviors.

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

Teaching: Systematic manipulations of instructional and social variables that create a change in behavior.

Teacher Mediated: Teacher manipulation of stimuli to control a target behavior.

Teacher Nomination: One way students are identified for consideration for Tier 2 or Tier 3 support. The team develops a form and a process for teachers that is clear, quick, and simple.

Team Member (PBIS Assessments): Refers to a level of access in a PBIS Assessments account. Individuals with Team Member access can log in, copy multi-user survey links to send to stakeholders, enter responses for single user surveys, and pull survey reports for their organization.

Tertiary (Intensive) Interventions: Interventions that require support to students with the most severe risk factors and who display chronic/repetitive patterns of violent, disruptive, or destructive behavior.

Three-tiered Model: A mental health approach to identify and address the needs of all student populations at three levels of interventions (primary, secondary and tertiary).

Tier 2 (Targeted): More specialized and intensive practices and systems for supporting students whose behaviors have been documented as unresponsive to Tier 1 practices and systems. Sometimes called secondary supports or system, or small-group targeted intervention.

Tier 3 (Intensive): Highly specialized and individualized practices and systems for supporting students whose behaviors have been documented as unresponsive to Tiers 1 and 2 practices and systems. Sometimes called tertiary supports or system, or intensive individual intervention.

Time-out from Positive Reinforcement: A procedure that serves as a punishment by denying a student, for a fixed period of time, the opportunity to receive reinforcement.

Tootling: A positive intervention that can be added to existing classroom systems to enhance students' awareness of positive behavior of other students. It encourages students to notice pro-social behaviors displayed by their classmates throughout the day, and report them on a written note. It is particularly effective in classrooms that experience high rates of student turnover and classrooms with students who are at risk for isolation or peer rejection due to persistent negative behaviors.

Trend (in data): An indication of a distinctive direction in the performance of a behavior.

Triangulation: In social sciences, the process of checking results or conclusions from one data set against the results or conclusions from two or more other data sets.

U

Understandable: Defining schoolwide and classroom rules using student-friendly language.

Universal Interventions: Preventative, universal supports implemented with all students that promote safety, positive school culture, and an effective learning environment at the whole school level.

Universal Screening: A method for systematically identifying students who may require additional support. Typically screening instruments require a response to short statements about emotional or behavioral characteristics of a student. These instruments can be used to generate risk scores for all students in a grade level, building or district.

V

Validity: The extent to which an instrument or procedures demonstrates soundness. Internal validity is the extent to which the instrument or procedures assesses behavior in the domain of interest. External validity is the extent to which the outcomes of the FBA/FA predict future occurrences of behavior and result in support plans that work.

Variability: Visual description of data. The range of highest to lowest performance measured.

Vision: 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.

Vulnerable Decision Point: When a problem behavior occurs, the point when a teacher realizes they may be vulnerable to a biased response.

W

Wait Time: The time lapse between delivering a question and calling on a student or cueing a group response.

Walkthrough: Brief (three to ten minute) classroom visits in which the visitor records observations of the use of predetermined evidence-based practices.

Wrap-around: A process for planning the delivery of services that is provided by agencies and professionals in collaboration with families for students with intensive/tertiary support needs.

ABBREVIATION AND ACRONYM GLOSSARY

Abbreviation/Acronym	Meaning	Tier
ABA	Applied Behavior Analysis	all
ABC	Antecedent -> Behavior -> Consequence	all
APBS	Association for Positive Behavior Support	n/a
ASQ-3	Ages and Stages Questionnaire: Third Ed. (Universal Screener)	all
BASC-2 BESS	Behavioral and Emotional Screening System (Universal Screener)	all
BAT	Benchmarks of Advanced Tiers (PBIS Assessments)	2,3
BEP	Behavior Education Program (a book/dvd resource for Check-In, Check-Out Intervention)	2
BIP	Behavior Intervention Plan	3
BLT	Building Leadership Team	all
BoQ	Benchmarks of Quality (advanced teams use in place of SET - School-wide Evaluation Tool)	1
CICO	Check-In, Check-Out Intervention	2
CLD	Culturally and Linguistically Diverse	all
CRP	Culturally Responsive Practices	all
CW-FIT	Class-Wide Function-Related Intervention Teams	2,3
DBDM	Data Based Decision-Making	all
DECA	Devereux Early Childhood Assessment Program (Universal Screener)	all
DESE	Department of Elementary and Secondary Education	n/a
DPR	Daily Progress Report	2,3
EBS	Effective Behavioral Supports	all
EBS	Effective Behavior Support Survey	1
EBD	Emotional Behavior Disorders	all
EOY	End of Year	all
ESP	Early Screening Project (Universal Screener)	all
ETLP	Effective Teaching and Learning Practices	all
FACTS	The Adapted Functional Assessment Checklist for Teachers and Staff	2, 3
FBA	Functional Behavioral Assessment	3
FTE	Full Time Equivalent	all
IEP	Individualized Education Program	n/a
ISS	In-School Suspension	n/a
LGBTQ	Lesbian, Gay, Bisexual, Transgender, Queer/Questioning	all
MAP	Missouri Assessment Program	n/a
MO SW-PBS	Missouri Schoolwide Positive Behavior Support	all
MTSS	Multi-Tiered System of Support	all
MU	University of Missouri	n/a
ODR	Office Discipline Referral	all
OMPUA	Observable, Measureable, Positively Stated, Understandable, Always Applicable	1
OSS	Out-of-School Suspension	n/a
OTR	Opportunities to Respond	1
PBIS	Positive Behavior Interventions and Supports	all

Abbreviation/Acronym	Meaning	Tier
PPR	Positive Peer Reporting	all
RTI	Response To Intervention	all
SBR	Serviceable Base Rate	all
SOD	Student Outcome Data	all
TFI	Tiered Fidelity Inventory	all
VDP	Vulnerable Decision Point	all
PL	Professional learning	all
PKBS-2	Preschool and Kindergarten Behavior Scales, Second Ed. (Universal Screener)	all
PM	Progress Monitoring	all
PPR	Positive Peer Reporting	all
RtI	Response to Intervention	n/a
SAEBERS	Social, Academic, Emotional Behavior Risk Screener (Universal Screener)	all
SAS	Self-Assessment Survey (PBIS Assessments)	all
SDP	School Data Profile	all
SDQ	Strengths and Difficulties Questionnaire (Universal Screener)	all
SET	Schoolwide Evaluation Tool (external observation tool PBIS Assessments)	1
SGSS	Small Group Social Skills Intervention	2
SPED	Special Education	n/a
SPP	State Performance Plan	n/a
Ss	Represents the word Students on Twitter chat	n/a
SSBD	Systematic Screening for Behavior Disorders (Universal Screener)	all
SSIG	Social Skills Intervention Group	2
SSIS	Social Skills Improvement System (Universal Screener and Small Group Intervention Resource)	all
SSS	School Safety Survey (PBIS Assessments)	all
SWIS	School Wide Information Systems (PBIS Apps)	all
T1	Tier 1 (Universal Support)	1
T2	Tier 2 (Targeted Group Support)	2
T3	Tier 3 (Intensive Individual Support)	3
TABS	Temperament and Atypical Behavior Scale	all
TIC	Team Implementation Checklist	1
TFI	Tiered Fidelity Inventory	all
Ts	Represents the word Teachers on Twitter chat	n/a
WPR	Weekly Progress Report	2,3

Online Resources

Arizona Behavior Initiative

<http://www.pbisaz.org/>

Association for Positive Behavior Support

<http://apbs.org>

Center for Evidence-Based Practice: Young Children with Challenging Behavior

www.challengingbehavior.org

Colorado PBS

<http://www.cde.state.co.us/pbs/>

Connecticut Positive Behavior Support

<http://pbs.ctserc.com/>

Delaware Positive Behavior Support Project

<http://www.delawarepbs.org/>

Florida's Positive Behavior Support Project

<http://flpbs.fmhi.usf.edu/>

Georgia Department of Education Positive Behavior Support

http://public.doe.k12.ga.us/ci_exceptional.aspx-?PageReq=CIEXCPBS

Illinois Positive Behavior Support Project

www.pbisillinois.org

Institute for the Development of Educational Achievement

<http://idea.uoregon.edu>

Institute of Educational Sciences (IES)

<http://www.ed.gov/about/offices/list/ies/index.html>

Institute for Positive Behavior Support

<http://www.kipbs.org>

Maryland's PBIS website

<http://www.pbismaryland.org>

Michigan's Integrated Behavior and Learning Support Initiative

<http://www.cenmi.org/miblsi/Home.aspx>

Missouri Department of Elementary and Secondary Education

<http://dese.mo.gov/>

Missouri Guidance Curriculum based at Central Missouri University

<http://resources.mcce.org/>

Missouri Schoolwide Positive Behavior Support

<http://pbismissouri.org>

National Center for Culturally Responsive Educational Systems

<http://www.nccrest.org/index.html>

National Center for Positive Behavior Support

<http://www.pbis.org/>

National Center on Response to Intervention

<http://www.rti4success.org/>

National Implementation Research Network

<http://www.fpg.unc.edu/~nirn/>

New Hampshire Center for Effective Behavioral Interventions & Supports

<http://www.nhcebis.seresc.net/>

North Carolina

<http://www.ncpublicschools.org/positivebehavior/>

Office of Special Education and Rehabilitation Services

<http://www.ed.gov/about/offices/list/osep/index.html>

RTI Action Network

<http://www.rtinetwork.org/>

University of Louisville:

https://mail.umsystem.edu/owa/redir.aspx?C=1M-5BEEuzJkGnitIG8bfPlWuiDtnN588I_2B9bl1dpG-MjkORymUWOLj9ckQA5k-oAyzcuIEHL-C8o.&URL=http%3a%2f%2flouisville.edu%2feducation%2fabri%2fttraining.html

University of Oregon Education and Community Supports

<http://www.uoecs.org>

