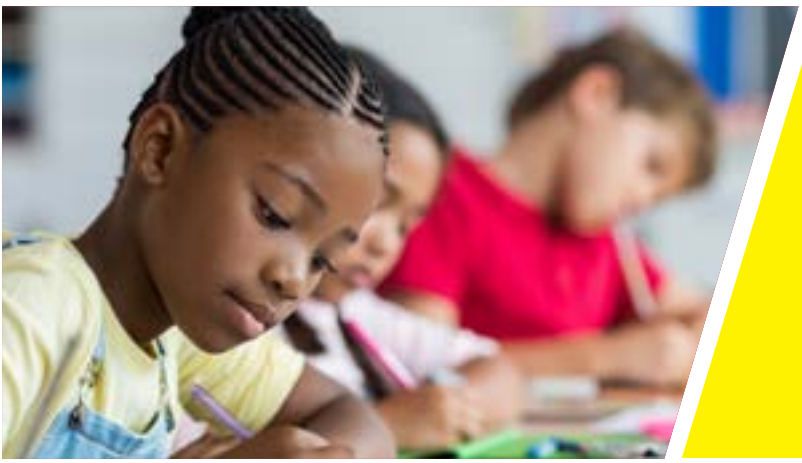
Missouri Schoolwide Positive Behavior Support

Handbook



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.

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

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

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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

Resources Available from MO SW-PBS

In the education field, the framework to build a positive school culture is known as Schoolwide Positive Behavior Support (SW-PBS), which is the term used in this Handbook. If you read other professional literature, you may see it called Positive Behavior Interventions and Supports (PBIS), Positive Behavior Support or Effective Behavioral Supports (EBS). The Missouri framework is called Missouri Schoolwide Positive Behavior Support or MO SW-PBS.

MO 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 SW-PBS in their school. These materials are publicly available at the MO SW-PBS website at pbismissouri.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 and interested community members.

MO SW-PBS website
pbismissouri.org

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). In addition to this MO SW-PBS Handbook, which is designed to give readers background content knowledge of MO SW-PBS, additional resources are available at pbismissouri.org and include:

Implementation Guides – designed to accompany MO SW-PBS training provided by Missouri Regional Professional Development Centers. The materials include discussion questions, practice exercises, and development activities so schools can create their own social behavioral system

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.

This handbook is intentionally designed to assist you to engage with the content as you learn about SW-PBS.

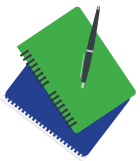
Wide Margins - The margins are purposely wide to give readers space to interact with the content of the Handbook. If readers print a copy of the Handbook the margins can be used to note questions and list important ideas to implement in your school. If readers use the Handbook electronically, they can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

Symbols - In this MO SW-PBS Handbook, symbols have been added in the margin to help the reader connect with the content.

"Quotes look like this."

(MO SW-PBS, 2019)

Quotes are provided from experts in the field and are meant to highlight important content.



Key Terms will also be shared in this Handbook. Like most fields, schoolwide positive behavior support has its own language. We have made every attempt to explain new terms as they are shared in this Handbook.

The Tiered Fidelity Inventory (TFI) is one the most important assessment tools SW-PBS Leadership Teams use to periodically evaluate whether school implementation is being completed as they were designed to be. The symbol is inserted throughout this Handbook when the text relates to an item on the TFI.

Find the TFI at pbisapps.org

Big Idea are important points pulled from the text.

Common Terms - The word "team" is used in education to describe a variety of groups put together for a defined purpose. Gone are the days when teacher operated in solitude. Based upon the size of the school and resources available, schools may have a variety of teams. Building Leadership Teams often provide overall leadership for all activities and initiatives in the school. Collaborative grade level and department teams meet regularly to share teaching, learning, and evaluation practices. Schoolwide Positive Behavior Support also requires teams to provide leadership to the implementation of the framework.

In this Handbook, SW-PBS Leadership Team is the term used to describe the group that provides overall leadership for universal behavior support. Specialized Behavior Support for students who need group or individualized interventions is provided by a Tier 2 Team, a Tier 3 Core Team, and Action Teams. Again, depending on the size of your school and the human resources available, the makeup of the teams in your school may be called something different and may even be subcommittees of larger teams. The important point is that the functions or tasks of teams described in this Handbook are fulfilled in your school.

The Scope of Challenges Today

IMPACT OF BEHAVIOR PROBLEMS ON STUDENTS AND EDUCATORS

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

Lower Student Achievement

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

School Failure and Lifelong Difficulties

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

Increased Use of Exclusionary Practices

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

Administrative Job Demands

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

Teacher Effectiveness and Morale Hindered

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

School Improvement Initiatives Impeded

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

Data from the World Health Organization indicate mental health challenges affect approximately 450 million people worldwide (Funk, Drew, Freeman, & Faydi, 2010; Hosman, Jane-Liopis, and Saxena, 2005). Roughly one person out of every four will develop a mental or behavioral health challenge within their lifetime (Hosman, et al., 2005). Individuals who experience these conditions are at greater risk for a number of social and economic challenges that include reduced access to health care, social service, emergency relief, educational opportunities, restricted employment and income, stigma and potential discrimination, violence or abuse, and increased risk for further disability and premature death (Funk et al., 2010).

The long-term financial obligation associated with mental health challenges is profound. The inability of affected individuals to find and maintain long-term employment along with payment for services and treatment requires substantial support from public funding sources. The National Institute of Mental Health (NIMH) estimated total annual expense associated with serious mental illness to be more than $300 billion (Kessler et al., 2008). By the year 2020, internalizing conditions such as depression and anxiety are predicted to be second only to heart disease in related health care costs (Hosman et al., 2005). Considering the psychological, social, and economic challenges for society, and especially for individuals who experience these conditions, promotion of good mental health should be a significant public health concern (Herman, et al., 2009; Hosman, et al., 2005).

Given the prevalence rates of mental health disorder among adult populations, it is not surprising that large numbers of children and youth also are affected by social, emotional, and/or behavioral health challenges. In fact, regional surveys conducted in the United States have indicated approximately one in every three or four children experience disorder and one in ten is identified with a serious emotional disturbance to the extent that functioning is impaired (e.g., Brauner & Stephens, 2006; Roberts, Roberts, & Xing, 2007). Left untreated, these challenges may increase in intensity and severity, resulting in persistent negative outcomes as children and youth emerge into adulthood. Recent results from the National Comorbidity Survey Replication – Adolescent Supplement (NCS-A) provided the first prevalence, comorbidity, and age of onset estimates for adolescent mental health disorders (Merikangas et al., 2010). Data was collected from a nationally representative sample of more than 10,000 youth ages 13 to 18 years and their parents. Results showed anxiety (31.9%), behavioral (19.1%) and mood disorders (14.3%) as the most frequently occurring conditions and indicated roughly 40% of respondents met criteria for more than one disorder (Merikangas et al., 2010). In addition, median age of onset occurred differentially, according to disorder, with anxiety disorders emerging earliest (6 years of age), followed by behavioral disorders (11 years), mood disorders (13 years), and substance use disorders (15 years) (Merikangas et al., 2010). The following figure provides a summary of these outcomes.

Lifetime Prevalence of DSM-IV Mental Health Disorders

Disorder Category	Definition	Prevalence	Prevalence with a Severe Impairment	Median Age of Onset
Mood Disorders	Major depressive disorder, dysthymic disorder, bipolar disorder I or II	14.3%	11.2%	13 years
Anxiety Disorders	Panic disorder, agoraphobia, social phobia, specific phobia, generalized anxiety disorder, post-traumatic stress disorder, separation anxiety disorder	31.9%	8.3%	6 years
Behavior Disorders	Attention deficit hyperactivity disorder, oppositional defiant disorder, conduct disorder	19.6%	9.6%	11 years
Substance Use Disorders	Alcohol abuse/dependence, drug abuse/dependence	11.4%	___	15 years
Eating Disorders	Anorexia nervosa, bulimia nervosa, binge eating disorder	2.7%	____	____

Figure number 1:1
Merikangas et. al, 2010

Among preschool and young school-age children, symptoms that emerge prior to diagnosis of disorder are often described using the broader terms of internalizing (emotional) and externalizing (behavioral) problems (American Psychiatric Association, 2000; Bayer et al., 2011). Externalizing refers to problems that are directed outwardly toward the social environment, while internalizing is associated with problems that are directed inwardly away from the social environment (Walker, Ramsey, & Gresham, 2004). Externalizing problems frequently include aggression, disruptive behaviors, hyperactivity, conduct problems and/or impulsivity (Walker et al., 2004). Alternately, internalizing problems refers to emotional distress and encompasses a range of symptoms such as being shy or withdrawn, anxious, worried, overly fearful, sad, or having frequent somatic complaints (Walker et al., 2004). Evidence has indicated internalizing and externalizing problems are commonly experienced during early childhood. In fact, as many as 15% of children ages 18 months to five years and approximately one in seven school age children are affected (Bayer et al., 2011).

Effective intervention can reduce risk and intensity of impact, but many children and youth who experience mild to severe problems, either internalizing or externalizing, are often inadequately supported, delayed in accessing services, or receive no treatment at all (The National Research Council and Institute of Medicine, 2009). For the few children who do receive social, emotional, and/or behavioral supports, schools are typically the primary provider (Rones & Hoagwood, 2000). In fact, schools play an essential role in the lives of children and offer a natural context for access to and delivery of preventive and early intervention services (Herman, Merrell, Reinke, & Tucker, 2004).

Rethinking Discipline

THE TRADITIONAL VIEW OF DISCIPLINE

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

Whether intentionally or unintentionally, schools have a long history of being exclusive. Discipline policies act as a means to weed out students less able, less motivated, or poorly behaved. When educators are asked to define discipline, the most common response is "punishment for rule-breaking behavior." Schools develop lists of prohibitive rules and a series of increasingly severe punishments for violators of these rules. Unfortunately, such a punitive view of discipline results in approaches that have questionable, if not harmful, effects (Skiba & Peterson, 2000; U.S. Department of Education 2014).

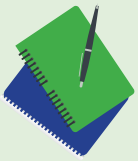
Punishment focuses on what not to do, does not teach expected behaviors, can damage relationships, impedes learning, and leads to students dropping out of school. Some educators feel these punitive and exclusionary practices have served them well to eliminate the irritating and unnecessary intrusions to their teaching agendas. Many believe that students know the right way to behave, that their behavior is a performance deficit, and that they have the skills but are merely choosing defiance or insubordination. They therefore assume that punishment will bring a halt to the problem behavior and the student will behave appropriately.

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

DISCIPLINE IS TEACHING

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

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



Key Term

Dis·ci·pline n. (fr. Latin disciplina, teaching, learning)

Instruction that corrects, molds or perfects character and develops self-control.

Webster's New Collegiate Dictionary

THE ROLE OF SOCIAL COMPETENCE

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

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

Possible Impact of MO SW-PBS

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

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

Begin With the Why

You are reading this handbook because you and/or your building or district are considering adopting a proactive and preventive framework for addressing unexpected behavior. It is critical to note that classrooms and schools (not to mention local and state education agencies) are organizations that must operate as effectively, efficiently, and relevantly as possible to benefit each member of the organizations. You will be encouraged to define organizations as "Groups of individuals whose collective behaviors are directed toward a common goal and maintained by a common outcome" (Skinner, 1953). As you and your organization continue to learn and plan for implementation of SW-PBS, you must keep in mind that effective organizations have four defining features: common vision/values and common language, which are leveraged through quality leadership to provide a common experience for all members of your organization (Gilbert, 1978; OSEP, 2015).

When you and/or your organization facilitate your work with quality leadership to articulate your common vision/values and when you develop a common language and work to create a common experience for all organization members, you are working with your why in the forefront. Having a clear why, and frequently revisiting your why, helps to guide minute-to-minute as well as long-range planning and implementation, while keeping the goals in sight.

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

Figure number 1:2
Modified from Colvin & Sugai, 1988.

Foundations of MO SW-PBS Work

It is important to note that all materials developed by MO SW-PBS are grounded in the science of behavior or applied behavioral analysis. The focus is on prevention and function-based thinking working together to produce change in school systems to think about and address student behavior.

Prevention Logic

Prevention is the act of stopping something from happening. In this case, schools want to stop unexpected or problem behaviors from happening so more time and attention can be given to academic instruction. Prevention strategies are evident in every aspect of the work in SW-PBS regardless whether the focus is on all students, small groups of students, or individual students. Some prevention strategies include:

- moving the cafeteria lines to lessen crowding
- clearly defining expected classroom behaviors and teaching them directly and frequently until students know and demonstrate them
- establishing and teaching procedures during social skills groups so the focus can be on teaching and practicing important social skills
- increasing the rate of recognition for a student with an individualized plan to help her learn she can get more attention for expected behavior than for unexpected behavior

SW-PBS Leadership Teams use prevention logic when they ask questions about what serves as a trigger to a behavior, such as: What can we do to alter the learning environment so unexpected behaviors are decreased? Or if we had staff supervise in the hallway during pass time, is it more likely students will get to class on time? Or if each teacher reviews the classroom rules with a student before class begins, is it more likely the student will follow the classroom rules?

Acting in a proactive way in which potential problems are anticipated and prevented is favorable over reactive responses to unexpected behaviors.

Features of Effective Organizations

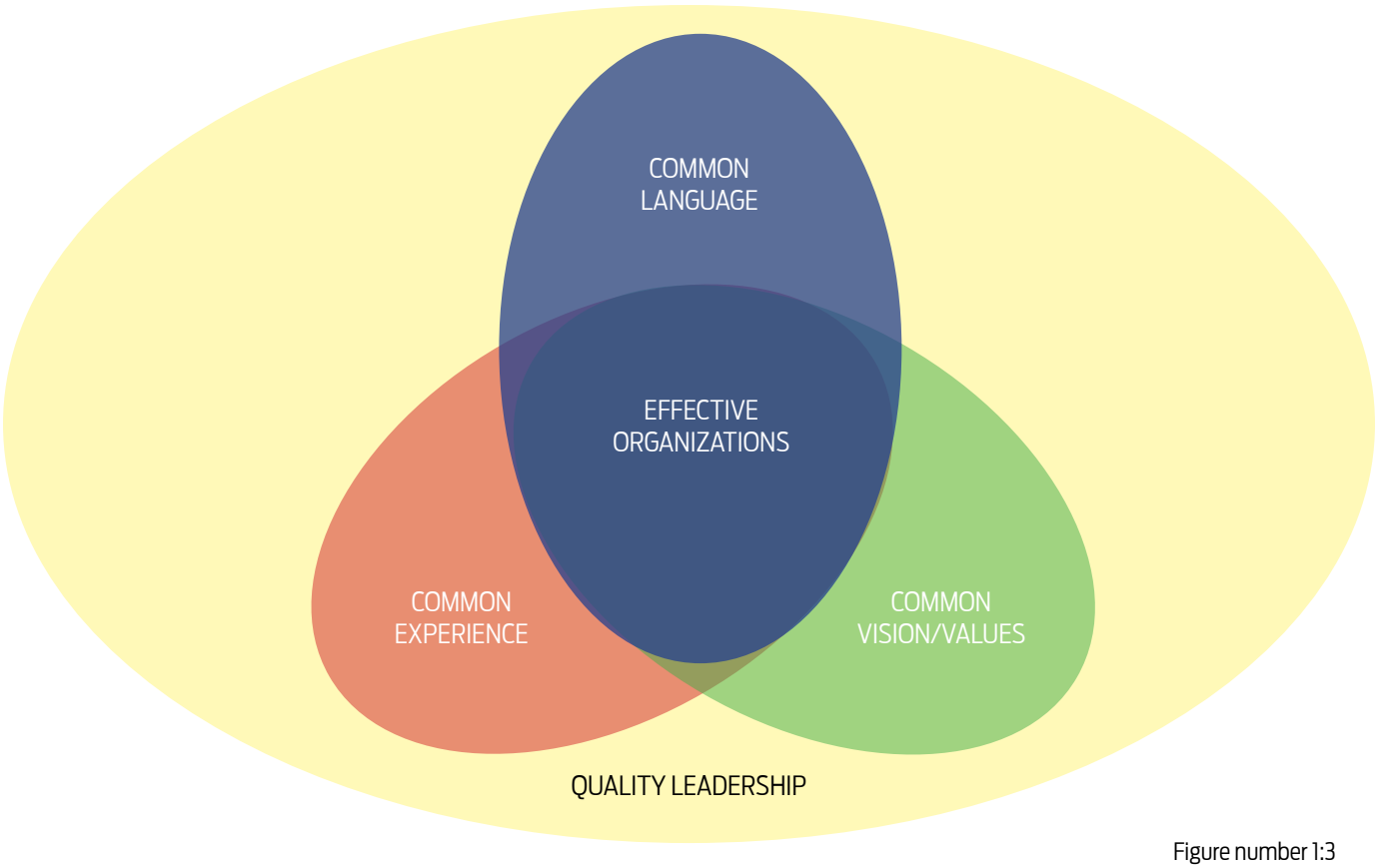


Figure number 1:3

Key Terms	
FEATURE	**DESCRIPTION**
Common Vision/Values	A mission, purpose, or goal that is embraced by the majority of members of the organization, reflects shared needs, and serves as the basis for decision-making and action planning.
Common Language	The terminology, phrases, and concepts that describe the organization's vision, actions, and operations so that communications are understood, informative, efficient, effective, and relevant to members of the organization.
Common Experience	Actions, routines, procedures, or operations that are practiced and experienced by all members of the organization and include data feedback systems or loops to assess the quality of implementation and link activities to outcomes.
Quality Leadership	Personnel, policies, structures, and processes that are organized and distributed to achieve and sustain the organization's vision, language, and experience.

Figure number 1:4
OSEP - 2015

Function-Based Thinking

Closely related to prevention is the use of Function-Based Thinking as part of the SW-PBS work. Function-based thinking focuses on changing behavior based on the function of the behavior — why the student does the behavior — versus what the behavior looks or sounds like. It is insufficient to simply describe unexpected behavior. It is important to know why the behavior is occurring, which is called the function. The function of behavior falls into two large categories: to get something (or someone) or to avoid something (or someone) (O'Neill, Albin, Storey, Horner, & Sprague, 2015).

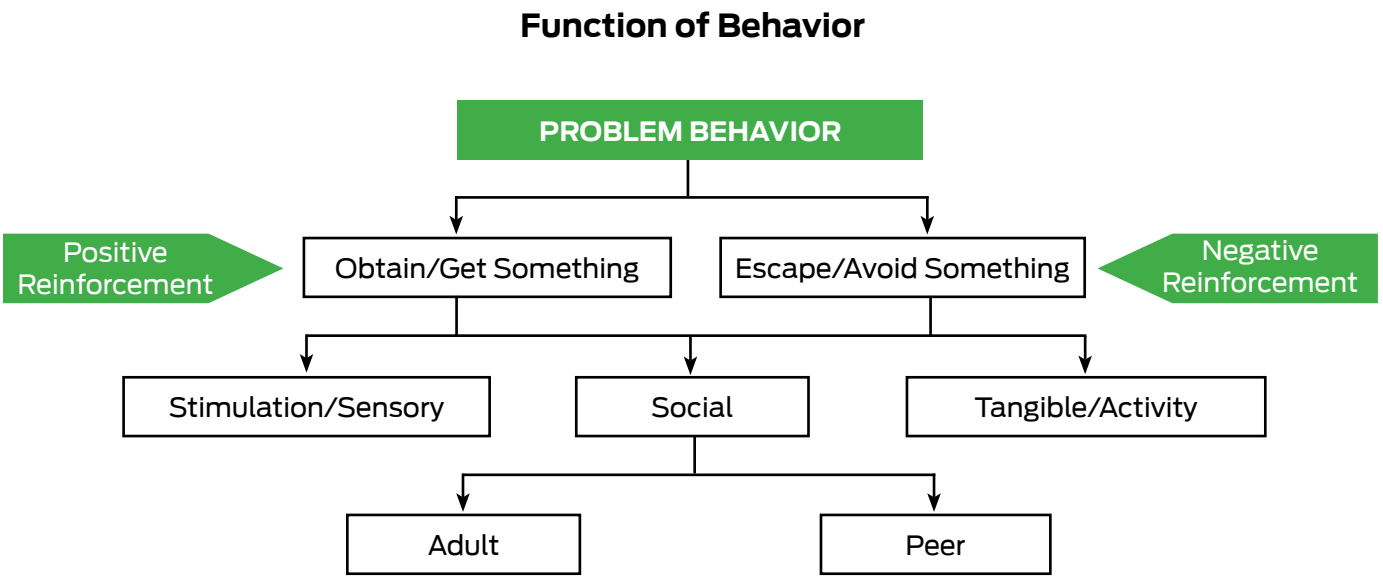


Figure number 1:5

Function-based thinking often is applied when analyzing intensive or frequent student behavior problems. However, thinking about what all students or small groups of students are seeking to get or avoid can give insight into interventions that will help students get their needs met. Although there is no crystal ball that can help us know why a person behaves as they do, professional judgment about patterns of behavior can give insight into the function of behavior. Another way to analyze function — discerning whether students are trying to "get" or "avoid" — is to ask the question, "What is the student trying to communicate?" This question can take the emotion away from the behavior and allow us to problem-solve with a logical intent.

Other assumptions about student behavior and function-based thinking include:

- Unexpected behaviors do not occur in a vacuum
- Behaviors occur in response to an identifiable stimuli (antecedent)
- Behaviors are governed by the consequences that follow them
- Behavior is a form of communication (e.g., "I need you to help me." "This work is too hard." "Please, talk to me.")

It is important to note that we can't make a person to change, but we can shape the environment to increase the likelihood that a student will change from a pattern of unexpected behavior to one of expected behavior.

Systems Change

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

Key Term

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

What Is Schoolwide Positive Behavior Support?

Over the past 20 years, greater attention has been directed toward approaches based on validated practices that apply what we know about the science of human behavior to improve school climate and discipline. Schoolwide Positive Behavior Support (SW-PBS) is a district or school's process for teaching social and behavioral skills so its focus can be on teaching and learning. Schools have the responsibility to provide an education to students in safe and predictable environments. Establishing a positive, proactive schoolwide disci-

pline plan is a necessary first step for enabling schools to achieve their goals and responsibilities.
Schoolwide Positive Behavior Support has three levels of implementation. SW-PBS is designed to meet the unique behavioral needs of each school and every student through three broad levels of implementation. These levels emphasize interventions that range from preventing the development of unexpected behavior (Tier 1 Universal) to reducing the impact or intensity (Tier 2 Targeted/Group or Tier 3 Intensive) of unexpected behavior occurrences. This continuum of schoolwide, instructional, and expected behavior supports is a defining feature of SW-PBS (Walker, et. al., 1996; Sugai & Horner, 1999; Sugai & Horner, 2006). Throughout this Handbook, each tier will be addressed.

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

- Improving the social behavioral climate of schools
- Supporting or enhancing the impact of academic instruction on achievement
- Increasing proactive, positive, preventive management while decreasing reactive management
- Integrating academic and behavior supports
- mproving services for all students, including students at risk and students with identified disabilities
- This allows schools to review the status of behavior support in their school and develop implementation action plans to address their unique needs. This is articulated in the MO SW-PBS Essential Components.

MO SW-PBS Essential Components

To embrace prevention logic and function-based thinking, Missouri has identified features or components from the PBIS National Center Implementer's Blueprint that form a highly effective approach to schoolwide discipline (OSEP, 2015). Each 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 Inappropriate Behavior, 7) Ongoing Monitoring, and 8) Effective Classroom Practices. Each is described below.

1. COMMON PHILOSOPHY AND PURPOSE

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

2. LEADERSHIP

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

3. CLARIFYING EXPECTED BEHAVIOR

Just as schools rely on the direction provided by their academic curricula, success with student discipline begins with clear behavioral expectations — a behavioral curriculum. These expectations are not lists of prohibitive rules, but a vision of responsible student behavior and social competence. Agreed-upon student expectations promote consistency across staff through a common language and help develop similar tolerance levels. A curriculum of expected behaviors allows educators to be proactive and focus on catching

students behaving responsibly. Clarification begins by identifying a set of three to five succinct schoolwide expectations that cross all settings. These are further clarified by identifying specific behaviors for each expectation. Expected behaviors are then identified for specific non-classroom settings (e.g., hallways, cafeteria, etc.), and classroom procedures are developed to guide daily operations. Additionally, some schools adopt a social skills curriculum to further identify social competency (U.S. Department of Education, 2014).

4. TEACHING EXPECTED BEHAVIOR

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

5. ENCOURAGING EXPECTED BEHAVIOR

Staff must not only teach and model appropriate behavior but also must watch for and provide feedback to students about their behavioral progress. This feedback or incidental teaching capitalizes on naturally occurring opportunities to reinforce students who demonstrate responsible behavior. These minute-by-minute interactions that occur between staff and students are the most important means of encouraging students to behave responsibly. Creating a school culture where expected behaviors are the norm requires that staff interact with students four times more frequently when they have engaged in appropriate behavior than when the student is misbehaving (Reavis, Jenson, Kukic & Morgan, 1993). A schoolwide recognition system includes frequent, intermittent, and long-term strategies to provide positive specific feedback along with a variety of positive reinforcement options to meet the needs of students.

6. DISCOURAGING UNEXPECTED BEHAVIOR

Just as students need positive specific feedback when behaving in accordance with expectations, behavior that does not meet expectations requires corrective specific feedback. Unexpected behavior in schools should be viewed as a teaching opportunity — a chance to clarify and reteach expectations (U.S. Department of Education, 2014). The same calm instructional approach used when students make academic errors should be used to correct social errors.

Correction interrupts the behavior needing improvement so that a more appropriate response can be taught, practiced, and reinforced. Associated with correction is the use of consequences, which are not to be punitive, but should extend teaching, decrease future occurrences of the unexpected behavior, and provide students with the motivation necessary for them to begin following expectations. Correctional strategies and a schoolwide system to discourage unexpected behavior provide staff with tools to effectively change student behavior.

7. ONGOING MONITORING

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

8. EFFECTIVE TEACHING AND LEARNING PRACTICES.

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

These Essential Components provide the framework for MO SW-PBS, your work to create effective learning environments, and MO SW-PBS training and technical assistance activities.

Prevention logic, function-based thinking, and systems change have been introduced here and will be explored in greater depth in subsequent parts of this Handbook.

Notes:

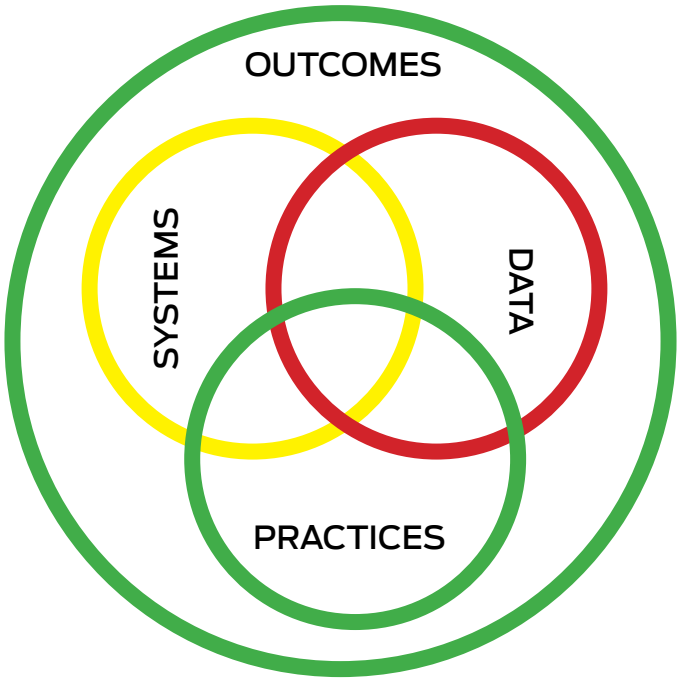
A Systems Approach to Social Competence and Academic Achievement

Outcomes, Systems, Data and Practices

The Four Interconnected Elements of SW-PBS

OUTCOMES =
Supporting Social
Competency & Academic Achievement

Cultural Equity



Systems =
Supporting
Staff Behavior

Cultural Knowledge

Data =
Supporting
Decision Making

Cultural Validity

Practices =
Supporting
Student Behavior

Cultural Relevance

Vincent et al., 2011

Why a Systems Approach?

A systems perspective focuses on the collective actions of individuals within the school and how they contribute to the way the school, as a whole, operates. We understand that change occurs at the individual teacher or staff level. When we change individuals' behavior, these behaviors move the school toward the achievement of a common goal — in this case, the goal of socially skilled students and a positive learning climate. However, these individuals within the school need systems-level supports to promote the expected goal-related behaviors. Accurate and sustained implementation of any initiative can often be hindered by the demands of other initiatives, so it is important schools decide what is important and focus efforts there. The use of competing discipline practices that are reactive, punitive, or exclusionary and the tendency to try new strategies seldom lead to accurate, deep, or sustained change. The ultimate goal is for school improvement to become institutionalized or systematized to the extent that: 1) it is incorporated into the school's beliefs, mission, and vision; 2) leadership provides ongoing support for the practices; 3) staff possesses the essential knowledge, attitudes, and skills; and 4) policies and procedures support the work. The SW-PBS approach emphasizes sustained use of effective behavioral practices from a systems perspective (Greenwood, Delquadri, & Bulgren, 1993; Latham, 1988).

Research and professional articles support embedding equity efforts in SW-PBS to make school systems more responsive to ALL cultures and communities. Responsiveness to students and families includes, but is not limited to, race, ethnicity, gender, gender expression, sexual orientation, religion, national origin, disability, economic status, and other forms of diversity. A school's tiered intervention framework must reflect the context and culture of the community . Building responsive environments necessitates school systems support students from varying cultures and plan and implement changes to ensure support and validation of each student and family (Leverson, Smith, McIntosh, Rose and Pinkelman, 2016). Efforts have been made in this Handbook to make connections and suggestions to address ways to enhance culturally responsiveness to ALL students and families.

The Four Interconnected Elements of SW-PBS

Four elements guide the systematic implementation of SW-PBS:Outcomes, Data, Practices, and Systems. These elements serve to build a durable discipline system and to promote social competence and academic achievement. Given the disproportionate discipline outcomes for students from culturally and linguistically diverse (CLD) backgrounds, especially students from African American backgrounds, the original four interrelated elements provided by Sugai & Horner (2002) have been expanded to facilitate culturally responsive behavior support delivery (Vincent, Randall, Cartledge, Tobin & Swain-Bradway, 2011).

Outcomes. The impacts are the result of implementation with fidelity, consistency and equity. Schools are asked to set measurable and achievable outcomes related to social competence and academic achievement that are embraced by all staff, students, and families. To address culturally equitable discipline outcomes, recognition of differences and clear strategies for accommodating those differences within a common school culture might be necessary. Cultural equity may mediate the relationship between expected student outcomes and students' social competence and academic achievement (Vincent et al., 2011).

Systems. Deliberate supports for adults are put into place to ensure the accurate implementation of practices can, and do, occur and endure over time. To support culturally responsive staff behavior, schools may need to provide professional learning to enhance cultural knowledge and acquisition of cultural self-awareness.

Data. Information/data are used for a variety of purposes:

- Identify the current status,
- support the need for change,
- determine if you are implementing interventions or practices as you intended, and
- evaluate the impact of interventions or practices on your goals or expected outcomes

To ensure the data support culturally valid decision making, schools must examine definitions of unexpected behavior to minimize cultural bias and regularly review behavioral data disaggregated by student race and ethnicity.

Practices. What we do to teach and reinforce expected behavior are practices. Instruction and intervention practices support students at the schoolwide level and classroom level, as well as small groups of students needing targeted instruction and individual students needing more intensive intervention. Practices should be culturally relevant to students and families in the school community. SW-PBS practices are grounded in the principles of applied behavior analysis, are research-based, and embrace a positive, proactive, instructional philosophy.

Your attention to systems, data, and practices will increase the likelihood of achieving the outcomes you have identified regarding social competence and academic achievement for all students.

The following chapters will explain each element in greater detail.

"Culturally responsive practices affect the manner and extent to which implementation of the key features of SW-PBS achieves the intended goals of supporting staff, students, decision making, and students' social and academic success."

(Vincent et al., 2011)

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.

Notes:

Outcomes

The Four Interconnected Elements of SW-PBS

OUTCOMES =
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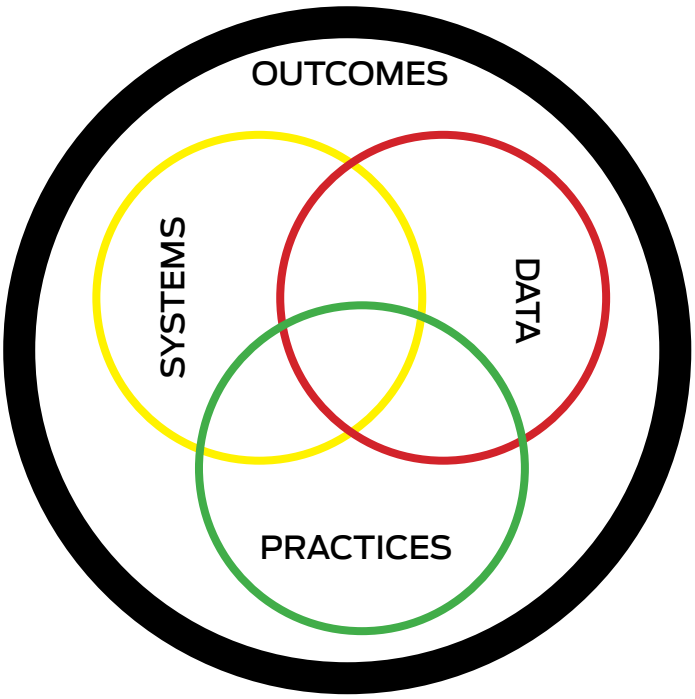
Competency & Academic Achievement

Cultural Equity



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Vincent et al., 2011

The Tie Between Academic and Social Outcomes

Outcomes are the effects we expect, what we expect to achieve. Outcomes from our SW-PBS work are social competence and academic achievement attained through culturally inclusive systems, data and practices. Equitable outcomes can be described as students having "the knowledge and skills to succeed to contributing members of a rapidly changing, global society, regardless of factors such as race, gender, sexual orientation, ethnic background, English proficiency, immigration status, socioeconomic status, or disability" (NSBA Beliefs and Policies, 2016) This means all students receive the resources they need to develop the academic and social behavioral skills necessary for success in school and after graduation. Although the focus of the work of MO SW-PBS is on improving behavioral outcomes for students, we know there is a close tie between behavior and academics. Academic success is directly related to behavior, and vice versa. As such, it is recommended teams consider integrating and clearly defining academic and behavioral objectives when describing expected outcomes.

Education has a long history of collecting and reporting outcome data related to academics in the form of semester grades, class rankings, the number of students on the honor roll, etc. Yet the idea of defining, collecting, problem-solving, and sharing expected social behavioral outcomes may be less common in schools and districts.

Why Outcomes Are Important and Why We Address Them First

"If you don't know where you're going, any road will take you there" (Harrison, 2003). MO SW-PBS encourages SW-PBS Leadership Teams, teachers, service personnel and administrators to articulate why they want to implement SW-PBS. What are the valued outcomes? Why are you engaging in changing your system of addressing student behavior and discipline?

It is important to have outcomes defined so the goal is clear. All staff, families, and students need a general idea of the purpose for implementing SW-PBS and what you want to accomplish (e.g., make the school safer; improve the climate so all students, families, and staff feel welcome, supported, and respected; have an equal focus on academics and social competence). Yet, as written, these examples do not lend themselves to being used as measurable outcomes. Therefore, educators often use the term S.M.A.R.T. Goal to identify the areas of focus in goal-setting. S.M.A.R.T. stands for Specific, Measurable, Attainable, Relevant/Realistic, and Time-Bound. More details about S.M.A.R.T. Goals will be shared in the Data section of this Handbook.

Carefully articulated S.M.A.R.T. Goals not only define why you are implementing SW-PBS but also help garner collective support for changing how behavior has been approached in the past. System change is challenging work that must have everyone working together toward your goals. Individual teachers working in isolation are unable to have a significant impact on goals, but all staff working together certainly can!

S.M.A.R.T. Goal

Following is an example of a S.M.A.R.T. Goal.

Our school will increase the percentage of all students [Specific] with 0-1 office discipline [Relevant] referrals from 60% [Measurable] in 2018-19 to 70% [Attainable] in 2019-20 school year [Time-Bound] as measured by an end-of-the-year Office Discipline Referral (ODR) report.

Data Collection to Monitor Outcomes

Some data will be specific to outcome goals set. Once a team sets an outcome goal, they can then through backward design, plan data needed to monitor implementation and progress toward the goal. In addition, as SW-PBS focuses on improving behavioral outcomes by implementing a standard set of research-based practices proven to help schools to achieve these outcomes, there are some data sources that are standard for all SW-PBS schools. Many of these data sources are already part of the everyday business of schools. However, there may be some data tools that are new to you but provide important information.

The outcome data to collect will be determined by how your outcome goals are written and what tier(s) you are implementing. If a school is implementing Tier 2, they will collect data needed to measure their Tier 1 and Tier 2 goals. The table below lists outcomes data sources that might need to be collected to determine if you are achieving your goals.

Potential Data Sources to Inform Progress Toward Goals and Outcomes

TIER 1 - ALL STUDENTS
1. Office- managed or major behavioral incidents (The Big 5 Office Discipline Report); 2. Staff- managed or minor behavioral incidents; 3. In-school suspensions (ISS); 4. Out- of- school suspensions (OSS); 5. Attendance; 6. Tardies; 7. End of the Year (EoY) Report with numbers of requests for additional support as well as referrals and eligibility for special education by grade level 8. EoY Report of Office Discipline Referrals (ODRs) by grade level, student demographics and Individualized Education Plan (IEP) status; 9. EoY Report of students with 0-1 ODRs, 2-5 ODRs, and 6+ ODRs (Triangle Data)
TIER 2 - TARGETED INTERVENTIONS
1. EoY Report of students in each targeted intervention: a. # who participated with student demographics b. # having positive response but not yet graduated c. # graduated d. # who needed more intensive support
TIER 3 - INDIVIDUALIZED INTERVENTIONS
1. End-of-Year (EoY) Report of students with Behavior Intervention Plans (BIPs) based on Functional Behavioral Assessments (FBAs): a. # who participated with student demographics b. # having positive response but not yet graduated c. # graduated d. # who needed more intensive support

Figure number 2:1

Building SW-PBS Leadership Teams at each tier will develop a process to guide school personnel and related stakeholders (students, families, and community) in the collective development of measurable and achievable outcome goals related to social competence that are representations of the valued outcomes in the school and community. In addition, a plan to communicate how the contributors developed the outcome goals will be needed so the process is clear and transparent for educators and stakeholders.

Outcome Goals and Curriculum Alignment

One important role of the administrator(s) is to provide guidance to the team with the goal of aligning the building outcome goals with broader district goals. Demonstrating a clear relationship between building and district outcome goals facilitates the allocation of resources, encourages support from district administration and school board members, and provides common language to share progress toward the valued outcome goals. When outcome goals are aligned and clear, teams and teachers can begin planning instruction for specific academic and behavioral goals for every subject taught at each grade level. When outcome goals clearly state the knowledge, skills, and concepts to be mastered, aligning the academic and social curriculum becomes much more manageable.

The curriculum mapping process includes:

- Developing pacing charts (tools for planning and tracking the appropriate amount of instructional time dedicated to each element of the curriculum)
- Identifying a scope and sequence for each course or grade level to align the curriculum in a logical, sequential manner
- Establishing curriculum guides that identify the appropriate content to teach

(The Association for Supervision and Curriculum Development, 2005)

Identifying the appropriate content to teach in order to address the outcome goals must also include the identification of procedures and tools to assess student learning throughout the process. Just as teachers monitor student progress and reflect on student learning in mathematics, regular assessment of student performance toward building and grade-level social behavior is important. How many students in your class have no office referrals at the end of the month? Which students have required extra teaching and practice of the expected classroom behaviors? Are additional interventions needed for those students to succeed? Implementation of formative assessment to inform needed adjustments to instruction will provide the clear information about progress toward aligned building and district goals.

Schools are in the business of academic achievement — teaching and supporting students to learn and build fluency in critical academic content and skills, grow academically, graduate, and go on to a successful life. Having the ability to use appropriate social skills for a situation or environment (being socially competent) is equally

Big Idea

Just as teachers monitor student progress and reflect on student learning in mathematics, regular assessment of student performance toward building and grade-level social behavior is important.

important for students to be successful in school and beyond. When schools can define and develop a plan to address and measure both academic and social behavioral concepts and skills, the likelihood of future student success is significantly increased.

Much more detail about what data to collect, how to analyze the data, and how to make a plan for improvement will be addressed later in this Handbook.

Notes:

Systems

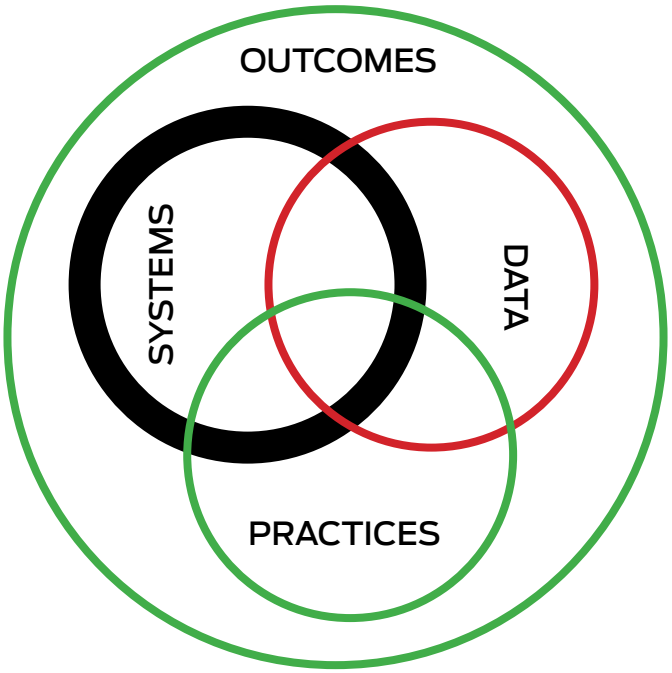
The Four Interconnected Elements of SW-PBS

Outcomes =
Supporting Social
Competency & Academic Achievement

Cultural Equity

SYSTEMS =
Supporting
Staff Behavior

Cultural Knowledge



Data =
Supporting
Decision Making

Cultural Validity

Practices =
Supporting
Student Behavior

Cultural Relevance

Vincent et al., 2011

Systems are strategies and supports put in place to enable adults in the building to develop and accurately implement SW-PBS. Examples of systems include shared leadership, team processes so leadership teams are efficient and effective, stakeholder engagement and communication, development and documentation of practices and implementation procedures, and professional learning. To reach the valued culturally equitable outcomes, systems for adults are designed to address how cultural differences and similarities impact environments. Developing processes for building knowledge and understanding of cultural self-awareness in school staff, as well as valuing and acknowledging the cultural identities of other members of the school community is an essential function of systems development (Vincent et al, 2011). Strong, sustainable systems are crucial since the adults in the school are responsible for implementing culturally relevant SW-PBS practices.

There is no 'quick fix' for reaching the valued outcome goals buildings and districts have set. Instead, focusing time, attention, and effort on the durable and sustainable system for supporting adults in their use of high-quality, evidence-based instructional and behavior management practices will create an environment to foster success. Generally, students will follow expected behavior if all administrators, teachers, and staff consistently, accurately, and persistently carry out the teaching and learning practices agreed upon.

Shared Leadership

MO SW-PBS encourages shared leadership to oversee the development and implementation of practices and data systems. Shared Leadership expands the number of people involved in making important decisions and distributes leadership responsibilities among teachers, staff members, students, families, and community members. Schools that share leadership can be responsive to and include the opinions, views, feedback, insights, and wisdom of all members of their school community. MO SW-PBS encourages schools to use leadership teams at each tier as a vehicle to share leadership responsibilities.

The following graphic helps show how leadership is shared among teams. The district and/or region has a role in providing professional learning, time and financial resources, and visible public support for SW-PBS. Although your school leadership structure may look different than what you see in the graphic, the function of your Tier 1 and Specialized Behavior Support teams will be the same - to develop and sustain systems (for adults) to support the consistent use of high-quality evidence-based practices (support for students).

Shared Leadersip

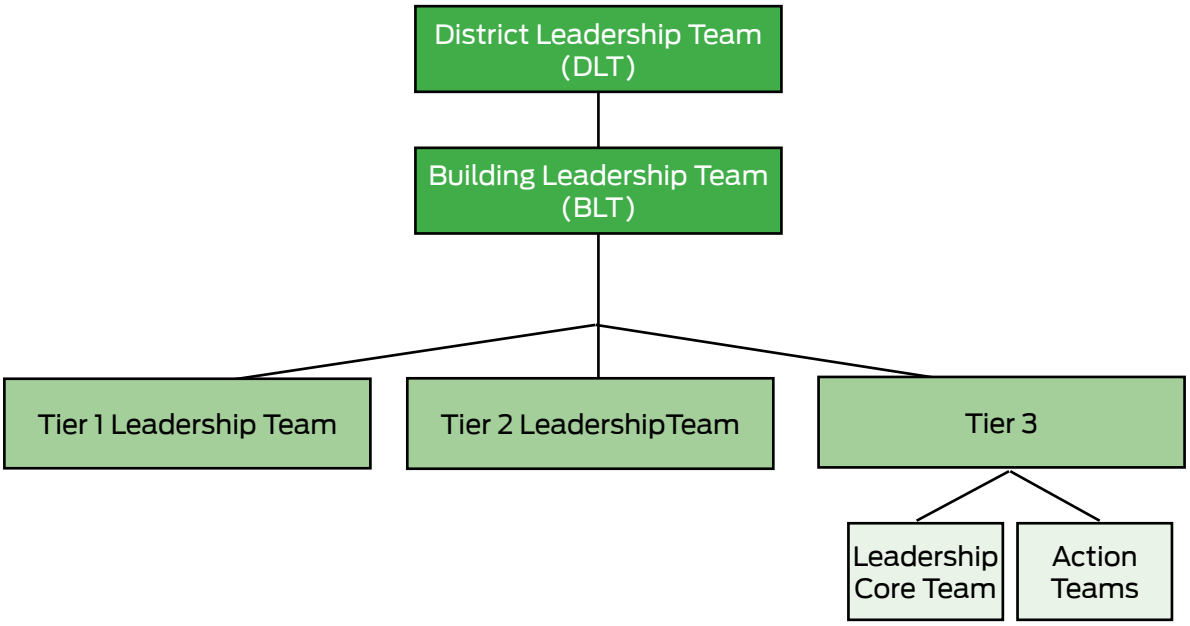


Figure number 2:2
Adapted from OSEP Center on Positive Behavior Interventions and Support, 2011.

District Leadership Role

While school districts may expect each individual school to lead and manage their development and implementation with a degree of independence, an important initiative like SW-PBS needs district administration to play an active and supportive role for successful sustained implementation.

The value of a district encouraging or requiring their schools to implement SW-PBS is to promote and facilitate the sharing of a common vision, language, and experience. Transfers for students and staff are eased as they attend a new school within the district. This approach allows districts to improve the efficiency of resource use, implementation efforts, and organizational management (PBIS Technical Assistance Center website, November 29, 2018).

The district can support schools by providing adequate funding, broad visibility to school and community members, and consistent political support for SW-PBS. In addition, the district can coordinate staff to provide coaching support and training to teams and to conduct consistent evaluations across schools.

Administrator Role

Successful school improvement efforts, as outlined above, all share a common characteristic: strong leadership. Maintaining a well-managed school is the primary roles of the building administrator. The principal directs the time, focus, resources, and attention to any given school improvement effort by communicating, in words and actions, the degree to which it is a priority . To further define the role of the principal in the development and implementation of SW-PBS, thirteen considerations related to all tiers of implementation are offered (Colvin and Sprick, 1999; Colvin, 2007).

Maintain Standards for Best Practice

Principals are the "clearinghouse" for practice selection and the final decision maker of how the school will address school improvement needs. Principals must communicate the importance of high-quality research-based practices and resist the myriad of practices and programs that promise much and deliver little. Resources are limited, and what resources are available need to be dedicated to choosing effective, efficient practices to increase the likelihood of meeting school improvement goals. As will all things, the work and effort required to produce quality isn't always easy, but it is worth it. By serving as the "gatekeeper," the principal can maintain high standards for quality services.

Publicly Provide Support

The words and actions of the principal are powerful. Setting a clear and positive vision, and communicating that vision to all stakeholders will start everyone off on the right foot. Once a commitment has been made to focus on improving schoolwide discipline efforts, it is essential that the principal communicate to staff that they will be provided support to accomplish the outcome goals. Public support also means the school's efforts are made visible, not only to faculty and staff but also to district personnel, students, families, and the community.

Establish SW-PBS Leadership Teams

The principal engages staff in leadership roles for SW-PBS by establishing building-level teams to address each tier of intervention. You may choose to repurpose or adjust an existing building team, or it may be most efficient and effective to form new teams. You may also consider whether a Building Leadership Team to oversee all SW-PBS efforts and separate "subcommittees" to provide leadership at each tier would work best for your school. The most important thing is to clearly communicate your team structure to all staff.

Any successful school improvement initiative must have the support of the staff. This is more likely to occur if staff members play an active role in the process from the beginning. The teams should be representative of those who will be directly impacted by the changes. Therefore, members should include teachers, paraprofessionals, supervisors, and have a mechanism for including parents and students. The Leadership Team structure allows for vital staff perspective while still operating efficiently. The principal is expected to be an active member of teams as the person with the authority to provide the time and financial resources needed to support team decision-making.

Support the SW-PBS Team Members

Team members assume a big responsibility and time commitment to provide leadership for SW-PBS at each tier. The administrator can show appreciation for their commitment by personally thanking them. In addition, the principal needs to be sensitive to team members' workload and limit their participation in other committees and school activities. Consider ways to compensate team members for their time commitment (e.g., special parking places, hiring substitutes to allow for monthly planning time, small stipend, etc.) Time for team meetings should be protected for all team members. Support for team members and their time translates as a clear commitment and validates the work.

Guide the Decision-Making Process

Since discipline policies must be embraced and upheld by all, a process for gaining staff consensus is essential. An important leadership role of the principal is to teach and guide the team and entire staff through a process for making decisions.

Several effective processes for determining consensus exist ensuring:
1) every staff member is heard
2) those who have concerns are invited to offer solutions
3) the best decisions are made, and
4) decisions are more likely to be implemented consistently.

Administration's active role in the decision-making process can help to avoid or reduce conflict or tension surrounding discipline planning.

Take a Leadership Role in Problem Resolution

Even with a clear decision-making process, disagreements or problems may arise among team members or between the teams and the staff. The administrator has a clear role in assisting with problem resolution by actively participating and facilitating a workable solution. This often includes reminding staff of the shared vision, encouraging effective communication, and supporting effective processes to guide decisions.

Support Team Meetings

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

Provide Recognition for Faculty, Teams, and Their Work

The principal can support the team members by recognizing, privately and publicly, the effort of team members and school staff who work on behalf of the initiative. Showing sincere appreciation through notes or personal comments of gratitude for their effort is often greatly appreciated. This recognition will help all to continue the sometimes challenging work needed to plan and implement SW-PBS.

Serve as the Point Person for School-related Groups

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

Monitor Implementation Activities and Provide Feedback

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

Review Data and Provide Feedback Regularly

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

Ensure That Innovation Is Sustained

The principal plays a crucial role in sustaining the SW-PBS initiative over time. Staff interest and attention to SW-PBS may wane if other initiatives are introduced or if staff feel progress on addressing problem behavior is moving too slowly. The principal must be diligent to keep all staff focused on the SW-PBS purpose and goals and to guide work at an appropriate pace.

A plan must also be created to keep new staff, students, and families informed of the school's efforts. Positive stories in the newsletter, on social media, on the school sign, or through local media allow the principal to proactively share the great things happening in the school, and reduce or avoid any misconceptions or misunderstanding in the community. Clear and positive communication also invites participation and feedback from the community, creating a climate of support for the school.

Make a Time Commitment

Changing a culture requires that educators: 1) take their time, 2) do things well the first time, and 3) make decisions based on the process of change and the stages of implementation. The principal must understand that it takes time to fully implement SW-PBS at all tiers. Development and implementation of SW-PBS is not a sprint; it is a marathon. The principal must be patient and persistent to continue the SW-PBS initiative by continuing to provide support, participation, and leadership.

Team Leadership in the Wake of Administrative Turnover

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

> "A team is a group that forms for a common purpose to achieve an outcome by working together. The purpose of teaming in education is to support staff members in their work to support students."
>
> (McIntosh & Goodman, 2016)

Leadership Teams at Each Tier

It has been previously stated MO SW-PBS supports the use of a leadership team process at each tier of SW-PBS implementation. The following chart is intended to give a general comparison among SW-PBS Leadership Teams at each tier of implementation. As previously stated, your school may configure your Leadership Teams based on the size of your school, available resources, and expertise available within your school. More information specific to each Leadership Team will be provided in Tier 1, Tier 2, and Tier 3 Implementation Guides.

Leadership Teams at Across Tiers

	Universal Behavior Support	Specialized Behavior Support		
	Tier 1	**Tier 2**	**Tier 3**	
General Title	Schoolwide Leadership Team	Tier 2 Team	Core Team	Action Teams
Purposes	To provide leadership for the development, implementation, and evaluation of universal procedures in the entire building for all students and staff.	To provide leadership for the development, implementation, and evaluation of a student identification process and interventions for small groups of students who are at risk for academic or behavioral problems.	To provide overall leadership for the development, implementation, and evaluation system for students who experience high risk for academic or behavioral problems.	To conduct a functional behavior assessment (FBA), develop a behavior intervention plan (BIP) and monitor individual student progress.
Overall Team Responsibilities	· Gather input to evaluate the effectiveness of current policies and practices. · Gain staff commitment. · Develop and document procedures for non-classroom and classroom settings. · Oversee the implementation, maintenance, and revision of schoolwide and classroom procedures.	· Develop standard procedures and data-based decision rules for referring students to Tier 2 interventions. · Provide Tier 2 strategies, interventions, and supports. · Review Tier 2 interventions, monitor individual student progress, and review new referrals. · Develop data- based decision rules (including time frames) for placing students, monitoring progress, and fading the intervention. · Coordinate schoolwide implementation of the overall Tier 2 practices and systems. · Summarize and review data to determine if interventions are being implemented as planned and if Tier 2 interventions and support are effective.	· Develop standard procedures and data- based decision rules for referring students to individualized interventions. · Develop and document procedures to conduct functional behavior assessment (FBA). · Develop and document procedures for developing and monitoring behavior intervention plans (BIPs). · Develop and document procedures for identifying and eliciting action teams. · Use data to problem-solve student progress. · Summarize and review data to determine if interventions are being implemented as planned and if individualized interventions and support are effective.	· Complete the record review. · Interview teachers / staff. · Interview family members. · Interview student. · Observe. · Conduct FBA. · Develop BIP. · Document on Tier 3 Student File Checklist. · Review progress monitoring data. · Review fidelity of implementation. · Review and revise FBA and BIP as needed.

Leadership Teams at Across Tiers (continued)

	Universal Behavior Support	Specialized Behavior Support		
	Tier 1	**Tier 2**	**Tier 3**	

Recommended Membership	· Administrator
	· Teacher Representatives (each grade, team, department)
	· Special Educator
	· Counselor
	· Paraprofessional
	· Student
	· Family Representative
		· Administrator
		· Behavior Specialist (e.g., school counselor, school psychologist, social worker, special educator)
		· Classroom Teacher(s)
		· Individual designated to coordinate each Tier 2 intervention
		· Crossover member to School-wide Leadership Team
			· Administrator
			· Member with behavioral expertise
			· Member with academic expertise
			· Crossover member to Tier 2 Core Team
				· Unique for each student:
				  · Individuals directly involved in daily routines of student
				  · Teacher
				  · Family
				  · Student
				· Crossover member to Tier 3 Core Team

Selecting Team Members	· Appointment by administration · Volunteers · Election by peer group	· Appointment by administration · Volunteers · Election by peer group · Existing committee, team, or group	· Appointment by administration · Volunteers · Election by peer group · Existing committee, team, or group	· Identified by the Tier 3 Core Team · Unique for each student
Frequency of Meetings	Monthly, at a minimum	Monthly, at a minimum, but twice per month is preferred	Monthly, at a minimum	Weekly, or more frequently as needed
Length of Term on Team	Minimum of two to three years; no more than one third of team rotating off each year	Minimum of two to three years; no more than one third of team rotating off each year	Minimum of two to three years; no more than one third of team rotating off each year	Varies based on student response to the BIP

Figure number 2:3

Compensation for Team/Considerations for Scheduling Team Meetings

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

- Arranging meeting times and hiring substitutes for a portion of the day when meetings are held.
- Meeting outside of regular school hours with extra pay.
- Arranging for additional preparation time by periodically supervising team members' classes for them.
- Relieving participating team members of other duties such as bus supervision, recess duty, cafeteria supervision, etc.

The Importance of Effective and Efficient SW-PBS Leadership Teams

Time is the most valuable resource for educators. Meeting and planning time is often scarce, so we must learn to work smarter, maximizing our time and outcomes. Unproductive meetings can dim enthusiasm for your work and slow efforts, while effective team processes excite, inspire, and fuel progress.

The most common elements of ineffective meetings include:

- disorganization in planning
- no clear meeting objective or purpose
- ineffective processes for running the meeting
- no closure or follow-up

Problems commonly associated with meetings include:

- Getting off the subject
- No goals or agenda
- Too lengthy
- Poor or inadequate preparation
- Inconclusive
- Disorganized
- Ineffective leadership/lack of control
- Irrelevance of information discussed
- Time wasted during meetings
- Starting late
- Few or no decisions made
- Interruptions from within and without
- Individuals dominate discussion
- Rambling, redundant, or digressive discussion
- No published results or follow-up actions
- No pre-meeting orientation
- Canceled or postponed meetings

(Mosvick and Nelson, 1987)

Big Idea

Sharing general SW-PBS procedures should be done in the same way other procedures (e.g., fire emergencies, intruder procedures) are shared with students, staff, and families.

These common elements of ineffective meetings can be categorized as::

- Disorganization in planning
- No clear meeting objective or purpose
- Ineffective processes for running the meeting
- No closure or follow-up

Effective and Efficient SW-PBS Leadership Teams

This entire section on Systems has outlined the work of the SW-PBS Leadership Teams at each tier. To ensure your Leadership Team meetings are productive, the Implementation Guides will direct you through a variety of activities. These include:

- Setting a Team Meeting Schedule
- Using a Meeting Format/Agenda
- Assigning Team Roles
- Using Action Plans
- Following Working Agreements
- Deciding How to Decide
- Communication
- Record keeping and Student File Management (in Tier 3 only)

Developing and following these procedures will help your team conduct effective, efficient meetings, and avoid the common problems

TFI item 1.2 Team Operating Procedures

TFI Item 2.2 Team Operating Procedures

TFI Item 3.2 Team Operating Procedures

Selecting Solutions for Common Team Errors

	Disorganization in planning	No clear meeting objective or purpose	Ineffective processes for running the meeting	No closure or follow-up
Setting a Team Meeting Schedule	X			
Using a Meeting Format/Agenda	X	X	X	X
Assigning Team Roles	X		X	X
Using Action Plans	X			X
Following Working Agreements			X	

Figure number 2:4

described earlier.

Additional Responsibilities of Each Leadership Team

There are five other responsibilities every SW-PBS Leadership Team must fulfill to ensure a solid system is created and sustained at each tier. These include:

1. Development and documentation of process and procedures for consistent implementation across all adults
2. Stakeholder engagement and communication
3. Sensitivity to the culture of the school
4. Commitment to Data-Based Decision Making
5. Coordination of professional learning

Next, we will examine each of these in more detail.

1. Development and Documentation of Systems at Each Tier

Leadership Teams at Tier 1, Tier 2, and Tier 3 will engage in a phase of preparation when they will oversee the development of procedures and processes (the development of the system). These procedures and processes are important to ensure the interventions at each tier can be implemented with consistency,

fidelity, and equity.
Documenting the procedures is crucial to ensure intervention practices and data systems are sustained over time. Effort must be made to store and retrieve documents describing the procedures in a manner accessible to administration and team members (e.g., Google Docs and/or shared electronic folders). Additionally, sharing general SW-PBS procedures should be done in the same way other procedures (e.g., fire emergencies, intruder procedures) are shared with students, staff, and families. These may be included in a staff handbook, posted on the school website, and documented in the student code of conduct/handbook. The following chart provides some, but not all, of the procedures that might be created and documented at each tier.

Systems to Develop and Document

Tier 1	Tier 2	Tier 3

• Clearly defined expected schoolwide behaviors (matrix)
• Non-classroom procedures
• Classroom expected behaviors/rules
• Lesson plans to teach all behaviors, procedures, and rules
• Schedule of lessons
• Schoolwide recognition system procedures
• List of office-managed and staff-managed unexpected behaviors
• Forms to document incidents of unexpected behaviors
• Procedures to collect incident forms
• Regularly review data and make decisions accordingly
	• Data decision criteria to identify students at-risk
	• Forms and process to seek assistance and nominate students at-risk
	• Permission/invitation to families and students
	• Intervention procedures, such as:
	  ◦ Lessons to teach replacement behaviors
	  ◦ Forms to give students feedback (e.g., Daily Progress Report)
	  ◦ Teacher responsibilities
	  ◦ Family responsibilities
	  ◦ Progress monitoring data collection for each student
		• Data decision criteria to identify students with high risk
		• Selection and notification for Action Team members
		• Record Review forms and steps to complete
		• Interview forms and steps to complete
		• Functional Behavior Assessment (FBA) forms and steps to complete
		• Behavior Intervention Plan (BIP) forms and steps to complete
		• Progress monitoring data collection for each student

Figure number 2:5

TFI Item 1.11 Student/Family Community Involvement

2. Stakeholder Engagement and Communication

In education, the term stakeholder usually refers to anyone who is invested in the welfare and success of a school and its students. Stakeholders include administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials such as school board members, city officials, and state representatives. In a word, stakeholders have a personal, professional, civic, or financial "stake" in the school and its students. 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 have a shared vision for what learning and success should look like and how best to accomplish it. All share the responsibility for student learning and success.

SW-PBS Leadership Teams not only include stakeholders as team members but also actively elicit ownership, voice, and broad representation of their families and communities, including traditionally underserved and underrepresented families and cultures. Although teams should be small enough to be efficient, family voice is critical. If team size is a concern, consider the use of a subcommittee structure and have families represented on the subcommittees (PBS Cal Tac, 2018). Schools may need to be creative to ensure they seek student voice and representation.

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, it will be important to make a plan for how you will involve your stakeholder partners in each step. Consider not only how you will share information with all of your stakeholders but also 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. Seeking input and sharing information is not a one-time event. It is crucial to consider ways to seek the ideas of stakeholders and to share information through every step of the development, implementation, and evaluation phases of implementation.

3. Sensitivity and Responsiveness to School Culture

Each school is a diverse mix of students, staff, and families who bring their cultures' norms, behaviors, language, traditions, characteristics, and interaction patterns. The Leadership Team at each tier will want to consider methods of seeking input and sharing information in ways and use language to acknowledge the various cultures represented in your school. For example, if families in your school speak English and Spanish, correspondence and products such as the schoolwide matrix should be produced in both languages. And if the majority of your families do not have access to email, other methods to deliver information should be used.

Sensitivity to the culture of your school stakeholders also in-

cludes scheduling Leadership Team meetings when and where participants can and will attend. If each Leadership Team and the Tier 3 Action Teams are committed to having family and student members "at the table," creativity and flexibility may be needed. For example, if family members have had a poor experience with office administration, meeting in the cafeteria might be more comfortable than meeting in the principal's office. If it proves to be impractical to schedule face-to-face meetings, consider having family members participate via conference calls, Skype, FaceTime or other distance technology. If there is no transportation for students after school, student input may be gained during the day and shared at the Leadership Team meeting by a trusted advisor. Acknowledging and validating the culture of all stakeholders "from the get-go" will increase the likelihood that all stakeholder members will be committed to and supportive of your school's SW-PBS efforts.

4. Commitment to Data-Based Decision Making

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

5. Coordination of Professional Learning

Professional learning encompasses a systematic process of support for everyone. It can include face-to-face training, observation, coaching, resource banks of materials, communication plans, virtual supports, and more.

Providing quality professional learning to your staff will be important to ensure your interventions are implemented with fidelity at every tier. The key to the success of your SW-PBS implementation will be the effectiveness of the staff training and ongoing supports you provide. Your team is urged to help all educators grow the professional learning networks (PLNs) within the building, the district, with other MO SW-PBS partner schools, and with SW-PBS implementers across the country.

There are many websites that provide an abundance of information about SW-PBS, including the MO SW-PBS website at http://pbismissouri.org and the PBIS National Center website at http://pbis.org.

It cannot go without saying that developing a system of supports for professional learning for teachers and staff will require establishing sufficient trust within and across all educators. As your Leadership Teams develop and implement a systematic plan for professional learning, it will be important to connect

the plan to your school and district mission. In addition, it is important a school's professional learning plan makes connections among Tier 1, Tier 2, and Tier 3 common features. Engaging all educators in planning and implementation will be critical steps to ensure desired outcomes of fidelity of implementation and improved student academic and behavioral success.

Every year educators participate in hours of professional learning, some of it highly effective and some of it ineffective. What makes the difference between time well-spent and time wasted?

A. Effective Professional Learning

Your challenge is to provide effective professional learning activities to your school staff on the systems, data, and practices as you move through the tiers of SW-PBS. What are characteristics of effective professional learning? Nobori (2011) states that it is research-based, consistent and ongoing, convenient, relevant, and differentiated.

Research-based: SW-PBS is a research-based framework, and each of the interventions (e.g., teaching; recognition of expected behavior; Check In, Check-Out; Functional Behavior Assessments) are independently research-based.

Consistent and Ongoing: The professional learning you provide to your staff will not just be a one-time session at the beginning of the year before school starts, and then let it go until next year. Staff learning needs to be ongoing, including new learning throughout the year, and "booster" sessions for review should be provided when indicated by data. Your staff will need to receive professional learning so they can consistently provide interventions to students, every day, all year long.

Convenient: If you can work closely with administration to schedule staff learning at a time that is convenient for participants, there is an increased likelihood of attendance (and willingness to participate) by staff. Whenever possible, create job-embedded opportunities throughout the day for professional learning and support.

Relevant: Staff will see a direct benefit in the improved behavior and positive relationships of the students who consistently receive Tier 1 Universal supports. The team must use the data and listen to staff to identify areas or practices needing improvement, and then provide the training and support needed to solve the problem.

Differentiated: Whenever possible, provide choices for participation. Does all professional learning in your school need to be face-to-face in a large group? Is using technology such as podcasts and webinars an option? If a teacher has a good understanding of the process, can they select an option to attend a more advanced session? What are other possibilities?

Additionally, quality professional learning should also include training, practice, feedback, and coaching or other follow-up procedures and supports (Ismat, 1996; MO DESE, 2013). Teachers should also have increased opportunities to interact with peers during high-quality professional learning.

While face-to-face, didactic, or direct training (i.e., training which includes content, rationale, demonstration, practice, and feedback) is critical for building knowledge of effective instructional practices, research indicates the transfer of skills to practice is generally low with training alone (Joyce & Showers, 2002). When coaching in the classroom was added to the other training components, knowledge, skill demonstration, and use in the classroom increased to 95% of the participants.

	OUTCOMES *(% of Participants who: Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use New Skills in the Classroom)*		
Training Components	Demonstrate Knowledge	Demonstrate New Skills in Training Setting	Use New Skills in Classroom
Theory and Discussion	10%	5%	0%
Plus Demonstration in Training	30%	30%	30%
Plus Practice and Feedback in Training	60%	60%	5%
Plus Coaching in the Classroom	95%	95%	95%

Figure number 2:6

B. Multi-Tiered Support Framework For Teachers

An analysis of over 200 studies by Joyce and Showers (2002) has been corroborated through research in the field (Hiralall & Martens, 1998; Simonsen, MacSuga, Fallon, & Sugai, 2013). This recent body of work confirms that in-school support (e.g., coaching and performance feedback) is required to achieve positive effects. Because it is not always feasible to provide in-classroom coaching to all teachers, Simonsen, et al. (2014) proposes a multi-tiered approach to professional learning for teachers.

The proposed multi-tiered approach to professional learning for teachers extends the recommendations of both Norobi (2011) and Ismat (1996) in terms of characteristics of the content as well as the work of Joyce & Showers (2002) in terms of how to provide professional learning.

"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).

The multi-tiered system of support would be planned for and provided based on data. All teachers would get universal level supports focused primarily on high-quality professional learning/ training, some teachers would get universal professional learning plus limited coaching supports encouraging self-monitoring, while a few teachers may also require intensive coaching supports. The table below gives a more detailed explanation of what a tiered support model might entail.

Multi-Tiered Support Framework For Teachers

Level of Support	Training Provided	Level of Coaching	Data Used for Decision Making	Decision Rule
Universal Level Support	• Define target skill • Model target skill • with examples & non-examples • Provide practice w/ skill • Provide feedback within training context • Demonstrate self- • monitoring methods	None	Self-Monitoring for Fluency > Self report to "coach" confirm fidelity of self-monitoring Classroom Walk-throughs as Universal Screening	Rating of proficient or above for each self assessment practice profile section on Teacher Tools = no need for additional support Rating of close to proficient or below for any self assessment practice profile section on Teacher Tools = need for targeted interventions on each practice with this rating.
Targeted Level Support	All of the above plus Goal Setting	Teacher • Chooses a target skill • Sets and shares goal(s), • Selects a self-prompting-strategy • Self-monitors • Graphs data • Self-reflects • Self-reinforces • Shares instructional data and student outcome data with "coach" Coach • Reviews self-monitoring data	Regular Self- Monitoring Regular Classroom Coaching and Walk-throughs as Progress Monitoring	Demonstration of improvement toward criterion = fading to self-monitoring only Demonstration of lack of improvement = intensified support

Intensive Level Support	All of the above plus Action Planning	All of the above plus Teacher w/ Coach assistance
		• Develops action plan
		  • Measurable goals for improved performance
		  • Action steps
		  • Contingencies for meeting/not meeting goals
			Daily Self- Monitoring
			
			Weekly Classroom Walkthroughs as Progress Monitoring
			
			Coaching and performance feedback
				If goals met, choose other skills for focus or implement fading
				
				If goals not met, increase frequency or intensity of feedback or provide in-vivo modeling

Figure number 2:7
Adapted from Simonsen et al., 2014

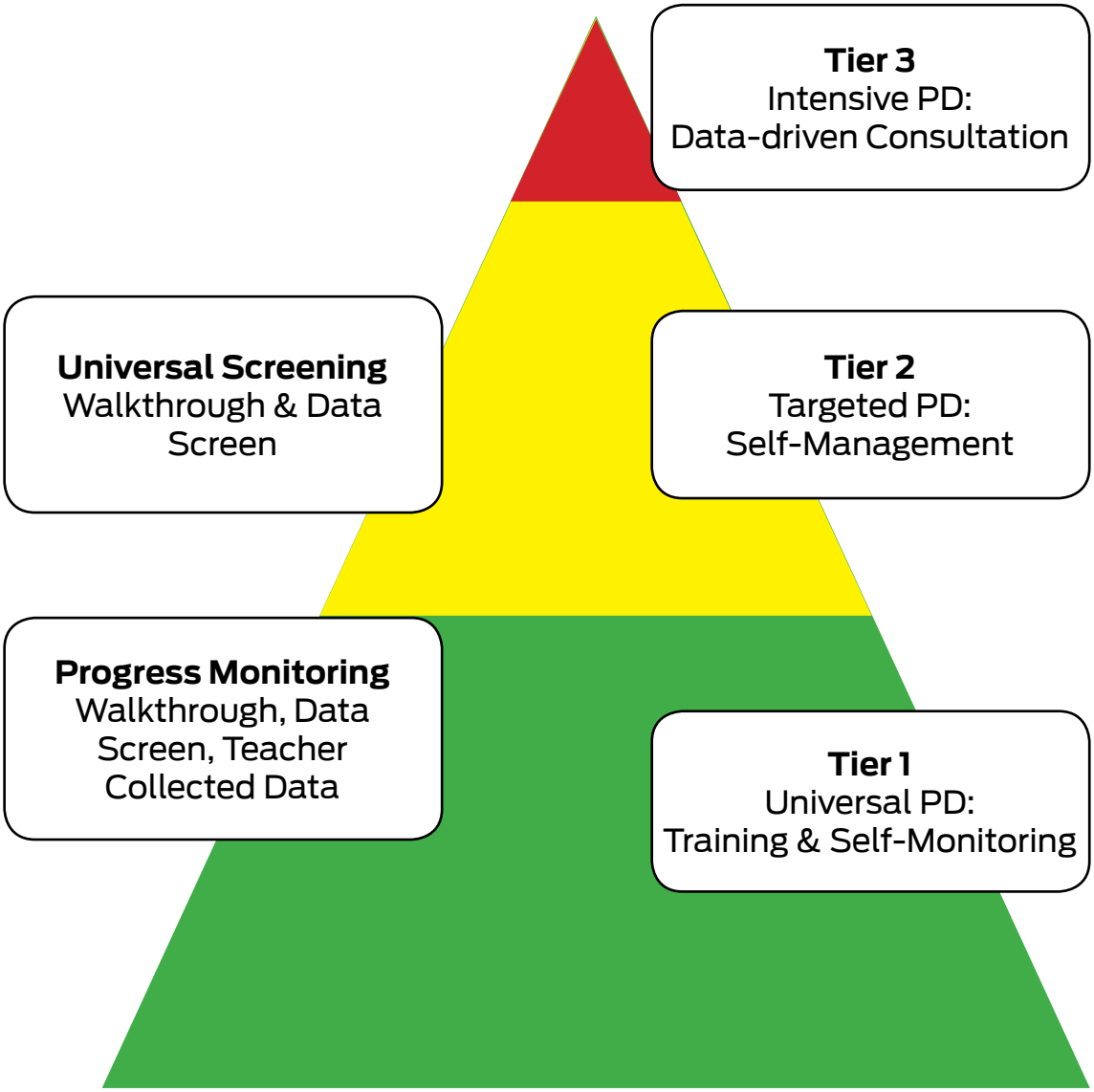


Figure number 2:8
Simonsen et al., 2014

In the professional learning model outlined above, all teachers get didactic training, then each teacher creates a self-monitoring plan that involves the following steps:

- Choose a brief period of time when the instructional skill is most applicable for the instructional content (e.g., 10-15 minutes of teacher-directed instruction).
- Identify a specified period of time (e.g., 1-2 weeks from date of training).
- Select a method to record use of the skill (e.g., tallies, golf counter, paper clips in pocket).
- Record data using method chosen.
- Graph or chart data for analysis using specified metric (e.g., rate, ratio, percentage).
- Analyze data comparing to standard for implementation provided.
- Provide data, if requested, to coach, department chair, or team leader for building level aggregation and review for teachers who may need more intensive supports.

C. Who Can Serve As Coach

Depending on the size and expertise available in your building, the role of coach at the Universal or Targeted support levels can be fulfilled by a variety of personnel. A coach could be an administrator; an instructional coach; or personnel with full-time equivalent (FTE) dedicated for instructional support such as a SW-PBS coach, a school psychologist, a special educator, or a department chair, or in some cases of schoolwide professional learning, a collegial peer (Jonson, 200). When an individual teacher has been identified in need of intensive level supports, someone with behavioral expertise would fulfill the coach's role. Your SW-PBS Leadership Team should make a plan to build and maintain these tiered supports for all teachers and staff in your building.

D. Focus Professional Learning on Effective Classroom and Culturally Responsive Practices

When research on positive behavior supports began, emphasis was made on teaching and recognizing students in non-classroom settings such as hallways, cafeterias, and common areas (Lewis & Sugai, 1999). As research continues, the need for SW-PBS in the setting where the students spend the majority of their time has received increased focus - the classroom. Providing direct and ongoing professional learning on effective, preventative, and proactive classroom practices must be a priority for SW-PBS Leadership Teams. In addition, SW-PBS Leadership Teams need to arrange time to provide professional learning on practices to enable all staff to be culturally aware and responsive to the diverse learners in the building. Increasing staff knowledge of the cultures represented in their building can start with cultural self-awareness. Time spent on methods to validate student, family, and staff cultures and collaborative curriculum planning to increase cultural relevance for students are worthwhile professional learning activities.

E. New Staff Induction

Efficient and effective induction of new teachers will be critical to building and sustaining your SW-PBS work at all three tiers. Any new staff members should, by default, receive Targeted Level supports. Once orientation training has taken place, if the observational data indicates that a new staff member's implementation of specified interventions is at proficient or above for each of the Effective Teaching and Learning Practices, he or she has demonstrated support needs are being met by the Universal teacher support in place. Content of new staff induction supports will vary based upon the role of the staff members (i.e., instructional or support), but all staff should receive a minimum of:

- Before School Year Orientation (e.g., understanding of Tier 1 essential components, procedures for identifying students in need of further support, etc.).
- Ongoing Supports in Addition to Schoolwide Professional Learning Plan (e.g., targeted professional training with focus on effective classroom practices and self-monitoring, as well as ongoing coaching).

F. Finding Time to Schedule Staff Professional Learning

One of the major concerns in every school is time for professional learning. Each school is unique in schedules, budgetary restrictions for substitutes, coverage availability from other staff, and contractual/negotiated agreement restrictions.

Schools may also have competing initiatives. District and school teams can take an inventory of the initiatives currently implemented district and schoolwide. Streamlining the work at the district or school level increases the likelihood the resources necessary are available. Prioritizing and streamlining initiatives adopted also helps create time and energy to focus on supporting all educators to implement SW-PBS with fidelity. From this review, the district and/or school team can ask the following questions to assess:

- Are all of the initiatives current and necessary? Often schools continue to do something because "it's always been that way," even though it is no longer effective or needed.
- Do some of the initiatives have overlapping purposes and can be streamlined, thereby freeing up potential schedule time for staff learning?

Other questions schools can ask when trying to find time for professional learning include:

- Can staff meetings have an instructional focus instead of a managerial focus?
- Can portions of grade level/departmental planning times be used for staff learning?
- Can classes/activities be covered by other available school personnel for teachers to attend staff development activities?
- Can technology be used to allow for flexible training times?

Your team will need to work closely with your administrator to develop a comprehensive professional learning calendar.

G. Other Ways to Support Staff Learning

Providing Updates to Staff – Another component of your professional learning system is to provide your staff with updates about

Tier 1, Tier 2, and Tier 3 systems, data, and practices. This includes developing standard procedures for providing updates to the administrator(s), team, staff and others involved with student support. Also, consider what communication needs to be provided for families and community members.

These four questions will assist your team in developing your communication system. If you can answer these questions, your system for updating staff is in place:

1. What will be communicated?
2. Who will communicate this information?
3. How will it be communicated?
4. When will it be communicated?

Social Media – Your team should also consider when and how to leverage social media to communicate with stakeholders (e.g., teachers, staff, students, families, and community members). What kinds of social media does your school currently use? What forms of social media do your stakeholders currently use? Schools must consider the array of social media platforms that may be typical "news and information" sources for their employees and stakeholders (e.g., Internet, Twitter, Facebook, Instagram, etc.). If your communication system doesn't include those platforms, stakeholders may not be up-to-date with current and accurate information.

SW-PBS Staff Handbook – A SW-PBS Staff Handbook is also part of your professional learning system. Your school may choose to have one large SW-PBS Staff Handbook that includes all three tiers, or you may choose to have a single handbook for each tier. Regardless, a handbook will serve as a reference for staff and document your Tier 1, Tier 2, and Tier 3 systems, data, and practices. If teachers have a question, the handbook can be a resource they can readily access to get information. Information in your SW-PBS Staff Handbook will provide the basis for your SW-PBS professional learning. Staff Handbook Organizers are provided in each Implementation Guide.

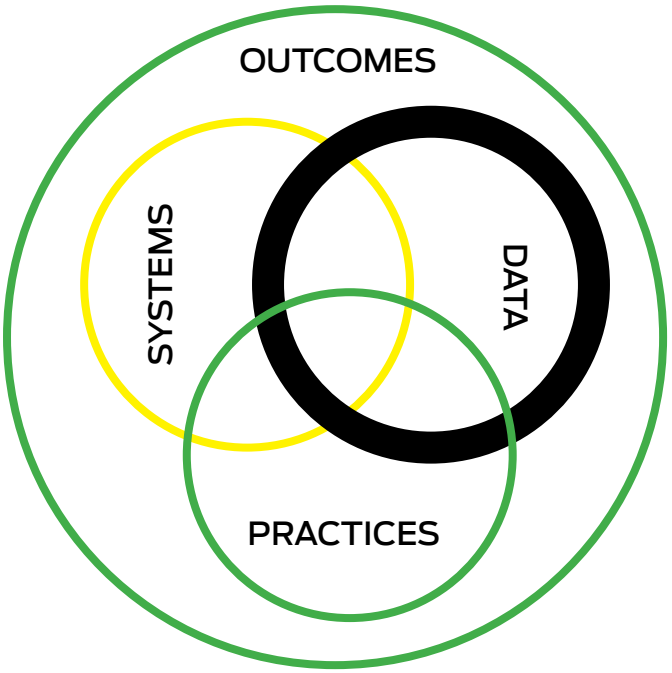
Notes:

Data

The Four Interconnected Elements of SW-PBS

Outcomes =
Supporting Social
Competency & Academic Achievement

Cultural Equity



Systems =
Supporting
Staff Behavior

Cultural Knowledge

DATA =
Supporting
Decision Making

Cultural Validity

Practices =
Supporting
Student Behavior

Cultural Relevance

Vincent et al., 2011

Introduction

We love our students. We get excited with them when they experience that "aha!" moment in learning. We are happy when they are happy and sad when they are hurt. Sometimes, we may even get angry with them. Education is emotional work! For most of us, our why for entering the profession is grounded in an emotional desire to help students have positive experiences in school, achieve valued outcomes, and maximize lifetime opportunities.

However, when it comes to determining how we are going to help our students achieve these valued experiences, outcomes, and opportunities, we need to take the emotion and guesswork out of our decisions. Each year, we have only about 180 days to do all we can to prepare students for moving on to the next grade, the next challenge, and the next opportunity. When investing our limited time, energy, and resources into activities that are so important for our students, it is critical that we base our decisions on cold, hard, observable, measurable data.

This desire to provide valued experiences, outcomes, and opportunities must extend to all of our students! As discussed earlier, in order to achieve equitable outcomes for our students, we must create systems that address equity and build cultural knowledge. Additionally, it is important that all schools regularly review academic and behavioral data disaggregated by student race and ethnicity.

Think about it: every time you visit the doctor's office for a checkup, the nurse takes your temperature, blood pressure, and other measurements. This is because these measures can alert your doctor if there is something wrong, even though you may not notice any symptoms. Similarly, regularly monitoring academic and behavioral data disaggregated by the different demographic groups can alert you to any inequitable treatment and outcomes experienced by your students. And, while both your checkup and examination of equity data may expose some uncomfortable truths, this knowledge creates the opportunity to change behaviors and avoid more serious consequences down the road.

Although conversations about equity can be uncomfortable, having an open and honest examination of objective data disaggregated by student race and ethnicity can help your school to focus on meeting students' needs in a valid way. Finally, returning to our checkup analogy once more, while conversations about equity can be especially hard, the changes you make can have profound, life-altering consequences for your students. More information about the different metrics for monitoring equity and practices to address inequity will be provided later.

SW-PBS districts and schools use data at all three tiers for a variety of purposes. Data helps us identify strengths and then leverage these strengths to increase opportunities for success. We use data to identify problems or learning gaps early, while they are still small and relatively easy to address. We collect and analyze data to diagnose these problems or gaps in order to select strategies that have the best chance for success.
Similarly, data tells us which strategies are most effective, so that

Key Term

Disaggregate v. To separate into component parts.

Webster's New Collegiate Dictionary

TFI
Tiered Fidelity Inventory

TFI Item 2.3 - Using Data to Identify Students for Tier 2

we continue to include them in our repertoire. We use data from decision rules and screeners to identify students who might benefit from Tier 2 or Tier 3 supports. We monitor data as we implement plans to enable us to make any necessary midcourse corrections. We use data to evaluate our plans and programs. We communicate our data to build the will for change, as well as to celebrate and promote our successes.

Finally, we use data to make decisions and establish cycles of continuous improvement.

Resistance to Data

"Data need not be a four letter word."

(Horner, Sugai & Todd, 2001)

While the use of data is critical for sound decision-making, it is important to acknowledge at the outset that data is intimidating to many educators (McIntosh & Goodman, 2016). McIntosh and Goodman (2016) identified several reasons why some educators may disengage when presented with data, or even resist demands that they collect and use data for decisions.

First, many people have acquired a fear of numbers, possibly stemming from a lack of mathematics fluency, a negative learning history in mathematics, or a fear of appearing incompetent. Adding to this fear is the possibility that the data will expose uncomfortable truths about the classroom, school or the educators in the school.

In addition, schools are often required to collect large amounts of data. Not only does this feel overwhelming but it also can seem pointless if the data is not obviously used for making decisions. Furthermore, it can be difficult to make sense of large amounts of raw data.

Finally, in the past, policy makers and administrators have judged, threatened, and sometimes even punished educators based on data from their districts, schools, and classrooms. Therefore, it is important that SW-PBS District and School Leadership Teams address these concerns in order to gain full staff participation in the legitimate collection and use of data for decision making.

TFI Item 1.10 Faculty Involvement

McIntosh and Goodman (2016) recommend several strategies to address these concerns. Leadership Teams should frequently share data with the staff, as well as any data informed decisions made by the team. This transparency keeps staff informed and also builds trust and communicates to the staff that their efforts to collect data serve an important purpose. Sharing data-informed decisions that successfully address problems discovered through data analysis builds staff efficacy by demonstrating that such problems can be solved.

The Leadership Team can also take steps to facilitate staff fluency with the data. By clearly and explicitly stating the purpose of the data, presenting the data in easy-to-interpret summaries and graphs, and using strategies such as “think-alouds” to model the thinking process used to interpret data, data presentations are made more understandable to staff. Also, the team can provide ongoing professional learning on the interpretation and use of data for decision making.

In addition to being transparent regarding the use of data for decision-making, school leaders can address concerns about the time required for data collection by taking steps to limit the amount of data collected. When evaluating whether to continue to collect certain data, school Leadership Teams can use the following two questions as a guide:

1. "Is the data required to fulfill district, state, or federal mandates?"
2. "Is the data essential for decision making around important school goals?"

Limiting data collection to these two functions will save time and ease feelings among staff of being overwhelmed by the data.

At the same time, Leadership Teams can establish efficient systems for collecting data. Having efficient systems for collecting essential data reduces the burden on staff, leaving more time for other important activities.

Finally, while data can provide objective measures with which educators can hold themselves accountable for student outcomes, school leaders should resist the temptation to threaten or punish educators based on data. Such misuse of data contributes to the fear surrounding data in schools, and is subject to Campbell's Law (Campbell, 1975). Campbell's Law states that "The more any quantitative indicator is used for social decision making, the more subject it will be to corruption pressures and the more apt it will be to distort and corrupt the social processes it is intended to measure" (Campbell, 1975, p. 85).

An example of this sometimes occurs under accountability systems that use the percentages of students scoring above a proficiency cut score. Under such accountability schemes, there is a temptation to focus on the so-called "bubble kids" (those students scoring near the cut score), while providing less instruction to those students whose scores are further away from the cut score. Thus, fear of sanctions incentivizes a shift in focus from educating all students to one of focusing educational efforts and resources on a relatively small number of students, thereby numerically producing a false impression that the school or district is doing better at educating students than is actually the case.

Acknowledging and addressing the intimidation that many educators feel about data is critical if we want them to use data for decision making. However, the real theme of this chapter is that, when effectively used, data can be very empowering. The effective use of data demonstrates the relationship between adult actions and student outcomes. It shows educators which practices are most effective, and drives where they focus their efforts, and contributes to a sense of collective efficacy within the school. When educators see the relationship between their actions and the outcomes students experience, they begin to hold themselves accountable for the learning and behavior of their students.

The Right Data, at the Right Time, and in the Right Format

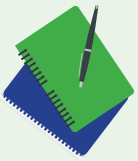
Schoolwide Positive Behavior Support (SW-PBS) district and

school based teams use data effectively and efficiently to establish cycles of continuous improvement, thereby improving outcomes for all students. This requires having available the right data at the right time and in the right format (Gilbert, 1978). In addition, it requires a standardized procedure for using data to solve problems.

The Right Data

Data collection is important, but we must be sure it does not come at the expense of teaching. Therefore, it is critical that time dedicated to data collection is spent collecting high-leverage data. In SW-PBS districts and schools, this high-leverage data typically falls into three categories: student behavioral outcomes, implementation, and descriptive.

Student behavioral outcome data was discussed in the outcomes section of this Handbook earlier. Student behavioral outcome data can include behaviors the school or district team wants to increase, such as attendance, or decrease, like fighting or physical aggression. It can also include the consequences of such behavior, such as time out of instruction.



Key Term

Student Outcome Data: Data about students that is gathered to monitor and/or evaluate progress toward desired outcomes or goals.

What outcomes are monitored depend on what behaviors or consequences the school is trying to impact. However, SW-PBS districts and schools have certain standard student outcomes that they typically monitor, so that they can respond quickly to any changes. These include attendance, minor (classroom-managed) behaviors, office discipline referrals (i.e., behaviors managed outside of the classroom), the number and percentage of students who meet decision rules for Tier 2 and Tier 3 supports (a.k.a. "Triangle Data"), the number of incidents resulting in ISS and OSS and the resulting number of days, expulsion, school climate and, in secondary schools, dropout/graduation rates.

In addition to providing a measure of progress, office discipline referral frequencies per day/per month and Triangle data also act as early warning systems to alert the team of potential problems that they need to address.

Implementation Fidelity data is data teams use to assess and monitor whether and to what degree adults are implementing selected evidence-based practices, and whether the systems that support the use of these practices are in place. When used in conjunction with student outcome data, implementation data also informs us as to whether we are focusing on the practices that will be effective for our students.

The data collected is specific to the evidence-based practices that are implemented. In SW-PBS, this falls into two categories: 1) general implementation fidelity of the SW-PBS initiative; and 2) implementation data used to monitor implementation of a plan developed to address a specific problem (schoolwide, small group, or individual).

Student Outcome Data			
Source	**Reporter/ Respondent**	**When**	**Purpose/Use**
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 Climate	Administrator, Coach, or Database Manager	Annually	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 the 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 Data Manager(s)	Monthly	Uses a combination of outcome, implementation and contextual data 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.

Figure number 2:9

TFI Item 1.12 Discipline Data

General implementation fidelity data collected by SW-PBS schools include the following: the Self-Assessment Survey (SAS; Sugai, Horner, & Todd, 2003) and the Tiered Fidelity Inventory (TFI; Algozzine, Barrett, Eber, George, Horner, Lewis, Putnam, Swain-Bradway, McIntosh, & Sugai, 2014). In addition, coaches and administrators use classroom observations and walkthroughs to monitor implementation of evidence-based practices throughout the school. Finally, teachers use self-assessment checklists to rate their own use of evidence-based practices.

School teams will also monitor implementation data for a specific problem-solving plan, such as a Solution Plan (a schoolwide action plan addressing a specific behavior, location, time, or group of students) or Behavior Intervention Plan (an individualized action plan that addresses an individual student's behavior). The data selected for monitoring implementation of such plans is always specific to the action steps of the plan.

Implementation Fidelity Data			
Data Source	**Reporter/ Respondent**	**When**	**Purpose/Use**
Self-Assessment Survey (SAS)	All School Staff	Annually (2nd 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.
MO SW-PBS Universal Support Checklist	Leadership Team	On-going	A team checklist of Tier I systems and activities that is completed in conjunction with action planning. Monitors critical action steps necessary to put essentials of SW-PBS in place. All team members provide input; one team member records group responses.
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 planning guide to assist teams as the adopt and adapt a standard protocol Tier 2 interventions.
Intervention Essential Features	Tier 2 Team	When adding a new standard protocol Tier 2 Intervention	A planning guide to assist teams as the adopt and adapt a standard protocol Tier 2 intervention
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.

Figure number 2:10

For example, if the team determines that they need to increase the amount of positive reinforcement provided to students, school-wide, they might count the number of tangible reinforcers given to students. Alternatively, if the Tier 3 team determines that a student requires pre-teaching, they may look at teacher lesson plans to determine whether pre-teaching activities are included, or ask the teacher to self-rate his or her use of pre-teaching strategies.

Finally, in addition to outcome and implementation data, SW-PBS districts and schools usually monitor descriptive data. Descriptive data describes people and settings. More often than not, descriptive data adds context to student outcomes, and helps identify causal relationships. Student demographics are a type of descriptive data that describe student characteristics, such as race and ethnicity, gender, gender identity, sexual orientation, disability status, grade level, and socioeconomic status. When student outcomes are disaggregated by student demographics, schools can monitor whether these outcomes are distributed equitably across different demographic groups.

In addition, by disaggregating behavior data by the setting variables in which problem behaviors occur, teams can identify possible causal relationships. For example, a spike in office discipline referrals at 1:00 p.m. and on the playground may prompt the team to consider whether there is adequate supervision on the playground or if adults need to reteach students the playground expectations.

Similarly, a student who consistently engages in disruptive behavior during classes where there is a heavy reading component may find reading aversive, and engage in behaviors to avoid task. Such information may be invaluable to a Tier 3 team as they identify possible function of a student's behavior and develop the student's Behavior Intervention Plan (BIP).

Following is a table describing the standard outcome, implementation, and descriptive data that MO SW-PBS recommends districts and schools collect.

THE RIGHT TIME

SW-PBS Teams also need the data at the right time. The team needs the data when they need it. This raises three considerations that must be addressed: 1) the necessity to anticipate data needs; 2) SW-PBS data cycles that occur throughout the year; and 3) the necessity to develop efficient data collection systems.

Anticipating Data Needs

The data we collect is determined by the questions we want to answer (Lewis, 2018: Summer Institute Keynote). This means that to have the data at the right time, we need to anticipate these questions in advance. To a certain extent, MO SW-PBS has anticipated these questions for you and identified standard data that your team should collect on an ongoing basis so that it is available when need-

Descriptive Data			
Data Source	Reporter/ Respondent	When	Purpose/Use
Big 5 ODR Data Reports	Data Manager	Monthly, Annually	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) student's involved. Analysis of descriptive data helps the team to identify the cause of the problem so that they can select the most effective action steps.
Student Demographics	Data Manager	Annually	Tracking student demographics allows schools to ensure that all students are having positive experiences, outcomes, and opportunities resulting from their time in school. Demographic information includes, but is not limited to, gender, gender identity, grade/age, race, ethnicity, free and reduced lunch status, and presence of disability. Demographic information is used to identify, monitor, and address disproportionality. It is not used for decision making that contributes to disproportionality.

Figure number 2:11

ed. Descriptors of the data that all SW-PBS schools should collect can be found in the Student Outcomes, Implementation Fidelity, and Descriptive Data tables. Specific information about how to use this data can be found in the Implementation Guides for the respective tiers.

Time Cycles

There are naturally occurring time cycles for reviewing and analyzing data, depending on when data is available and the goal of the team during that data cycle. These cycles tend to fall into annual, quarterly, monthly, and biweekly/weekly data cycles.

Annual Data Cycles: The purpose of an annual data cycle is to select annual improvement goals for the coming school year and then develop action steps designed to achieve these goals. The Building Leadership Team typically meets following the last day of school when relevant end of the school year data is available. The team reviews academic and behavioral outcome data, both in aggregate and disaggregated by important demographic groups, to identify collective successes and opportunities for improvement.

TFI Item 1.15 Annual Evaluation

The team compares outcome data with implementation data to look for gaps in implementation that may have contributed to the observed outcomes. In addition, the team looks for opportunities to adopt new evidence-based practices that can move the school toward achieving desired outcomes for students. Finally, the team looks for practices that are not contributing to desired outcomes relative to the resources in terms of money, time, and effort that the school has put into implementation. The team should consider eliminating practices that are not having the desired impact on student outcomes in order to free up resources for more effective practices.

In addition to action planning around annual school improvement goals, annual data summaries can provide evidence that efforts are paying off. This evidence can be shared with students, staff, parents, and the community to build momentum for continued efforts. Furthermore, it can be shared with the school board and superintendent to celebrate the school's success and to promote continued support of SW-PBS.

Quarterly Data Cycles: It is recommended that schools dedicate one building leadership meeting per quarter to review and monitor academic and behavioral disproportionality metrics. These cycles are quarterly because disproportionality metrics are not sensitive enough to show change from month to month (McIntosh, Barnes, Eliason, & Morris, 2014). Quarterly reviews provide time for selected action steps to impact the metrics but are still frequent enough for the team to be responsive to the need to make any midcourse corrections.

Monthly Data Cycles: SW-PBS Leadership Teams look at data each month for several reasons. Schools new to SW-PBS meet monthly to review implementation data, such as the Tier 1 Universal Checklist, and plan for implementation. In addition, teams that are implementing will review survey data pertaining to their implementation as this data becomes available. For example, a team that takes the Self-Assessment Survey (SAS) in the spring will review SAS reports for opportunities to improve as the report becomes available.

In addition, the Building Leadership Team looks at results indicators related to annual school improvement goals to make sure that they are making adequate progress and can make timely midcourse corrections. Tier 1 SW-PBS Leadership Teams also review office discipline referral data monthly to identify opportunities to improve schoolwide behavior. This variation of the MO Data-Based Decision Making (DBDM), which we call the DBDM/Solution Plan, will be described more fully in the Tier 1 Implementation Guide.

Weekly or biweekly data cycles: Tier 2 and Tier 3 teams meet weekly or every other week to use data to identify students who are in need of additional supports, as well as to progress monitor students already receiving additional supports. Progress monitoring allows teams to respond quickly and make midcourse adjustments for students who are not responding adequately to Tier 2 and Tier 3 interventions, to identify students who may require more intensive Tier 3 or Special Education supports, and to begin fading supports for students who meet decision rules for fading.

Systems and Procedures

In addition to anticipating data needs and scheduling time for annual, quarterly, monthly, and weekly data cycles, the instantaneous availability of data requires good data management systems and procedures. Typically, we recommend that schools have an electronic data management system that has instantaneous data reporting capabilities.

There are a number of factors that schools should consider when selecting an electronic data management system, including the type of data the school or district needs to collect, cost of the system, redundancy with other existing systems, reporting capacity, and whether the system allows integrated academic and behavioral data collection and reporting.

At the very least, SW-PBS schools should look for electronic data management systems for monitoring behavior incidents and related context, as well as implementation fidelity information (i.e., PBIS national center surveys). PBIS APPS is a free service for administering and reporting out implementation surveys. For more information about PBIS APPS, visit https://www.pbisapps.org. This is called Data Management Systems Appendix.

Regardless of the electronic data management system selected, districts and schools need to have clear, efficient procedures for entering the data in a timely manner. This means assigning someone the role of data manager, dedicating time to data entry, and having clear procedures with regard to processing and entering information. Keeping the electronic data management system up to date helps ensure that the data will be available when needed. Clarifying data entry roles and responsibilities and developing efficient procedures help to ensure that the data in the system is always current.

The Right Format

Finally, teams need data in the right format. Team members should be able to quickly look at a report and identify strengths and opportunities for improvement. For most data, graphs are quick and easy to read. Therefore, teams should look for data management systems that provide graphic data reports.

The Missouri Data Based Decision-Making Process

The purpose of this chapter is not just to encourage schools and districts to collect and store data, but to use this data to improve outcomes for students. Schools that effectively use data to make decisions take control over student outcomes. The relationship between the effective use of data and positive student outcomes is described in the Leadership for Learning (Reaves, 2006) framework: This framework demonstrates how schools can use data to better understand cause- and-effect relationships between adult actions and student outcomes. Schools that do not use data to gain an understanding of the relationship between adult actions and student

TFI item 1.13 Data-based Decision Making

outcomes are unlikely to identify strategies that improve student outcomes and may experience a decrease in student outcomes. Student outcomes are random and perceived to be outside of the school's control. Such schools are considered to be losing ground.

Schools that experience good outcomes for students but do not know how they achieved these outcomes are considered lucky. They may have stumbled upon effective strategies, but because they do not understand the relationship between adult use of these strategies and student outcomes, they are unlikely to replicate them. Again, student outcomes are perceived to be outside of the school's control.

Schools that are using data to explore the relationship between adult actions and student outcomes can be said to be learning. They are on their way to identifying practices and strategies that lead to improved student outcomes, though they may not have begun to achieve improved outcomes. Because learning schools are beginning to understand the relationship between adult actions and student outcomes, they are beginning to perceive student outcomes as within the school's control.

Relationship Between Effective Use of Data and Positive Student Outcomes

Leadership for Learning Framework	
Lucky High results Low understanding of antecedents Unlikely to replicate results	**Leading** High results High understanding of antecedents Replication of results likely Continued improvement likely
Losing Ground Low results Low understanding of antecedents Replication of failure is likely	**Learning** Low but improving results High understanding of antecedents Continued improvement likely

Figure number 2:12
Adapted from Reaves, D.A. (2006). The learning leader: How to focus school improvement for better results. Association for Supervision and Curriculum Development:Alexandria, Virginia.

Finally, schools that use data to fully understand the relationship between adult behavior and student outcomes, use this understanding to select evidence-based practices and strategies that lead to improved outcomes for students are described as leading. These schools have used data to make decisions that directly led to improved student outcomes. They establish cycles of continuous improvement, using data to make decisions to improve student outcomes. As a result, they perceive student outcomes to be in the school's control.

For schools to use data to fully understand and take advantage of the relationship between adult actions and student outcomes, we recommend you select a standardized process for analyzing and making decisions based on the data. Any such process must answer the following four questions: 1) "Is there a problem?" 2) "Why is the problem happening?" 3) "What can be done about the problem?" 4) "Did the intervention work?" (Tilly, 2008).
Note that these four questions are aligned with the Outcomes, Data, Practices, and Systems interconnected elements. Teams use data to identify desired outcomes relative to current status. They identify evidence-based practices that will help them to achieve their expected outcomes. They develop systems to support adults in implementing evidence-based practices. Finally, they use data to monitor progress, identify the need to make midcourse corrections, and evaluate their plan in order to determine next steps.

In addition, the Missouri Department of Elementary and Secondary Education developed a practice profile for Data Based Decision-Making (DBDM Practice Profile). A practice profile is a rubric that individuals, teams, and schools can use to assess themselves on different practices. The DBDM Practice Profile includes four essential functions. These essential functions align with Tilly's four questions and are as follow: 1) Educators establish a collaborative process for collecting data; 2) Educators implement a process for examining and interpreting data; 3) Educators determine instructional action steps; and 4) Educators use and act upon data by incorporating teaching and learning data into instruction and adjusting instruction accordingly. The Data Based Decision-Making practice profile is used by some Missouri schools to self-assess their procedures for making data based decisions.

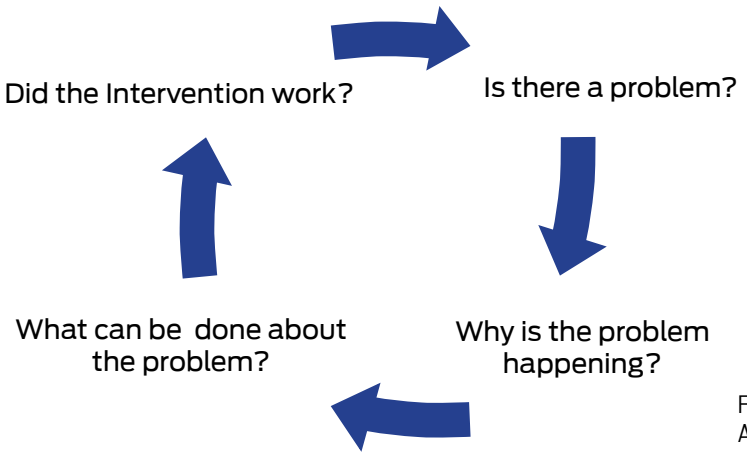


Figure number 2:13
Adapted from Tilly, 2008

Throughout this Handbook and the Implementation Guides, you will see the terms Action Plan and Solution Plan. An Action Plan is used to implement evidence-based practices and supporting systems to solve an existing problem or prevent future problems. A Solution Plan refers to a specific type of Action Plan that guides teams toward implementing evidence-based practices and supporting systems intended to solve a schoolwide behavior problem based on Big 5 Discipline Data. Information about Action Plans and Solution Planning introduced in this Handbook, with more details provided in the Implementation Guides.

"The effectiveness of the actions we take depends on the quality of questions we ask."

(Vogt, Brown, & Isaacs, 2003)

Question 1: "Is there a problem?"

All Data Based Decision-Making models involve looking at data to identify problems or opportunities for growth (Note: both "opportunities for growth" and "problems" refer to a discrepancy between observed behavior and desired outcome; we will use "opportunities for growth" as a substitute for "problems" where appropriate and not a direct quote, because it has more positive connotations). In most cases, this means determining whether there is a discrepancy between expectations and reality. Schools determine whether an opportunity for growth exists by gathering and examining data related to relevant academic or behavioral individual student and/or school goals. The team may enter with a specific question about a specific outcome, such as "Are all students treated equitably with regard to the way we discipline students?" Alternatively, the team may notice a specific data point that raises a red flag, such as a consistently low score on the state accountability test.

You may find, as you look at your data, that you discover more opportunities to grow than you bargained for! There is a saying: "When everything is a priority, nothing is a priority" (Martin, 2012). With this in mind, you will want to prioritize the growth opportunities that you have identified, and limit your focus to a manageable number of growth opportunities. We recommend between one and three priorities at any given time (Besser and Almeida, 2008).

There are no hard-and-fast rules to help you select your priorities. However, you will want to prioritize any growth opportunities that, if left unaddressed, may compromise student safety. In addition, Tilly (2008) observes that it is the discrepancy between your expectations and goals, and the observed behavior that determines whether an opportunity for growth exists. You should also consider the magnitude of this discrepancy when prioritizing the opportunities on which to focus. Furthermore, the growth opportunities on which you focus should be important for student success and have social validity for the students and families. Finally, consider addressing opportunities for growth that will give you the biggest change for the least amount of effort (Horner, 2011). By focusing on activities that will result in the biggest change for the least amount of effort, the team increases the likelihood of early wins that will contribute to a sense of collective efficacy and increase motivation for future efforts.

Academic Example: The third-grade team reviews state accountability test results and notices a cluster of problems on which their third-grade students performed poorly. Each of these items involves answering questions based upon a reading passage.

Behavior Example: The high school SW-PBS Leadership Team reviews Office Discipline Referral (ODR) data for the month of March. They notice that there were 18 referrals for physical aggression.

Question 2: "Why is the problem happening?"

The second question that a good Data Based Decision-Making model should attempt to answer is, "Why is the problem happen-

ing?" In other words, what are the possible causal relationships between adult actions and/or the environment that they create, and the outcomes observed in students? Identifying causal relationships can help the team to select an intervention, instructional strategy, or evidence-based practice that addresses the cause, and is therefore more likely to succeed in closing the discrepancy between observed behavior and desired outcome.
Getting at the root cause of the discrepancy between observed behavior and desired outcome requires a deeper analysis of available data. Two strategies that can help with this deeper analysis are disaggregation and triangulation.

Disaggregation involves looking at the data as it relates to a specific context or subgroup. Disaggregating by context allows the team to determine whether outcomes are different in different settings, which can help them to infer possible causal relationships. Disaggregating by subgroup allows the team to determine whether all subgroups are experiencing the same outcomes as the student body as a whole, and to take steps to ensure that all students achieve positive academic and behavioral outcomes in school.

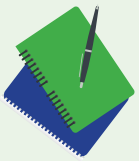
Triangulation is a term associated with navigation and land surveying that involves using the convergence of two or more points to determine the location of another point in space. Triangulation in the social sciences is similar. It involves using multiple data points to better understand a problem (Denzin, 1978; Merriam, 2009). Like disaggregation, looking at data that address the same problem from multiple perspectives can provide clues as to possible causal relationships.

Once the team identifies the discrepancy that they want to explore, they determine what data will provide them with the information they need in order to look at the discrepancy from different perspectives. This data should come from a variety of sources, including 1) student outcome data (classroom formative assessments, benchmark assessments, state assessment, attendance, office discipline referrals, etc.); 2) student demographic data; 3) staff, student, and parent perceptual data; and 4) "school processes" data (implementation fidelity of schoolwide initiatives, resources, organization, leadership strategies, etc.). Because of the interrelationship between academic proficiency and student behavior, we encourage teams to consider both academic and behavior data in tandem when triangulating data in order to identify the most likely cause of the academic and behavioral discrepancies.

Once the analysis is complete, the team can answer the question "Why is this problem happening?" with a hypothesis. A hypothesis is simply a statement of the causal relationship that the team has inferred from their analysis of the data. An example of a hypothesis is as follows: "Students are engaging in disruptive behavior in the classroom in order to gain attention from peers."

Academic Example: The team gathers together a variety of reading assessments, including diagnostic reading assessments, running records, benchmark assessments, student attendance, and office discipline referrals. They notice a spike in ODRs during reading block. They also notice a discrepancy between grade level expectations

Key Term



Analyze - To study or determine the nature and relationship of the parts of (something)"

Webster's New Collegiate Dictionary

and the skill in making inferences from text. While they believe that the rise in ODRs is related to reading difficulty, they determine that this is primarily escape motivated behavior related to reading difficulty. They determine that by focusing on remediating the skill deficit related to making inferences from text, they can address both the disruptive behavior and the difficulty students are having with reading comprehension. Their hypothesis: a skill deficit in making inferences from text is contributing to both disruptive behavior and poor scores on tests of reading comprehension.

Behavior Example: The team uses filters to disaggregate contextual factors related to incidents of physical aggression in order to determine where, when, and which students are involved in the physical aggression. They realize that most write-ups for physical aggression are occurring in the halls between lunch shifts, primarily involving freshmen. Several team members observe that, as is typical this late in the school year, staff members are not visible in the hall. Furthermore, those staff members that are visible in the halls are not scanning the area nor interacting much with students. Their hypothesis: a drop in active supervision in the halls during lunch periods is contributing to the increase in ODRs for physical aggression.

Question 3: "What can be done about the problem?"

The third question that a good Data Based Decision-Making model attempts to answer is "What can be done about the problem?" Once we have identified a possible cause of the discrepancy between observed behavior and desired outcomes, we are in a better position to select evidence-based practices or strategies that directly address the cause, and therefore have a high probability of success.

In addition, the team should consider contextual fit when selecting evidence-based strategies and practices. Contextual fit accounts for cultural and structural considerations that may prevent the plan from being fully implemented. Taking contextual fit into consideration increases the likelihood that the plan will succeed.

The plan should be written in an action plan format. 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 (Tully 2008; McIntosh and Goodman, 2016). A good action plan includes the following:

Outcome: Specific and measurable; the aim or result of our efforts; a S.M.A.R.T. Goal is observable and measurable
Strategy or practice: evidence-based strategy or practice the team has selected to implement in order to achieve the outcome
Action steps: steps that must be taken in order to implement the selected evidence-based strategy or practice
Persons responsible: Individuals who hold themselves accountable for completing specific action step(s)
Timelines: date(s) by which the team holds itself accountable for completing action step(s)
Evidence: the team identifies and lists measures that provide evidence that action step(s) has/have been completed

We recommend that teams select no more than one to three outcomes to work on at any given time, with no more than three to four strategies per outcome (Besser and Almeida, 2008). This will help ensure that they have adequate time and resources needed to accomplish those expected outcomes deemed to be priorities for the school or team.

An example of an action plan related to an academic goal is as follows.

SW-PBS Action Plan: Academic Example

School: Exemplary Elementary

☑ Tier 1 ☐ Tier 2 ☐ Tier 3 Date: September 2, 2019

Outcome/S.M.A.R.T. Goal: 80% of third grade students will read and comprehend a grade level text with 90% or better accuracy, as measured by the STAR Reading Assessment, by April 30, 2019.

Strategy/ Practice	Action Steps	Person(s) Responsible	Timeline	Evidence
Reciprocal Teaching	• Third grade teachers will be trained to use Reciprocal Teaching	Barbara (PD Chair) and Steve (Instructional Coach (IC))	9/12/19	Professional learning agenda
	• Create "look-fors" • Instructional coach model Reciprocal Teaching strategy for third grade teachers	Steve (IC) Steve (IC)	9/16/19 9/19/19	"Look-fors" Template Coaches log
	• Peer coach will observe teacher as she/he uses Reciprocal Teaching strategy and provide them with feedback	Steve (IC) and Veva (Secretary) office discipline referrals Grade-level chair	9/30/19	Peer coaches document time
	• Teachers will incorporate Reciprocal Teaching into lesson plans, where appropriate	Fred (Admin.)	9/30/19	Lesson Plans

Figure number 2:14

SW-PBS Action Plan: Behavior Example

School: Stellar High School

☑ Tier 1 ☐ Tier 2 ☐ Tier 3 Date: 4/1/2020

Outcome/S.M.A.R.T. Goal: Office discipline referrals for students engaged in physical aggression in the hall will decrease from 18 in March of 2020 to less than 10 in April of 2020, as measured by the April Big 5 data report.

Strategy/ Practice	Action Steps	Person(s) Responsible	Timeline	Evidence
Active Supervision	• Staff will be trained in active supervision	Mr. Lee (SW-PBS Chair)	4/1/2020	Professional learning agenda
	• Hall duty assignments will be reviewed; additional supervisors will be assigned as needed; staff notified	Ms. Johnson (VP)	4/1/2020	Updated assignment roster
	• Vice Principal will spot check duty assignments randomly; duty staff will be recognized for being at their assigned station and engaging in active supervision	Ms. Johnson (VP)	4/6/2020	Duty assignment attendance roster

Figure number 2:15

Big Idea

Progress Monitoring refers to the frequent collection and evaluation of both plan implementation and student progress toward the desired outcome.

A summative evaluation measures the plan's effectiveness and occurs on or after the target date for achieving the goal.

Question 4: "Did the intervention work?"

The final question that all Data Based Decision-Making models attempt to answer is, "Did the plan work?" Tilly (2008) considers this question to refer to both progress monitoring and summative evaluation of the plan.

Progress Monitoring refers to the frequent collection and evaluation of both plan implementation and student progress toward the desired outcome. The goal of progress monitoring is to provide the team with timely information so that they can assess whether the student(s) is/are making adequate progress toward the desired goal, such that the goal is achieved by the date established on the action plan. This frequent monitoring of student progress allows the team to make any necessary midcourse adjustments to the plan in a timely manner, so as to still meet the goal by the target date. Implementation data is examined alongside student progress toward the desired outcome in order to rule out inadequate implementation if the students do not make the expected progress. This information helps the team to determine whether they need to improve implementation of the plan, address obstacles to implementation, intensify the plan, modify the plan, or create a new plan.

Summative Evaluation is similar to progress monitoring and utilizes much of the same data. A summative evaluation measures the plan's effectiveness and occurs on or after the target date for achieving the goal. The intent is twofold: to determine next steps and to identify those high-leverage, evidence-based strategies and practices that should remain part of the team's repertoire.

To determine next steps, the team must answer two questions:

1. Have we implemented our plan with fidelity?
2. Have we achieved our goal, or are we making adequate progress toward achieving our goal?

	Goal Not Met	Goal Met
Not Implemented With Fidelity	Are there obstacles to implementation? ☐ Yes: Modify plan to eliminate obstacles ☐ No: Implement the plan	Look at data to determine why goal was achieved
Implemented With Fidelity	Re-analyze data; develop an alternate hypothesis; modify the plan to address the alternative hypothesis	Plan for sustained implementation Go back to your data; Data cycle around your most frequent behavior

Figure number 2:16

If the plan was implemented with fidelity but the team did not achieve the goal, the team may need to modify the plan or develop a new plan. This may involve reevaluating their hypothesis.

If the plan was not implemented with fidelity and the expected outcome was not achieved, the team will need to determine whether there were any obstacles that prevented the plan from being fully implemented and then address these. If there were no obstacles, then they should commit to fully implementing their plan.

If the desired outcome was met, but the plan was not implemented, the team should reflect upon possible causes for achieving their desired outcome. This awareness can help inform planning to achieve future goals.

Finally, if the plan was implemented with fidelity and the students achieved the desired outcome, then the team simply needs to plan for sustainability or, in some cases, declare "mission accomplished" and look for the next opportunity for growth. In this way, Data Based Decision-Making becomes part of a cycle of continuous improvement.

In addition, if the plan was implemented with fidelity and the desired outcome was achieved, the team will want to consider these evidence-based strategies and practices as options for addressing growth opportunities with similar causal relationships in the future.

Academic Example:

Progress Monitoring: The team develops common formative assessments designed to provide information about the students' skill in inference making to monitor progress toward achieving their goal by the end of the unit. The instructional coach shares walkthrough and observation data with teachers so that they can monitor and adjust their use of reciprocal teaching strategies.

Evaluation: An end of unit common formative assessment is used to determine whether students are meeting grade level expectations in the skill of making inferences from text. The instructional coach shares observation data, over time, with each teacher on the quality and extent of their use of reciprocal teaching strategies. The team uses this information to determine: 1) if the students met the expectation, and 2) if staff implemented reciprocal teaching strategies with fidelity. The team determines that the students met their goal because the staff implemented reciprocal teaching strategies with fidelity. They will now review data to look for their next opportunity for growth.

Behavioral Example:

Progress Monitoring: The Data Manager for the team runs a weekly ODR report and shares with the team. They are specifically looking at the number of ODRs for physical aggression and compare these with a weekly trajectory leading to their goal of 10 or fewer ODRs for physical aggression by the end of April. In addition, the assistant principal monitors attendance at duty assignments and use of active supervision strategies during lunch periods.

Evaluation: At the end of April, the Data Manager runs an ODR report for the month of April, and the vice principal shares average duty assignment attendance with the team. There were only 8 ODRs for physical aggression, and active supervision attendance increased to 98% by the end of April. The team determined that they exceeded their goal because they were able to increase the number of adults who were actively supervising in the halls during the lunch periods.

Time Lost

Exclusionary discipline denies students the opportunity to learn (Gregory, Bell, and Pollock, 2014; Skiba, Arredondo, and Williams, 2014). This results in lower academic achievement at the school (Davis & Jordan, 1994; Rausch & Skiba, 2005) and individual student levels (Arcia, 2006; Raffaele-Mendez, Knoff, & Ferron, 2002; Rocque, 2010). Exclusionary discipline is associated with lower grades (Rocque, 2010), lower reading achievement (Arcia, 2006), lower writing achievement (Raffaele-Mendez, Knoff, & Ferron, 2002), and lower scores on state accountability tests (Rausch & Skiba, 2005). In addition, exclusionary discipline is associated with increased dropout rates (Balfanz, Byrnes, and Fox, 2014; Suh & Suh, 2007).

Exclusionary discipline is any disciplinary action that removes a student from instruction. The range of exclusionary discipline practices include brief in-class timeouts, buddy room or intervention room timeouts, time spent in the office with an ODR, In School Suspension (ISS), Out of School Suspension (OSS), and expulsion. Each of these disciplinary actions results in time out of instruction. However, time is not only lost because the student has been removed; instructional time is also lost due to classroom disruptions resulting from the behavior, as well as the interactions between teacher and student, and administrator and student as they address the behavior. Furthermore, when students are sent to the office for disciplinary reasons, there is usually a period of time when the student waits for a busy administrator to get to the ODR for processing.

Research shows that when implemented with fidelity, SW-PBS decreases the number of ODRs, as well as the number of assignments of ISS and/or OSS (Gage, Grasley, Peshak-George, Childs, & Kincaid, 2019; Gage, Whitford, & Katsiyannis, 2018). SW-PBS prevents problems from occurring and recurring, buying back valuable instructional time. We recommend that districts and schools monitor time lost from instruction, as this can be a powerful motivator for implementing and sustaining a SW-PBS framework.

INSTRUCTIONAL TIME

To get an idea of the cost of discipline on academic achievement, schools can estimate the amount of instructional time lost due to office discipline referrals (ODRs) and suspensions. Instructional time lost to ODRs has been estimated at between 20 minutes per ODR (Scott & Barrett, 2004) and 45 minutes per ODR (Coffman, 2019). If we go with the more conservative estimate of 20 minutes, we can calculate the number of days of instruction lost per year resulting from ODRs by multiplying the total number of ODRs per year by 20 minutes to get minutes of instruction lost due to ODRs. We then divide the minutes of instruction lost due to ODRs by 60 minutes to get hours of instruction lost due to ODRs. We divide the number of instructional hours lost due to ODRs by the number of instructional hours in the school day to get the instructional days lost due to ODRs. Finally, by adding in the total number of days of suspension assigned to the number of days lost due to ODRs, we get an estimate of the total number of instructional days lost due to ODRs and suspension.

The following is a demonstration of the calculations using a hypothetical school with 728 ODRs, 21 total days of suspension, and 6 hours of instructional time per day:

- 728 ODRs X 20 minutes = 14,560 minutes
- 14,560 minutes/60 minutes = 242.6 hours
- 242.6 hours/6 hours of instruction per day = 40.44 days
- 40.44 Instructional Days Lost due to ODRs + 21 Instructional Days Lost due to Suspension = 61.43 Total Instructional Days Lost

Imagine what the teachers at your school could do with an extra 61.43 days per year! Imagine how this extra 61.43 days could help some of your most vulnerable students!

ADMINISTRATIVE TIME

In addition to the lost instructional time associated with ODRs and suspension, there are also opportunity costs for administrators that result from having to spend time dealing with discipline. By one estimate, it takes an administrator 25 minutes to address each ODR (Barrett & Scott, 2006). Assuming this is a reasonable estimate, we can calculate the total amount of time the administrator(s) spend(s) dealing with ODRs by multiplying the number of ODRs for the year by 25 minutes. This yields the total minutes lost. We can convert total minutes lost to hours lost by dividing by 60. Finally, we can convert hours lost to days lost by dividing by the average number of hours in an administrator's typical school day.

Again, we can demonstrate these calculations using our hypothetical school with 728 ODRs and assuming an 8-hour administrator workday (an embarrassingly low estimate):

- 728 ODRs X 25 minutes = 18,200 minutes of administrator time lost
- 18,200 minutes / 60 minutes = 303.3 hours of administrator time lost
- 303.3 hours / 8 hour work day = 37.92 days of administrator time lost

While it is certainly arguable that the typical administrator works more than eight hours per day, this is sufficient to provide us with an estimate of the impact that ODRs can have on the administrator's time. If you are an administrator, think what you could do with that extra 37.92 days per school year (besides occasionally knocking off after only 8 hours)! If we really want administrators to be instructional leaders, they should be spending their time in classrooms, observing instruction, and giving feedback to teachers, and not dealing with an endless stream of students with office referrals!

If you are still considering whether to implement SW-PBS, consider calculating the amount of instructional and administrator time your school or district currently loses each year due to ODRs and suspension. As you progress on your SW-PBS journey, being able to show how you have regained some of this time is a great way to gain support from your school board and other important stakeholders.

Monitoring Data for Signs of Disproportionality

As educators, we want all of our students to have positive outcomes, experiences, and opportunities resulting from their time in school. Unfortunately, and despite our best intentions, this is often not the case.

There is a large and growing body of evidence that membership in certain demographic groups increases the likelihood a student will experience more or harsher consequences for behavioral offenses. Here is a partial list of research findings:

- African American students are more likely to receive office discipline referrals.
- African American students are more likely to be given corporal punishment.
- African American students are more likely to be suspended or expelled for the same offenses than are other students.
- Latinx and Native American students are more likely to be punished, suspended, or expelled compared to other students.
- Boys are more likely to be suspended than girls, and African American boys are more likely to be suspended than boys from other race and ethnic groups.
- Students with disabilities are much more likely to be suspended than students without disabilities.
- African American students with disabilities are more likely to be suspended than other students with or without disabilities.
- African American boys with disabilities are over 5 ½ times more likely to be suspended than white students without disabilities.
- Students from lower socio-economic backgrounds (SES) experience increased rates of suspension and expulsion.
- Students who identify as Lesbian, Gay, Bisexual, Transgender, or Queer/Questioning (LGBTQ) are expelled more frequently than are students who self-identify as heterosexual.
- In the data related to LGBTQ, African American students, and Latinx students, the relationships researchers have found between discipline and demographic groups hold even when researchers control for behavior and poverty.

Key Term

Latinx is a term used to describe a person of Latin American origin or descent that is used as a gender-neutral or nonbinary alternative to Latino or Latina.

- African American students are more likely to receive an office discipline referral or to be suspended for disobedience and disrespect, defiance, attendance problems, failure to show for a detention, and general classroom disruption.
- African American girls are more likely to be suspended for violating "White Middle Class norms of femininity."

Thus, there is a relationship between the severity of consequence and group membership. This relationship exists even when researchers control for the type of behavior and SES. Furthermore, the behaviors that result in disproportionate punishment are often ambiguous and open to interpretation.

The problem is, harsher punishment is anything but benign.

- Schools that rely on exclusionary discipline experience lower academic achievement at the school and individual student levels.
- Exclusionary discipline is associated with increases in unexpected behaviors.
- Suspension is related to increases in dropout rates.
- Suspensions are associated with increased involvement with the juvenile justice system.

Therefore, if certain demographic groups experience disproportionately harsh or frequent disciplinary actions, they face greater exposure to the negative outcomes associated with these disciplinary actions.

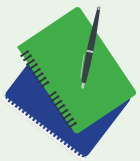
The purpose of this section is not to cast blame or to otherwise shame educators. Rather, it is to uncover a problem that exists in many of our schools — a problem of which we may not be aware, a problem that harms students, and a problem that we can address, but only if we have the courage to monitor for it.

Identify Disproportionality

See Appendix "Disproportionality Findings and Citations."

Both Losen (2011) and OSEP Center on Positive Behavioral Interventions and Supports (McIntosh, Girvan, Horner, Smolkowski, & Sugai, 2014; McIntosh et al., 2014) recommend that schools and districts regularly monitor discipline data disaggregated by relevant demographic groups. However, it is important to keep in mind that the metrics that are described in this section can be used to monitor any relevant outcome, both desirable and undesirable. For example, the metrics can be used to monitor whether a specific demographic group is receiving a disproportionate number of office discipline referrals, Special Education Referrals, or "D and F notices." Alternatively, these metrics can be used to monitor whether a specific demographic group is over- or under-represented in the gifted and talented program.

Also keep in mind the disproportionality metrics described in this section are used to identify and monitor disproportionality; they do not, by themselves, identify the root cause of the problem. Later we will discuss common causes of discipline disproportionality and data markers that can help you to identify and address causes of discipline disproportionality.



Key Term

Risk index is the probability that membership in a certain group will result in specific outcomes.

The OSEP Center on Positive Behavioral Interventions and Supports (McIntosh et al., 2014) suggests that different disproportionality metrics provide us with different information. Therefore, we should rely on more than one metric to identify and monitor disproportionality. They recommend using the risk index, risk ratios, and compositional metrics (May et al., 2003; McIntosh et al., 2014). It is important to note that these metrics are not valid for use in schools in which there are fewer than 10 students in the subgroup of interest or in the comparison group (U.S. Government Accountability Office, 2013). This is not to suggest that bias does not exist, merely that the number of students involved is too small to show that systemic bias exists. In these situations, The OSEP Center on Positive Behavioral Interventions and Supports recommends monitoring disproportionality metrics at the district or regional level (McIntosh et al., 2014).

The **Risk Index** is the ratio of a demographic group that experiences the outcome of interest (McIntosh et al., 2014). To calculate the risk index, simply divide the number of students who have received one or more of the outcomes of interest by the total number of students in that subgroup. The risk index can be written as follows:

Risk Index Equation

$$\frac{\text{Number of students in group receiving outcome at least once}}{\text{Number of students in group}} = \text{Risk Index}$$

Example 1

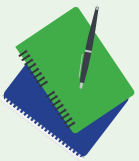
$$\frac{\text{15 students with disabilities have 1 or more office discipline referrals}}{\text{26 students with disabilities are enrolled at the school}} = 0.58$$

Example 2

$$\frac{\text{95 students without disabilities have 1 or more referrals}}{\text{312 students without disabilities enrolled}} = 0.30$$

The **Risk Index** is considered an unstable metric because it will increase every time a member of the subgroup receives the target outcome for the first time. Therefore, the risk index is only meaningful when calculated for each demographic group and then compared. However, the risk index is used to calculate the risk ratio, which is a more stable and meaningful metric that can be used to monitor progress throughout the school year.

The **Risk Ratio** is a measure of the likelihood that an outcome will occur for a target group compared to a comparison group. The comparison group is typically all other students, excluding the group of interest (Bollmer, Bethel, Munk, & Bitterman, 2014). The risk ratio is calculated by dividing the risk index of the group of interest by the risk index of the comparison group. A risk ratio of 1.00 indicates that the risk for the two groups is equal. A risk ratio over 1.00 indicates the group of interest is overrepresented relative to the reference group. A risk ratio below 1.00 indicates underrepresentation (Boneshefski & Runge, 2014).



Key Term

Risk ratio is a measure of the likelihood that an outcome will occur for a target group compared to a comparison group.

Risk Ratio Equation

$$\frac{\text{Risk index for target group}}{\text{Risk index for all students excluding those in target group}} = \text{Risk Ratio}$$

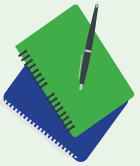
Example

$$\frac{\text{Risk index for students with disabilities} = 0.58}{\text{Risk index students without disabilities} = .30} = 1.93$$

Thus, in this example, students with disabilities are 1.93 times more likely to receive an office discipline referral than are all other students.

Composition Metrics: Risk indices and risk ratios describe the proportion of students from a group that have received an outcome at least once, but they do not reflect the total number of those outcomes received by the group. In other words, they don't take into account the likelihood that some students receive multiple office discipline referrals.

In some cases, this could result in a risk index and risk ratio showing no disproportionality even though the demographic group of interest receives many more office discipline referrals than other students (McIntosh et al., 2014). Therefore, the OSEP Center on Positive Behavioral Interventions and Supports recommends schools monitor composition metrics along with risk indices and risk ratios. **Composition metrics** show the percentage of total outcomes experienced by subgroup compared to the percentage of the total enrollment made up by that subgroup.



Key Term

Composition metrics is the percentage of total outcomes experienced by a target group compared to the percentage of the total enrollment made up of the target group.

Two equations are needed to figure composition: 1) Percentage of Total Outcomes Experienced By a Subgroup of Students and 2) Percentage of Total Enrollment of That Subgroup.

$$\frac{\text{Total outcomes for subgroup}}{\text{Total outcomes for all students}} \times 100 = \text{Percentage of Total Outcomes Experienced By a Subgroup of Students}$$

Compared to:

$$\frac{\text{Total enrollment of the subgroup}}{\text{Total student enrollment}} \times 100 = \text{Percentage of Enrollment of that Subgroup}$$

Example

Let's say African American students received 40 ODRs out of a total of 198 ODRs received by the total student population. This includes all ODRs, and not just students who have received at least one.

$$\frac{\text{40 ODRs for African American students}}{\text{198 Total ODRs for all students}} \times 100 = 20.2\%$$

Now, let's compute the percentage of the enrollment of African American students. Let's assume that there are 25 African American students out of a total student enrollment of 206, such that African American students make up 12.1% of the total student population.

$$\frac{\text{25 African American students}}{\text{206 Total student enrollment}} \times 100 = 12.1\%$$

Then we can compare the two equations. While African American students have received 20.2% of the ODRs, they make up only 12.1% of the population. From this comparison we can presume that African American students are being referred to the office at a rate that is disproportionate to their population.

The following is a chart pulled from SWIS that shows these compositional effects:

Example

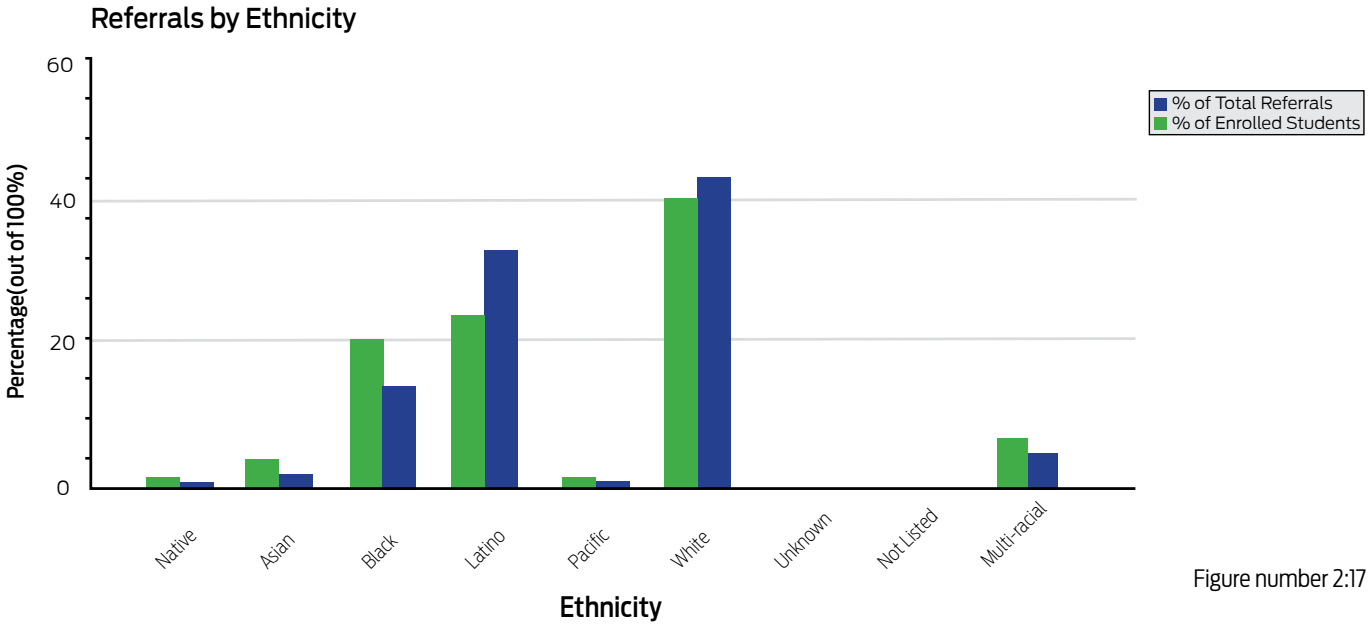


Figure number 2:17

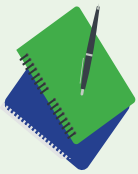
The green column shows the percentage of the total office referrals received by the subgroup, and the blue column shows the percentage of the total student enrollment composed of that subgroup. By comparing the two columns side by side, the team can quickly determine whether a subgroup is receiving an outsized proportion of ODRs compared to their percentage of the population. In this example, African American students have received roughly 20% of all ODRs, but only make up around 12% of the population. This can be compared to White students who earned roughly 41% of all ODRs, but make up around 46% of the population. Similarly, Latino students received about 24% of the total ODRs, but make up 30% of the school's total enrollment. In addition, Native Americans, Asians, Pacific Islanders, and Multi-Racial students all received a higher percentage of the total number of ODRs than might be expected based on the proportion of the total student enrollment composed of these respective subgroups.

The following table summarizes the OSEP Center on Positive Behavior Interventions and Support's recommendations for risk ratio criteria that can be used to identify disproportionality, and against which they can measure progress.

Risk Ratio Criteria to Identify Disproportionality

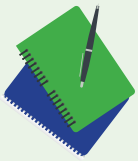
	SWIS Norms 25th Percentile (2011-2012 data)	SWIS Norms 50th Percentile (2011-2012 data)	EEOC 4/5ths Rule for Disparate Impact
Disproportionality Criterion	greater than 1.38	greater than 1.84	greater than 1.25
How to interpret	Target group is more than 1.38 times as likely to experience outcome	Target group is more than 1.84 times as likely to experience outcome	Target group is more than 1.25 times as likely to experience outcome
Recommended Use	Schools with low risk ratios	Schools with high risk ratios	Any context, any outcomes

Figure number 2:18



Key Terms

Disparate impact occurs when a demographic group experiences differential outcomes or treatment resulting from implementation of a policy or practice regardless of the intent of the policy or practice.



Key Term

Implicit bias is unconscious or unintentional influence of stereotypes in decision making. Although unintentional and unconscious, if left unaddressed, implicit bias harms students.

In addition to external standards, the OSEP Center on Positive Behavioral Interventions and Supports also recommends schools use internal standards to monitor disproportionality. Internal standards are comparisons of current risk ratios with those calculated during the past school year. This provides the school with benchmarks with which to compare and enables the team to track progress as they pursue cycles of continuous improvement. However, internal standards provide little guidance with regard to the magnitude of the disproportionality.

Causal Analysis: Why does disproportionality exist, and how do we address it? Once the team has identified whether disproportionality exists for a specific outcome and within a targeted subgroup, they must determine why it is occurring. Determining the likely cause of a problem can lead the team to select more effective solutions.

The OSEP Center on Positive Behavioral Interventions and Supports identifies the following possible contributors to disproportionality:

1. Inadequate implementation of a preventative SW-PBS framework
2. A misunderstanding of schoolwide expectations, leading to differing interpretations of acceptable behavior
3. An academic achievement gap contributes to escape-motivated behavior
4. Explicit or systematic bias (practices and policies have a disproportionate impact on certain demographic groups; may be intentional or unintentional)
5. Implicit bias (unconscious and unintentional influence of stereotypes in decision making; may be unrelated to individually held values and beliefs)
6. Lack of student engagement (curriculum, instruction, and/or instructional materials are not culturally relevant to certain demographic subgroups; instructional practices and strategies are not engaging) (McIntosh et al., 2014)

The OSEP Center on Positive Behavioral Interventions and Supports recommends a three-step process to analyze data for causal relationships related to disproportionality (McIntosh et al., 2014).

1 Assess implementation fidelity of SW-PBS (McIntosh, Girvan, Horner, Smolkowski, & Sugai, 2014). The SW-PBS framework establishes foundational practices that prevent problem behaviors in the first place. Furthermore, when implemented with fidelity, the SW-PBS framework provides a common language and common disciplinary procedures that increase predictability of the environment and the surety that specific adult actions will follow specific student behaviors. Finally, SW-PBS schools operationally define behaviors, thereby decreasing ambiguity and variance in interpretation.

2 Determine whether the problem is specific to a few settings or is consistent across multiple settings. Consistency across multiple settings is an indicator of explicit or systematic bias within the system (McIntosh, Girvan, Horner, Smolkowski, & Sugai, 2014). Alternatively, patterns of disproportionality that are higher in some settings than in others may indicate implicit bias (McIntosh et al., 2014; Lai, Hoffman, Nosek, & Greenwald, 2013). Settings associated with higher rates of disproportionate office discipline referrals and are called Vulnerable Decision Points (McIntosh, Girvan, Horner, Smolkowski, & Sugai, 2014).

To identify vulnerable decision points (VDPs), the OSEP Center on Positive Behavioral Interventions and Supports (McIntosh et al., 2014) recommends either calculating risk ratios across multiple settings or using the following steps:

Disaggregate the data by the demographic group of interest to determine the following:

- Is there a specific location where most of the office discipline referrals for this demographic group are occurring?
  - If the frequency of office discipline referrals are consistent across multiple locations, the cause of the problem may be explicit or systematic bias.
- If yes, what are the behaviors for this demographic group in this location?
- When are these behaviors occurring?
- What are the most frequently reported possible motivations for these behaviors?
- Look at the data aggregated for all students to determine whether the problem is unique to the specific demographic group.
- If it is unique to the demographic group, determine who are the staff members writing the disproportionate office discipline referrals or issuing disproportionate suspensions.

Once a vulnerable decision point has been identified, an appropriate neutralizing routine can be selected and taught to staff to use during these situations. A neutralizing routine is sort of a replacement behavior for the staff. It is something the staff member does to ensure he or she follows procedures rather than react reflexively.

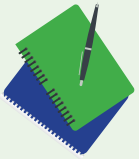
3 Assess academic achievement for all student demographic groups to determine whether there is an academic achievement gap.

Once the team has identified a possible cause of the disproportionality, they can select the targeted strategy most likely to effectively address the problem.

The following table lists the possible causes of disproportionate discipline, data indicators, and possible action steps.

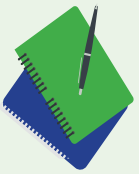
Summary

As educators, we are committed to providing positive school experiences, valued outcomes, and equitable opportunities to all of our students. Furthermore, we control the experiences, outcomes, and opportunities our students attain. When we use our data to truly understand the relationship between our actions and outcomes for students, and use this information to select more effective actions in the future, we can direct the outcomes attained by our students.



Key Term

Vulnerable Decision Points are settings or circumstances that are associated with higher rates of decisions resulting in disproportional outcomes for students. They are often associated with decisions that must be made quickly or which involve ambiguity.



Key Terms

A **neutralizing routine** is sort of a replacement behavior for the staff. It is something the staff member does to ensure he or she follows procedures rather than react reflexively.

Possible Data Indicators of Disproportionality and Suggested Responses

Data Indicator(s)	Possible Cause	Definition	Intervention/Response
TFI, or SAS scores; Large number of students with multiple office discipline referrals	Inadequate SW-PBS implementation	A preventive and proactive framework for providing tiered behavioral supports in schools	Implement core features of SW-PBS with fidelity
Office discipline referral data disaggregated by demographic groups show large numbers of office discipline referrals for ambiguously defined behaviors, such as disruption, defiance, and disrespect	Misunderstanding of schoolwide expectations	Students have different operational definitions of expected behaviors than do staff	Obtain input from students, families, and the community to operationally define expected behaviors and implement culturally responsive SW-PBS
Academic achievement data disaggregated by demographic groups; high rates of escape-motivated behaviors for demographic group of interest; increased rates of office discipline referrals for demographic group of interest in settings with content associated with academic achievement gaps	Academic achievement gap	Skill or knowledge gaps associated with a specific demographic group compared to same- age peers	Implement effective core academic instruction that allows for high rates of correct academic responding along a differentiated continuum of difficulty
Disproportionate office discipline referrals are consistently high across multiple settings	Explicit or systematic bias	Policies have a disproportionate impact on demographic subgroup; may be intentional or unintentional	Develop and implement strong anti-discrimination policies that hold individuals accountable for actions
Pattern of disproportionate office discipline referrals are higher in some settings than in others (Vulnerable Decision Points). National Center recommends: ▪ Calculate risk ratios across different settings ▪ Disaggregate office discipline referral data ▪ Identify location of ▪ disproportionality ▪ Filter location by time of day, behavior, possible motivation, and referring staff member to identify VDPs	Implicit bias	"The unconscious and unintended use of stereotypes in decision making" (McIntosh, Barnes, Eliason, & Morris, 2014, p. 9). Not necessarily aligned with individually held values and beliefs	Identify Vulnerable Decision Points (VDP) and develop and implement neutralizing routines
Office discipline referral data showing disproportionality in specific classroom settings; walkthrough data on use of effective teaching and learning practices; curriculum audit	Lack of student engagement	Students do not find the curriculum personally or culturally relevant; instructional activities/curriculum are perceived to be too difficult, too easy, or boring	Implement culturally responsive curriculum; increase use of effective teaching and learning practices, particularly opportunities to respond, activity sequencing and choice, and task difficulty

Figure number 2:19
Adapted from McIntosh, Barnes, Eliason, and Morris, 2014

Notes:

Effective Teaching and Learning Practices

Effective Teaching and Learning Practices are teaching and learning activities that are supported with educationally relevant evidence to show improvement in student behavioral learning.

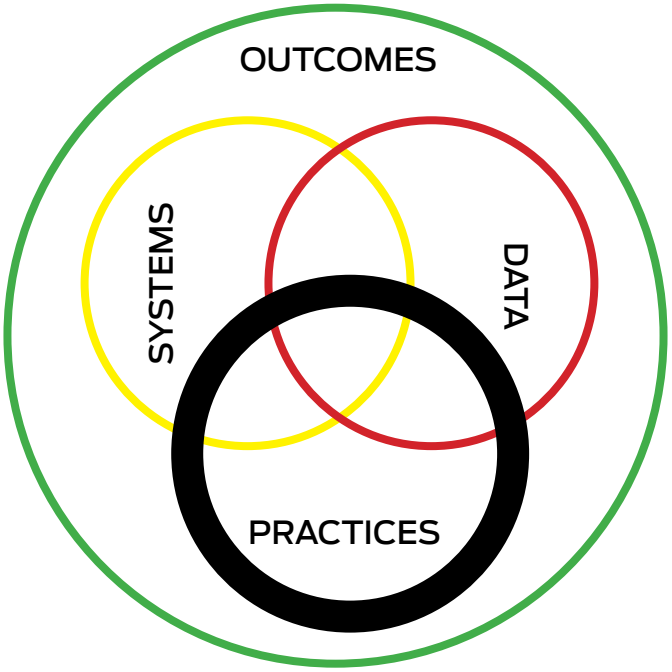
The Four Interconnected Elements of SW-PBS

Outcomes =
Supporting Social
Competency & Academic Achievement

Cultural Equity

Systems =
Supporting
Staff Behavior

Cultural Knowledge



Data =
Supporting
Decision Making

Cultural Validity

PRACTICES =
Supporting
Student Behavior

Cultural Relevance

Vincent et al., 2011

What Are Effective Teaching and Learning Practices?

Practices are culturally relevant teaching and learning activities adults implement to support every student in the school. Cultural relevance is ensuring what is taught and how it is taught is valued by and inclusive of cultures represented in your school and community. MO SW-PBS endorses practices that are evidence-based to meet our goals of social and academic competence.

Educational literature, conferences, products, books, packaged programs, etc., are plentiful with claims of increasing student achievement and solving behavioral problems. So how do we chose learning and teaching activities that make a difference in student learning — those that are proven effective? The good news is that effective instruction is very well studied, and some strategies provide a higher probability of student success than others (Scott, 2017, p. 147). Simonsen, Fairbanks, Briesch, Myers, Sugai (2008) provide one list of criteria for Evidence-Based Practices. Classroom management practices are considered evidence-based if a) evaluated using a sound experimental design, b) demonstrated to be effective and c) supported by at least three empirical studies published in peer-reviewed journals (Simonsen et al., 2008).

Scott (2017) provides an expanded list of considerations for identifying legitimate evidence-based practices:

- Evidence exists in the form of valid research on the effects of intervention.
- The evidence has been replicated by other researchers.
- The researchers have no conflict of interest with study outcomes or were adequately blinded.
- There is direct evidence of a change in student outcomes as a result of intervention.
- Evidence is published in a peer-reviewed journal or peer-reviewed outlet.
- There is no equally credible contradictory evidence (Scott, 2017, p. 33).

All the resources developed by MO SW-PBS include only teaching and learning practices that have educationally relevant evidence to show improvement in student behavioral learning.

In the relatively short history of SW-PBS, practices were developed and first implemented schoolwide and in non-classroom settings. It was believed if staff could create positive learning environments in those settings, teachers would generalize the same effective strategies into their classrooms. However, studies continue to tell us that in many classrooms, up to half of the school day is lost to discipline and other non-instructional activities (Reinke, Herman & Stormont, 2012; Walberg, 1988; Karweit, 1988).

The tie between the Effective Teaching and Learning Practices (ETLPs) and academic achievement is clear. Academic learning time, or the amount of time that students are actively and productively engaged in learning, is a strong determinant of achievement (Fisher & Berliner, 1986; Denham & Lieberman, 1980; Brophy & Good, 1986; Lewis, Newcomer, Trussell, & Richter, 2006).

MO SW-PBS
Effective Teaching and Learning Practices

1. Expectations and rules
2. Procedures and routines
3. Encourage use of expected behavior
4. Discourage use of unexpected behaviors
5. Active supervision
6. Opportunities to respond
7. Sequencing and choice of activities
8. Task difficulty

Yet we do not want to focus only on the classroom when some non-classroom environments (e.g., hallways, playgrounds, commons) could benefit from use of the Effective Teaching and Learning Practices to ensure expectations are clear and alleviate uncertainty about what is expected. The "hidden" curriculum that requires students to observe and figure out what is expected creates confusion and inefficiencies leading to unexpected behavior. The chart below helps illustrate the environments in which all of the MO SW-PBS Effective Teaching and Learning Practices are implemented.

Effective Teaching and Learning Practices	Implementation Schoolwide	Implementation in Non-Classroom Settings	Implementation in All Classrooms
1) Expectations and rules	X	X	X
2) Procedures and routines	X	X	X
3) Encourage use of expected behavior	X	X	X
4) Discourage use of unexpected behavior	X	X	X
5) Active supervision	X	X	X
6) Opportunities to respond			X
7) Sequencing and choice of activities			X
8) Task difficulty			X

Figure number 2:20

TFI
Tiered Fidelity Inventory

TFI Item 1.4 Teaching Expectations

Teaching the Effective Teaching and Learning Practices

It is important to understand the importance of teaching directly each of the Effective Teaching and Learning Practices. Leaving students to guess what they should do and where they should do it is a sure-fire plan for students to display unexpected behavior.

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. This common knowledge is a cornerstone of an individual's sense of competence and connectedness, factors necessary for students to move toward self-regulation (Ryan & Deci, 2000). Establishing the common language, behaviors, and expectations for all students can facilitate the integration of group expectations into students' personal values and foster students' desire to be part of the school community.

Teachers make a difference! Can you identify those times when you felt you had been clearly taught what you were to do? This teaching

gave you a clear set of expectations to meet, which increased the likelihood that you felt confident and competent. Our students need this too. By reading this Handbook, you have already made the decision to integrate the considerable skills you possess as an educator and apply them to social behavior instruction.

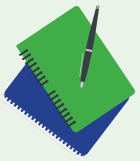
The amount of teaching necessary to reach the end goal of self-regulation will be dependent on chronological and developmental age of students, as well as students' prior knowledge of, and experience with, desired behaviors. Teaching students to make the connection between the environment and the needed social/behavioral skills they are expected to use will increase their overall success in the classroom, schoolwide and eventually in life outside of school.

Learning occurs in phases. Assessing where in the phases students are performing helps teachers identify current performance and, therefore, how to adjust teaching practices to best address student needs.

The phases of learning are:

- Acquisition – the first awareness of the skill being taught, which can be slow and perhaps difficult, sometimes leading to frustration. A direct instruction approach of "tell, show, and guided practice" is most effective at the acquisition phase. MO SW-PBS provides lesson plan templates that guide schools to use tell, show, and practice. The focus needs to be on accurate performance of the skill before the learner moves to fluency instruction.
  A good example to illustrate the acquisition phase is someone learning to drive. In the acquisition phase, direct instructions to tell the new driver what all the levers and buttons do, how to stop, and how to make a safe turn, among other skills, are explained and demonstrated. To ensure everyone's safety, practice usually takes place in a wide-open, empty parking lot! The teacher will want to ensure the student driver has lots of practice so the new driver can accurately and safely drive before moving on.
- Fluency – the student can perform the skill quickly and accurately and need continued short practice opportunities.
  In our driving example, practice continues in the neighborhood, on side streets, to main roads, then to the highway as the student drives better and is more comfortable and confident in her performance.
- Maintenance – after a student is highly fluent in a skill, can he/she perform the skill after breaks of time? Acquisition and fluency at a proficient level is needed before a student can maintain a skill over time. At this phase, teachers can provide fewer practice opportunities and reduce the frequency of feedback.
  As our student driver is fluent, she can drive to and from school, to work, or to the store using efficient and varied routes.
- Generalization – the student can use the skill in a new situation or setting. Teachers will need to use carefully planned strategies to help students use an acquired skill with other people, in different settings, and varied natural circumstances.
  Our student driver is in the generalization phase when she can safely drive with other passengers on board and in various weather conditions.
- Adaptation – use and adapt the skills in the real world. Even though teachers provide many examples of how, when, where,

Key Terms



Tell – what the skill is.

Show – demonstrations of what the skill is, and when and where to use it.

Practice – giving students multiple opportunities to rehearse the use of the skill.

and with whom a skill is used, all of the possible real-life scenarios are impossible to provide to students. A student has adapted a skill when he or she can be creative and invent new methods to use the skill.

- Our student is adapting the skill of driving when she can drive a different vehicle and on unfamiliar highways and roads.

The following graphic depicts how student performance increases as they become more fluent and progress through stages of learning.

Increase in Skill Performance Through the Phases of Learning

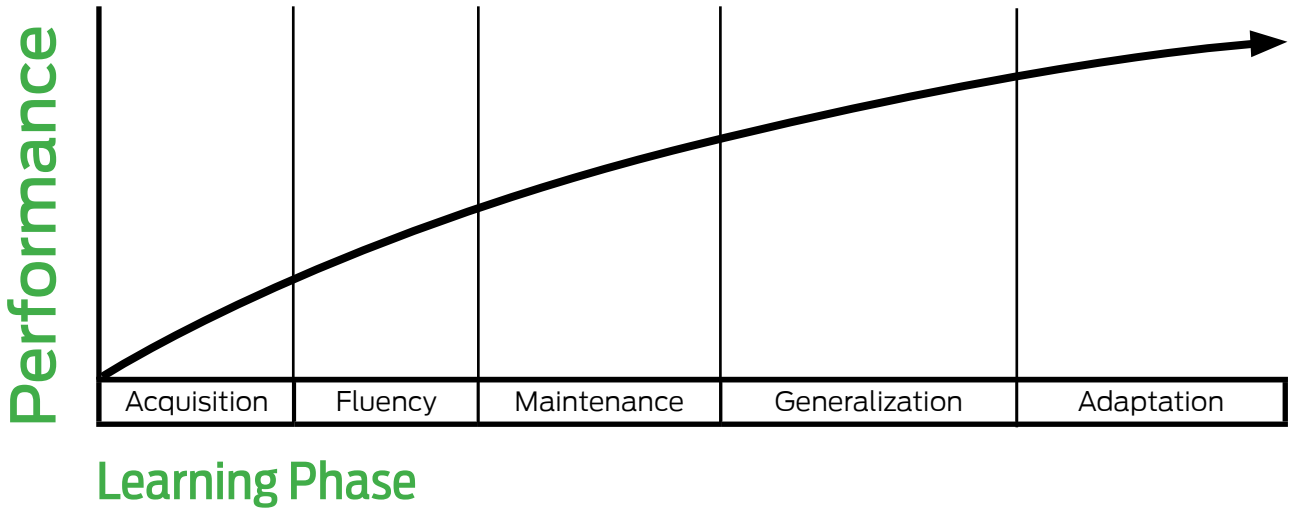


Figure number 2:21
Scott, 2017 - page 103

Big Idea

The research is unequivocal that direct instruction shows greater increases in achievement, cognitive problem solving, and self-esteem.

(Adams & Engelmann, 1996; Scott et al., 2017).

To address each phase of learning when teaching expectations, rules, procedures, routines, and many of the Effective Teaching and Learning Practices, MO SW-PBS has developed lesson plan templates that Leaderships Teams can use to write lessons that assist all staff to teach. Each lesson plan for initial learning of a skill, regardless of the age of the students, will include ideas for teachers to directly teach the skill. MO SW-PBS encourages use of direct instruction, a term which many educators equate with "drill and kill." Yet the research is unequivocal that direct instruction shows greater increases in achievement, cognitive problem solving, and self-esteem (Adams & Engelmann, 1996; Scott et al., 2017). Additionally, explicit instruction remains the most effective method for promoting student success and confidence, especially for students with a history of failure (Scott et al., 2017).

Teaching Social Behavioral Skills at the Acquisition Level

Instruction of social behaviors for younger students in initial lessons for acquisition includes tell, show and practice. As stated earlier, tell means introducing the skill or behavior by directly telling the student the definition, the specific steps needed to correctly perform the skill, and the location in which the skill will be expected. Show means the teacher demonstrates or models the expected behavior. The teacher clarifies the difference between following the behavior and not following the behavior by providing positive examples and a negative example (non-example). Remember that only an adult should demonstrate the non-example. Students in the class then demonstrate the examples.

The guided practice component of the lesson is a pivotal part of every lesson. Guided practice ensures students can accurately and appropriately demonstrate the skill steps (Lewis & Sugai, 1999). Optimally, practice should occur in the appropriate setting(s) to effectively teach expected behaviors and procedures (e.g., teach playground equipment rules on the playground, cafeteria procedures in the cafeteria, bus behavior on the bus, and assembly behaviors in the gym or auditorium).

The acquisition lesson plan template for older students provides a section for orientation. These lesson plans will include information about how students new to a building receive instruction about the skill as it pertains to the particular building. An orientation plan for new sixth graders to a middle school or freshman in high school will describe how those students will learn all the behaviors and procedures unique to that building (e.g., cafeteria procedures, arrival and dismissal, use of electronic devices). Orientation also includes information about how new students who transfer in during the year will receive instruction and guidance to help them feel welcome so they can easily become a member of the school community. The orientation section also helps provide a rationale for why these skills are important for school success and life after graduation.

Acquisition Lesson Plan

<table>
<tr><td colspan="2">Expectation</td><td></td></tr>
<tr><td colspan="2">Specific Behavior(s) and/or
Procedures
List behavior and steps to complete</td><td></td></tr>
<tr><td colspan="2">Context
Identify the locations(s) where behavior is expected</td><td></td></tr>
<tr><td colspan="3">Teaching All Students</td></tr>
<tr><td colspan="2">Orientation Plan
For underclassmen and new students to the building</td><td></td></tr>
<tr><td colspan="2">Tell
Introduce the behavior and why it is important</td><td></td></tr>
<tr><td colspan="2">Show
Teacher demonstrates or models the behavior. Teacher models non-examples</td><td></td></tr>
<tr><td colspan="2">Practice
Give students opportunities to role-play the behavior across all relevant settings</td><td></td></tr>
<tr><td rowspan="3">Generalization</td><td>Pre-correct/Remind
Anticipate and give students a reminder</td><td></td></tr>
<tr><td>Supervise
Move, scan, and interact with students</td><td></td></tr>
<tr><td>Feedback
Observe student performance and give positive specific feed-back to students</td><td></td></tr>
<tr><td colspan="2">Reteach
Practice throughout the day</td><td></td></tr>
</table>

Figure number 2:22

Teaching at Fluency, Maintenance, Generalization and Adaptation Levels

The MO SW-PBS initial teaching lesson plan template addresses the Fluency, Maintenance, and Generalization phases of learning by providing additional strategies, including: 1) pre-corrects or reminders, 2) supervision, 3) feedback on performance, and 4) reteaching.

Pre-corrects are best used after students have been formally taught and reminded of the correct behavior and procedures for a given setting. When a teacher can anticipate students may have difficulty, a pre-correct is given to them about the expected behavior (Colvin, Sugai, & Patching, 1993; Lewis, Newcomer, Trussell, & Richter, 2006).

A pre-correct is different from a teacher directive. A pre-correct tells the students what to do and how to do it using the behaviors/rules that have already been taught. For example, if a teacher knows students will have trouble moving in the class without bumping into each other, the teacher might pre-correct students of the expected classroom behavior of maintaining personal space. Or before the students are asked to move into groups, the teacher would pre-correct by saying, "Remember to move safely and maintain your personal space." Just before exiting school for the day, the teacher would pre-correct by saying, "Remember to walk in the hallways and into the parking lot." In these examples, the pre-correct sets the stage for opportunities for the teacher to recognize students for walking quietly and safely.

To have a positive impact on student behavior, to prevent unexpected behaviors from occurring, and to monitor student performance, staff must actively supervise students. Active supervision is one of the ELTPs and includes: 1) Moving = constantly, randomly, and targeting problem areas, 2) Scanning = observe all students, make eye contact, look and listen, and 3) Interacting Frequently = positive contact, frequent positive feedback, and correct errors.

Feedback can be categorized as positive (acknowledging 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). Staff are encouraged to provide feedback, non-contingent and contingent, including positive specific feedback.

To help students learn and maintain social behaviors, teachers must recognize student effort! The least expensive and most readily available way to recognize students is to provide specific verbal feedback and regularly recognize the efforts of students who correctly exhibit the behavior. When giving specific verbal feedback the teacher precisely states the skill the student displays so the student has no doubt about what he or she did correctly. An example would be, "Thank you, Bob, for being responsible by being on time and having your assignment ready to turn in." More extensive information on providing feedback will be presented when we describe ELTP 3) Encourage use of expectations, rules, procedures, and routines and 4) Discourage use of unexpected behaviors.

Key Terms

Pre-Corrects are reminders before entering a setting or performing a task to promote successful demonstration of expected behaviors.

Supervise is the use of strategies to monitor student performance or compliance in all settings.

Feedback is information provided to students by adults and other students about how well students are performing the expected behaviors.

Re-teaching is providing additional instruction and practice on each of the steps required to correctly exhibit the behavior. As some students struggle to learn the expected social behavior, it is important to provide additional practice and recognition to them as they make progress toward correctly exhibiting the behavior (e.g., "Nice work, Ted, turning in your homework. Let me show you which bin you should place it in as you come in the door of the classroom."). Approaching behavior with a growth mindset is just as important as valuing growth in academic skills.

Re-teaching can also be supported through extension activities using other modalities. For example, if the class has been taught how to follow directions, the instructor could provide independent practice for the students through an art activity or game where they apply the steps in following directions. For example, the teacher could read a set of instructions as students draw with markers or colored pencils. When complete, all students have a different artistic representation that is based on the same set of directions. Reread the instructions, and have the students check their own work to be sure they can identify how they followed each step of the directions. Sometimes teachers need to recognize "almost there" behavior as an incremental step toward perfect performance of a social behavior.

A "booster" lesson plan template that does not include strategies "tell." "show," and "practice" is also available to teach students in the maintenance and generalization phases. "Booster" lessons may be periodically taught if data indicate performance of expectations is slipping or during times when historical data indicates students typically struggle, such as behavior in large assemblies or alternate schedules (testing, etc). Many schools schedule "Booster" lessons after long school breaks to re-teach and emphasize the importance of the skill.

Maintenance "Booster" Lesson Plan

<table>
<tr><td colspan="2">Expectation</td><td></td></tr>
<tr><td colspan="2">Specific Behavior(s) and/or
Procedures
List behavior and steps to complete</td><td></td></tr>
<tr><td colspan="2">Context
Identify the locations(s) where behavior is expected</td><td></td></tr>
<tr><td colspan="3">Teaching All Students</td></tr>
<tr><td rowspan="3">Generalization</td><td>Pre-correct/Remind
Anticipate and give students a reminder</td><td></td></tr>
<tr><td>Supervise
Move, scan, and interact with students</td><td></td></tr>
<tr><td>Feedback
Observe student performance and give positive specific feedback to students</td><td></td></tr>
<tr><td colspan="2">Reteach
Practice throughout the day</td><td></td></tr>
</table>

Figure number 2:23

Why Implement Effective Teaching and Learning Practices?

In short, the answer to "Why implement Effective Teaching and Learning Practices?" is because they are legitimate evidence-based practices. They help schools:

- create a positive school culture and environments
- prevent future unexpected behavior
- increase academic learning time

Creating positive school culture and learning environments with the Effective Teaching and Learning Practices

Throughout this Handbook, we have stressed the importance of creating a positive social culture and learning environment in your school. The Effective Teaching and Learning Practices help schools create a common social culture through the use of a common vision and values of social success, use of a common language, and providing a common experience.

Common Vision

Many schools have done a lot of work and spent a substantial amount of time to create a common vision of the kind of school experience they desire for students, faculty, staff, and families. Specific to SW-PBS, when schools define expectations, rules, procedures, and routines, they are creating a vision of what a socially successful student will know and do. The expectations, rules, procedures, and routines combine to evolve into a comprehensive, common social behavioral curriculum from which all other SW-PBS practices are tied. The social behavioral curriculum therefore describes the ideal skills and behavior students will perform when they are socially competent within the context of each unique school culture.

Common Language

Defining the expectations, rules, procedures, and routines when creating your social behavioral curriculum encourages use of a common language among all staff. Staff using common, consistent, universal language with all students helps take advantage of spontaneous opportunities to reinforce skills you've already taught. Informal teaching means "teaching all day, every day, all year" and includes using the language of your school's expectations, classroom rules, and non-classroom and classroom procedures.

Words are powerful! When all staff members use common language, we ensure consistency for all students which is especially important to ensure equitable implementation of practices. The consistency and predictability of a common language is also a critical support for students who are at-risk and at high-risk of behavior incidents, promoting a safe environment where students know the expectations and can predict how others will respond.

Common Experience

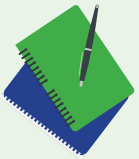
Implementation of all the Effective Teaching and Learning Practices at a high level of fidelity and consistency is the vehicle educators use to reach their goals of a more positive social culture. Every effort should be made to provide a common experience for the unique and diverse mix of students, staff, and families in your school.

Common vision, language, and experience help establish membership in the school culture. We want all students, staff, and families to feel safe and valued, knowing they are welcome and belong in school.

Implementation with Fidelity

The evidence of what works to help create a positive learning environment and school culture is known. It cannot be assumed that an evidence-based practice will be effective if it is not used as intended (Scott et al., 2017). Fidelity of implementation means consistently and equitably using these practices as they are designed. How can we encourage and support all staff to use the language of the schoolwide expectation and rules? How do we monitor to ensure all teachers are giving high rates of positive specific feedback in an equitable way to maintain compliance with classroom rules and procedures? Your MO SW-PBS training will support your school as you not only learn the Effective Teaching and Learning Practices but also how to monitor fidelity of implementation of these practices.

Key Terms



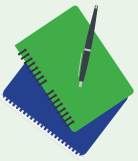
Fidelity of implementation means consistently and equitably using these practices as they are designed.

Prevention Focus of ELTPs

Prevention is the act of stopping something from happening. If we can predict a problem might occur, we can prevent it. Prevention strategies are evident in every aspect of the work in SW-PBS regardless whether the focus is on all students, small groups of students, or individual students. The predictable nature of behavior can be described in an ABC format. Antecedents are events that occur immediately before and trigger the Behavior (the observable, measurable actions of the student), and Consequences are the resulting event or outcomes that occur immediately following the behavior that impact the future use of the behavior. Effective teachers and staff focus on antecedent ELTPs that will prevent unexpected behavior from occurring in the first place.

To illustrate this point, the Effective Teaching and Learning Practices have been sorted in the ABC format in the following chart.

Key Terms



Antecedents are events that occur immediately before and trigger the behavior.

Behaviors are the observable, measurable actions of the student.

Consequences are the resulting events or outcomes that occur immediately following the behavior that impact the future use of the behavior.

Effective Teaching and Learning Practices in the ABCs

Antecedent	Behavior	Consequence
Actively Supervise Multiple Opportunities to Respond Activity Sequencing and Choice Task Difficulty	Expectations and Rules Procedures and Routines	Encourage Expected Behavior Discourage Unexpected Behavior

Figure number 2:24

A Continuum of Prevention

Earlier in this Handbook, the prevention logic of SW-PBS was discussed. It is important to understand the Effective Teaching and Learning Practices are implemented with prevention in mind. They are implemented in a logical order, starting with universal interventions for all students first. This aligns perfectly with schools' approaches to teaching academics. All students receive instruction in the core math curriculum, and as student assessments indicate performance, some students move to fluency while other student require targeted or more frequent instruction to acquire the skill. Some students may even require individualized instruction to acquire the skills and knowledge in the core math curriculum.

Similarly, the Effective Teaching and Learning Practices, if implemented with fidelity, consistency and equity with all students, provide the necessary knowledge and skills to be successful and prevent some students from requiring targeted interventions to learn social behavior. Likewise, Tier 2 Targeted Interventions that increase the intensity and frequency of teaching and recognition of the Effective Teaching and Learning Practices preclude some students from requiring resource-intensive, individualized interventions. (To see a simple example of the logic of prevention within a continuum or multi-tiered system applied to Influenza, see Scott, 2017.) The continuum of instruction and intervention using the Effective Teaching and Learning Practices match the intensity of the students' needs.

Tier 1 – All educators implement the Effective Teaching and Learning Practices, and all students receive instruction. Effective Teaching and Learning Practices occur in non-classroom and classroom settings to ensure all students receive the core social skills curriculum.

Tier 2 – Data are reviewed to identify students who have not responded to the core social skills curriculum. All the standardized targeted interventions intensify or target the Effective Teaching and Learning Practices in the core curriculum. Tier 2 Targeted interventions effectively and efficiently support students, yet do not require the time and resources needed to develop individualized plans.

Tier 3 – For each individual student who demonstrates chronic problem or unexpected behavior, highly specialized Functional Behavioral Assessments (FBA) and Behavior Intervention Plans (BIP) based are developed. As individualized behavior intervention plans are developed, the Effective Teaching and Learning Practices are specifically implemented to best support the individual student.

Increasing Academic Learning Time

As has been stated earlier, the goal of SW-PBS is to support social and academic competence for all students. Teachers can tell you there is usually, but not always, a connection between students' social competence and their academic success. We know effective classroom managers are known not only by what they do when unexpected behavior occurs but also by what they do to set their classrooms up for academic success and to prevent problems from occurring (Brophy, 1998; Evertson & Emmer, 2008; Kounin, 1970). Teachers lament the lack of teaching time due to unexpected behavior. The MO SW-PBS Effective Teaching and Learning Practices have been shown to increase the likelihood of expected behavior and decrease unexpected behavior, resulting in increased academic learning time.

The first four of the eight Effective Teaching and Learning Practices impact instructional time —the proportion of time allocated for instruction that actually results in teaching. The lack of clear procedures and routines in classrooms and non-classroom settings, disruptive student behavior, and lengthy transitions contribute to significantly diminished instructional time.

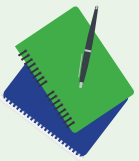
- Clear expectation, rules, procedures, and routines that have been defined, taught, and practiced to fluency set the stage for student success.
- Consistent, frequent, and equitable systems to encourage expected behaviors help students learn and maintain those skills.
- Systems to discourage unexpected behavior that are consistent across incidents and all students create an environment of equity while maintaining positive teacher-student relationships.

These ELTPs, when implemented with consistency, fidelity, and equity, will increase the amount of time teachers get to do what they love best: teach their curriculum content.

Four additional Effective Teaching and Learning Practices are: 1) active supervision, 2) opportunities to respond, 3) sequencing and choice of activities, and 4) task difficulty. These practices positively impact engaged time, that proportion of instructional time when students are actively immersed in learning.

Together, these eight practices impact academic learning time, and ultimately student achievement, while ensuring a positive learning

Academic Learning Time



Instructional Time – the amount of the allocated time that actually results in teaching; diminished by unclear procedures, disruptive student behavior, disciplinary responses, lengthy transitions, etc.

Engaged Time – the amount of instructional time where students are actively engaged in learning; diminished by inactive supervision, limited opportunities for students to respond, poor task selection, etc.

environment throughout the school. The effective classroom practices we have discussed set the stage for, or increase the probability of, expected academic or social behavior.

A Social Behavioral Curriculum

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

The first two Effective Teaching and Learning Practices represent the development of the schoolwide and classroom social-behavioral curriculum:

1. Expectations and rules
2. Procedures and routines

The Tier 1 core curriculum is based on determining the social skills and behaviors you expect all students and staff to learn and display. These provide a vision of the successful student and lead you to clarify what are the preferred social behaviors in all settings, non-classroom settings and every classroom. They offer a framework to guide staff decisions about discipline and create the conditions for an aligned staff, increasing consistency in your efforts with students. They allow you to teach proactively and to provide students and parents with a positive message about discipline. They also help to validate teachers' procedures and requests.

When there are schoolwide expectations, discipline is not perceived as arbitrary but a direct outcome of schoolwide valued behaviors and expectations held by all. Perhaps most importantly, the expectations, rules, procedures, and routines show students how they can be successful (U.S. Department of Education, 2014). It is also important to consider your school's uniquely diverse membership when developing your expectations and rules. You will want to ensure your expectations, rules, procedures, and routines are relevant to all members of your school community so your school's social behavioral curriculum will more likely reflect the outcomes you desire. The graphic below depicts all the components of your social behavioral curriculum.

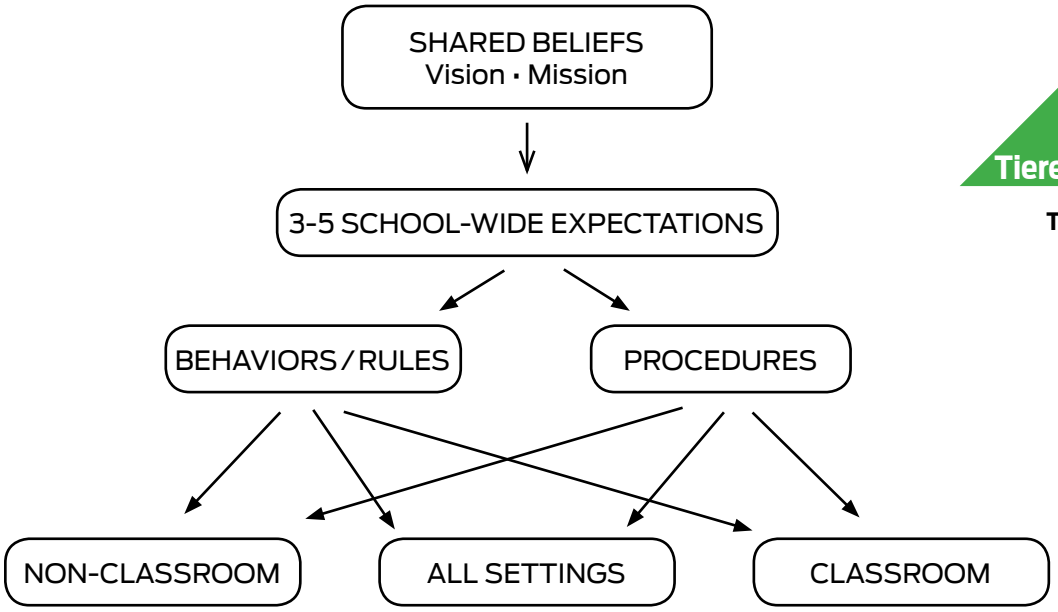


Figure number 2:25

TFI
Tiered Fidelity Inventory

TFI item 1.3 Behavioral Expectations

Expectations – Expectations are a direct outgrowth of your beliefs and your vision and mission. They, in essence, operationalize your vision and mission. For example, if the school's mission and vision statements are:

Example

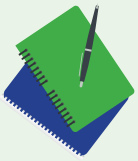
Mission: Representing and in partnership with our stakeholders, our school district recognizes that all children can learn and dedicates itself to providing a challenging educational environment that allows each student to achieve to his or her highest potential as a learner and citizen.

Vision: Every student will graduate ready for college, career, and life

The school's expectations would reflect behaviors that would allow all students to be ready for college, career, and life. Three to five overarching schoolwide social behavioral expectations are defined and agreed to by all staff. These words are valued social skills and behaviors for success (e.g., respect, responsibility, caring, etc.).

Rules – Once you have identified these three to five broad, schoolwide expectations, you will then need to define the expected social behaviors or rules which are what students do specifically to achieve those expectations. This process involves clarifying or defining specific behaviors/rules for different settings in our school. In essence, you need to describe what respect, responsibility, ready, and caring, etc., look like in:

- All settings of the school, everywhere throughout the school
- Non-classroom areas (hallways, cafeteria, recess, etc.)
- Classrooms



Key Terms

Expectations – Three to five words that define the kind of people you want your students to be which are a direct outgrowth of your beliefs and your vision and mission (e.g., respectful, responsible, etc.).

Expected 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.

Unexpected Behavior – specific behaviors that are inconsistent with the expectations, behaviors/ rules, and procedures in a given context or setting. Example: Running is expected on the playground or gym but unexpected in the hallway. ("Unexpected behavior" was formerly referred to as "inappropriate behavior," "misbehavior," or "problem" behavior).

These rules tell us how we want students to demonstrate the expectation (e.g., we show respect by listening to the person who is speaking).

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

As in the above examples, the expectation is Respect, and one way to demonstrate respect is by following the rule of listening to the person who is speaking. The procedure for listening to the speaker includes looking at the speaker, focusing your attention on the message, indicating you hear the message (nodding, taking notes, etc.), and ignoring other distractions.

Routines – When the procedure has been identified, taught, and practiced, it becomes a routine which has a clear meaning for all students. Many procedures that may be cumbersome or time consuming at the beginning of the year become second-nature after a few weeks: the procedure for entering the building and getting breakfast, the procedure for entering the classroom and preparing for instruction, the procedure for gathering materials for a science lab, the procedure for moving through the cafeteria at lunch time, etc.

In our example about Respect and listening to the person speaking, students will become familiar with the procedure and will understand when the teacher says, "Please listen to our guest speaker share their experience training search and rescue dogs," that what is being said is actually the following behavior prompt: look at our speaker, focus your attention, show them you hear their message, and ignore other things while the speaker is talking.

Defining schoolwide expectations, non-classroom and classroom behaviors/rules, and procedures creates a full curriculum to allow you to proactively teach success and to also address any unexpected behavior that may occur across any school setting. Your team training and Tier 1 Implementation Guide will teach your school how to develop the following products to comprise your school's social behavioral curriculum:

- A matrix that shows your school expectations and rules for all settings and non-classroom areas, and perhaps your classroom rules.
- The non-classroom procedures that will be posted in those settings and printed in staff and student handbooks.
- The classroom behaviors/rules that align with the schoolwide expectations and will be posted in each classroom.
- Classroom procedures of common activities to establish fluent routines and will be posted in each classroom.

Use of the Tier 1 Core Social Behavioral Curriculum at Tier 2 and Tier 3

When your school has met prerequisites to move to Tier 2, you will be taught to develop Tier 2 interventions that link directly to the Tier 1 Core Social Behavioral Curriculum. For example, when implementing the Tier 2 intervention of Check-In, Check-Out, behaviors and rules students are expected to display are taken directly from the schoolwide or classroom expectations and rules. At Tier 2, teaching the social skills curriculum is more precise and consistent, more frequent and with more diligence to ensure fidelity of implementation but we do not stray from the Tier 1 Core Social Behavioral Curriculum.

Likewise, when developing Tier 3 individualized behavior intervention plans, skills that the individual student is expected to display will be connected to the Tier 1 Core Social Behavioral Curriculum. For some students, based on their individual needs, skills from the Tier 1 curriculum may be broken down into smaller, more explicit steps. For example, "follow directions" is a common schoolwide rule. At Tier 3 it might be important to break down "follow directions" into more explicit steps such as: 1) listen with voice off, 2) say "OK" or ask a question to clarify, and 3) start within 10 seconds. Specific and more frequent prompts, lessons, and feedback may also be needed for a student with intense behavioral needs.

The Tier 2 and Tier 3 Implementation Guides will teach you how to connect your targeted and individualized expectations, rules, and procedures with your Tier 1 Core Social Behavioral Curriculum.

The Effective Teaching and Learning Practices Explored

The previous chapter described the MO SW-PBS Effective Teaching (ETLP) and Learning Practices as evidence-based practices that help schools create a positive school culture and environment, prevent future unexpected behavior, and increase academic learning time.

In this chapter each ETLP will be explored and described in greater detail. As we look into each, we will define the ETLP, provide examples as needed to clarify the practice, and will conclude with a Teacher Tool. Each Teacher Tool will provide:

- a brief description of the Effective Teaching and Learning Practice
- a self-assessment teachers can use for personal reflection on the fidelity, consistency, and equity of implementation of the ETLP
- a practice profile that clarifies a continuum of implementation — exemplary, proficient, close to proficient, and far from proficient. The practice profile may be used by the teacher to complete their self-assessment. The SW-PBS Leadership Team, SW-PBS coaches, and peers can also use the practice profile as a standardized format when providing feedback to teachers.

MO SW-PBS 8 Effective Teaching and Learning Practices

1. Expectations and Rules
2. Procedures and Routines
3. Encourage Use of Expected Behaviors
4. Discourage Use of Unexpected Behaviors
5. Active Supervision
6. Opportunities to Respond
7. Sequencing and Choice of Activities
8. Task Difficulty

"Teaching provides an impact on probability (of student success), and the selection of high-probability teaching behaviors must be seen as a sacred responsibility."

(Scott, 2017).

The importance of effective teaching cannot be over emphasized. A list of foundational effective teaching and learning practices with a long history of empirical support have been shared here. Thousands of classroom observations tell us that teacher use of these practices is occurring at exceptionally low rates, if at all (Scott, 2017). Since we know teacher's use of effective teaching and learning practices is a high predictor of student success, supporting teachers in implementing these practices with consistency, fidelity, and equity is critical. As teachers build their skills, gaining competence and confidence in their use, they should also see an increase in student success.

Effective Teaching and Learning Practice

#1 EXPECTATIONS AND RULES

1. **Expectations and Rules**
2. Procedures and Routines
3. Encourage Use of Expected Behaviors
4. Discourage Use of Unexpected Behaviors
5. Active Supervision
6. Opportunities to Respond
7. Sequencing and Choice of Activities
8. Task Difficulty

The first ETLP is to define expectations and rules for all settings — non-classroom and classroom settings. As previously explained, the process of defining social behavior expectations and specific rules is the first task in developing a comprehensive social behavioral curriculum for your school.

Defining Schoolwide Expectations

Schoolwide expectations are guiding principles — valued behaviors and attitudes for success at school. They are: 1) broad constructs or classes of behavior, 2) positively stated, 3) brief – no more than three to five in number, and yet 4) comprehensive; they allow you to address all behaviors by referencing one of them.

The SW-PBS Leadership Team will want to ensure the schoolwide expectations reflect the language and culture of each school. For example, if your school community includes students and families who speak Spanish as their primary language, not only is it important to ensure that the expectations are printed and posted in Spanish and English, but that the expectations also are representative of the culture and valued outcomes of the community.

These expectations become the language all staff use when they teach, remind, recognize, and correct students. When the expectations are reflective of the school community, this language serves to promote relationship building and promote belonging at school. These efforts to promote a welcoming culture in the school are reflected in staff, students, and families reporting a more positive school climate (Banks & Obiakor, 2015).

Often schools use their mascot or slogan as an inspiration to create their expectations. A few of the many varied schoolwide expectations that schools have developed are below.

Schoolwide Expectations Examples

Figure number 2:26

Defining Specific Rules for All Settings in the School, Non-Classroom Settings, and Every Classroom

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

MO SW-PBS training will guide you to develop your expectations and rules with your staff, students, and families which will be put into a "matrix.". This matrix will be unique to your school, based on the age of your students and include any customs pertinent to the cultures represented.

Notice how this hallway-specific matrix reflects the context (elementary) of the building, and provides pictures and illustrations in addition to the written expectations and rules to support primary students and English Learners.

Key Terms

1. **Observable** – behaviors that we can see.
2. **Measurable** – behaviors that could be counted.
3. **Positively stated** – things that tell students what to do to be successful.
4. **Understandable** – student-friendly language.
5. **Always applicable** – can be used every day.

In the Hallway I Will...

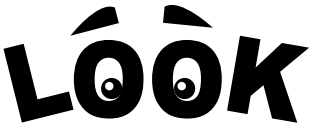
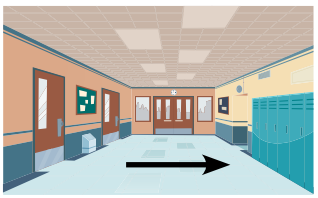
Respect Self	Respect Others	Respect Property	Respect Learning
Walk straight, single and eyes in the front 	Stop for others Stop at signs 	Use my eyes (keeps hand and body off artwork, furniture, etc.) 	Quiet bodies Quiet voices 
Use the right side of the hallway. 	Stay in personal space 	Feet on the floor 	Take the shortest path possible 

Figure number 2:27

Missouri Middle School Expectations and Behaviors/Rules Matrix

Expectations	Settings				
	All Settings	**Hallways**	**Cafeteria**	**Restrooms**	**Gym/Locker Room**
Respectful	• Follow directions • Use respectful language	• Walk quietly so others can continue learning	• Raise hand if you need help	• Allow for privacy of others • One person per stall	• Respect the privacy of others
Responsible	• Be where you should be • Take care of materials and school property	• Go directly to your destination	• Eat only your food • Stay in your seat	• Keep water in sink	• Keep your clothes and equipment in your locker
Safe	• Put forth best effort	• Return to class promptly	• Use a peaceful voice • Use proper manners	• Clean up	• Be ready for gym in time allotted

Figure number 2:28

Defining Classroom Rules

Just as we create schoolwide expectations and rules for all settings and non-classroom environments, it is imperative to define classroom rules as part of constructing a classroom that is safe and supportive for all students. There is no need to set classroom expectations; rather, MO SW-PBS encourages schools to use their schoolwide expectations (e.g., safe, respectful, responsible) to anchor their classroom rules.

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

1. Are developed by students and teachers.
2. Need to be clearly stated. Previously we have referred to OMPUA — observable, measurable, positively stated, understandable, and always applicable — to assist in ensuring the rules are clear.
3. Are as few as possible.
4. Must be clearly accepted by students. Students must indicate their acceptance of the behavior standards agreed on by the class.

5. Must be monitored and frequently discussed to ensure they are consistent with classroom standards. Because the classroom behaviors/rules may be different than behavioral expectations outside school, it is important that student behavior be monitored and students are given feedback about how their behavior matches the expected norms.
6. Communicated and accepted by significant others, such as parents and peers. Students will more likely follow classroom behaviors/rules if they know others agree with them.

(Adapted from Jones & Jones, 1998, p. 241)

Example

Classroom

be Prepared	Be on-time Have homework and materials
Accept responsibility	Pick up after yourself Keep supplies organized and in good condition
Work hard	Stay on task Participate Follow classroom procedures
Show respect	Listen to your teacher and others Care for property Help others Use positive language

Figure number 2:29

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, measureable, 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 assisgned 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 (OMPUA): 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** *(Skill is emerging, but not yet to ideal proficiency. Coaching is recommended.)*	**Far from Proficient** *(Follow-up professional development and coaching is critical.)*
The language of the classroom expectations reflects the language of the schoolwide expectations.	· 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.	· Classroom expectation matrix headings are consistent with schoolwide expectation matrix headings reflecting 3-5 expectations (e.g. Be Respectful, Be Responsible, Be Safe	· Classroom expectations are disconnected from or contradictory to schoolwide expectations.	· No evidence of established classroom expectations.
Rules are specific criteria for achieving expectations.	· 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.).	· Classroom matrix includes rules with specific descriptions of how students can meet the expectations.	· Rules are present but vague, resulting in unclear criteria for success.	· No evidence of established classroom rules.
Rules meet these 5 guidelines: (OMPUA) Observable Measureable Positively Stated Understandable Always Applicable	· All rules on classroom matrix are consistent with the OMPUA guidelines. · Language is appropriate for context and culture of the classroom.	· All rules on classroom matrix are consistent with the OMPUA guidelines.	· Some rules on classroom matrix are consistent with the OMPUA guidelines.	· 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.	· 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	· 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.	· 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.	· No evidence of teaching or providing feedback to students regarding classroom expectations and rules.

Effective Teaching and Learning Practice

#2 Procedures and Routines

1. Expectations and Rules
2. **Procedures and Routines**
3. Encourage Use of Expected Behaviors
4. Discourage Use of Unexpected Behaviors
5. Active Supervision
6. Opportunities to Respond
7. Sequencing and Choice of Activities
8. Task Difficulty

Procedures Form Routines

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

Non-Classroom Procedures

Non-classroom procedures may be written for activities throughout various settings, such as morning arrival, crises (fire, intruder, tornado), cafeteria process, use of hallway passes, dismissal, and others. When defining non-classroom procedures, it is important to consider what will help prevent congestion or confusion that may contribute to misbehavior. Reviewing existing procedures or writing missing procedures may involve making environmental changes such as defining and labeling the "in" and "out" doors or rerouting lines of students to provide more space and to ease crowding. These procedures should be comprehensive enough to ensure student success in each specific setting.

Examples of Non-Classroom Procedures

AM Arrival
To be safe, respectful, and responsible, we will:

- Enter the school through the main "In" doors
- Walk to the breakfast stations
- Get breakfast quickly
- Walk directly to our classrooms

Independent Use of Computers in Media Center

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

TFI item 1.8 Classroom Procedures

Defining Classroom Procedures

Classroom procedures are the method or process to follow to accomplish a classroom activity. Classroom procedures are patterns for accomplishing classroom tasks. Procedures break down classroom behavior/rules into teachable steps. When procedures are taught and reinforced over time, routines are established that help students meet classroom behaviors/rules.

Having classroom procedures:

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

A few examples of classroom procedures are below.

Lining Up to Exit the Classroom

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

Independent Seatwork

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

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**
• 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	• 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.	▪ 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.	▪ 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.	*(Skill is emerging, but not yet to ideal proficiency. Coaching is recommended.)* ▪ 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.	*(Follow-up professional development and coaching is critical.)* ▪ No evidence of established classroom procedures or routines.
Classroom procedures and routines are directly taught and practiced throughout the schoolyear.	▪ 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.	▪ Clear plan for directly teaching and regularly practicing procedures and routines exists.	▪ Procedures and routines were taught at the beginning of the year, but no plan for ongoing teaching and practice is evident.	▪ 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.	▪ 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."	▪ 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."	▪ Teacher provides acknowledgement for performance of procedures and routines, though not specific.	▪ 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.)	▪ Students perform procedures and routines without prompting. ▪ Students can clearly explain to new students or others (substitute teachers, etc.) what to do.	▪ 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.	▪ Students require significant prompting to perform common routines AND/OR ▪ Students cannot describe or explain procedures or routines to others.	▪ Students are unable to describe common procedures and routines OR ▪ Classroom procedures and routines are not followed by students.

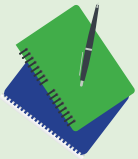
TFI
Tiered Fidelity Inventory

TFI item 1.9 Feedback and Acknowledgement

Effective Teaching and Learning

Practice # 3 Encourage Use of Expected Behavior

1. Expectations and Rules
2. Procedures and Routines
3. **Encourage Use of Expected Behavior**
4. Discourage Use of Unexpected Behaviors
5. Active Supervision
6. Opportunities to Respond
7. Sequencing and Choice of Activities
8. Task Difficulty



Key Terms

TERMS RELATED TO ENCOURAGING EXPECTED BEHAVIOR

REINFORCEMENT – overarching term for a contingently delivered consequence associated with an increased likelihood of future behavior (Skinner, 1938). Reinforcement can take many forms, most commonly praise or specific positive feedback (social reinforcement), but also tangible reinforcement (tickets, tokens, coupons, etc.), and activity reinforcers.

The consequence is only a reinforcer when it serves to strengthen or increase the use of the expected behavior; it is always based on the perspective of the learner, not the intentions of the adult delivering the reinforcement.

Introduction to Encouraging Use of Expected Behavior (Expectations, Rules, Procedures, and Routines)

It is typical for schools to have a variety of ways to encourage students to improve academic, artistic, or athletic performance such as daily grades, quarterly and semester grades, honor roll, awards assemblies, math bowl trophies, music certificates, drama medals, athletic "letters," etc. A schoolwide system to encourage expected behavior is similar to encouragement for other forms of performance. Yet often this schoolwide system to encourage expected behavior is rarely as organized or systematized in our schools. If the schoolwide systems do exist for student of the month, citizenship awards, and the like, they are rarely tied to the schoolwide expectations and SW-PBS systems.

There are many terms associated with encouraging student behavior: "acknowledgment," "teacher approval," "recognition," "encouragement," "reinforcement," "praise," "reward," and "specific positive feedback." While there are nuances in the meaning of these terms, the most commonly used terms are reinforcement and specific positive feedback.

Reinforcement can take many forms (social attention, tangible items, and activities). Specific positive feedback is perhaps the most common term for verbal reinforcement, which provides students with social attention along with specific information on their performance. Together they increase the likelihood of students using the expected behavior again in the future. This handbook will generally use the terms reinforcement and specific positive feedback.

If we look at the ABCs of behavior, a consequence is the resulting event or outcome that occurs immediately following the behavior impacting the future use of the behavior. In this case, encouraging is a consequence designed to impact future use of the behavior by increasing the likelihood of the student repeating the expected behavior in the future. We often inaccurately use the term "consequence" to mean "punishment."

Why is it important to develop a SW-PBS schoolwide system to encourage expected behavior? Again, the answer is because it works! 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.

Much early learning is through observation and trial and error. While this can be an effective way to learn for some students or for some skills or behaviors, the most efficient process for initial learning is through direct instruction. As mentioned previously, direct instruction includes systematic demonstrations, practice followed by reinforcement when the targeted skill is demonstrated, and correction of non-expected behaviors (i.e., external regulation). This approach to teaching social skills is based on the understanding that most school behavior is not, at least initially, intrinsically motivating, but may lead to situations that increase intrinsic motivation (satisfying relationships, feelings of accomplishment, etc.) (Ryan & Deci, 2000).

This Handbook will focus on the practices needed to build a comprehensive system to encourage and motivate students as they are learning the expected behaviors, and then to maintain those skills as students become more fluent in their use.

There are three important interrelated topics we will explore to develop a comprehensive schoolwide system to encourage expected behavior:

1. adult non-contingent and contingent attention
2. effective, specific positive feedback
3. use of a tangible reinforcement system

Although these components will be introduced separately, all are needed to ensure a continuum of encouragement for staff to effectively recognize and encourage students when they display expected behaviors in non-classroom settings or in the classroom and to create a positive school environment where learning flourishes.

Fostering student self-regulation to consistently demonstrate appropriate behaviors requires those behaviors to be supported through consistent teaching and reinforcement. The amount of reinforcing necessary to reach the end goal of self-regulation will be dependent on chronological and developmental age of students, students' prior knowledge of and experience with expected behaviors, the context, setting events, and the students' understanding that the procedural skills expected by adults will increase their overall success in the classroom, schoolwide, and eventually in life outside of school.

Understanding the Power of Adult Attention

One of the outcomes schools seek when deciding to implement Schoolwide Positive Behavior Support is improvement of the school climate or environment. Encouraging expected behavior is crucial to helping students learn the expectations and shift the focus from addressing unexpected behavior to responding with specific positive feedback for expected social behavior.

Teacher and staff attention have a powerful influence on the behavior of individuals and small and whole groups of students. Adult

Key Terms (cont.)

REWARD/RECOGNITION – something that reinforces an expected behavior, most often a preferred tangible/object or activity; often used interchangeably with "reinforcement".

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

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

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

attention helps create a positive and safe learning environment. All staff members help set the tone or mood of the school through relationships with students and families and frequently recognizing students' efforts to meet academic and behavioral goals.

There are two types of adult attention, and both have a positive impact on interactions in schools. Together, non-contingent and contingent attention create a positive school climate and build rapport and relationships, and help students learn social behavioral expectations.

Non-Contingent Attention

Most teachers and staff understand the importance of positive relationships with their students. Non-contingent attention is one of the many ways to enhance adult-student relationships. Given that many instances of unexpected behavior are based on a desire for attention, if we provide sufficient non-contingent attention, the frequency of unexpected behavior may decrease. As teachers report that positive student–teacher interactions increase, the number of disciplinary referrals students receive decreases. Also, students report an increase of positive quality in the student–teacher relationship, a decrease in the number of behavior referrals they receive, and an increase in the amount of time they spent on-task (Decker, Dona, & Christenson, 2007).

Finally, non-contingent attention provides students with role models of positive social interactions. Non-contingent adult attention such as smiles, greetings, and community- building activities are examples of antecedents that help establish positive relationships between students and staff and set the stage for students to display the expected academic and behavioral expectations. They also create the relationships that will help students accept correction when it is needed.

Contingent Attention

Contingent attention is attention given after the expected behavior takes place. The student must perform the expected behavior before a teacher responds with attention. Research shows that contingent attention increases academic performance (Good, Eller, Spangler, & Stone, 1981) and on-task behavior (Sutherland, Wehby, & Copeland, 2000). We also want to use specific positive attention (contingent) when students display expected social behavior in every classroom and in non-classroom settings. Look for what you want to see, and acknowledge it when it happens.

It is important to provide contingent attention for students' academic work. Without this specific feedback, students would not be able to discern the "right" answer from the "wrong" answer.

For example, when a student is learning to use "their" and "there" in a sentence, the teacher can say, "Great job of using 'their' to show the books belong to Jake and using 'there' to show where Jake put

the books." Because the feedback from the teacher is positive and specific, the likelihood the student will correctly use "their" and "there" in the future is significantly increased. Giving specific positive feedback is equally important in helping students learn appropriate social behavioral skills.

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

Big Idea

There are no universal reinforcers.

Low Rates of Adult Attention

We have discussed how to use adult attention (specific positive feedback) contingent upon student performance of a specific behavior to build or maintain that behavior. Another important point in building positive schoolwide and classroom environments is to ensure that expected behavior receives much more attention (at a higher ratio) than unexpected behavior. We want students to experience predominantly positive interactions across all school settings to support their sense of connectedness and competency to increase their demonstration of expected behaviors. Unfortunately, this is not always a daily occurrence in our schools.

To address this implementation gap, all staff will need to receive professional learning on the importance of specific positive feedback and how to correctly provide it. SW-PBS Leadership Teams may get push-back if staff have been accustomed to having limited interaction with students in the hallways, on the playground, or other non-classroom settings. This new staff expectation may be an issue the administrator should address.

Switching Classroom Interactions From Disapproval to Approval

In spite of the evidence that contingent attention can change the climate and learning conditions of the classroom, many teachers fail to take full advantage of this powerful tool.

White (1975) found that naturally occurring or typical teacher approval statements for academic responses far outweighed those for social behavior across all grade levels, with highest rates for each type of approval occurring in second grade and tapering off dramatically after that. In all grade levels, teachers responded to correct academic performance (20.36 per hour average) more frequently than disapprovals (7.56 per hour average).

On the other hand, statements of disapproval for social behavior (19.20 per hour) were always more frequent than approvals (1.52 per hour). A summary of the findings is in the chart on the following page.

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

Figure number 2:30.
White, 1975

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

More recent research observations in Missouri classrooms indicate teacher use of specific praise and the ratio of positive to negative interactions was less than optimal (Reinke, Herman, & Stormont, 2012).

In a study consisting of more than 6,000 classroom observations between 2008 and 2015, Scott, Hirn, and Cooper (2017) calculated feedback rates for elementary, middle, and high school. They recorded combined feedback (academic and behavior) and reported the following results:

	Positive* Feedback Rate	Negative** Feedback Rate	Corrective*** Feedback	Positive to Negative Ratio
Elementary	0.137/minute or once every 7 min 29 seconds	0.038/minute or once every 26 min 20 seconds	0.007/minute or once every 142 min 48 seconds	3:1
Middle School	0.061/minute or once every 16 min 23 seconds	0.031/minute or once every 32 min 15 seconds	0.004/minute or once every 250 minutes	1.74:1
High School	0.033/minute or once every 30 min 18 seconds	0.046/minute or once every 21 min 44 seconds	0.005/minute or once every 200 minutes	0.65:1

*Positive feedback – Teacher gives the class or individual student feedback on an academic or social behavior that indicates the behavior/response is correct. Can be verbal or gestural.

**Negative feedback – Teacher informs student that behavior/response is incorrect but does not provide corrective feedback (e,g., "no," "stop that," "turn around," "quiet"). Can be verbal or gestural.

***Corrective – Teacher tells student why the behavior/response is not correct and re-teaches correct behavior/response.

Figure number 2.31
(Scott, Hirn, & Cooper, 2017)

A schoolwide focus to ensure high rates of non-contingent and contingent attention is delivered by all staff, to all students, throughout the day, is important because it can improve interactions between students and staff and, therefore, improve the school climate.

The Importance of Teacher-Student Relationships

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 relationships (Jones & Jones, 1998; Hattie, 2009; Algozzine, Wang, & Violette, 2011). The relationship teachers have with their students is related to the impact they will have on their students' achievement (Hattie, 2009). Positive teacher-student interactions and positive emotions associated with those interactions have a significant positive effect on student enthusiasm and learning (Scott, 2017).

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). These characteristics, however, may have different meaning to each student. What we do know and can count is the number of positive interactions between the student and teacher, which is another way positive relationships can be defined (Pianta, 1996). Given this definition of positive relationships, the responsibility of creating a positive relationship with each and every student lands squarely on every teacher's shoulders.

> "The asymmetry in child-adult relationship systems places a disproportionate amount of responsibility on the adult for the quality of the relationship."
>
> (Pianta, 1996)

Specific Positive Feedback

Positive relationships and non-contingent attention are not sufficient to change and sustain behavior. Contingent attention or specific positive feedback is essential. With specific positive feedback you are recognizing attainment of specific performance criteria, effort, or successes at tasks that are difficult for the student, and "provid[ing] information to the student in regard to whether or the degree to which their performance was correct" (Scott et al, 2017). To ensure continued use, specific positive feedback is essential. General praise or commonly used phrases such as "good job," though important for a pleasant classroom, are inadequate for building and sustaining expected behavior.

Students need clear, specific feedback on their use of the schoolwide expectations and any other behaviors such as acts of kindness, compassion, helpfulness, and general positive citizenship that are extended reflections of your expectations. Effective specific positive feedback: 1) specifically describes the behavior, 2) provides reasons or rationales, and 3) can include a positive consequence.

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

Benefits of Specific Positive Feedback

- Helps adults and students focus on positive social behaviors and actions.
- It is the most powerful behavior change tool teachers have in their repertoire.
- Increases the likelihood students will use the recognized behaviors and skills in the future.
- Decreases unexpected behavior and, therefore, reduces the need for correction.
- Enhances self-esteem and helps build internal locus of control (i.e., self-regulation).

Tangible Reinforcers

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

(Timothy J. Lewis, 2002)

One of the hallmarks of Schoolwide Positive Behavior Support is the development and implementation of a variety of positive consequences, including tangible reinforcers. The tangible is typically in the form of a ticket or coupon (e.g., Compliment Cards, Bulldog Bucks, Braggin' Dragon Cards, Bee Tickets, etc.). These tangibles are often reinforcing in and of themselves as they are a reminder for teachers to have frequent, positive interactions with students, including delivery of specific positive feedback on social behaviors. This process mirrors the use of grading and providing written formative feedback on student academic work.

Recall that many activities that fill a typical school day are not in and of themselves intrinsically motivating (Ryan & Deci, 2000). It is typically not until a stage where all three needs (competence, relatedness, and autonomy) are met that school tasks and activities are integrated by a student to the point of being fully, intrinsically motivated. As such, feedback is needed as part of planned system to support (i.e., externally regulate) student behavior.

"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."

(Scott et al, 2017)

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.

Tickets can have further reinforcing value if they are used within a token economy. This might include a personally selected reinforcer from a menu or list to help meet a jointly set goal, purchase of an item from a school store, a raffle opportunity, etc.

TANGIBLE REINFORCERS SERVE AS REMINDERS

Remember, tangibles serve as a visual reminder for staff to watch for desired behaviors and then deliver specific positive feedback. Some schools replenish the teachers' supply of tickets daily, thus reminding them to frequently catch students demonstrating desired behaviors. Setting a goal, for example, to intentionally look for students who are demonstrating respect by following directions right away and recognizing 10 students in 60 minutes can help a teacher focus on looking for expected behavior by ensuring all 10 tickets are gone by the end of class.

In addition, the proximity required to deliver the ticket helps to ensure the effectiveness of the teacher's social attention and feedback. Looking at the student and saying, "You followed directions; that helped you complete your assignment quickly and accurately. Because you followed directions, you have earned a Tiger Ticket," can enhance the relationship between the student and teacher.

It is critical to note that once a ticket or other tangible recognition has been earned, it should not be taken away. Rather, another one should not be awarded until the student next earns it. Making a behavioral error does not negate the previous behavior success. Encouraging expected behavior by acknowledging success moves the student closer to closing the gap between current performance and expected performance (Scott et al., 2017).

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

(Geoff Colvin, 2007)

Schoolwide System to Encourage Expected Behavior

Previously we discussed how to provide adult contingent and non-contingent attention, specific positive feedback, and tangible reinforcers. MO SW-PBS encourages schools to pull all of these strategies together to create and document a comprehensive schoolwide system to encourage expected behavior.

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

- Not all students are encouraged by the same thing or in the same ways.
- As students are learning new skills, they need immediate and frequent reinforcement.
- As students demonstrate mastery, they respond to intermittent and 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.

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

(Florida Positive Behavior Support Website, November 14, 2006)

Therefore, it is recommended that a schoolwide system to encourage students include social attention, activities, or tangible items that appeal to all student needs in your school (Lane, Kahberg, & Menzies, 2009). Keep in mind your school context, budget/resources, existing systems, and other considerations when developing the schoolwide system. Once developed, it must be implemented with fidelity, consistency, and equity, and be sustainable over time.

FREQUENT, INTERMITTENT, AND OCCASIONAL

As schools develop their schoolwide system to encourage expected behavior, it is important to think about when recognition will take place. We have discussed how specific positive feedback should be provided frequently enough to ensure appropriate student behavior receives more attention than inappropriate behavior.
Research in education and psychology indicates 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. This is especially important when students are in the initial acquisition phase of learning new skills.

Other components of the schoolwide system to encourage expected behavior may occur less frequently, in an intermittent way, reinforcing skill learning in the fluency stage of learning. Just as quarterly honor roll students are announced, monthly or quarterly recognition for social behavior gives students goals to work toward.

A comprehensive schoolwide system to encourage expected behavior would also include some long-term, occasional activities at the end of the semester or school year. Occasional encouragement assists in the maintenance and generalization stages of learning. A range of recognition activities will help keep your schoolwide system interesting and fun for students and staff.
The following graph was shared earlier but bears repeating as a reminder of the phases of learning.

The phases of learning directly affect the frequency of feedback students need to successfully continue through the phases.

Encouragement Examples to Address Learning Phases

Frequent	Intermittent	Occasional
Acquisition Learning Phase	**Fluency Learning Phase**	**Maintenance and Generalization Learning Phases**
• High rates of positive specific verbal feedback • Schoolwide tangible (ticket, token, etc.) • Stickers • Thumbs-up • Notes home • Smiles • High-fives	• Positive phone call home • Extra computer time • Read in a favorite spot • Extra recess time • Time to socialize with classmates • Choose your partner during work time	• Recognition by the principal • Special parking spot • Class field trip • Gift certificates • Class snack • Eat lunch with favorite adult

Figure number 2:32

In addition, a written schoolwide system to encourage expected

Increase in Skill Performance Through the Phases of Learning

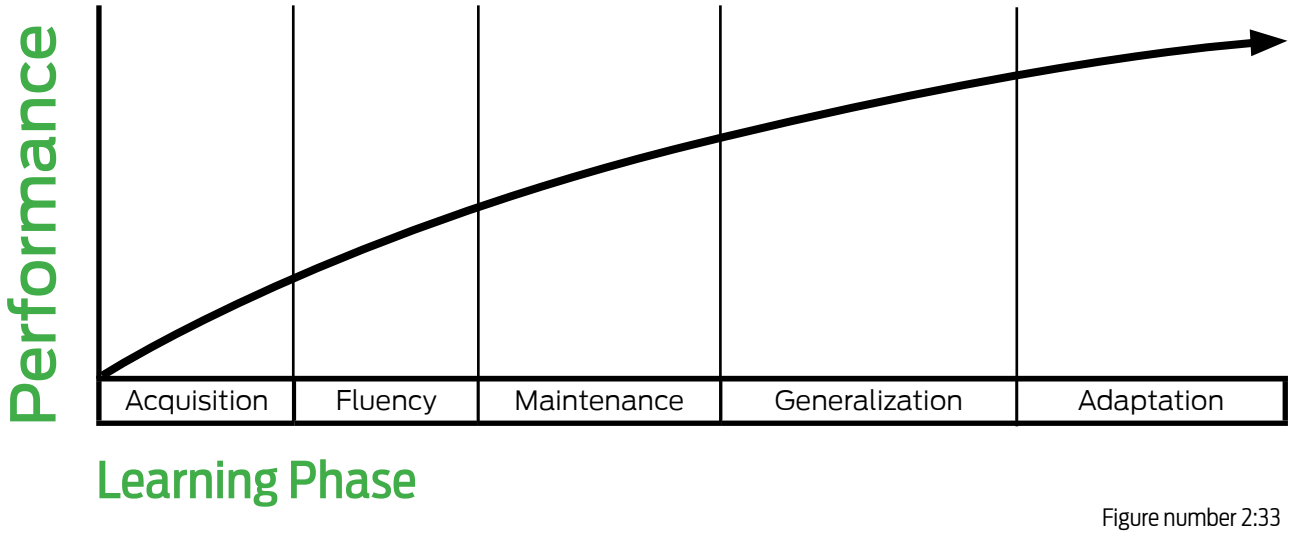


Figure number 2:33

behavior should include enough information to thoroughly describe how each component is intended to be implemented. Following is an example of a schoolwide system to encourage expected behavior that is comprehensive and detailed that would be an important addition to a school's staff SW-PBS handbook.

Frequency of Feedback Needed in Each Phase of Learning

Acquisition	Fluency	Maintenance	Generalization	Adaptation
High rates of specific positive and corrective feedback	Moderate specific positive feedback, more focus on positive Corrective when needed	Intermittent specific positive feedback Corrective when needed	High rates of positive specific feedback and corrective feedback when adjusting to new settings or situations, then intermittent specific positive feedback Corrective when needed	High rates of positive specific feedback and corrective feedback when adjusting to unique settings or situations, then intermittent specific positive feedback Corrective when needed

Figure number 2:34

Schoolwide Systems to Encourage Expected Behavior
High School Example

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

	Name	Resources	Description & Criteria	When & Where Presented	Information to Staff	Goal(s)	Celebrations	Coord.
Frequent	Cardinal Cards	Cards, box in office, Susie to draw weekly & give names to student announcers, $50 for prices	Staff give high rates of vergal 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 (hone calls); OR Special Privileges	List of privileges generated and agreed upon by all staff located in Student Handbook & SW-PBS (missing word)	Staff record the names of students who have consistently demonstrated specific behaviors for 1 (missing word)	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 quality	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-BS Data Manager and (Missing Words)	90% of students each month	Each student will get free gift certificate for items at school store	Billy Bob

Figure number 2:35

Cautions When Developing a Schoolwide System to Encourage Expected Behavior

When creating your schoolwide system to encourage expected behavior, make sure there are ways to encourage improved behavior for all students, from those who struggle to behave as well as those who regularly demonstrate expected behavior. Be cautious if your system:

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

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

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 unattainable. Younger children or students who struggle with specific expectations may require shorter chunks of time or significantly higher rates of feedback. For students who experience anxiety, "all or nothing" criteria and extended performance periods can be counterproductive.

Fails to motivate the 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 desire to improve? Involving students in the planning of the schoolwide reinforcement system may be a very effective way to hear their voice. Ensure all students are represented when feedback is given.

Becomes boring and predictable. A schoolwide system to encourage expected behavior will need to be "tweaked" and kept fresh for students and staff. Use naturally occurring special occasions (e.g., spirit week, homecoming) to have themed tickets or tokens, target specific expectations, or to capitalize on intermittent reinforcement.

For example, during homecoming week, save a row or two in the stands for students to "buy" a VIP seat with their tickets or tokens, and offer autographed school merchandise as surprise drawing prizes — invite the elementary and middle school students and families to come and be recognized over the loudspeaker. Find a reason to acknowledge every student in the building on September 12, "National Encouragement Day." In observance of "National Compliment Day" (January 24), encourage students to give a "Peer Ticket" to a classmate with a compliment and create a bulletin board of kindness in the hallway. As a celebration, plan a school picnic on April 23, "National Picnic Day."

Classroom System to Encourage Expected Behavior

Teachers have some choice about implementing a system to encourage expected behavior in their classroom. They will want to ensure their system addresses both non-contingent and contingent attention, effective and frequent specific positive feedback, and use of a tangible reinforcement system.

Teachers are creative when implementing a structured way to give non-contingent attention. Some elementary teachers place a sign on their entryway so students can choose a morning greeting from the teacher — hug, fist bump, or secret handshake. Middle and high school teachers greetings are more likely to be a smile and verbal welcome. YouTube has several inventive and entertaining videos showing teachers greeting their students.

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

An average ratio of 4:1 teacher interactions is recommended; four instances of positive interaction for each corrective or negative interaction.

Frequency of Specific Positive Feedback in the Classroom

In his literature review of teacher praise, Brophy (1981) showed the relative frequency of academic specific positive feedback was quite low, with an average of only 5 per hour and praise for good conduct occurring only once every 2-10 hours in early grades and tapering to non-existent after that. These findings of greater teacher attention given for expected academic behaviors rather than positive attention to expected social behavior, as well as findings of more attention for unexpected rather than expected behavior, were corroborated by a literature review and analysis by Beaman and Wheldall (2000).

Brophy went on to state that praise should be used contingently, with specificity and credibility, and that it should occur in the range of 3 or 4 positives to negative interactions in order to be the most encouraging to students. Reavis, Jenson, Kukic, & Morgan (1993) recommend a ratio of 4:1. Interactions with students are considered positive if the student behavior was expected and the intention was to acknowledge the use of the behavior. Interactions are considered

negative if the student behavior is unexpected and the intention was to provide error correction or interrupt an unexpected behavior. Again, denoting whether interactions are positive or negative is based on the behavior of the student at the time the attention is given, not the demeanor of the teacher.

Use of a Tangible in the Classroom

Teacher delivery of tangibles creates a ready signal to all students, both to the ones who earn them as well as others nearby who witness it. When the tangible item is used to count toward a classroom, grade level, or schoolwide goal, they work doubly to provide the immediate reinforcement as the student earns the ticket, and then again as the ticket goes into the class bucket toward the class goal. When all students contribute to a class, grade level, or schoolwide goal, it builds a sense of community. Once the goal is achieved, everyone celebrates together. Once again, SW-PBS Leadership Teams might give teachers guidance about the type of tangibles to use in the classroom. Teachers certainly can keep it simple by using the schoolwide "ticket" or create their own "ticket" or use marbles or stickers.

It bears repeating that once a ticket or other tangible recognition has been earned, it should not be taken away. Rather, another one should not be awarded until the student next earns it.

Monitoring Fidelity of Implementation of Encouraging Use of Expectations, Rules, Procedures, and Routines

It is important to check on the use of feedback in classroom and non-classroom settings, both for fidelity of implementation and to determine if the rate of specific positive feedback students are earning is optimal for the environment you desire. Fidelity checks will determine if the majority of staff are effectively using contingent specific positive feedback for student behavior as described earlier in the chapter.

In addition, the goal is always to maintain an average 4 to 1 ratio of positive responses to correction. Checks can also determine if this optimal ratio is being met. Both a fidelity check and a ratio check will provide information for the SW-PBS Leadership Team to determine how to support staff to effectively encourage student behavior. There are a number of ways to do this monitoring:

Monitoring Use Of Schoolwide Tangibles

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

Self-monitoring

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

- Move pennies or paperclips from one pocket to another when positive student behavior is recognized.
- Tear an index card to collect the number of positive responses 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 desired (positive) student behavior and teacher responses to student misbehavior (negative). Periodically observe and record occurrences of teacher responses and use of specific positive feedback for a short time duration (5-10 minutes) and compare like settings and situations (e.g., classroom to classroom, cafeteria, etc.). These observations can be done by pairing teachers to do peer observations, or having the SW-PBS Leadership Team members observe in non-classroom settings.

Frequency and Type of Student Interactions

Teacher: _____ Observer: _____

Date: _____ Time: _____ Activity: _____

Attention to Expected Student Behavior		Attention to Unexpected Student Behavior
Non-Contingent	**Specific Positive Feedback**	
Ration of Teacher Interactions: _____ : _____		
Notes:		

Figure number 2:36
Adapted from Sprick, Knight, Reinke,, & McKale, 2006

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

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

Whole-Class "Games" to Establish and Intensify Encouraging

We have focused on Effective Teaching and Learning Practices teachers can implement to increase instructional time and the time students are engaged in that instruction. These Effective Teaching and Learning Practices seem easy enough to do each day. Yet it may be challenging for teachers to make a habit of implementing these practices given the multiple responsibilities teachers juggle throughout the day.

Therefore MO SW-PBS is introducing three whole-class strategies that can provide structure some teachers may need to ensure they establish and intensify encouraging once students are in the fluency, maintenance, or generalization phases of learning. In addition, these whole-class strategies can benefit all students, especially those who need additional support.

Finally, more and more school teams are checking implementation of Tier 1 and Effective Classroom Practices **before** students are referred for Tier 2 Targeted interventions. Whole-class strategies can assist with this process.

Three whole-class strategies are introduced here:

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

These research-based whole-class practices are appropriate for all grade levels, though teachers should modify delivery as needed to meet the needs of their students.

POSITIVE PEER REPORTING

Positive Peer Reporting (PPR) is a simple procedure that is used to promote positive peer interactions, improve peer perceptions of students who tend to be socially rejected or neglected, and encourage all children to focus on and report prosocial behavior of their peers. PPR has been shown to increase positive interactions among peers in kindergarten classes (Grieger, Kaufman, & Grieger, 1976) and in middle school and residential treatment settings (Bowers, McGinn-

is, Ervin, & Friman, 1999; Bowers, Woods, Carlyon, & Friman, 2000; Erving, Miller & Friman, 1996; Jones, Young & Friman, 2000; Robinson, 1998). Positive Peer Reporting (Skinner et al., 2002) engages all students in a classroom in recognizing positive behaviors and actions of a selected peer.

The teacher selects a target student (students who typically use expected behaviors and students who need additional support should be selected in turn). Peers are encouraged to notice something positive the target student does during the day, and then report it out during a designated sharing time. Students earn points for the class by making sincere, positive comments to the target student at the designated sharing time. Points earned by the class can be used for rewards such as extra recess or an in-class game or activity.

TOOTLING

Tootling is 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 prosocial behaviors displayed by their classmates throughout the day, and report them on a written note (Skinner, Cashwell, and Skinner, 2000). 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.

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 who, 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 reward. Due to the writing involved, this support may be most appropriate for second grade and up.

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 appropriate 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. CW-FIT is designed to teach appropriate skills and reinforce their use through a game format.

CW-FIT is designed to:

- help students who need more than universal supports
- be implemented at the class-wide level
- incorporate individualized components
- address attention – a common function of unexpected behavior
- be implemented during "problem" times during the day.

(University of Kansas Center for Research, Inc., 2017)

It is designed to be implemented during the course of normal instruction (e.g., math, reading, science) and focuses on students working together and supporting each other to make their team, and their class, successful (Wills, et al., 2010). CW-FIT has been shown to improve class-wide student behavior at a variety of ages (Iwaszuk, Lupo, & Wills, under review; Kamps et al., 2011; Wills et al., 2010). It also provides structure to increase teacher praise and decrease reprimands for unexpected behavior.

The components of the CW-FIT game are teaching, self/peer monitoring, extinction, and reinforcement.

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

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
• High rates of positive specific verbal feedback • Stickers • Thumbs up • Notes home • Schoolwide ticket • Smiles • High fives	• 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	• 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: Strong and Long-term 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...

- 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**
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 reinforcement	• 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.	• 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).	*(Skill is emerging, but not yet to ideal proficiency. Coaching is recommended.)* • Non-contingent reinforcement is infrequent, inconsistent, or inequitable. • Contingent attention is infrequent, inconsistent, or inequitable.	*(Follow-up professional development and coaching is critical.)* • 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.
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	• 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.	• 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).	• Opportunities for occasional reinforcement are infrequent, inconsistent, or inequitable.	• No evidence of opportunities for occasional reinforcement.

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:
 	
Strong and long-term reinforcement
	• 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
	  • considering a range of student interests and abilities, and
	  • delivered with consistency, fidelity, and equity.
		• 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).	• Strong and long-term reinforcement is infrequent, inconsistent, or inequitable.	• No evidence of strong and long-term reinforcement.

The teacher has a system to monitor his or her rate of response to student behavior.	• 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.	• The teacher provides a higher rate of behavior contingent positive specific feedback than corrective or negative feedback	• The teacher provides a similar rate of behavior contingent positive specific feedback as compared with corrective or negative feedback.	• The teacher provides a higher rate of corrective or negative feedback than behavior contingent positive specific feedback.

Effective Teaching and Learning Practice

#4 Discourage Use of Unexpected Behavior

1. Expectations and Rules
2. Procedures and Routines
3. Encourage Use of Expected Behaviors
4. **Discourage Use of Unexpected Behaviors**
5. Active Supervision
6. Opportunities to Respond
7. Sequencing and Choice of Activities
8. Task Difficulty

What Is an Instructional Approach for Discouraging Unexpected Behavior?

Punishment describes an aversive consequence event that decreases the behavior it follows. Implementing in limited fashion as warranted, a consequence intervention to decrease the likelihood that problems will recur, or implementing punishment, is indeed prudent. It is key to balance the type, severity or the level of the consequence to ensure the punishment serves the intended function of decreasing problem behavior (Skinner, 1938) and does so in a way that does not engender mere compliance, but rather leads toward student self-regulation (Ryan & Deci, 2000).

Unfortunately, schools have a long history of using punitive push-out approaches for misbehavior (e.g., removal from class, in-school suspension, detention, expulsion, etc.). Indeed, years of research indicates that exclusion and punishment are ineffective at producing long-term reduction in unexpected behavior (Costenbader & Markson, 1998) and correcting unexpected behavior without a positive, proactive, educative approach has been shown to actually increase aggression, vandalism, truancy, and dropouts (Mayer & Sulzer-Azaroff, 1990; Skiba, Peterson, & Williams, 1997).

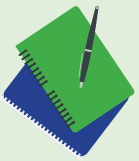
In re-reading the sentences above, it becomes clear that what is intended to serve as a punishing consequence to decrease unexpected behavior, in fact often functions as a reinforcing consequence that either increases or escalates unexpected behavior. If we look at the ABCs of behavior, a consequence is the resulting event that causes an effect. Discouraging is a consequence used to cause the effect of student's decreasing the use of the unexpected behavior in the future. The ABC chart below will help illustrate the types of consequences used in a SW-PBS system to decrease the likelihood the unexpected behaviors will be repeated in the future.

"Unfortunately, most of the practical techniques used by teachers to respond to acting-out children are only of limited effectiveness and some, such as reprimands, arguing, and escalated hostile interactions, can actually strengthen the behaviors they are intended to suppress or terminate."

(Hill Walker, 2000)

"When it comes to discipline, it does not make sense for educators to use the criminal justice model first, before employing what they were professionally prepared to use —teaching and mentoring approaches."

(Forest Gathercoal, 2004)



Key Term

In operant conditioning, punishment is, by definition, a consequence that decreases the likelihood the problem behavior will recur.

(Skinner, 1938).

A - B - C

Antecedent →	Behavior →	Consequence
Define expected behaviors/rules and procedures • Directly teach expected behaviors/rules and procedures • Pre-correct • Active supervision • Calm demeanor • Proximity	Following Directions	Indirect Strategies • Proximity • Signal/non-verbal cue • Ignore/Attend/Praise Direct Strategies • Re-direct • Re-teach • Provide choices • Student conference

Figure number 2:37

TFI item 1.6 Discipline Policies

Earlier in this Handbook, it was discussed that proactive discipline practices are synonymous with teaching. Given that most schools already have a discipline policy in place that includes consequences for unexpected behavior, your task is to develop a continuum of procedures for discouraging unexpected behavior that focuses on teaching and helping students to learn the expected behaviors and when to appropriately use them (Lewis & Sugai, 1999). Prevention is the key. When unexpected behaviors occur, educators should first assess setting or antecedent events that could be adjusted and ask the questions: "Do we have clear expectations?" "Have they been thoroughly taught?" They should also assess their reinforcement strategies: "Are we consistently using strategies to encourage the expected behaviors?"

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

(Bob Algozzine, Chuang Wang & Amy Violette, 2011)

During a typical school day, teachers make hundreds of split-second decisions. Teachers must learn to be aware of their choices and patterns of response to ensure they are reliably and equitably following the schoolwide continuum of discouragement. As described earlier in the Data part of this workbook, this point of awareness, when a problem behavior has just occurred, and the teacher is going to respond, is known as a vulnerable decision point (McIntosh, Barnes, Eliason, and Morris, 2014).

It is important to note that during vulnerable decision points when adults are deciding how to respond to the behavior, such as whether to refer problem behavior to the office, or what type of corrective consequence to assign to discourage or decrease unexpected behavior in the classroom, implicit bias is more likely to influence the decision-making of the adults (McIntosh, Barnes, Eliason, & Morris, 2014).

Implicit bias is an unconscious association regarding some groups that are activated involuntarily and without an individual's awareness or intentional control (Staats, 2014). Implicit bias may also be compounded by ambiguity in both definitions of unexpected behaviors and response procedures. Awareness of a vulnerable decision point and implicit bias is the first step for all teachers to more equitably respond to unexpected behavior with an instructional approach.

Why Use an Instructional Approach to Discourage Use of Unexpected Behavior

Even with the most consistent implementation of schoolwide practices covered earlier (i.e., clarifying, teaching, and consistently and positively recognizing expected behaviors) some students will still make social behavioral learning errors. Generally, learners fail to use expected behaviors for one of two reasons: 1) absence of knowledge or insufficient understanding of when to use the expected behavior, a skill deficit ("can't do"), or 2) the social skills are known but there is a failure to perform the expected behavior at acceptable levels or in the correct circumstance, a performance deficit ("won't do") (Gresham, Sugai & Horner, 2001).

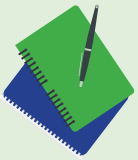
Many students do not know how to perform the expected behavior appropriately, or don't know it well enough to routinely use it at the appropriate times. Note that a skill deficit corresponds to the student's need for competence in order to be internally motivated to display the skill or knowledge (Ryan & Deci, 2000).

For other students, who are not sufficiently motivated or invested in using the expected behavior, the performance deficit corresponds to the students' need for relatedness and autonomy to be internally motivated (Ryan & Deci, 2000). Either problem–skill deficit or performance deficit requires more teaching, practice, and feedback to resolve. Therefore, an instructional approach to responding to student mistakes in use of the expected social behavior is warranted.

The type of error correction, corrective consequences, or discouraging necessary to reach the end goal of self-regulation will be dependent on chronological and developmental ages of students, students' prior knowledge of and experience with expected behaviors, the context or setting events, and the students' understanding that the procedural skills desired by adults will increase their overall success in the classroom, schoolwide, and eventually in life outside of school.

The following continuum of correction strategies has been provided to give definitions, implementation suggestions, and examples of each, starting with the least intrusive indirect strategies.

It should be pointed out that all responses to misbehavior will work best when, after pausing for the student to demonstrate the expected behavior, teachers remember to provide encouraging feedback to them for doing so. Following their behavior change with this specific positive feedback serves to strengthen the likelihood students will use the expected behavior again.



Key Terms

Skill deficit – absence of knowledge or insufficient understanding of when to use the expected behavior.

Performance Deficit – a failure to perform the expected behavior at acceptable levels or in the correct circumstance.

"The single most commonly used but least effective method for addressing undesirable behavior is to verbally scold and berate a student."

(Paul Alberto & Anne C. Troutman, 2012)

TFI
Tiered Fidelity Inventory

TFI Item 1.5 Problem Behavior Definitions

A Continuum of Correction Strategies to Discourage Unexpected Behavior

Individualized

- Based on Functional Behavioral Assessment (FBA)
- Part of an individualized Behavior Intervention Plan (BIP)

Additional Corrective Strategies

- Suggested when unexpected behavior is repetitive or not responding to teaching strategies alone
- Instructional focus, not punitive
- Consistently implemented (versus the intensity or length of the consequence)
- Selected individually to meet the needs of specific students
- May Include:
  - Restitution
  - Mediation activities
  - Extra practice or role play
  - Loss of privilege
  - Parent conference
  - Referral to counseling or other school supports

Direct

- Suggested for inappropriate behaviors that continue or do not change after indirect strategies have been used
- Include:
  - Redirect/Attend/Praise
  - Reteach/Attend/Praise
  - Provide choice
  - Student conference

Indirect

- Actions to minimize the unexpected behavior before it gets out of hand and requires more extensive intervention
- Unobtrusive
- Carried out quickly during instruction
- Include:
  - Proximity
  - Signal or non-verbal cue
  - Ignore/Attend/Praise

Figure number 2:38

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 misbehaviors each time they occur.

When responding to student misbehaviors, 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 misbehaviors each time they occur.	• 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.	• Direct and indirect strategies (proximity, non-verbal cue, redirect, provide choice) are used with consistency, fidelity, and equity in response to unexpected behavior.	*(Skill is emerging, but not yet to ideal proficiency. Coaching is recommended.)* • 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.	*(Follow-up professional development and coaching is critical.)* • 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)	• 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."	• 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."	• When behavioral error occurs, teacher is inconsistent in the use of professional tone and/ or behavior specific error correction.	• 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.	• 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.	• 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.	• When responding to behavioral error, the teacher is inconsistent in the use of actions that are specific, brief, respectful, and minimally disruptive.	• 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.

Effective Teaching and Learning Practice
#5 – Active Supervision

1. Expectations and Rules
2. Procedures and Routines
3. Encourage Use of Expected Behaviors
4. Discourage Use of Unexpected Behaviors
5. **Active Supervision**
6. Opportunities to Respond
7. Sequencing and Choice of Activities
8. Task Difficulty

Active Supervision is fairly self-explanatory. Active supervision is the process of monitoring the classroom or any school setting that incorporates three practices: 1) moving, 2) scanning, and 3) interacting (DePry & Sugai, 2002).

THE VALUE OF ACTIVE SUPERVISION

Active Supervision is essential to implementing SW-PBS and creating effective learning environments. Once you have clarified and taught expectations, it is crucial to monitor students closely by way of active supervision, providing feedback, both positive and corrective, on how student behavior aligns with your expectations. As such, active supervision is closely related to, or integrated with, the first four classroom practices. It supports instructional time but also increases student engaged time.

Supervision allows you to monitor learning and to identify students who may have questions or need your assistance. Active supervision can increase student task engagement. We know that when adults are present and actively supervising, student behavior is more likely to be appropriate (Simonsen et al., 2008). Your physical presence itself tends to reduce the occurrence of student misbehavior. It is human nature. We have all experienced how we are more likely to honor traffic regulations when a police officer is visible. So it is with students.

Monitoring students closely is the way you are most likely to know if students are meeting your expectations. Just as importantly, active supervision provides an opportunity to establish positive relationships. Adult attention is one of the most powerful ways to increase the likelihood of student success, increase compliance, and meet student needs for attention. Finally, all of the above help to improve the quality of instructional time.

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

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.	• 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.	• The teacher physically arranges the classroom for ease of movement and supervision in most situations. • All areas accessible to students are safe.	*(Skill is emerging, but not yet to ideal proficiency. Coaching is recommended.)* • Physical arrangement of classroom is safe for students, but supervision and/or movement around the room is hampered or difficult.	*(Follow-up professional development and coaching is critical.)* • 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.	• 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.	• During whole group, small group, and/or individual work time, the teacher moves throughout the room, promoting engagement and attention to task through proximity.	• The teacher moves around parts of the room throughout instruction, or the teacher moves only in response to unexpected behavior.	• Teacher stands or remains seated in one location throughout the class period.
Teacher/facilitator visually monitors learning and performance.	• 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 acknowledgement of attention.	• 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.	• 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.	• 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.	• 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.	• 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.	• The teacher uses occasional verbal and non-verbal communication, but mainly in response to academic or behavior errors.	• The teacher rarely or never provides positive or proactive interactions with the students, either non-verbal or verbal.

Effective Teaching and Learning Practice

#6 – Opportunities to Respond

1. Expectations and Rules
2. Procedures and Routines
3. Encourage Use of Expected Behaviors
4. Discourage Use of Unexpected Behaviors
5. Active Supervision
6. **Opportunities to Respond**
7. Sequencing and Choice of Activities
8. Task Difficulty

What Are Opportunities to Respond?

Use of opportunities to respond (OTR) includes strategies for presenting materials, asking questions, and correcting students' answers as appropriate. It is an instructional question, statement, or gesture made by the teacher seeking an active response from students. It addresses the number of times the teacher provides requests that require students to actively respond (Miller, 2009). Simonsen, Myers, & DeLuca (2010) define OTR as a teacher behavior that prompts or solicits a student response (verbal, written, or gesture). The chart below shows some examples of ways teachers can plan within lesson plans to elicit active responses from students.

Verbal Responses
• Individual questioning • Choral responding • Direct instruction and high rates of scripted interaction • Turn and talk
Nonverbal Responses
• White boards • Preprinted response cards • Student signals • Technology apps or "clickers" • Guided notes • Classwide peer tutoring

Strategies to increase opportunities for students to respond gain some of their effectiveness from wait time. This is the time lapse between delivering a question and calling on a student or cueing a group response. When wait time is used, students are more engaged in thinking, typically participate more often, demonstrate an increase in the quality of their responses, and have more positive student-to-student interactions. Using wait time usually results in fewer re-directs of students and fewer discipline problems (Rowe, 1974; Rowe, 1987).

Wait time is pausing after asking a question and counting for three seconds or more. This can be done by inaudible counting, looking at a stopwatch, or following the second hand on the clock.

The Value of Providing Numerous Opportunities to Respond

The more time students spend involved in learning activities, the more they learn. Additionally, increased rates of responding and the subsequent improved learning tend to increase the amount of content that can be covered. When teachers increase their rates of opportunities to respond, student on-task behavior and correct responses increase while disruptive behavior decreases (Carnine, 1976; Heward, 2006; Skinner, Pappas & Davis, 2005; Sutherland, Alder, & Gunter, 2003; Sutherland & Wehby, 2001; West & Sloane, 1986).

Teacher use of opportunities to respond has also shown to improve reading performance (e.g., rate of calculation, problems completed, correct responses) (Carnine, 1976; Logan & Skinner, 1998; Skinner, Smith, & McLean, 1994). In addition, obtaining frequent responses from students provides continual feedback for the teacher on student learning and the effectiveness of their instructional activities.

MO SW-PBS TEACHER TOOLS

Opportunities to Respond

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

Antecedent	Behavior	Consequence
Teacher provides: *Verbal Questions, Prompts, Cues*	*Student Responses:* *Written, Choral Verbal, Motor*	*Teacher Provides:* *Specific, Positive Feedback*
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.
Opportunites to Respond (OTR) Strategies		
Student Verbal Responses	**Student Non-verbal Responses**	**Other Practices**
• Individual Questioning • Choral Responding	• White boards • Response cards • Response on computer • Guided notes	• 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.	
• 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.	
• During instruction, I provide students with opportunities to respond non-verbally to instruction through physical response *(e.g. thumbs up/down).*	Yes No
• During instruction, I provide students with opportunities to respond non-verbally *using white boards.*	Yes No
• During instruction, I provide students with opportunities to respond non-verbally *using response cards.*	Yes No
• During instruction, I provide students with opportunities to respond non-verbally *using guided notes.*	Yes No
• During instruction, I provide students with opportunities to respond non-verbally using *Student Response Systems (e.g. clickers, iPads, smart phones, etc.).*	Yes No
• During instruction, I provide students with opportunities to respond non-verbally using *computer aided instruction.*	Yes No
Students are provided wait time to develop a response to a prompt, and participation is acknowledged with positive or corrective feedback.	
• I provide a prompt, when requesting student responses.	Yes No
• I provide at least 3 seconds of wait time for students to prepare a response.	Yes No
• When students respond to my questions, I acknowledge them with positive feedback, if appropriate.	Yes No
• When students respond to my questions, I acknowledge them with corrective feedback, if appropriate.	Yes No
• When appropriate, I acknowledge student responses with a follow-up question, such as "Did you and your partner agree on this answer?"	Yes No
• 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.	• 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).	• 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).	*(Skill is emerging, but not yet to ideal proficiency. Coaching is recommended.)* • 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.	*(Follow-up professional development and coaching is critical.)* • 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.	• 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).	• 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).	• 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.	• 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.	• 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?"	• 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	• 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.	• 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 step in the writing process... revising").

Effective Teaching and Learning Practice

#7 – Sequencing and Choice of Activities

1. Expectations and Rules
2. Procedures and Routines
3. Encourage Use of Expected Behaviors
4. Discourage Use of Unexpected Behaviors
5. Active Supervision
6. Opportunities to Respond
7. **Sequencing and Choice of Activities**
8. Task Difficulty

What Is Activity Sequencing?

Effective educators know that it is important to consider how the daily activities are sequenced. Teachers often choose what subjects occur at certain times in the day to ensure student attentiveness. Research shows that even within subject matter, there are a variety of ways to sequence content to promote learning and expected behavior (Kern & Clemens, 2007; Cates & Skinner, 2000). Interspersing easier tasks among more difficult tasks, and using simple instructions to precede more difficult instructions, or "behavioral momentum," are two strategies that have demonstrated increased student willingness to do the task or task engagement (Skinner, Hurst, Teeple, & Meadows, 2002).

Task Interspersal

Students, as is true with human nature in general, are more likely to engage in an assignment if it does not require significant effort. Students can become frustrated when faced with work that is perceived as difficult or requires a slow pace, more thought, and more effort. This is particularly true of new learning, or learning that is in the acquisition stage where error rates are often high. A simple strategy of interspersing tasks that have already been mastered within the assignment can promote greater confidence and motivation to both begin and finish the activity. While the original research was in the content area of math, the success with broader use is well known.

Based upon the well-documented principles of reinforcement, completed problems are reinforcing. Easier tasks or items that are interspersed and completed readily are reinforcing for students and encourage sustained work and task completion. Task interspersing also positively impacts the overall perception of the assignment. In one study where easier problems were interspersed with new learning, students rated the assignment as taking less time to complete, requiring less effort, and being less difficult even when the assignment actually had more problems due to interspersing (Cates & Skinner, 2000).

Logan and Skinner (1998) identify some considerations for using task interspersal:

- An item must truly be at mastery level before it can be used for interspersing; that is, the easier items must indeed be easier as demonstrated by previous mastery.
- Students prefer assignments with a mix of already mastered tasks with current skill tasks.
- Students prefer academic assignments when up to 30% of items are new.
- Intersperse already mastered items in a 1:3 ratio with more challenging or new items.
- Gradually increase the number of newly learned items (e.g., to 1:8).
- Eventually eliminate the already mastered items.

Task interspersal can be used when preparing materials for all students as well as an individual intervention. It allows for review of previously learned content while heading off frustration. It is well worth the time and effort to incorporate this strategy into material development.

Behavior Momentum

A similar strategy that relates to sequencing is using the momentum of easier tasks or requests to build energy or motion to comply with the following request or activity of greater difficulty. In essence, it is a behavioral strategy that entails making requests that are easy for the child before making requests that are more challenging or difficult (Scott, Anderson, & Alter, 2012).

What Is Choice?

Because we want to increase the likelihood that students will engage in learning and complete tasks, we should become skillful at selectively using student choice of activities, materials used to complete a task, or order in which tasks are completed. Students can also be given choices for with whom they work, where they will work, and what they can do once their task is complete. Teachers must think ahead of the choices they will allow students to make and be certain all choice options are related to the academic task and meet the lesson learning goals. Also, ensure that the choice is not an ultimatum or threat such as "You can finish this now or go to the office."

Benefits of Offering Choice

While all lessons or activities do not need to incorporate choices, using choice when it does not negatively impact the outcomes or learning will have broad impact and, therefore, make it opportune in many situations.

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 Interspersal	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 *(e.g. task from a list of choices, materials, work location)*.	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 interspersal to promote confidence and motivation for task completion.	• 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.	• 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.	*(Skill is emerging, but not yet to ideal proficiency. Coaching is recommended.)* • 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.	*(Follow-up professional development and coaching is critical.)* • There is no evidence of the use of task interspersal..
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.	• 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.	• 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.	• 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.	• 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.	• 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.	• 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.	• 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.	• There is no evidence of providing choice to students.

Effective Teaching and Learning Practice

#8 – Task Difficulty

1. Expectations and Rules
2. Procedures and Routines
3. Encourage Use of Expected Behaviors
4. Discourage Use of Unexpected Behaviors
5. Active Supervision
6. Opportunities to Respond
7. Sequencing and Choice of Activities
8. **Task Difficulty**

What Is Task Difficulty?

For students, the school day is all about academic demands, and those tasks can sometimes give rise to unexpected behavior. Another antecedent or environmental adjustment that can be made to set students up for academic engagement and greater success is task difficulty. When unexpected behaviors occur primarily in the face of academic demands, it is important to consider what aspect of the task might be contributing to the behavior. Work assignments that are too difficult for students or require them to use skill sets that are challenging for them commonly result in unexpected behavior (Scott, Anderson, & Alter, 2012).

Selecting instructional materials or tasks that are at the correct level of difficulty involves considering aspects of the student, the materials, and the task. Generally adjustments can be made in these ways: 1) time adjustments to complete the task, 2) length of assignments, 3) adjustments to methods used for students to take in content, 4) mode of response or task completion, or 5) increased instruction or practice.

The Value of Adjusting the Task Difficulty

Continually giving students tasks they cannot do is an exercise in futility. If the student does not know how to perform a task, asking her to "try harder" and telling him to "get started" is useless and counterproductive. Providing tasks at the correct level of difficulty increases and promotes on-task behavior, task completion, task comprehension, and expected class-wide behavior (Kern & Clemens, 2007).

Decreasing the overall task length and offering periodic breaks to do something else can aid in decreasing unexpected behavior (Dunlap, Kern-Dunlap, Clarke, & Robbins, 1991). It is important to remember that it is "fair" to adjust task difficulty. "Fair" does not mean "equal." Rather "fair" is giving each student what he or she needs to be academically and socially successful. It only makes sense to adjust the difficulty of tasks to avoid unexpected behaviors and potentially damaging your relationship with a student.

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	· 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	· 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	· 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	· 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	· 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.	• 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.	• 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.	*(Skill is emerging, but not yet to ideal proficiency. Coaching is recommended.)* • The teacher adjusts the length of tasks to increase the likelihood of successful work completion, considering the learning objective.	*(Follow-up professional development and coaching is critical.)* • 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.	• 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.	• 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.	• The teacher adjusts the mode and method of response to increase the likelihood of successful work completion, considering the learning objective.	• 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.	• 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.	• 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.	• 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.	• No evidence of planning for adjustment of instructional strategies.

Notes:

Foundations of Function-Based Thinking

The Science of Behavior

Big Idea

Beyond infancy and early childhood, the motivation for the majority of human behavior is externally motivated (Ryan & Deci, 2000).

Knowing the ABCs of Function-Based Thinking

Your work with MO SW-PBS is grounded in the science of behavior known as Applied Behavior Analysis (ABA). Applied Behavior Analysis is the design, implementation, and evaluation of environmental modifications to produce socially significant improvement in behavior (Alberto & Troutman, 2012; Baer, Wolf, & Risley, 1968; Sulzer-Azaroff & Mayer 1991). In short, the science of behavior focuses on making changes to the environment to lead to changes in behavior.

In essence you can increase the likelihood that someone will engage in a given behavior by structuring the environment in predictable ways. SW-PBS helps schools make changes in the physical environment and the adult behaviors that exist in those environments (e.g., schoolwide, classroom, non-classroom settings) that will, in turn, encourage change in student behavior.

Earlier in the Handbook we introduced the idea of the ABCs of behavior and how this concept has informed the essential SW-PBS practices. Here we will provide you more detailed information about the ABCs and why understanding them will deepen your knowledge of many concepts that provide the foundation of SW-PBS.

Central to understanding Applied Behavior Analysis is knowing your ABCs—an acronym for the three-part contingency of Antecedent–Behavior–Consequence. That is, something happens (the Antecedent), which leads to a Behavior, resulting in a Consequence.

Consider the following example:
You are going to a potluck lunch to celebrate with friends. You decide to make a recipe that was recommended to you, and that you've been really wanting to try (the Antecedent). You make the new recipe and bring it to the potluck (the Behavior). Everyone at the potluck tries your recipe and tells you how wonderful it is. At the end of the lunch, all you're left with is an empty dish and lots of requests for sharing the recipe (the Consequence). The ABCs apply in real life situations every day.

Antecedents Defined

Antecedents can include the physical setting, the time of the day, the materials, and person or people present, as well as how and what directions are given. Antecedents produce the behaviors that follow. When you ensure a well-managed classroom setting, provide appropriate materials, establish clear expectations, and give specific directions, you can increase the likelihood of expected student behavior.

A – B – C

Antecedent ➡ Behavior ➡ Consequence

Events that happen immediately before and trigger the behavior.	An observable and measurable act.	The resulting event or outcome that occurs immediately following the behavior that impact future use of the behavior.

Figure number 3:1

An example of an antecedent is as follows: the teacher provides a non-verbal cue to the class by raising his/her hand, or verbally reminds students to raise their hands during an upcoming whole group discussion.

A – B – C Example

Antecedent ➡ Behavior ➡ Consequence

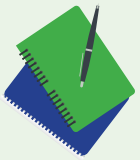
As the whole group preparesto debrief after the chemistry experiment, the teacher reminds everyone that the agreed procedure is to raise their hands to indicate they wish to speak. Then the teacher asks, "What was your most surprising finding today?"	Some students begin talking out loud. Most students raise a hand to share a finding, Jerry is one of them.	The teacher ignores the students who are talking out. The teacher calls on Jerry to share his su prising finding. She asks probing follow-up questions to help Jerry and the other students apply the underlying scientific concepts to their observation.

Figure number 3:2

Another antecedent is a pre-correct, which is a prompt for the expected behavior. The teacher purposefully uses pre-corrects to increase the likelihood that all students will remember and perform the expectation.

For example, as the class is preparing to dismiss at the end of an instructional period the teacher provides the pre-correcting prompt of, "Remember, keep to the right side of the hallway and walk on the way to your next class. That really helps to keep the hallway safe and gets you to your class on time." This pre-correction provides specific direction on the expected behavior as well as a rationale about why it is important to demonstrate this skill daily, even in a secondary school setting.

Key Terms



Antecedents are events that occur before and trigger the behavior. Antecedents include cues, prompts, signals, questions, or commands from the teacher, as well as reactions from peers that influence student behavior; they are what happens right before the behavior occurs (Crone, Hawken, & Horner, 2015; Crone, Hawken & Horner, 2010).

Behavior – An observable and measurable action by the student.

Consequence – The resulting event or outcome that occurs immediately following the behavior that impact future use of the behavior.

A – B – C Example

Antecedent ➨	Behavior ➨	Consequence
As the class prepares to dismiss from third period the teacher provides polite and clear pre-corrects about expected hallway behaviors, as the building leadership team has asked all staff to do before each period shift. "Remember keep to the right side of the hallway and walk on the way to your next class. That really helps keep the hallway safe and gets you to your class on time."	The majority of students exit the chemistry lab in an orderly fashion, moving to the right side and walking to their lockers or to the next class. The teacher gives a nod or smile to students that she observes moving in the expected safe manner in the hallway.	The teacher uses proximity and a brief reminder to "walk on the right, and keep moving to your class" to prompt a small group that has stopped to chat to move along to class.

Figure number 3:3

Behavior Defined

Behavior is simply what someone does. Behavior is some sort of action. Sitting is a behavior. Standing is a behavior. Singing is a behavior. Running is a behavior. Sleeping is a behavior. Arguing is a behavior. Drinking, eating, laughing, writing, drawing, ignoring, refusing, fighting, cussing, helping, cleaning, typing, and chatting are all behaviors. Behavior occurs in response to antecedent conditions. Certain antecedent conditions can make a behavior more or less likely. If a person is hungry, and they have a vending machine available, they might put in some coins and get some chips to eat. If a person is full from lunch, they will be less likely to get chips at that time. The antecedent conditions serve to make a behavior more or less likely.

Consequences Defined

Consequences are the resulting events or outcomes that occur immediately following the behavior. In the classroom this includes the reaction of the teacher and peers, which might include attention, specific positive feedback, or correction.

Consequences may increase (reinforce), maintain, or decrease (punish) the likelihood of future behavior (Alberto & Troutman, 2012). In the example above, when the teacher prompted the class to raise their hands during discussion time (Antecedent), Jerry raises his hand and waits (Behavior), and the teacher reinforces Jerry for raising his hand and calls on him to share (Consequence). The effect is that Jerry continues to raise his hand and wait to be called on. As you can see, past consequences become antecedents for future behavior. The positive specific feedback (Consequence) serves to increase the likelihood of future hand raising. In this example, the

teacher used antecedents and consequences to obtain the expected behavior.

Setting events are events that happen outside of the immediate routine that commonly make a behavior more likely (Loman, Strickland-Cohen, Borgmeier, and Horner, 2013). A substitute teacher, a fire drill, or an assembly can be a setting event that affects the behavior of the entire class. For an individual student or group of students, a setting event can be a lack of sleep or food, missing the bus, or a fight on the bus on the way to school.

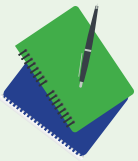
Because setting events are typically outside the control of the Tier 1 team, they are not typically the primary focus for schoolwide planning in the first year of implementation. As your team gains experience with SW-PBS, your team will learn to plan for setting events and provide supports accordingly.

The accompanying Tier 1, Tier 2, and Tier 3 Implementation Guides will focus on the ABCs to help your teams think about how you can structure your school environment in predictable ways.

Examples of Expected Behaviors to Reinforce and Unexpected Behaviors to Correct

Setting	Expected Behaviors to Reinforce	Unexpected Behaviors to Correct
Hallway	• Keep to the right side of the hallway • Keep hands, feet, and all objects to yourself • Use personal communication voices	• Walking against the hallway traffic on the left side of the hallway • Pushing, shoving, jostling others in the hallway • Yelling or screaming
Classroom	• Raise your hand to indicate you have information, ideas, or opinions to share • Listen with intention to understand ideas of others • Respond to ideas of others with appropriate tone, volume, and language	• Blurting out • Talking over others • Responding to ideas of others in a derogatory manner

Figure number 3:4



Key Term

Setting Events – conditions or events that influence behavior by temporarily changing the value or effectiveness of reinforcers.

Function-Based Thinking

Recall that behavior is a form of communication. Unfortunately, some students learn that unexpected behavior is the most efficient and effective method for them to communicate their needs.

If a student repeatedly engages in problem behavior, he/she is most likely doing it because the behavior is functional, or serves a purpose for the student.

The student learns through repeated experience that, under specific Antecedent conditions, engaging in a particular Behavior will reliably result in a particular Consequence or outcome.

"If we can identify the conditions under which problem behavior is likely to occur (triggering antecedents and maintaining consequences), we can arrange environments in ways that reduce occurrences of problem behavior and teach and encourage positive behaviors that can replace problem behaviors." (Sugai et al., 2000, p. 137) The goal is to look for and find patterns within student behavior to identify the function of behavior.

A practical and effective process for identifying the function of behavior is called Functional Behavior Assessment. "Functional Behavior Assessment can be used to identify the variables supporting problem behaviors and to rearrange the environment to both reduce problem behaviors and build constructive skills," (Crone & Horner, 2003, p. xi).

Functional Behavior Assessments have produced desired outcomes across a wide range of settings and student behaviors. "Originally developed to support individual students (Baer, Wolf, & Risley, 1968), Sugai and Horner and their colleagues at the University of Oregon realized the Functional Behavior Assessment (FBA) logic could be applied schoolwide (2002; 2006). This application of the Functional Behavior Assessment logic schoolwide came to be known as the Positive Behavior Interventions and Supports framework (PBIS or SW-PBS). In essence, when creating SW-PBS, Sugai, Horner and colleagues used function-based thinking to proactively plan for and implement a schoolwide behavior intervention plan with fidelity, consistency, and equity.

Consequences can serve as the underlying function of all behavior. Humans either seek to access items, activities, or preferred people, or they seek to escape or avoid non- preferred activities, events, or items. By understanding what the majority of the students seek to obtain and/or avoid, the Building Leadership Team can leverage naturally occurring or planned consequences to increase the likelihood that students will demonstrate expected behaviors and decrease the probability that they will demonstrate unexpected behaviors.

In traditional reactive or punitive approaches to discipline, the emphasis is on consequences, or what is done following the unexpected behavior to decrease the likelihood of the behavior being demonstrated again. In many instances, adults use strategies they presume will decrease the unexpected behavior. These strategies may actually inadvertently reinforce or increase the unexpected

behavior because it allows the student to escape the task, activity, or interactions that they wish to avoid. In SW-PBS we will focus heavily on Antecedents, which are proactive, or the things we can do to set students up to behave in socially appropriate ways using the expected behavior.

Understanding the Role of Human Motivation in Learning

You have likely heard or said the following:

"They should already know this by now."
"I shouldn't have to reward students just for doing what they're supposed to do."
"I don't believe in extrinsic motivation."

When considering the ABCs of behavior, teachers may assert they do not believe in giving prompts, positive feedback, or tangible rewards for expected behaviors students should already know and display. Additionally, some teachers fear that providing external motivation, in the form of antecedent or consequential supports, will undermine students' intrinsic motivation. Such statements indicate a lack of understanding regarding the fundamental principles of motivation and the differentiation between motivation and regulation.

Understanding the role of human motivation will help your school team plan for and establish systems that create environments which increase the likelihood teachers and students will demonstrate expected behaviors. In reality, most human behavior relies on a certain degree of external motivation (going to work and doing your job, paying the electricity bill, studying for an exam, shoveling the snow from the drive, washing the dishes, taking out the garbage, etc) . As people experience competence, relatedness, and autonomy in relation to the performance of specific behaviors, motivation moves along the continuum from extrinsic toward intrinsic motivation.

Initially, you will provide external/extrinsic motivation for students by establishing common definitions of expected behaviors, providing antecedent supports, and delivering reinforcing or discouraging consequences. You will use these external motivation strategies to teach all students the expected behavior and facilitate consistent use of these behaviors. Over time, you will assist students in developing self-management or internal regulation.

Students must engage in self-regulation (e.g., demonstrating expected behaviors consistently, without prompting, affirmations, or recognition) in order to become successful contributing members of society. Deci and Ryan's (1985) research in the field of self-determination theory illustrates the transition from external regulation to internal regulation (self-management).

In the diagram below Ryan and Deci (2000) articulate the continuum of human motivation, including amotivation, extrinsic motivation, and intrinsic motivation:

Big Idea

In schoolwide settings, what are the majority of students seeking to obtain?

What are the majority of students seeking to avoid?

If your team can't answer these two fundamental questions, you need to hold dialogues, conduct surveys, or interview students to dial into their daily wants/needs.

Understanding the functional relationship between behavior and consequences will be elemental to successful schoolwide planning and implementation.

- **Amotivation** denotes a complete lack of motivation for or value of the activity or knowledge in consideration, or perceived lack of competence with the activity.
- **Extrinsic motivation** means an individual engages in an activity to attain a separable outcome (e.g., to receive an external item or activity of preference, to fit into a group, to master a skill or gain knowledge needed for later).
- **Intrinsic motivation** refers to participating in an activity simply for the enjoyment of the activity itself.
-

Many factors influence where a person falls on the continuum with regard to a specific behavior. At the same time, a person's location on the continuum may be fluid and may move in either direction along the continuum.

Consider, for example, possible regulating factors motivating an individual's choice to adopt healthier eating habits and where those factors fall along the Taxonomy of Human Behavior.
While the choice to adopt healthier eating habits may seem internally regulated, or even intrinsically motivated, extrinsic motivation plays a significant role. An inherent enjoyment of fresh fruits and vegetables makes the change easier to adopt. However, you cannot discount the extrinsically motivating factors, such as wanting to comply with recommendations of medical professionals, a desire to fit in with colleagues or family members who make healthy eating choices, adhering to workplace insurance regulations for financial bonus or refunds, setting and reaching a weight loss goal, or recognizing the impact eating habits make on the larger environment.

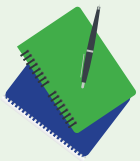
Ryan and Deci (2000) note, "In schools, for example, it appears that intrinsic motivation becomes weaker with each advancing grade" (p. 60).

Because most human behavior relies on some form of external motivation, as students move past early childhood, educators face the challenge of teaching students to identify, value, and engage in socially expected behaviors with minimal external pressure or regulation.

Self-determination theory identifies three needs individuals must fulfill to behave with intrinsic motivation:

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

Students may not find behaviors critical to school success inherently interesting or personally valuable; therefore, you will need to provide some level of instruction and reinforcement to encourage students to engage in expected behaviors. Young children can be super excited to read and write, but may not transfer that excitement to a specific story about a duck and writing word families like wet, set, get, met, yet all week. As student skill level increases, and they are able to make more choices in writing and reading about topics of interest, they again become more intrinsically motivated to engage in reading and writing.



Key Term

Internal regulation (self-regulation or self-management): demonstrating expected behaviors consistently, without prompting, affirmations, or recognition.

(Deci & Ryan, 1985)

Over time, students will begin to self-regulate engagement in appropriate behaviors because doing so increases feelings of connectedness and experiences of competency and autonomy. SW-PBS supports the development of self-regulation by: creating environments where all students feel welcome, connected, and valued; directly teaching, monitoring, and reinforcing expectations; and assisting students in the development of self-monitoring and self-regulation. The amount of external regulation or motivation necessary for students to consistently display expected behavior depends on:

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

Example Taxonomy of Human Motivation

Regulatory Styles	Amotivation	Extrinsic Motivation Activity is done in order to attain a separable outcome				Intrinsic Motivation
Associated Processes	Lack of intentionality or relevance	Compliance	Approval from self or others	Self- endorsement of goals	Synthesis of goals or congruence	Interest, enjoyment, inherent satisfaction
Perceived Control	Impersonal	External	Somewhat External (Introjection)	Somewhat Internal (Identification)	Internal (Integration)	Internal
For Example: **Healthy Eating Habits**	No specific interest in attending to eating habits	Desire to meet BMI, blood pressure or other goals for workplace health insurance promotions	Desire to fit in at work where everyone eats healthy; wanting to "look good" by societal standards	Desire to be healthier	Choosing a vegan diet as part of a commitment to improving the environment	Inherent love of fresh fruits and vegetables

Figure number 3:5
Adapted from Ryan and Deci, 2000

Students learning a new skill or behavior may need external regulation (e.g., positive specific feedback and/or a tangible reinforcement) to gain enough exposure to the naturally occurring positive consequences of the behavior. For example, using more prosocial behaviors such as taking turns, saying "please" or "thank you," and keeping hands to oneself, allows a student struggling to find friends to experience social acceptance from peers.

Initial teaching and reinforcement may be necessary to help the student learn and consistently use the skill. Over time the skill becomes self-initiated and self-regulated. Eventually, the skill should generalize to multiple social contexts, allowing the student increasing access to desired peer groups or activities.

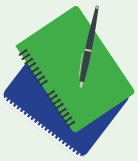
However, excessive reliance on authoritarian external regulation leads to individuals losing their sense of autonomy and relinquishing the capacity for self-regulation. Under these conditions, a previously self-regulated behavior becomes a behavior demonstrated only under high external regulation (e.g.,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

"In schools, for example, it appears that intrinsic motivation becomes weaker with each advancing grade."

(Ryan and Deci, 2000; p. 60)

If the ultimate goal is for students to demonstrate self-regulation, adults need to scaffold the social behavioral learning environment with consistent systems of defining, teaching, and feedback, so students gain competency with expected behaviors. Students need to experience a sense of relatedness to the schoolwide community with opportunities to see the relevance of the expected behaviors in life outside of the school.

Finally, students must also have repeated opportunities to demonstrate autonomy within acceptable boundaries as they mature and develop self-regulatory behaviors. The SW-PBS framework helps teams develop and implement systems that create this type of social behavioral learning environment.



Key Terms

Competence: succeeding in what is to be done, belief in one's ability to succeed, self-efficacy.

Relatedness: connecting with others, belonging.

Autonomy: being in control of one's life, self-determination.

Even with a proactive plan developed and implemented universally throughout the school, there will be instances when a small percentage of students still demonstrate intense and possibly dangerous behaviors. Walker, Colvin, and Ramsey (1995) identified 7 phases in the cycle of acting out behavior: calm, triggers, agitation, acceleration and peak, de-escalation, and recovery. The emphasis of schoolwide implementation should focus on prevention, while understanding that when student behavior escalates, it does so in a predictable manner. Understanding the phases allows adults to plan for efficient and effective response systems.

Geoff Colvin (2004) first identified the process whereby these unexpected behaviors are displayed graphically in the Phases of Acting-Out Behavior. Studies have indicated that a high rate of teacher attention to unexpected behavior actually encourages continuation of it (Walker, Colvin, & Ramsey,1995). Additionally, attention to unexpected behavior often exceeds attention to expected behavior (White, 1975; Reinke, Herman, & Stormont, 2013).

The irony here is that if student behavior is, generally speaking, attention maintained, this lopsided approach to responding to unexpected student behavior actually fuels the behaviors that make it challenging for the student to engage in expected behaviors. This teacher-student dynamic is even more problematic for students with chronic or severe behavior problems. The good news is the escalation of student behaviors that lead to outbursts often follow a predictable pattern, and effective strategies for interrupting the cycle have been identified for each point along the continuum. Understanding that the escalation of unexpected behavior follows a predictable pattern gives you and your team an opportunity to plan for universal prevention or antecedent strategies. The goals during the calm and trigger phases are to increase or maintain expected behaviors while also preventing or reducing the frequency or intensity of the acting out cycles.

Additionally, this knowledge also allows you and your team to plan for, practice as needed, and implement with fidelity, consistency, and equity. The efficient and effective response or consequence strategies during the agitation, acceleration, peak, de-escalation, and recovery phases will help reduce the severity and duration of the acting out while also keeping individual or groups of students and adults safe. It is also important to note that there are numerous antecedent strategies that can be used schoolwide as well as in the classroom to increase the likelihood that students continue to display expected behaviors, and consequence strategies to reduce the frequency, severity, or duration of the unexpected behaviors. The following grid gives generic information about the phases of the acting out cycle and the efficient and effective interventions adults should implement (Colvin, 2004; Walker, Colvin, & Ramsey, 1995).

Remember, adults should proactively plan and implement intervention strategies that increase the use of expected student behaviors and reduce the likelihood that unexpected behaviors will occur and/or escalate. While you and your team will learn more about specific intervention strategies later in this Handbook, see how the two examples of the acting out cycle below can be used to proactively plan both antecedent and consequence interventions at the schoolwide and classroom settings.

De-Escalation of Unexpected Behavior

Schoolwide Example of the Phases of the Acting Out Cycle

Consider a time when an individual student shifts from demonstrating the calm expected behavior of quietly walking on the right side of the hallway with her hands, feet, and objects to herself, to suddenly running down the hall slapping other girls.

Something happens that triggers the student (e.g., a loud or unexpected sound, an inadvertent bump from someone in the hallway, a comment from a passerby).

At first she may demonstrate agitation that could include vocalizations such as loud sighing, a shift in her posture or gait, or an increase in the speed with which she moves through the hallway.

Then, in a matter of moments, the student's behavior is accelerating and she is clenching her fists, pulling her backpack off her back, or calling out loudly.

The unexpected behavior can then peak with the student throwing materials, yelling or using expletives, shoving individuals, or otherwise lashing out physically.

In a matter of moments, the student begins to de-escalate. She may appear a bit dazed or confused, aloof, or somewhat belligerent, and she may resist interactions.

Finally, the student is in recovery mode and ready to get back to work or to class with tasks in which she can be successful.

Classroom Example of the Phases of the Acting Out Cycle

Consider a time when an individual (or a group of students) shifts from demonstrating the calm of expected behavior of working independently on an assigned academic task to displaying unexpected behaviors.

Something (a request to complete non-preferred task or to work with a non-preferred peer, experiencing an academic challenge, a comment made by a peer, a change in room temperature, hunger, etc.) happens that triggers the student.

At first the student may demonstrate agitation that could include shuffling materials, quiet vocalizations such as sighing, shifting in seat, or putting his head down on his desk.

Specific Student Responses in Each Phase of Acting Out Behavior						
Calm Cooperative Students exhibit appropriate, cooperative behavior and are responsive to staff directions, number of students, and/or events that escalate.	**Triggers** Unresolved Conflicts Triggers are activities, events, or behaviors that provoke anxiety and set off the cycle of unexpected behavior.	**Agitation** Unfocused Characterized by emotional responses (e.g., anger, depression, worry, anxiety, and frustration).	**Acceleration** Focused/Intense Escalated behaviors intended to test limits. Students exhibit engaging behavior that is highly likely to obtain a response from another person – typically the teacher.	**Peak** Most Severe Students using acting-out behavior may be a threat to themselves or others.	**De-escalation** Confused This phase is characterized by student disengagement and reduced acting-out behavior.	**Recovery** Non-engage/ Alone This is a period of regaining the equilibrium of the calm phase.

Figure number 3:6

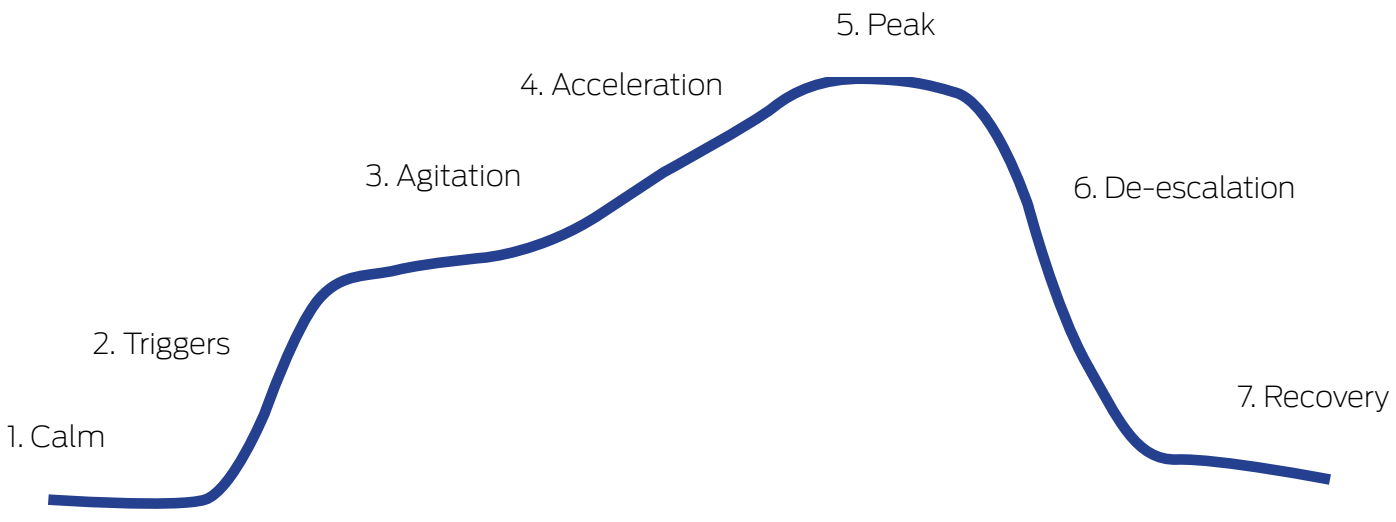
Then, in a matter of moments, the student's behavior is accelerating and he is tearing up his materials or thumping his desk, calling out loudly, or getting out of his seat in an aggressive manner.

The unexpected behavior can then peak with the student throwing materials, yelling or using expletives, shoving desks or individuals, or otherwise lashing out physically.

De-escalation Cycle

Specific Student Responses

Calm Cooperative	**Triggers** Unresolved Conflict	**Agitation** Unfocused	**Acceleration** Focused/Intense	**Peak** Most Severe	**De-escalation** Confused	**Recovery** Non-engage/alone
· Sitting or Standing Calmly · Working on Assignment, drawing, writing, chatting with peers · Smiling, relaxed posture	· Student stops engaging with work or peers · May sigh or slump shoulders · May say "Hey!" or "Quit!"	· Darting Eyes/ Busy Hands · Withdrawal from Groups · Changes Focus quickly and often · Uses one word terse responses · Excessive movement or activity	· Questioning and arguing · Refusal to cooperate · Use inappropriate voice level	· Destruction of property · Tantrums · Pushing others	· Withdraw/head down · Denial/blaming others · Avoidance of discussion or debriefing · Lack of responsiveness to activities or direction	· Eagerness for independent work or activity · Subdued behavior in class discussion or group work · Cautious, quiet



Specific Staff/Adult Response

Prevention	**Prevention & Redirection**	**Reduce Anxiety**	**Safety**	**Crisis Intervention**	**Remove Excess Attention**	**Re-establish Routines**
· Provide positive contact—positive specific feedback, compliment, engage in conversation · Provide a reinforce—a token, or a desired responsibility like delivering a note	· Provide positive contact—ask if the student needs help · Ask if student would like to talk	· Show empathy · Provide space in quiet area · Provide encouragement · Provide opportunities for movement	· Use a calm but serious voice, more slowly and give space to student · Pause instead of responding immediately	· Focus on student and staff safety · Notify necessary staff of the situation · If needed, use evacuation or lock-down procedures	· Separate student from classmates · Provide independent work that will be easy to complete · Allow Student to return to regular activities · Document the incident to provide for future safety	· Help student return to normal activities · Continue with planned consequences and do not discuss or negotiate · Acknowledge cooperative and appropriate behaviors · Encourage and support the student in changing problem behaviors

Figure number 3:7

Then in a matter of moments or minutes, the student begins to de-escalate, sometimes a bit dazed or confused, aloof, or somewhat belligerent, and he might be resisting interactions.

Finally, the student is in recovery mode and ready to get back to work on tasks in which he can be successful.
Unexpected behaviors can quickly escalate in individual students. Understanding the pattern which the acting out cycle occurs allows adults to plan for, and respond to, the event in a proactive manner. The goal is to ensure safety for the individual student, and all others involved, while helping the student learn more acceptable strategies to self-regulate when they feel anxious, upset, or angry. The SW-PBS framework can help your team proactively plan for the phases of acting out you will experience at both the classroom and school-wide levels.

Schoolwide Example: Hallway Adult Intervention

Phase	Student Behavior	Adult Actions/Strategies
Calm	The student walks on the right side of the hallway, generally keeping her hands, feet, and objects to herself; her voice is quiet as she walks and talks on the way to the next class.	When students are calm and displaying expected behaviors, the adult(s) provide(s) prevention interventions: · Maintain Active Supervision based on adult assignments to specific areas at designated times. · Provide polite pre-corrects/reminders regarding expected behavior given as students enter hallways at dismissal and during active supervision. · Provide non-contingent feedback or non-judgmental positive regard and other brief and/or positive interactions.
Triggers	Someone bumps the student or says something to which the student takes offense.	When known triggers are observed, the adult(s) provide(s) prevention and redirection: · Verbally remind all students of expected hallway behaviors. · Move in the hallway toward the area where unexpected behaviors are being displayed. · Ask if they can provide the student with assistance
Agitation	The student vocalizes loudly, shifts her posture or gait, or increases the speed with which she is moving through the hallway.	When a student or group of students displays signs of agitation the adult(s) reduce(s) anxiety: · Quietly and calmly demonstrate empathy; · Provide a quiet, private space, preferably one that allows room for movement. · Provide encouragement.
Acceleration	The student bangs herself or her backpack against the walls or lockers, or calls out loudly.	When a student or group of students displays signs of acceleration, the adult(s) reduce(s) anxiety: · Use a calm but serious voice and move slowly, providing space for student to move. · Pause between each interaction. · Remove other students from the hallway if possible.
Peak	The student begins throwing materials, yelling or using expletives, shoving individuals, or otherwise lashing out physically, such as banging lockers.	When a student or group of students displays signs of reaching a peak, the adult(s) ensure(s) safety for all: · Focus on student and staff safety. · Communicate the situation to necessary staff. · Seek assistance from others in the area to clear the space and/or implement a lockdown procedure.
De-Escalation	The student is a bit dazed or confused, aloof, or somewhat belligerent and generally resists interactions.	When a student or group of students displays signs of de-escalation, the adult(s) remove(s) excess stimuli/attention: · Separate the student by removing other students from the hallway if possible. · Move to a hallway where the student has fewer distractions and can walk off some of the emotions of the moment.
Recovery	The student is ready to quietly re-engage with adults, working toward a plan to reintegrate into the hallways and back to class.	When a student or group of students displays signs of recovery, the adult(s) re-establish(es) routines: · Help the student move to the next instructional period with an escort. · Follow up with standard consequence for the unexpected behavior, communicate with family, and document the incident. · Follow up with student via a trusted adult to build positive relationships.

Figure number 3:8

Classroom Example: Academic Instruction Adult Intervention

Phase	Student Behavior	Adult Actions/Strategies
Calm	The student works independently on an assigned academic task.	When students are calm and displaying expected behaviors, the adult(s) provide(s) prevention interventions: · Maintain Active Supervision of all students whether working in large group, small group, or independently. · Provide polite pre-corrects/reminders regarding expected behavior are given as students begin work on academic tasks. · Differentiate the academic task to provide opportunities for at least 80% accuracy on independent tasks. · Provide positive specific feedback for correct academic responses and opportunities for re-teaching or further practice if corrective feedback is needed. · Provide non-contingent feedback or non-judgmental positive regard and other brief and/or positive interactions.
Triggers	The student is given a request to complete a non-preferred task or to work with a non- preferred peer, or is experiencing an academic challenge.	When known triggers are observed, the adult(s) provide(s) prevention and redirection: · Verbally remind all students of expected behaviors for large group, small group, or independent work as appropriate. · Move in the classroom toward the student who is displaying unexpected behaviors. · Ask the student if he needs assistance.
Agitation	The student begins shuffling materials, quiet vocalizations such as sighing, shifting in seat, or putting his head down on his desk.	When a student or group of students displays signs of agitation, the adult(s) reduce(s) anxiety: · Quietly and calmly demonstrate empathy. · Provide a quiet, private space, preferably one that allows space for movement. · Provide encouragement.
Acceleration	The student begins tearing up his materials or thumping his desk, calling out loudly, or getting out of his seat in an aggressive manner.	· When a student or group of students displays signs of acceleration, the adult(s) reduce(s) anxiety: · Use a calm but serious voice and move slowly, providing space for the student to move. · Pause between each interaction. · Remove other students from the classroom or area if possible.
Peak	The student begins throwing materials, yelling or using expletives, shoving desks or individuals or otherwise lashing out physically.	When a student or group of students displays signs of reaching a peak, the adult(s) ensure(s) safety for all: · Focus on student and staff safety. · Communicate the situation to necessary staff. · Seek assistance from others to clear the space and/or implement a lockdown procedure.
De-Escalation	The student begins to calm slightly, is a bit dazed or confused, aloof, or somewhat belligerent, and generally resisting interactions.	· When a student or group of students displays signs of de-escalation, the adult(s) remove(s) excess stimuli/attention: · Separate the student by removing other students from the classroom if possible. · Move to a space where the student has fewer distractions and can walk off some of the emotions of the moment.
Recovery	The student is ready to quietly re-engage with adults, working toward a plan to get back to work or on tasks in which they can be successful.	When a student or group of students displays signs of recovery, the adult(s) re-establish(es) routines: · Help the student transition into the next instructional period/task. · Follow up with standard consequence for the unexpected behavior, communicate with family, and document the incident. · Follow up with student, utilizing positive, non-contingent feedback to build positive relationships.

Figure number 3:9

Multi-Tiered Systems of Support (MTSS)

A Continuum of Support for All

Signed into law in 2015, the Every Student Succeeds Act specifically addresses Multi-Tiered Systems of Support (MTSS) for both academics and behavior, including use of federal funds to ensure teachers and staff have the ability to effectively teach all children, "which may include multi-tier systems of support and positive behavioral interventions and supports" to support success in meeting challenging academic standards.

ESSA (2015) defines Multi-Tiered Systems of Support as:
"a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students' needs, with regular observation to facilitate data-based instructional decision making."

Every Student Succeeds Act of 2015 (ESSA, 2015)

In their book Integrated Multi-Tiered Systems of Support: Blending RTI and PBIS, McIntosh and Goodman (2016) define MTSS as an "...integration of a number of multiple-tiered systems into one coherent, strategically combined system meant to address multiple domains or content areas in education..." (p. 5). As such, MTSS acts as the overarching, or umbrella, framework allowing schools and districts to implement Tiered Intervention Frameworks like Positive Behavior Intervention Supports (PBIS)/Schoolwide Positive Behavior Support (SW-PBS) and Response to Intervention (RTI).

SW-PBS and RTI have many components in common. It will be the responsibility of your district and/or Building Leadership Teams to articulate where the commonalities across these two domains reside in your work. The intent is to meet the needs of all students through a comprehensive schoolwide plan for proactive instruction and intervention, while creating a safe and supportive learning environment.

Similarities and Differences Between Academic RTI and PBIS

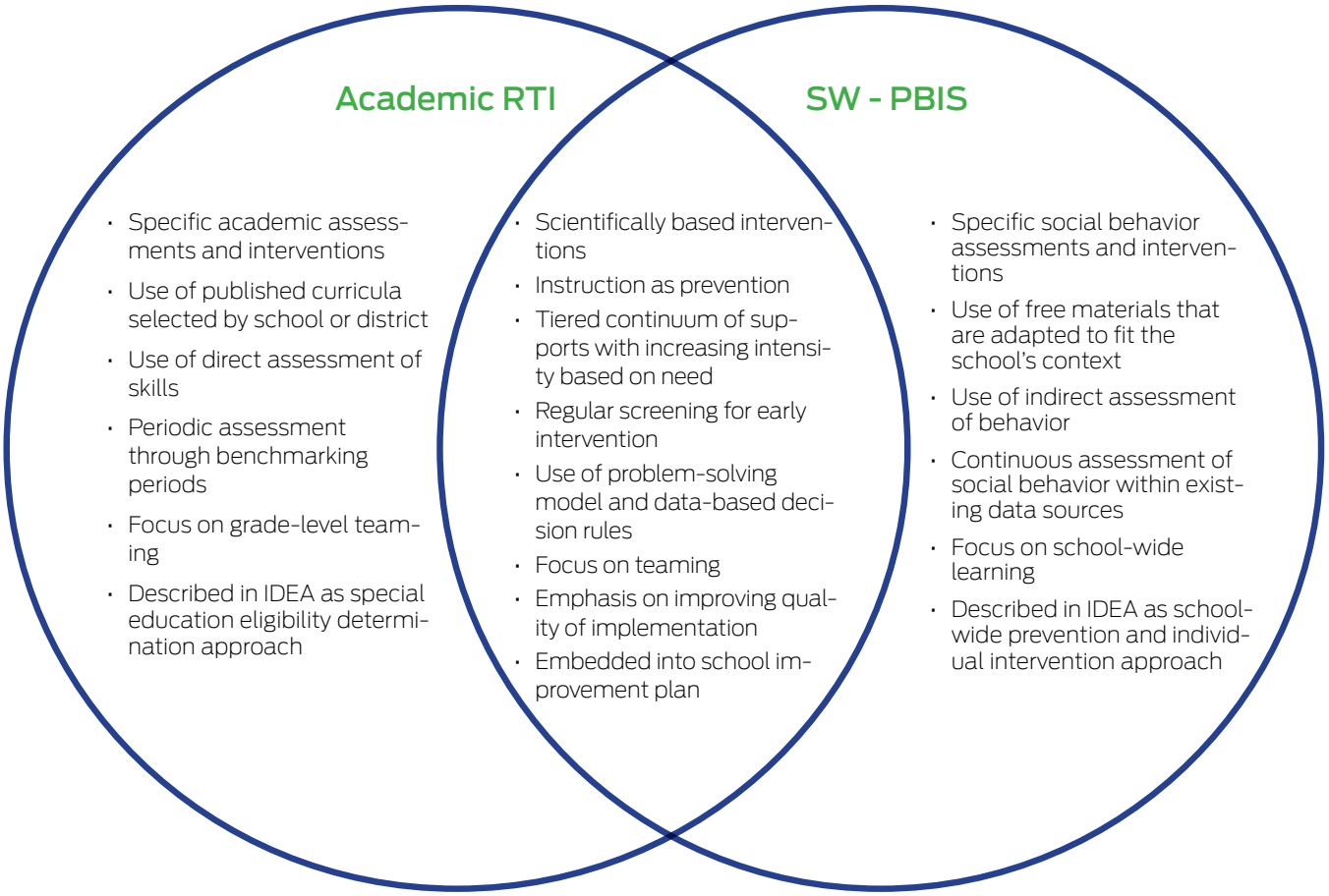


Figure number 4:1
Based on Sugai and Homer, 2009.

The National Association of School Psychologists highlights MTSS as an effective strategy to:

- improve outcomes for all students, including high-performing students, English language learners, students receiving special education services, and those struggling with barriers to learning
- improve instruction and alignment of curricula across general and special education
- improve school climate and safety
- create safe and supportive learning environments free from bullying and harassment
- support students' mental and behavioral health
- implement effective discipline policy and practice. Importantly, ESSA recognizes the effectiveness of MTSS. States and districts can use various funding streams (e.g., Title I, Title II, and Title IV) to support the implementation of MTSS and provide all school staff with the necessary and ongoing professional learning

National Association of School Psychologists, 2017
https://www.nasponline.org

Key Features of Multi-Tiered Systems of Support

Key features of Multi-Tiered Systems of Support include:

- Team-Based Implementation
- Universal Screening
- Continuum of Evidence-Based Interventions
- Content Expertise and Fluency
- Data-Based Decision Making and Problem Solving
- Implementation with Fidelity
- Continuous Progress Monitoring

Information about tiered supports in schoolwide, classroom, and non-classroom settings has been addressed previously in this Handbook. This section is intended to familiarize you with each tier and also the connections across the tiers.

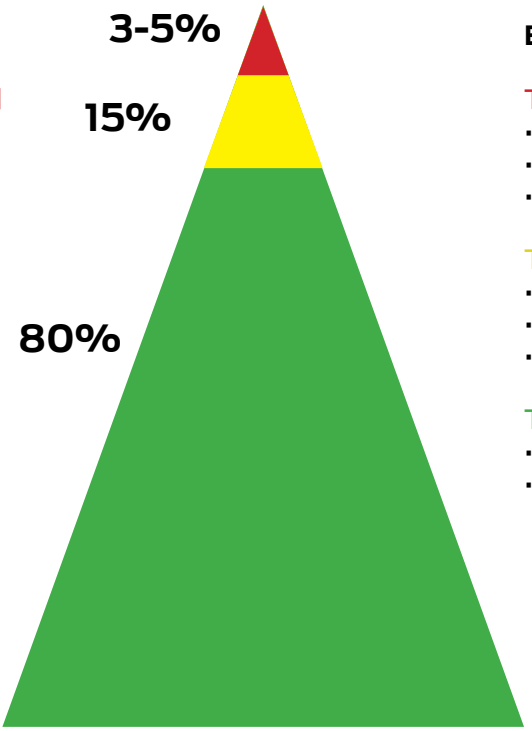
A Pyramid Framework for MTSS

Academic Systems

Tier 3 - Intensive / Individualized
- Few Students (High-Risk)
- Assessment-Based
- High Intensity

Tier 2 - Targeted / Group
- Some Students (At-Risk)
- High Efficiency
- Rapid Response

Tier 1 - Univeral / All
- All Students
- Preventative, Proactive



Behavioral Systems

Tier 3 - Intensive / Individualized
- Few Students (High-Risk)
- Assessment-Based
- High Intensity

Tier 2 - Targeted / Group
- Some Students (At-Risk)
- High Efficiency
- Rapid Response

Tier 1 - Univeral / All
- All Students
- Preventative, Proactive

Figure number 4:2
Adapted from Walker et al., 1996
Sugai & Horner, 2006

Tier 1 Universal / All – Schoolwide practices and systems for preventing the development and occurrences of academic and behavior problems through the use of evidence-based practices and high-quality instruction. Typically 80% or more of students will be successful with Tier 1 supports only.

Tier 2 Targeted / Group – More specialized, intensive practices and systems for supporting students who have demonstrated risk for future failure and/or whose academic progress or unexpected behaviors have been documented as unresponsive to Tier 1 practices and systems. Typically 10-15% of students will be successful with the additions of Tier 2 supports.

Tier 3 Intensive / Individualized – Highly specialized, individualized practices and systems for supporting students who have demonstrated high risk for future failure and/or whose academic progress or unexpected behaviors have been documented as unresponsive to Tier 1 and Tier 2 practices and systems. Typically 3-5% of students will require individualized supports to be successful.

MISSOURI STUDENT SUPPORT MODEL

The Missouri Student Support Model provides a graphic representation of the required elements for intensifying supports for students who continue to demonstrate difficulties after Tier 1 components are delivered.

The process begins at the base with implementation of universal level supports and continues through the top of the triangle to Tier 3 intervention and planning.

Elements embedded throughout the model provide structure and guidance for processes that need to occur as supports are intensified. Identified components are aligned with items included in the Tiered Fidelity Inventory (TFI), which can be used as a self-assessment tool for monitoring progress toward development of a full continuum.

The following chapters provide additional information about each of the tiers, including readiness criteria for teams to consider the recommendations for determining when to implement Tiers 2 and 3.

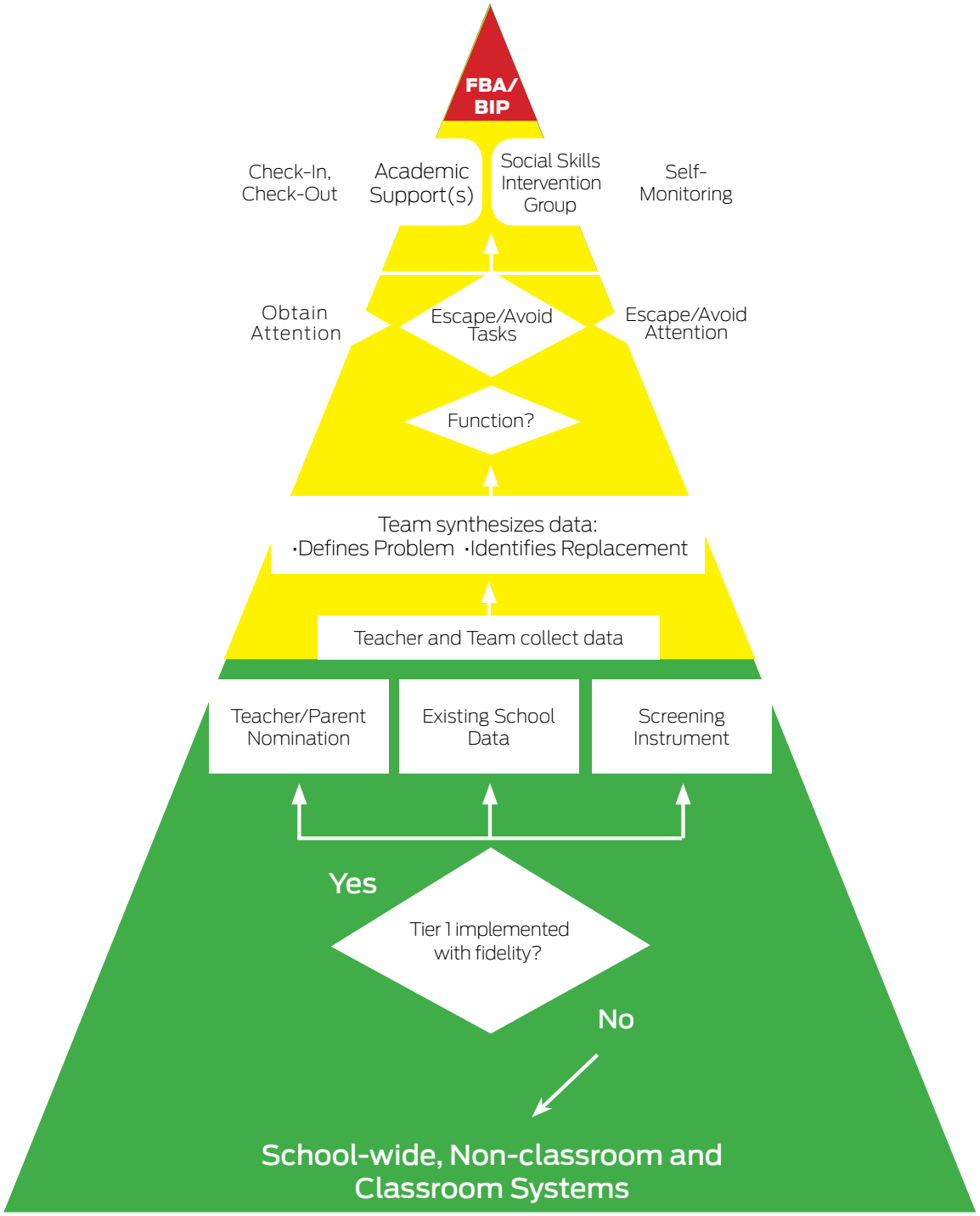


Figure number 4:3
MO-SWPBS Sudent Support Model

Tier 1 - Universal Support for All Students

TIER 1

Universal or Tier 1 SW-PBS is designed to be implemented proactively, consistently, and efficiently across all school settings, classroom and non-classroom (e.g., cafeteria, hallways). This includes teaching specific behaviors or social skills that will lead to success in school, providing frequent positive reinforcement for expected behavior, consistently addressing unexpected behavior, and creating teaching and learning environments to ensure success for all.

The instructional process begins with each student having access to, as well as the opportunity to demonstrate mastery of, a viable academic and behavioral curriculum that demonstrates rigor and relevance. Assessment data are gathered on a regular basis, and each student's response to instruction and curriculum is evaluated in order to make informed decisions.

Tier 1 Universal support consists of proactive and preventative systems and practices to support all students (OSEP, 2015; Sugai et al., 2000). Three to five positive behavioral expectations are defined for all settings schoolwide, including non-classroom areas such as the hallways, cafeteria, and bus, as well as in the classroom. These broad behavioral expectations represent the culturally valued outcomes supporting social competence and academic achievement for the school community, such as "Be Responsible, Be Respectful, Be Safe" (OSEP, 2015; Vincent, Randall, Cartledge, Tobin, & Swain-Bradway, 2011).

Once the expectations have been clarified, they are explicitly and continuously taught to all members of the school community, with rules, procedures, and routines identified to specifically describe how to successfully demonstrate the expected behaviors in all settings (OSEP, 2015; Sugai & Horner, 2009). The expectations are modeled, students are provided multiple opportunities to practice, and frequent positive and corrective specific feedback are provided to help students build fluency in the necessary skills and behaviors (OSEP, 2015; Sugai & Horner, 2009; Sugai et al., 2000).

A continuum of culturally responsive practices to encourage expected behavior is developed and implemented to recognize students who successfully meet the behavioral expectations (Sugai & Horner, 2009; Vincent et al., 2014). This continuum includes simple verbal and non-verbal contingent positive feedback, such as nodding, giving "thumbs up," or using specific positive feedback such as, "Thank you for putting your game pieces away. That was showing responsibility." It can also include providing tangible rewards contingent on the performance of expected behavior, such as a ticket or token or small item or prize.

All students should have opportunities to regularly receive recognition for engaging in expected behavior. The goal is for adults to recognize expected behavior at higher rates than they address unexpected behavior (Reinke, Herman, & Stormont, 2012; Scott, Hirn, & Cooper, 2017; Sugai & Horner, 2009). As students become fluent in the use of the expected behaviors, teachers begin fading the frequency of tangible rewards and shifting to natural reinforcers (academic success and recognition, positive relationships with peers and adults, free time when assigned tasks are completed) building self-regulation skills (Lewis & Sugai, 1999; Scott et al., 2017; Sugai & Horner, 2009).

It is also necessary to develop a continuum of practices and strategies to address errors when students engage in unexpected behavior (OSEP, 2015; Sugai & Horner, 2009). A system for determining which behaviors are staff-managed or office-managed is established, and strategies for addressing both are clearly identified. This continuum includes simple staff responses in the classroom like redirecting, reteaching, providing non-verbal cues, or using corrective specific feedback such as, "Please put your phone in your backpack; right now the expectation is to listen to the presentation." It also includes office discipline referrals and the associated continuum of strategies and corrective consequences. It is important to communicate to the student the appropriate replacement behavior to reduce the likelihood of continued similar unexpected behavior (Reinke, Herman, & Stormont, 2012; Scott et al., 2017; Sugai & Horner, 2009).

Finally, a system for ongoing monitoring of implementation and student response to the universal practices is developed, with regular data collection and analysis providing the necessary information to engage in Data-Based Decision Making (Sugai & Horner, 2009). Office discipline referrals and student attendance are examples of regularly collected and monitored data that provide information about student success.

Using the data, a schoolwide leadership team or other established team(s) (grade level, content area, student assistance team) will develop an action plan to address areas of concern and sustain effective practices (Sugai & Horner, 2009). Data should help teams answer questions such as:

- What is the primary unexpected behavior presently occurring?
- Who is engaging in the unexpected behavior?
- When is it occurring?
- In what location is the unexpected behavior occurring?
- What day of the week/time of day is it most likely to happen?
- Is our data reflective of our school demographic makeup, or are there areas where we see disproportionate disciplinary action?
- Are there larger groups of students engaging in unexpected behavior, indicating the need for environmental adjustment?
- Are there individuals or small groups of students who are engaging in frequent unexpected behavior, indicating the need for additional support?

Specific to behavioral and social skills instruction, all staff must implement universal supports with fidelity for all students. This means schoolwide, non-classroom, and classroom expectations

and rules, as well as procedures, are identified and taught. Students are consistently recognized for demonstrating expectations and following procedures. Staff members provide high rates of positive feedback (e.g., four positives to one corrective) and consistently use respectful redirection and error corrections when students engage in unexpected behavior.

IMPLEMENTING TIER 1 UNIVERSAL SUPPORTS

One of the most powerful behavioral management strategies is providing high-quality instruction in an organized classroom environment. As has been described earlier, the following eight Effective Teaching and Learning Practices (ETLPs) have been identified as evidence-based practices leading to positive student outcomes.

1. **Classroom expectations and rules** are aligned with school-wide expectations, posted, and referred to regularly.
2. **Classroom procedures and routines** are created, posted, taught, and referred to regularly.
3. A **continuum of strategies to respond to expected behavior,** including positive specific performance feedback is provided using a variety of strategies and at a ratio of 4:1.
4. A **continuum of strategies** (redirect, re-teach, provide choice, and conference with the student) are used consistently, immediately, and respectfully in tone and demeanor **in response to unexpected behavior**.
5. A variety of strategies to increase students' **opportunities to respond** (e.g., turn to talk, guided notes, response cards, etc.) are used.
6. The classroom is arranged to minimize crowding and the **teacher actively supervises** during instruction.
7. **Activity sequencing and choice** are offered in a variety of ways (e.g., order, materials, partners, location, and type of desk).
8. A **variety of strategies** are used to support students in successfully engaging in difficult **academic tasks**.

Students must have adequate time to respond to the Tier 1 practices (e.g., approximately six to eight weeks) before considering the need for additional support. If students are in need of targeted or intensive intervention, the student will continue to be provided the universal supports in addition to the intervention.

The Positive Behavior Support Planning Checklist and Teacher Self-Assessment defines staff expectations for each ETLP. It may be used by teachers to self-assess their implementation of each practice. It may also be used as part of an overall check of implementation fidelity when walk-through observations are done.

Positive Behavior Support Planning Checklist and Teacher Self-Assessment

TIER ONE – EFFECTIVE TEACHING AND LEARNING PRACTICES: All staff consistently implement ETLPs to provide an engaging, predictable, and safe learning environment for all students.

Effective Teaching and Learning Practices	Staff Expectations to Support Student Behavior
1. Classroom Expectations	☐ I have attended Classroom Expectations in-service. ☐ I have created and posted classroom rules aligned with school-wide expectations. ☐ I have filed a copy of my classroom rules in the office. ☐ 80% of my students can tell the classroom expectations and rules.
2. Classroom Procedures and Routines	☐ I have attended Classroom Procedures and Routines in-service. ☐ I have used the Create Your Classroom Routines Checklist to develop my classroom routines. ☐ I have created, posted, taught, and given students frequent specific performance feedback on classroom procedures and routines. ☐ Students can verbalize and regularly demonstrate the classroom procedures and routines.
3. Encourage Expected Behavior – Provide Positive Specific Feedback	☐ I have attended Classroom Strategies to Encourage Expected Behavior in-service. ☐ I use a variety of strategies to give positive specific feedback (free and frequent, intermittent, and long term). ☐ What is my method for providing positive specific feedback at a ratio of 4: 1? _____ ☐ Can my students tell how they receive acknowledgment for appropriate behavior? _____
4. Discouraging Unexpected Behavior	☐ I have attended Discouraging Unexpected Behavior in-service. vI demonstrate calm, consistent, brief, immediate, and respectful error corrections using professional teaching tone and demeanor. ☐ I use a variety of classroom response strategies (prompt, redirect, re-teach, provide choice, and conference with students).
5. Active Supervision	☐ I have designed the classroom floor plan to allow for ease of movement for Active Supervision. ☐ I continually monitor all areas of the room by scanning, moving, and interacting frequently and strategically. ☐ When designing a lesson, I consider student groupings, location, and activity level. ☐ I provide positive contact, positive and corrective feedback while moving around the room.
6. Opportunities to Respond	☐ I use a variety of strategies to increase student Opportunities to Respond (examples: turn and talk, guided notes, response cards). ☐ What strategy do I use to track students being called on?_____ _____ ☐ I regularly use wait time to increase student opportunity for metacognition. ☐ I regularly plan instructional questions and response methods prior to the lesson.

Effective Teaching and Learning Practices	Staff Expectations to Support Student Behavior
7. Activity Sequence and Choice	☐ I Sequence tasks by intermingling easy/brief tasks among longer or more difficult tasks. ☐ When designing a lesson, I consider the pace, sequence, and level of task difficulty to promote each student's success.
8. Task Difficulty	☐ How do I make certain independent work contains 70-85% known elements (instructional level)? _____ ☐ How do I make certain reading tasks are 93-97% known elements (independent)? _____ ☐ I use a variety of strategies to adjust Task Difficulty. ☐ I scaffold tasks by modeling, providing guided practice, and chunking multi-step directions and activities.

Figure number 4:4

INDICATORS OF READINESS FOR TIER 2

Tier 1 systems and practices are critical foundations for effective implementation of Tier 2 systems and practices.

Established SW-PBS Systems include:

- School board/district/regional support.
- SW-PBS Leadership Team (e.g., Tier 1 Team).
- Administrator endorsement and active participation.
- Continuous, data based professional learning (training and coaching).
- Recognition of staff behavior, contributions, and/or accomplishments.
- Schoolwide data system.
- Development and documentation of process and procedures for consistent implementation across all adults.
- Stakeholder engagement and communication.
- Sensitivity to the culture of the school.
- Commitment to Data Based Decision-Making.
- Coordination of professional development.

Established SW-PBS Effective Teaching and Learning Practices include:

- Three to five positively stated and defined schoolwide expectations positively defined.
- Expectations regularly taught in both classroom and non-classroom settings.
- Schoolwide reinforcement plan to acknowledge expected behavior.
- Plan and continuum of responses to unexpected behaviors.
- Effective Teaching and Learning Practices.

Much of the success when developing and implementing Tier 2 practices hinges on the foundation that has already been laid in Tier 1. A majority of system level change required to facilitate identification of students who require additional support and effective delivery of research-based interventions have already been developed if schools are effectively implementing a schoolwide approach for Tier 1. Before moving forward with development and implementation of Tier 2 practices, schools should consider the extent to which the schoolwide system and Tier 1 practices are in place.

Meeting the following criteria is generally a broad indicator of readiness:

- 70% on the Tiered Fidelity Inventory (TFI).
- 80% on the Self-Assessment Survey (SAS)—Schoolwide, Non-Classroom, and Classroom Setting Systems.
- Office Discipline Referral Data indicate 80% of population at 0-1.
- System in place for documenting classroom minors.
- Consistent use of Big 5 data reports.

The following self-assessment has been designed to enable teams to determine whether they should proceed with Tier 2 implementation (Everett, Sugai, Fallon, Simonsen, and O'Keeffe, 2011). An important consideration is the level of Tier 1 implementation with fidelity, consistency, and equity.

Universal supports are implemented continuously to ensure each student receives access to high quality instruction before determining that he or she requires additional intervention. When implemented with fidelity, consistency, and equity, Tier 1 Universal support is likely to be effective in meeting the behavioral needs of approximately 80% of the students in the school (Lewis & Sugai, 1999). When the data indicates some students need additional support to have their behavioral needs met, the team will consider targeted or intensive intervention (McDaniel, Bruhn, Mitchell, 2015).

Tier 2 Readiness Checklist

Data Indicators	In Place	Not In Place	Notes
1. TFI score of 70% or higher			
2. SAS Schoolwide 80% or higher			
3. SAS Non-Classroom 80% or higher			
4. SAS Classroom 80% or higher			
5. 80% or more students in the 0-1 ODR range or within national range for school's grade levels			
6. Consistent use of schoolwide data for making decisions as evidenced by monthly Big 5 Data Reports			
7. System in place to collect classroom minor referrals			
8. Tier 2 Team includes administrator, crossover member, behavioral expertise or desire to develop, academic expertise**			
9. Effective Teaching and Learning Practices taught to all staff and evident in all classrooms			
10. Access to district level support			

Decision(s) based upon Readiness Analysis:

____ Proceed w/ Tier 2 implementation. Make a plan for sustaining Tier 1 implementation.

____ Postpone Tier 2 implementation at this time. Make a plan to strengthen Tier 1 implementation.

** Many schools form a Specialized Behavior Support Team, which handles both Tier 2 and Tier 3 systems. Membership can be flexible, and some members may be assigned only Tier 2 or Tier 3 responsibilities. However, should a combined team work better for your context, the minimum membership must include an administrator, person with behavioral expertise, and person with academic expertise.

Figure number 4:5

Tier 2 - Targeted Support for Some Students

Big Idea

Tier 2 Targeted support is designed to provide early response to students who are exhibiting risk factors (e.g., low academic achievement, poor peer skills, limited family or community supports) but are not currently experiencing failure.

PREVENTION LOGIC FOR TARGETED INTERVENTION

Prevention logic focuses on the redesign of the teaching environment, not the redesign of the students. The purpose of Tier 2 is to provide interventions to support up to 15% of the student population who are at risk but not currently engaging in severe unexpected behavior.

Successful independent performance of the schoolwide and classroom expectations is the expected outcome for all students and remains the focus of Tier 2 interventions. Tier 2 interventions increase the structure, dosage, and intensity of the Effective Teaching and Learning Practices to provide additional support to students. Each Tier 2 intervention is intended to be delivered similarly to participating students, demanding fewer resources than individualized intervention, and each intervention includes shared characteristics, such as rapid access to continuously available intervention, minimal teacher effort to implement, and ongoing progress monitoring (McIntosh, Campbell, Carter, & Rosetto Dickey, 2009; Mitchell, Stormont, & Gage, 2011).

Tier 2 interventions can address the needs of students who have skill deficits related to acquisition (skill) or performance (will). For students who need to develop skills to be successful in performing expected behaviors, targeted academic intervention, social skills instruction groups, character education programs, and anger management groups are examples of targeted group interventions.

For students who can perform the expected behavior but need additional support, such as added structure and increased feedback, to build fluency and generalization, schools may choose to implement Check-In, Check-Out (e.g., The Behavior Education Program; Crone et al., 2010), Check & Connect (Christensen, Stout, & Pohl, 2012), and/or self-monitoring depending on the age/needs of the students and the context of the school setting.

When Tier 2 interventions are implemented with fidelity, consistency, and equity in addition to students receiving ongoing Tier 1 Universal support, it is estimated that 10 – 15% of students who may be at risk will have their behavioral needs met (McDaniel et al., 2015; Mitchell et al., 2011). When the data indicates Tier 2 targeted intervention may not be sufficient, or students have not responded positively to Tier 2 intervention, the team will consider intensive, individualized intervention (Vincent et al., 2014).

PURPOSE AND KEY FEATURES OF TIER 2

Tier 2 Targeted support is intended to provide intervention for students who are at risk for, but not currently exhibiting, high rates of unexpected behavior (McDaniel, Bruhn, & Mitchell, 2015). The goal is to reduce or eliminate the occurrence of a particular unexpected behavior before it becomes chronic or more intense (Crone, Hawkin, & Horner, 2010; McDaniel et al., 2015; OSEP, 2015).

PURPOSE OF TIER 2 TARGETED SUPPORT

Tier 2 intervention is intended to:

- Decrease the development of new unexpected behavior.
- Prevent worsening and reduce intensity of existing unexpected behavior.
- Eliminate triggers and maintainers of unexpected behavior.
- Add triggers and maintainers of prosocial behavior.
- Teach, monitor, and acknowledge prosocial behavior.

Biglan, 1995; Mayer, 1995; Walker et al., 1996

The three-tiered prevention logic organizes behavior supports along a continuum, matching intervention intensity to students' needs. The focus is on Tier 2 data, practices, and systems, which have been designed to:

1. Use data to identify students who are at-risk for or currently experiencing emotional and/or behavioral difficulties.
2. Prevent the development or decrease the frequency and/or intensity of students' problem behaviors.
3. Provide standardized interventions that effectively and efficiently support students yet do not require the time and resources needed to develop individualized plans.

KEY FEATURES OF TIER 2 TARGETED SUPPORT

Tier 2 interventions often are provided in a group-based format, include standardized practices and systems designed to supplement primary prevention efforts, and are appropriate for students who exhibit unexpected behaviors across multiple settings. The Office of Special Education Programs (OSEP) Technical Assistance Center on Positive Behavior Interventions and Supports (OSEP, 2014) indicates Tier 2 interventions have the following critical characteristics:

TFI Item 2.8 Access to Tier 1 Supports

CONTINUOUSLY AVAILABLE. Tier 2 supports should be available in the school such that students can be added to the intervention at any time. Some interventions are organized so that students can begin receiving supports quickly.

QUICKLY AND EASILY ACCESSIBLE. Optimally, supports are accessible within 2–3 days when data reveal a need. Some intervention approaches require more formal interviewing, selection of additional participants, etc., and may not be possible this quickly. However, the

initial steps to provide a student with a Tier 2 intervention should begin within 72 hours of identifying a need.

MINIMAL TIME COMMITMENT REQUIRED FROM CLASSROOM TEACHERS. Some Tier 2 interventions may require classroom teachers to modify traditional methods or implement new teaching practices (e.g., increase positive feedback, monitor student progress, and evaluate behavioral and academic progress). Ideally, Tier 2 interventions will fit within existing classroom routines, require minimal changes to methods and strategies, and require only a few more minutes of teacher time each day.

REQUIRED SKILL SETS CAN BE EASILY LEARNED. The skill sets classroom teachers need are consistent with quality instruction or can be easily learned. Strategies that require intensive training and skill development not typically present in the repertoire of classroom teachers may be beyond the scope of Tier 2 interventions and may be considered as intensive and individualized Tier 3 interventions.

ALIGNED WITH SCHOOLWIDE EXPECTATIONS. Tier 2 interventions should be consistent with the Tier 1 approaches the school developed. Schoolwide expectations should be taught and applied consistently across all three tiers for greater consistency in implementation.

ALL PERSONNEL ARE AWARE OF THE INTERVENTION(S) AND THEIR ROLES IN THE PROCESS. All staff should understand the rationale and be able to describe the Tier 2 interventions used in their school. Staff with responsibility for implementation should have the training, skills, and administrative support to implement with fidelity.

CONSISTENTLY IMPLEMENTED WITH MOST STUDENTS, BUT WITH SOME FLEXIBILITY. Tier 2 interventions may be implemented similarly for 90 percent or more of the students receiving the intervention. Minor modifications may be made to increase the effectiveness of the intervention. However, significant modifications of Tier 2 interventions for a student may be more characteristic of Tier 3 support systems.

PROGRAM SELECTED IS MATCHED TO THE FUNCTION OF THE STUDENT'S BEHAVIOR. Although it is not recommended that a comprehensive functional behavioral assessment (FBA) be completed for each student identified for Tier 2 supports (it may be too time consuming and unnecessary), it is necessary to consider the function of the problem behaviors using already existing data (e.g., discipline referral data, brief teacher rating or interview). As the data reveal that a student is responding poorly or questionably to the intervention, the function of the behavior may need to be assessed with more comprehensive methods, and implementation fidelity should be verified.

A variety of research-based interventions meet these criteria, and most incorporate effective practices such as targeted and explicit skill instruction; acknowledgments of appropriate behavior; increased consistency, structure, and routine; frequent performance feedback for targeted behaviors; and carefully orchestrated plans for generalization and maintenance of skills.

Some commonly implemented group-oriented interventions include:

- Check-In, Check-Out (also known as The Behavior Education Program)
- Social Skills Intervention Groups
- Self-Monitoring
- The Check & Connect Student Engagement Model
- FIRST STEP Next
- Targeted environmental interventions such as Positive Peer Reporting, Tootling, Classwide Function-Related Intervention Teams, and Simple Functional Behavior Assessment
- Academic Instructional Groups
- Academic Accommodations

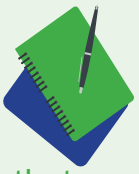
Detailed information about team roles and responsibilities, specific Tier 2 interventions, progress monitoring processes and tools, and much more can be found in the MO SW-PBS Tier 2 Implementation Guide.

SYSTEMATIC AND EARLY IDENTIFICATION

To develop a full continuum of support, school teams create a system to deliberately and purposefully identify students who may require more intensive intervention. Ideally, the system is created to promote early identification before problems develop to a level that requires intensive intervention. In addition, the system also is created to identify students with internalizing or externalizing characteristics of difficulty.

Multiple strategies can be used to identify students for Tier 2 supports. Example identification tools can include office discipline referrals, screening instrument scores, teacher nominations, parent and support service recommendations, and formative assessments. It is not necessary to exhaust all possible identification methods; however, no single method is likely to identify all students who may need Tier 2 supports. It is recommended that schools select and use multiple techniques. Ideally, the process is developed so that all students have an equal chance to be considered for risk at least annually and preferably more than once per school year. Finally, the identification methods selected should be efficient in terms of cost and time requirements from school personnel.

Key Terms



Externalizing behaviors are behavior problems that are observable and overt, often directed toward people and/or objects in the social environment (Walker and Severson, 1991). Behavior problems in the externalizing dimension are exhibited at high rates and/or intensity and are considered inappropriate in school settings. Examples of externalizing behaviors include, but are not limited to: talking out, non-compliance, out of seat, disturbing others, talking back, and rude comments to peers, along with more serious behavior such as aggression toward people, destruction of property, theft, and serious violation of rules (Walker, Colvin, & Ramsey, 2004).

Internalizing behaviors are behavior problems that the student directs inwardly toward himself or herself. Internalizing behaviors are often based on social deficits and avoidance (Walker and Severson, 1991). Examples of internalizing behaviors include, but are not limited to, (a) exhibiting shy, timid, or nonassertive behavior; (b) avoiding or withdrawing from social situations (e.g., not talking with peers; not participating in activities or games); and (c) non-responsiveness to social overtures from others (Walker, Colvin, Ramsey, 2004).

TFI Item 2.5 Options for Tier 2 Interventions

An effective identification process should generate information for students experiencing externalizing and/or internalizing behaviors.

In addition, children and youth with the following characteristics should also be identified and considered for additional support. Students who: 1) present many classroom challenges, 2) experience in-class consequences but do not receive office discipline referrals, 3) are identified with disabilities but may still need additional social, emotional or behavioral supports, and 4) are recommended by faculty, parents or support professional.

To accomplish these goals, school teams typically develop a comprehensive system of identification that includes:

- use of existing school data
- teacher nominations
- universal screening

Ultimately the goal is development of a clearly defined, methodical process that allows all students to be considered, promotes early identification of students who are at risk for poor outcomes, and identifies youth who may be experiencing internalizing and/or externalizing concerns. School-based problem-solving teams should develop a method for prioritizing students according to their level of need.

BEGINNING OF THE SCHOOL YEAR

Most students start a new school year without Tier 2 behavioral support, even if they have participated in Tier 2 intervention previously. This is to give them time to adapt to new teachers and classroom environments. It is important for the teachers to know that students had previously participated in an intervention so they can provide positive attention to them to get the year off to a good start. The goal of waiting is not to set a student up for failure, but to give the teacher and student the opportunity to first be successful within the classroom environment. The Tier 2 Team closely monitors the students and responds quickly if the data indicates a need to do so.

Sometimes teachers, parents, or even students will advocate that Tier 2 support is necessary for a student to be successful. In this case, the team can make a decision to have an intervention in place at the beginning of the year.

One consideration for starting the school year is to ask, “What does our school do at the beginning of the year for students who received academic intervention last year?” Perhaps you give them time to adjust to the new grade level and administer academic screenings to determine if intervention continues to be appropriate. If you have such a system in place, can a parallel system be established for students who participate in a behavioral intervention?

TRANSFER STUDENTS

Procedures need to be in place for students with multiple discipline referrals who transfer into your school. A team member, most likely the administrator, will need to review the student’s record to de-

termine if there are existing behavior concerns and if interventions were in place at the former school. If so, it is appropriate for the Tier 2 Team to review the information and determine if the student is a candidate for an intervention. If the student had been participating in a behavioral intervention, perhaps someone could visit with the student to determine his/her perception of the support. In most cases, the student will start without Tier 2 support to give him/her time to acclimate to a new school and new environment.

One consideration for transfer students is to ask, "What does our school do for new students who have been receiving academic support?" Perhaps you give them time to adjust to the new school and provide academic screening to determine their level of performance and if intervention is needed. If you have such a system in place, perhaps a parallel system can be established for new students with potential behavior concerns.

It is important that procedures are in place to teach all new students the rules, expectations, procedures, and routines of the schoolwide and classroom systems and for them to be recognized when they display the appropriate behaviors. Equally important is that adults establish positive relationships with new students. Additionally, consider assigning a new student ambassador who has similar interests to assist the student in getting acclimated to his/her new school.

After new students have had the opportunity to benefit from your school's Tier 1 Universal supports, students who continue to struggle can be brought to the team's attention by data decision rules, nomination, and/or universal screening.

ESTABLISHING A COMPREHENSIVE STUDENT IDENTIFICATION SYSTEM

Nominations

An effective identification system will include a process that allows teachers, parents, and/or students themselves to submit candidate names to be considered for Tier 2 Targeted intervention.

TFI Tiered Fidelity Inventory

TFI Item 2.4 Request for Assistance

The following considerations will help teams as they make decisions about developing a nomination process or revising an existing procedure.

- Designed for quick response; supports for classroom teacher and/or rapid access to intervention for the student.
- Short and simple; requires less than 10 minutes to complete.
- Typically, a teacher makes the nomination, but referrals can also come from parents or the student.
- Staff is trained to consider and nominate students with internalizing and/or externalizing characteristics.
- Staff, students, and/or parents can make a nomination any time there is a concern.
- A staff nomination process is scheduled at designated points across the school year (e.g., near the end of the first grade reporting period) during which teachers are provided with a description of risk characteristics and asked to review a list of students in their class. Names of students who meet risk criteria are submitted.

Existing School Data

Existing school data can be used to develop decision rules that create an entry point for access to the school Tier 2 Team. Specifically, teams can set criteria that when "triggered" automatically initiate discussion about a student who may be at risk. After reviewing student data the Tier 2 Team can then determine if targeted intervention is warranted.

To establish decision rules using existing school data, teams must first consider and document student data that already is routinely collected. Examples such as office discipline and/or classroom minor behavioral records, attendance and tardy rates, classroom assignment and/or homework completion rates and grades, and formative assessment results are common types of data most schools collect and can easily access to use for decision-making.

For instance, a school team may decide once any student has received a certain number of office discipline referrals (e.g., 2, 3, 4, or 5), the Tier 2 Team will automatically schedule a review of that student's referrals and other relevant data to be discussed during the next Tier 2 Team meeting. Ideally the data triggers that teams establish will identify students who require more intensive assistance before their patterns of behavior have become a chronic or intensive problem. Thus, an important goal is establishing data triggers that support early identification of students who may be at risk for experiencing social, emotional, and/or behavioral challenges.

One strategy for establishing reasonable decision rules is to examine previous years' student data. First, review the list of students who received documented office discipline referrals and consider which of those students your school would categorize as in the "at-risk," rather than "high risk," range. Next, identify the range of ODR incidence (i.e., lowest and highest numbers received by students perceived to be "at-risk"). Discuss this range and as a team determine the number of incidents that best depicts early signs of risk within your context. The number identified by team members can then be used as the data "trigger" for identifying at-risk students in your setting. The same process can be repeated for other types of commonly collected data.

It is important for the Tier 2 Team to examine who within your school would be a good collector of the necessary data. It need not be the same person collecting each piece. Some pieces are readily available to some team members.

TFI Item 2.3 Screening

Universal Screening Instrument

A third method for systematically identifying students who may require additional support is use of a brief screening instrument. 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. Use of a screening instrument at Tier 2 is designed for identification of students only and not for diagnostic purposes or progress monitoring.

There are a number of potential advantages for developing a systematic identification process that incorporates use of a standardized screening tool.

First, responding to a screening questionnaire is generally perceived as a fast, efficient, and respectful process with capacity to include all children and youth of interest.

Next, if an error occurs, most often it is on the side of caution with the tendency to over-identify rather than missing students or letting students fall through the cracks.

Third, use of screening scores also informs schools about the needs of their particular student population, which can assist with planning and resource mapping by finding groups of students with common needs.

Finally, universal screening is recommended as an evidence-based practice by a number of different influential groups associated with educational policy and practice (e.g., President's Commission on Special Education, 2002; No Child Left Behind Act, 2001).

More and more schools and districts are adopting universal screening for behavior in the same way they use academic screening. Many educators are unfamiliar with the available screening measures and are uncertain about how they are used to inform instruction and intervention. As a result, some schools find they encounter staff concerns when considering universal behavior screening.

The following list represents concerns that often are expressed:

- Behavior is viewed as purposeful rather than as associated with environmental arrangements.
- Historically, schools tend to be reactive rather than proactive with respect to behavior.
- There is a widespread impression kids will "grow out of it" regarding unexpected behavior displayed during the early years of child development.
- Concerns about profiling or stigmatizing children and youth who meet risk criteria.
- Fear of costs and potential for identifying large numbers of students with Emotional or Behavioral Disorders (EBD).
- General perception that it is easier to screen for vision and hearing concerns as the family typically provides follow-up for glasses or hearing assistance.
- Political realities of managing parent reactions to behavior screenings and addressing issues of confidentiality.
- Lack of needed skill set. Educators often are not trained to respond to behavior with the same confidence that they are able to respond to academic concerns.

Example Data Rules:

- 2 major ODRs from beginning of year;
- Minor incidents persist—5 after Sept. 30;
- Fourth absence or tardy;
- Academic indicators that are below grade level;
- D or F in any course.

Within a Tiered Intervention Framework, prevention means "catching" students before academic and/or behavioral challenges become severe. Universal screening provides an opportunity for all children to be considered for risk factors against identified criteria.

It shifts focus from a traditional "wait to fail" service delivery model toward proactively seeking out children who may be at risk of aca-

demic failure and/or behavioral difficulties that would potentially benefit from specific instruction or intervention (Glover and Albers, 2007). This proactive approach minimizes impact of risk and/or may impede further development of more severe problems (Severson, Walker, Hope Doolite, & Kratochwill, 2007).

MATCHING STUDENT NEED TO INTERVENTION

COLLECT AND REVIEW DATA, CLARIFY PROBLEM, AND IDENTIFY FUNCTION

Considering the function of the unexpected behaviors prior to selection of an intervention is very important. Although a comprehensive functional behavioral assessment (FBA) most often is reserved for students who require intensive individualized supports, commonly collected school data can be used for a simple or brief FBA process.

Data that is easily accessible and generally useful for determining function of behavior may include:

- Office Referrals (ODR)
- Classroom Minors
- Absences
- Tardies
- Grade point average
- Course grades
- Achievement scores in the areas of Reading, Written Language, Math
- Frequency of nurse or counselor visits

In addition, examining a student's daily schedule with consideration for when, where, and during what types of activities unexpected behaviors are most likely to occur also is useful information. An important task of the Tier 2 Team will be development of a process for gathering applicable information in a timely manner so that function of behavior can be considered, but still allows for rapid access to interventions that are readily available.

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CAUTION

Use of existing school data tends to identify students with externalizing types of behaviors. Use of additional identification strategies (e.g., nominations and/or screening instrument scores) likely will be needed to draw out students at risk because of internalizing characteristics.

ACADEMIC INTERVENTIONS

It is also important to consider any deficits in prerequisite academic skills. When data indicates students are having academic difficulty (low grades, poor assessment performance, missing assignments, etc.) or using problem behavior to avoid task (head down, refusal to work, engaging in unexpected behavior resulting in removal from instruction, etc.), teams should consider an academic intervention in addition to a behavioral intervention.

For example, if a student is engaging in low-level acting out behaviors in the classroom to escape an academic task that is difficult for them, simply placing them in a behavioral intervention will not solve the underlying academic deficit problem. In addition to the behavioral intervention, additional academic supports must be provided.

TFI
Tiered Fidelity Inventory

TFI Item 2.6 Tier 2 Critical Features

Approximately 14% of young children have both academic and behavior issues, and these children have the poorest outcomes when compared to peers with either behavior or academic problems (Reinke, Herman, Petras, and Ialongo, 2008).

When reviewing existing data for all students identified for Tier 2 supports, it is critical to review academic data and determine if additional academic supports are needed. It is likely your school has a system for supporting students who need additional academic support through interventionists, reading specialists, tutoring programs, and other supports in and out of the classroom.

The Tier 2 Team could invite a member of the academic intervention team to attend the meeting when the target child is being discussed to ensure clear communication and complementary intervention planning. As the student participates in academic interventions alongside behavioral interventions, data should be collected and progress should be monitored for both. When considering fading and graduating from the interventions, plans should be made for ongoing monitoring of academic performance and behavior.

SELECT AND PROVIDE INTERVENTION MATCHED TO FUNCTION

Several different intervention options may be available. Teams should select an intervention that best addresses the function of the problem behavior and the needs of the student. Some children may require and benefit from more than one intervention. For example, children who are experiencing both academic and social skills deficits will require instructional and behavioral treatments.

Teams determine capacity to provide selected treatments and then select which interventions to develop and implement. A minimum of at least one academic and one behavioral intervention is recommended for addressing the needs of children who are identified.

MONITOR PROGRESS AND MAKE DECISIONS

Interventions should be implemented for a reasonable period of time and with a level of intensity that matches the student's needs. The Tier 2 Team determines a reasonable period of time on a case-by-case basis, depending on the nature of the problem(s), the nature and intensity of interventions, the frequency of progress monitoring, and the ability to evaluate trends. If the student exhibits a positive response, the interventions should be continued and then systematically faded. The interventions should be modified as appropriate when a student's progress is less than expected.
The Tier 2 Team will develop a system for collecting data to determine the student's response to the intervention. Collecting, graphing, and analyzing data will allow teams to make educationally valid decisions and determine whether interventions should be faded, maintained, modified, or intensified.

"An effective comprehensive screening program requires a long-term investment of time, money, and personnel resources. Although the initial investment may be substantial, long-term benefits may include an overall decrease in costly special education referrals and grade retentions. Challenges of the 21st century require a systems approach to early intervention and prevention services informed by valid and reliable data collection. Universal screening programs are essential to ensuring that the children who need services earliest get just that."

(U.S. Department of Education, 2014)

TFI Item 2.7 Practices Matches to Student Need

Intervention Matched with Function

	Check-In, Check-Out	Social Skill Groups Intervention Groups	Self-Monitoring	Check & Connect	FIRST STEP Next
Get Adult Attention	x	x	x		x
Get Peer Attention		x	x		x
Avoid Adult Attention		x	x	x	
Avoid Peer Attention		x	x	x	
Avoid Tasks		x	x	x	
Access to Activities or Tangibles		x	x		

Figure number 4:6

Adapted from Umbrett, Ferro, Liaupsin, and Lane, 2007

TFI
Tiered Fidelity Inventory

TFI Item 2.11 Student Performance Data

MONITORING STUDENT PROGRESS

Data that is collected when monitoring a student's response to an intervention answers the question "Is this intervention effective?" Without objective measures, behavior change may be too gradual to determine if the student is responding to the intervention. Why spend time and energy doing something that does not have the desired effect?

The longer a student uses unexpected behavior, the more likely it will become a habit and harder to extinguish. We would not consider teaching an academic skill without determining the current level of functioning and then monitoring the acquisition of the skill. The same reasoning should be applied to social behavioral skills.

- Prior to starting an intervention with a student, the team should address the following questions:
- What data will be collected to determine student progress during intervention?
- How will the data be converted into a graph for visual display?
  - Graphing data allows the application of a trend line, which is the easiest way to determine if progress is being made, particularly if the data has high variability. In addition to the facilitator entering scores into a spreadsheet, some schools allow students to also graph their own data to build awareness and self-regulation.
- How often will student data be reviewed?

Whatever method is used to monitor progress, the data should be collected at least weekly. Data that is graphed can easily be reviewed periodically by the Tier 2 Team and used for making decisions to continue the intervention as planned, check fidelity of intervention implementation, intensify the intervention, or begin fading intervention components.

Regardless of which intervention is selected and implemented, it is important to plan methods for collecting data about student performance before the intervention begins (i.e., baseline phase), while the intervention is in place (intervention or treatment phase), and after the intervention is removed (follow-up or maintenance phase). Different types of data can be collected for each phase according to information that is readily available. If the data collection and monitoring methods are cumbersome or complicated, it is less likely staff members or the Tier 2 Team will complete this important task.

Interpreting Data to Make Decisions

It is suggested that the student participate in the intervention and that the Tier 2 team collect data for at least two to three weeks before making a decision about the student's response to the intervention (Crone, Hawken, & Horner, 2010). A general recommendation is to generate at least eight data points within three weeks of instruction before making a decision about whether or not an intervention change is needed.

Each time student data is reviewed, an interpretation (positive, questionable, or poor response to intervention) and a decision about what occurs next will need to be made. Generally, decisions will include continuing the intervention, intensifying the intervention, modifying the intervention, fading the intervention, or returning to the problem-solving phase to gather additional information. In every case, decisions about the next phase of intervention should be derived from an interpretation of student data (i.e., response to the intervention).

The following guidelines provide a summary describing positive, questionable, and poor responses to intervention and include example decisions resulting from the review of student data.

Guidelines for Interpreting Student Data and Making Decisions

POSITIVE RESPONSE

Gap between the trend line and the goal line is closing at an acceptable rate.

Was intervention implemented as intended?

- Continue intervention with current goal.
- Continue intervention with goal increased.
- Teach self-management.
- Fade intervention components.

QUESTIONABLE RESPONSE

Gap between trend line and goal line stops widening but closure does not occur in an acceptable amount of time.

Was intervention implemented as intended?

- If no: employ strategies to increase implementation integrity.
- If yes: increase intensity of current intervention for a short period of time and assess impact.
- If rate improves, continue.
- If rate does not improve, return to problem solving.

POOR RESPONSE

Gap between trend line and goal line continues to widen with no change in rate

Was intervention implemented as intended?

- If no: employ strategies to increase implementation integrity.
- If yes: BLANK
- Was the problem identified correctly?
- Is intervention aligned with the function?
- Are there other functions to consider?

Figure number 4:7

MONITORING SOCIAL VALIDITY OF INTERVENTIONS

Social validity, which is sometimes also referred to as treatment acceptability, focuses on whether the goals, the intervention elements, and the anticipated outcomes are acceptable, socially relevant, and useful to the individual and to those who care about the individual.

What Does Monitoring Social Validity Mean? Monitoring social validity means to regularly and systematically assess the social significance of intervention goals, the social acceptability of the proposed intervention procedures to attain the goals, and evaluation of the social importance of the effects resulting from an intervention (Kazdin, 1977; Wolf, 1978). The following includes descriptions for each aspect of social validity.

Social validity data typically provides a picture of the extent to which particular stakeholder groups (i.e., students, families, and teachers) value an identified practice or program. Social validity data is commonly gathered through use of a survey or asking personnel to respond to items on a brief questionnaire.

Example statements or questions may include:

"Participation in implementing the intervention for the target student was worth the time and effort? - Answer Yes or No"

"My participation in implementing the intervention was relatively easy. - Answer 1 - 5"

"Unexpected behaviors have decreased since implementing the intervention. - Answer Yes or No"

If social validity results are low it may be difficult to continue implementation of the practice "as is." Instead teams will want to investigate why the practice is perceived poorly and make adjustments either by providing additional information and technical assistance and/or by making changes to features that perhaps are not feasibly maintained.

Why Monitor Social Validity? Organizing efforts to strategically assess and review social validity data provides an opportunity for participating staff, students, and family members to identify and agree on target areas for intervention; appropriate, acceptable and attainable goals; and determine environmental supports that will reinforce use of new skills. Teams that incorporate opportunities for monitoring social validity generally have improved likelihood of commitment to implement and continue an intervention until the goal is met.

Generalization/Maintenance

As students participate in Tier 2 and Tier 3 interventions, they learn new skills and expected behaviors to replace the use of unexpected behavior. As part of the intervention, the students participating receive structured guidance and support for demonstrating the expected behaviors, regular performance feedback, and regular reinforcement as they demonstrate the desired behavior and meet their goals.

Throughout the intervention, the fading process, and after the student graduates from the intervention, plans should be made to encourage and support students to generalize and maintain the desired replacement behavior(s).

Generalization refers to the ability to perform a behavior outside the original training environment (Stokes and Baer, 1977). For example, if the student learns to reliably use kind words when speaking to others in the classroom, we want to encourage the student to use the same behavior in the hallways, on the playground, during PE, and in the lunchroom.
Generalization is a necessary step for the success of a behavior intervention. Once data shows the behavior goal has been met and success continues, appropriate behavior becomes automatic in the natural settings and continues long term.

Generalization should be embedded in the intervention from the first day planning is started. Generalization strategies can be developed by knowing what the target behavior looks like, where it happens, and what happens afterward. The appropriate behavior skills should be taught and reinforced in multiple settings.

TFI Item 2.12 Fidelity Data

"It matters very little whether or not the intervention achieves the intended behavior change if those members of society who will maintain the behavior change do not value the change or the way that the change was achieved."

(Schwartz and Baer, 1991)

Generalization can be divided into three categories:

- Setting: The occurrence of behavior in settings or situations other than those in which skill was taught.
- Behavior: Changes in behavior that are not the focus of skill training; that a student performs a behavior in the same setting and/or situation.
- Time (Maintenance): The continuation of behavior learned in an intervention after the intervention has been terminated.

Maintenance means the behavior will continue to occur over time, even when the intervention supports have been removed. For example, if during 7th grade a student successfully participates in, and graduates from, the Check-In, Check-Out intervention with a goal of following directions, we want to encourage the student to continue following directions as he or she moves to 8th grade and on to high school. Plans for maintenance should consider adaptations for culture or diverse learners, natural reinforcers, and teaching students how to request reinforcement appropriately.

"It is meaningless to change behavior unless the change can be made to last and unless behavior will occur in settings other than the original training site and in the absence of the original trainer."

(Alberto and Troutman, 2012)

STRATEGIES FOR GENERALIZATION AND MAINTENANCE

There are many ways to support students in all settings as they learn to apply the new behaviors and skills they learn through participation in intervention. Purposeful application of the 8 Effective Teaching and Learning Practices (see MO SW-PBS Tier 1 Implementation Guide) act as the foundation for generalization and maintenance. Clarifying expectations; using pre-corrects for procedures, routines, and instructions; encouraging expected behavior; discouraging unexpected behavior; using active supervision; offering a variety of strategies for opportunities to respond; planning for purposeful sequencing and choice; and adjusting task difficulty will increase the likelihood the student will use the expected replacement behavior in a given situation.

MONITORING INTERVENTION OUTCOMES

A fundamental question after implementation of a new practice or program is considering the extent to which it "worked." In other words, how well did the practice meet an identified need, and for whom was the practice most effective? To answer these questions, your team will need to determine what changes have occurred across the variables or behaviors of interest.

In the case of a Tier 2 intervention (e.g., CICO, Social Skills Intervention Group, or Check & Connect) the treatment likely was selected with the expectation of impacting unexpected behavior and student engagement, which in turn may lead to improvements in academic achievement. Data about the overall Tier 2 interventions are used to improve resource use and fidelity of implementation.

At minimum, the following examples are outcomes teams will want to consider at the end of each school year or intervention cycle (Everett et al., 2011, p. 32).

- Identify the number of students in the program.
  - When fully implemented, CICO and other Tier 2 interventions should support approximately 7- 15% of students schoolwide.
- Consider the intervention success rate/effectiveness.
  - What is the percentage of students participating in CICO that are meeting their goals on a regular basis? Approximately 70% of students in CICO should respond to the intervention.
- Intervention implementation accuracy/fidelity.
  - Percentage of program steps implemented accurately daily, weekly, etc., is used to provide supports for additional resource and professional learning.

USE EXISTING SCHOOL DATA. The following statements represent data that may provide basic information to facilitate school team evaluation of intervention outcomes for their school. The suggestions are guided by data that is already commonly collected in many schools.

- How many students participated in the Tier 2 Intervention (list intervention) during the _____- _____ school year?
- How many of the participants successfully completed the self-management phase and subsequently graduated from the program?
- Among students who graduated, were there differences in attendance, tardies, major or minor discipline events, or grades associated with the number of school days before intervention versus during and after intervention?
- How many participants required adaptations to the standard Tier 2 Intervention?
- Of students who participated in a function-based adaptation of a Tier 2 Intervention, how many successfully completed the self-management phase and then graduated?
- Were there students who required additional and/or more intensive supports beyond the Tier 2 Intervention? If so, how many students and what types of supports?
- From all students who at some point during the school year qualified to participate in a Tier 2 Intervention, how many also were at some point evaluated for special education eligibility?
- Determine whether any specific subgroups of children were served in Tier 2 Interventions (e.g., culturally, linguistically, socio-economically, or ethnically diverse populations).
- Was the percentage of students in subgroups who participated in Tier 2 Interventions proportional to the percentage of the overall student population?
- Were outcomes from each Tier 2 Intervention similar across all student groups?

TFI Item 2.13 Annual Evaluation

Consider how program evaluation can be conducted in your setting, but be realistic. The process should not be so cumbersome that it is never completed. At the same, time program evaluation also should not be so simplistic that valuable outcomes are overlooked or never uncovered.

Tier 2 Targeted support is intended to reduce unexpected behavior

for students at risk and to build fluency in the use of the expected behaviors, ultimately fading to success with universal support. For some students, however, Tier 2 intervention will be insufficient support to meet their needs, and they will require more intensive, individualized support, or Tier 3 intervention.

TIER 3 READINESS

Each tier of a three-tiered approach, such as Schoolwide Positive Behavior Support, forms the foundation for the next level of implementation. When a school has implemented Tiers 1 and 2 with fidelity, the foundation is solid for developing successful systems, data, and practices at Tier 3. Therefore, when teams are determining readiness for Tier 3, the fidelity of Tier 1 and Tier 2 must be assessed.

Tier 3 readiness indicators that MO SW-PBS has outlined as being critical for successful implementation of Tier 3 can be assessed using the following criteria. Without these readiness indicators in place, the Tier 3 system is unlikely to be efficient and durable.

Tier 3 Readiness Checklist

**Place a check in the box that best reflects your school's status*

DATA INDICATORS	IN PLACE	NOT IN PLACE	NOTES
TFI score of 70% or higher on Tier 1; the Tier 2 Subscale has been completed			
Self-Assessment Survey (SAS) results indicate current status of 80% or more features in place for: Schoolwide Systems ▪ Nonclassroom Setting Systems ▪ Classroom Systems			
Office Referral Data (ODR) indicate 80% of students in the 0-1 referral range.			
Data demonstrates reduction in classroom minor referrals over at least a one year period.			
Consistent use of schoolwide data for making decisions as evidenced by monthly Big 5 data reports.			
Documentation of standard system for identifying students for Tier 2 supports.			
Documentation of process to identify function of behavior and match intervention to the function.			

At least one research-based small-group and/or targeted behavioral intervention is fully implemented and is documented with an Intervention Essential Features. If only one is fully implemented, the second intervention has been piloted and plans are in place for full implementation.			
Documentation that staff has received training for implementation of interventions.			
Staff has received training for implementation of interventions.			
Use individual student data for making decisions about when to continue, intensify, change, or fade intervention.			
Family members are informed of the Tier 2 process and regularly updated about child's progress.			
Instrument(s) consistently used: Intervention Essential Features Advanced Tiers Spreadsheet Adapted FACTS Part A Other			
Determine a core group of team members who will serve on Tier 3 team and attend trainings including • an administrator, • at least one member with behavioral expertise • at least one member with academic expertise • crossover membership for Tier 2 team • access to district level support			

Decision(s) based upon Readiness Analysis:

____ Proceed w/ Tier 3 implementation

____ Develop action plan to improve Tier 1 and 2 implementation

____ Reconsider Tier 3 implementation at this time

Figure number 4:8

Tier 3 - Intensive Support for a Few Students

Tier 3 – Tier 3 Intensive support is individualized and focused on creating a plan to respond to chronic unexpected behavior through function-based intervention for students who have not been successful with Tier 1 Universal and Tier 2 Targeted behavior support (Crone, Hawken, & Horner, 2015; Ingram, Lewis-Palmer, & Sugai, 2005; Lewis & Sugai, 1999; OSEP, 2015; Scott, Anderson, Mancil, & Alter, 2009; Sugai & Horner, 2009).

In the Tiered Intervention Framework, it is estimated that 80% or more of students will positively respond to Tier 1 Universal positive, preventive practices that are implemented proactively with all students.

Despite receiving Tier 1 support, approximately 10-15% of students will meet data decision rules for Tier 2 Targeted intervention. These students are at risk for, but not currently exhibiting, high rates of unexpected behavior. Targeted supports are designed to prevent the development or decrease the frequency/intensity of unexpected behavior.

For some students, approximately 1-5%, more intensive support is needed. In many cases these students have extended school histories of academic and behavioral difficulties over a lengthy period of time. Because their needs may be both more significant and more chronic, support for these students will be individualized and specific. To support these students, and the adults who work with them, schools build on the established schoolwide system developed for Tier 1 and Tier 2 to accurately identify these students and design appropriate Tier 3 supports to teach and sustain the expected replacement behaviors through function-based, individualized intervention.

"On average, half of school discipline referrals are accounted for by about 5% of the student population."

(Sugai, Sprague, Horner, & Walker, 2000 as cited in Crone & Horner, 2003, p. 18)

Critical Features of Tier 3 Intervention

Tier 3 Intervention is focused on the individual. While the outcomes or goals for SW-PBS Tier 3 Intervention are based on the schoolwide and classroom expectations, it is necessary to consider how the unexpected behavior(s) has/have impacted academic learning, developing social relationships, and student self-perception. There are three basic principles to keep in mind when planning Tier 3 Intervention: Person-Centered Planning, Quality of Life, and Self-Determination.

Person Centered Planning is a process customized for each individual, but always includes the following general principles:

- The individual is the focus of the planning process.
- The individual decides who will be invited to be on the planning team.
- The team identifies natural supports such as family, friends, and/or community.

"PERSON-CENTERED PLANNING
is an approach that supports an individual to share his or her desires and goals, to consider different options for support, and to learn about the benefits and risks of each option."

(Wehmeyer & Schalock, 2001)

- The team explores formal and informal supports to meet the expressed needs of the individual.
- The individual has the opportunity to express his/her needs and desires; appropriate accommodations should be made to support meaningful participation of the individual in the planning meetings.
- Some individuals may need assistance in making choices about their plans.

Therefore, Person-Centered Planning affords students a voice in the process so adults can learn about important aspects of the student's interests and needs. An understanding of the individual's past, present, and future goals helps coordinate supports around the student's needs.

TFI Item 3.6 Student/Family/ Community Involvement

Another aspect of Person-Centered Planning involves recognizing the abilities of ordinary citizens who can teach "people skills," model appropriate behaviors, and foster interdependent relationships for those with needs (Wehmeyer & Schalock, 2001).

FBA/BIP are processes where teams provide opportunities for Quality of Life to be the guiding context, and for Self-Determination and Person-Centered Planning to be central to the assessment and support. These processes are more likely to result in meaningful plans that will be valued by all stakeholders.

QUALITY OF LIFE attempts to capture what "living the good life" means (Wehmeyer & Schlack, 2001). Current and ongoing research has identified eight core quality-of-life dimensions that should be considered during planning (Schalock, 1996):

1. Emotional well-being
2. Interpersonal relationships
3. Material well-being
4. Personal development
5. Physical well being
6. Self-determination
7. Social inclusion
8. Rights

TFI Item 3.8 Quality of Life Indicators

School teams are encouraged to devote adequate time to talking with the student and family to document their wishes across the dimensions. Frequent examples of quality-of-life issues in student/family conversations might include wanting the student to be able to make friends, wanting the student to know how to seek out and ask for help appropriately, or wanting the student to have the skills to complete assignments and perform responsibilities independently.

"QUALITY OF LIFE attempts to capture what "living the good life" means."

(Wehmeyer & Schalock, 2001)

SELF-DETERMINATION refers to "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, p. 24).

SELF-DETERMINED BEHAVIOR refers to actions identified by four essential characteristics (Wehmeyer & Schalock, 2001):

1. The person acted autonomously.
2. The action(s) was/were self-regulated.
3. The person initiated and responded to the event(s) in a "psychologically empowered" manner.
4. The person acted in a self-realizing manner.

Again, school teams are urged to build time for student collaboration in the FBA/BIP processes such that the student can, as appropriate, demonstrate the four essential characteristics of self-determination. When teams meet to plan for interventions to teach skills and provide the supports and information necessary to support the student at school, home, and in the community, the student's goals, needs, wishes, and hopes must be considered.

TFI
Tiered Fidelity Inventory

TFI Item 3.5 Staffing

RESOURCES NEEDED

The primary resources schools need to successfully implement a Tier 3 system of support are those that schools typically find most scarce — time and money. Go to any school and ask staff members what they need more of and more than likely the answer will be "time."

Adequate time will be needed for the development of Tier 3 systems, data, and practices, and team members working with individual students will need time to conduct the FBA and develop, implement, and monitor the resulting BIP. Team members will need time to attend trainings to develop expertise in Tier 3 systems, data, and practices, including how to conduct an FBA and develop a BIP.

Crone and Horner (2003) offer the following considerations for administrators and district personnel to keep in mind when planning how to make the best use of these valuable assets.
Schools need to consider ways to increase the efficiency of the time they are allotted for team meetings. Additionally, schools can identify existing committees that serve a similar function to the Tier 3 team and determine if that group can be expanded or modified to become the Tier 3 team, thus eliminating multiple teams with overlapping purposes.

When administrators are allocating financial resources for Tier 3, consideration needs to be given to whether or not a percentage of full-time equivalency (FTE) of a staff position needs to be provided for an individual to coordinate the Tier 3 process. Another consideration is how release time will be provided for team members to attend Tier 3 training and any associated costs such as substitute pay, mileage, and registration fees. A third budgetary issue is allocating resources for materials to support the BIPs that are developed, such as reinforcers.

IDENTIFYING STUDENTS FOR INDIVIDUALIZED SUPPORT

When identifying students for Tier 3 intervention, teams may consider:

- Existing School Data
  - Nonresponse to Tier 2 intervention
  - Chronic behaviors
  - Intense behaviors
- Teacher Nomination
- Universal Screening

EXISTING SCHOOL DATA – Nonresponse to Tier 2 intervention

As part of the Tier 2 system, student progress toward behavior goals in targeted interventions is monitored, and data is collected, graphed, and reviewed regularly to make decisions. When teams consider students for Tier 3 support based upon nonresponse to Tier 2 intervention, existing data is examined.

How long should a student receive Tier 2 intervention before a team analyzes data to determine response? Sprague, Cook, Wright, and Sadler (2008, p. 77) recommend interventions be implemented a minimum of four weeks. This "allows sufficient time for the student to demonstrate adequate or inadequate response to the supports." Lembke (2010) advises that eight data points collected across at least four to six weeks is generally adequate to provide teams with a stable trend of student performance.

EXISTING SCHOOL DATA – Chronic Behaviors

In most literature about the identification of students who may require and benefit from Tier 3 intervention, you will find the term “chronic” misbehavior instead of “nonresponse to Tier 2 intervention.” Chronic misbehavior is described by K. McIntosh (personal communication, August 25, 2011) as “persistent, unlikely to be temporary” such as a regular pattern over a few months. Similarly, Goodman (2011) defines chronic misbehavior as being "repeated or recurring over a period of time; the behavior has persisted for a while."

Most students with chronic behaviors will first qualify for Tier 2 support, and should that prove to be insufficient, data decision rules for nonresponse to Tier 2 intervention will be applied. Students who transfer to the school with a history of chronic unexpected behaviors might be direct referrals to Tier 3. Direct referral to Tier 3 would only occur if the student is at high risk for unexpected behavior if there is a delay in providing intensive support. This will likely be an unusual occurrence.

It is vital Tier 2 teams review data frequently to identify students at risk as early as possible, or there is a likelihood of the behavior continuing to escalate and becoming chronic. The University of Oregon PBIS Workgroup (2010) conducted a study of the average cumulative growth in major and minor referrals involving 2,509 schools in 880 districts and 42 states. Results suggested that "students at-risk

of developing chronic behavioral problems might not receive adequate support soon enough to change their behavioral trajectories" (p. 5).

Existing School Data - Intense Behaviors

Teams may determine students exhibiting intense behaviors are directly referred to Tier 3. What is "intense" behavior? Colvin (2009) defines intensity as the force or magnitude of the behavior, specifically as the level of the behavior's impact on the environment. The impact a student's behavior has on the learning environment can be determined by asking three questions:

1. Is the child's behavior impacting only the child?
2. Is the child's behavior impacting the child and the learning environment for a few other students?
3. Is the child's behavior impacting the entire class and disrupting the learning environment for everyone?

The following chart is adapted from the Severity of Disruptive Behavior Rating Rubric, developed by the Center for Effective Collaboration and Practices (1998), and outlines five levels of intensity along with example behaviors for each level.

School staff needs to be mindful of exceptional situations. All school districts have established policies and procedures for the most intense behaviors, and school personnel need to ensure that those are being followed. A simple FBA/BIP is generally appropriate for students exhibiting unexpected behaviors with an intensity level of 3 or lower, with possible consideration of behaviors rated intensity level 4. Tier 2 and Tier 3 teams should consider enlisting the support of a specialist to conduct a complex FBA/BIP for dangerous behaviors.

Levels of Behavior Intensity

Level	Description	May include behaviors:
Level 1	Behavior is confined only to the focus student.	• Refusal to get out materials • Scowling • Crossing arms • Pouting • Muttering under his/her breath
Level 2	Behavior disrupts others in the student's immediate area.	• Slamming textbook closed • Dropping book on the floor • Name calling • Using inappropriate language
Level 3	Behavior disrupts everyone in the class.	• Upending desk • Running around the classroom • Cursing at the teacher or peers • Leaving the classroom
Level 4	Behvior disrupts other classrooms or common areas of the school	• Throwing objects • Yelling • Open defiance of school personnel's directions • Leaving the school campus
Level 5	Behavior causes or threatens to cause physical injury to student or others.	• Display of weapons • Assault on others • Bruising/hitting oneself

Figure number 4:9

NOMINATION

A second method of student identification is nomination. Classroom or specialist teachers who work directly with students may notice issues before any behavioral data is documented. This process follows the same guidelines as nominating a student for Tier 2 intervention.

Keep in mind, some students may demonstrate internalizing behaviors that do not warrant major or minor documentation (e.g., does not spend time with peers, cries, frequent visits to the nurse or counselor). Regardless of whether the behavior meets the criteria for major or minor documentation, if a staff member in your building has concerns about a student's emotional and/or behavioral well-being, it is important that the SW-PBS Leadership (Tier 1) Team is notified. This notification is typically through a nomination, or referral, process. Some schools also allow nominations by families or provide a way for students to nominate themselves for extra assistance.

UNIVERSAL SCREENING

Just as in Tier 2, the third method for systematically identifying students who may require additional support is use of a brief screening instrument. 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. Use of a screening instrument is designed for identification of students only and not for diagnostic purposes or progress monitoring.

If your school or district is considering adding a universal behavior screening instrument to your student identification process, be sure to carefully consider what your areas of interest are, as well as your context and make-up of the school community. If your school has a large population of students who are English Learners and you want to use a student or family member version of a screener, consider whether it is available in other languages or if you have resources to support the person completing the questions. Be consistent with school and district policies when communicating with stakeholders about universal screening plans.

Functional Behavior Assessment (FBA)

FUNCTION-BASED INTERVENTION

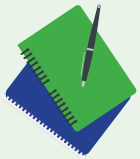
The function of behavior is the reason why the behavior occurs. There are generally two basic reasons why students engage in a specific behavior: a) to obtain something (such as adult attention, peer attention, specific object or activity, or desired sensory experience), or b) to avoid something (such as attention from peers or adults, a task or activity, or aversive sensory experience) (Crone et al., 2015; Lewis & Sugai, 1999). Earlier in this Handbook, we discussed function-based thinking. Here we will examine a process for problem-solving and planning for an individual student.

Function-based intervention requires engaging in a problem-solving process, called Functional Behavior Assessment, to determine the triggers or antecedent conditions that accompany unexpected behavior, and the consequences, or what happens right after the behavior occurs that maintains or increases future occurrences (Crone et al., 2015). Information about the student's academic performance and behavioral history is examined; interviews with staff, student, and family are conducted; and observation data is collected and reviewed.

Once the problem-solving process identifies the needed information, a Behavior Intervention Plan, based on the identified function, will be developed including teaching needed skills, modifying the environment to increase the likelihood of desired or expected behavior, while reducing the likelihood of unexpected behavior (Crone et al, 2015; Ingram et al., 2005). The plan is developed collaboratively by a team consisting of the teacher, student, family member, administrator, and other needed participants. Frequent monitoring of the degree to which the plan is implemented, or fidelity, as well as monitoring to determine the student's response to the plan, allows the members of the student's team to make decisions about continuing, modifying, or intensifying the plan to best support the student (Crone et al, 2015; Sugai et al., 2000).

The eight ETLPs form the foundation for all individualized plans. These practices, implemented in all three tiers, may be modified, intensified, or individualized to best support the student. Students exhibiting more chronic and/or intense behavior problems require specially designed and individualized interventions that match the need, or function, of their unexpected behaviors. This is where Functional Behavior Assessment (FBA) and Behavior Intervention Planning (BIP) are utilized. Expertise in the science of behavioral assessment is necessary for the development and implementation of individualized support plans.

> "An FBA is a systematic process for studying a student's behavior using multiple sources of information generated by multiple informants and documenting patterns of behavior over time..."
>
> (Simonsen & Meyers, 2015)



Key Term

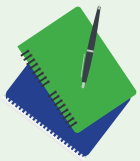
Functional Behavior Assessment (FBA) is a problem-solving process for identifying the events that reliably predict and maintain unexpected behavior. In general, antecedent events or conditions trigger a specific behavior, while consequence events affect the likelihood the student will repeat the behavior in similar future situations.

What Is a Functional Behavior Assessment (FBA)?

The primary objective of the FBA is to gather evidence to develop and support a Summary Statement of the function of behavior and to use this information to design the positive Behavior Intervention Plan.

Functional Behavior Assessment is based upon the following assumptions:

- Challenging behaviors do not occur in a vacuum
- Behaviors occur in response to an identifiable stimuli (antecedent)
- Behaviors are governed by the consequences that follow them
- Behavior is a form of communication (e.g., "I need you to help me." "This work is too hard." "Please, talk to me.")
- Behaviors serve a function & have a purpose:
  - to obtain something (e.g., attention, objects, specific activities)
  - to avoid/escape something (e.g., attention, specific activities)



Key Term

"**Functional Analysis** (FA) consists of systematic manipulations of antecedent and consequence variables to validate their relationship to the behavior and to confirm the function of the behavior" (Wheeler & Mayton, 2010).

FOUNDATIONS OF "BASIC" FUNCTIONAL BEHAVIOR ASSESSMENT AND BEHAVIOR INTERVENTION PLANS

Conducting a Functional Behavior Assessment, or FBA, is a systematic problem-solving process for gathering information to determine the relationships between a person's unexpected behavior and aspects of their environment, including antecedent (what happens before the unexpected behavior) and consequence (what happens after the unexpected behavior) variables. The process of FBA originates from over 50 years of applied behavior analysis (ABA) research, which supports its practicality in understanding human behavior and helping to simplify complex behavior chains or strands for more effective intervention planning (Baer, Wolf, & Risley, 1968; Bijou & Baer, 1961; Skinner, 1953).

Another term frequently associated with FBA is functional analysis. "Functional analysis consists of systematic manipulations of antecedent and consequence variables to validate their relationship to the behavior and to confirm the function of the behavior" (Wheeler & Mayton, 2010). In other words, systematic changes are made to the antecedents and consequences, and student response is measured. As such, functional analysis is a possible step within the FBA process.

An FBA that is conducted without the functional analysis is considered to be a practical, simple or "basic" FBA, while an FBA that includes the functional analysis is considered to be a "complex" FBA (Loman, Strickland-Cohen, Borgmeier, & Horner, 2013). Emerging but compelling recent research supports the implementation of basic FBAs (i.e., limited to no more than two school routines and the unexpected behaviors are not physically threatening to the student or adults) that can be completed by typical school personnel (Loman & Horner, 2013; Strickland-Cohen & Horner 2015).

This "basic" FBA/BIP process is best suited for students who exhibit mild to moderate unexpected behavior that, although somewhat chronic, it is not dangerous (see Figure #.# below). The basic FBA/BIP methods would NOT be sufficient for use with a student who engages in either serious behaviors (e.g., injurious to self and/or others) or multiple pervasive unexpected behaviors with varying functions. For students who exhibit complex or dangerous behaviors, school personnel should refer to a behavior specialist in their school or district who is trained to conduct complex FBAs for students with more challenging behaviors (Loman & Horner, 2013; Loman, Strickland-Cohen, Borgmeier, & Horner, 2013).

FBA without FA = Simple or Basic FBA	FBA with FA = Complex FBA
Basic FBA/BIP methods may be used with students who:	**Complex FBA/BIP** should be considered for use with students who:
▪ Exhibit high frequency behaviors that are NOT dangerous (e.g., talking out, running, not following directions, not completing work). ▪ Exhibit behaviors that occur in 1 to 2 school routines (e.g., specific classrooms/activities, lunch, recess). ▪ Have received universal and targeted interventions that did not improve behavior.	▪ Exhibit dangerous behaviors (e.g., hitting, throwing objects, property destruction). ▪ Exhibit pervasive and/or multiple unexpected behaviors with varying functions, requiring complex planning and intervention delivery. ▪ Demonstrate a need for crisis or wraparound planning with community agencies.

Figure number 4:10
Adapted from Loman, Strickland-Cohen, Borgmeier, & Horner, 2013

Research Supporting Effectiveness of FBA/BIP

There are many studies demonstrating the positive effects of FBA-based intervention and a growing body of research signifying that typical school personnel, with proper training, can develop effective BIPs. A sampling of research results are shared in this section.

Gage, Lewis, and Stichter (2012) reviewed 69 FBA studies with 146 subjects and found that interventions based on Functional Behavior Assessment reduced unexpected behavior an average of 70.5%. These studies included students ages 3-16 and were conducted in schools that had students with or at risk for emotional or behavioral disorder.

In another study, researchers examined the effectiveness of BIPs based on FBA and those that were not based on function. BIPs that were function-based had greater impact on reducing the number of unexpected behaviors (Ingram, Lewis-Palmer, & Sugai, 2005).

Newcomer and Lewis (2004) found that interventions based on function were more effective than other interventions that were based on the topography of the behavior (what the behavior looks like or sounds like). Furthermore, the results indicated that the introduction of an intervention that does not address function increases the unexpected behavior.

In a study where the teacher conducted the assessment process within the natural classroom setting and during regular classroom routines, a student's disruptive behavior was substantially decreased when the function-based intervention was implemented. Additionally, the teacher, as well as the student, rated the intervention as acceptable (Hoff, Ervin & Friman, 2005).

Research findings by Cook, et al., 2012, demonstrated that school staff, with appropriate training, can develop evidence-based Behavior Intervention Plans that improve student outcomes. This study also found that the degree to which the plans were implemented as intended related significantly to the degree of improvement made by the students. In other words, the interventions implemented with fidelity had greater impact than those that were not implemented with fidelity.

Results of research by Payne, Scott, and Conroy (2007) demonstrated "clear and immediate decreases in problem behavior with the introduction of function-based interventions and similarly strong increases with each introduction of non-function-based intervention" (p. 158). In other words, "function based interventions simply were found to be more effective in reducing problem behaviors" (p. 171). In this study, teachers had a high level of involvement in developing the interventions and accepted the practices and procedures that were implemented.

Through conducting a “basic” FBA, it is possible to draw conclusions about the specific events that predict and /or maintain unexpected behavior, and design a support plan (or BIP) that effectively addresses those events.

Big Idea

Non-behavioral functions such as control, authority, bullying, anger management, and intimidation are not used in function-based instruction and intervention as they are not useful in the active design of behavior support.

FUNCTIONS OF BEHAVIOR

One of the most important concepts in all levels of SW-PBS is function-based thinking, which was introduced early in this Handbook. When describing the functions that maintain behavior, Summary Statements (or hypothesis statements) are narrowed to two primary behavioral principles:

1. Positive reinforcement is the condition in which a behavior has an increased likelihood of occurring in the future if something (object or event) is given or presented after the behavior occurs.
2. Negative reinforcement is the condition in which a behavior has an increased likelihood of occurring in the future if something (object or event) is avoided, escaped, or removed after the behavior occurs.

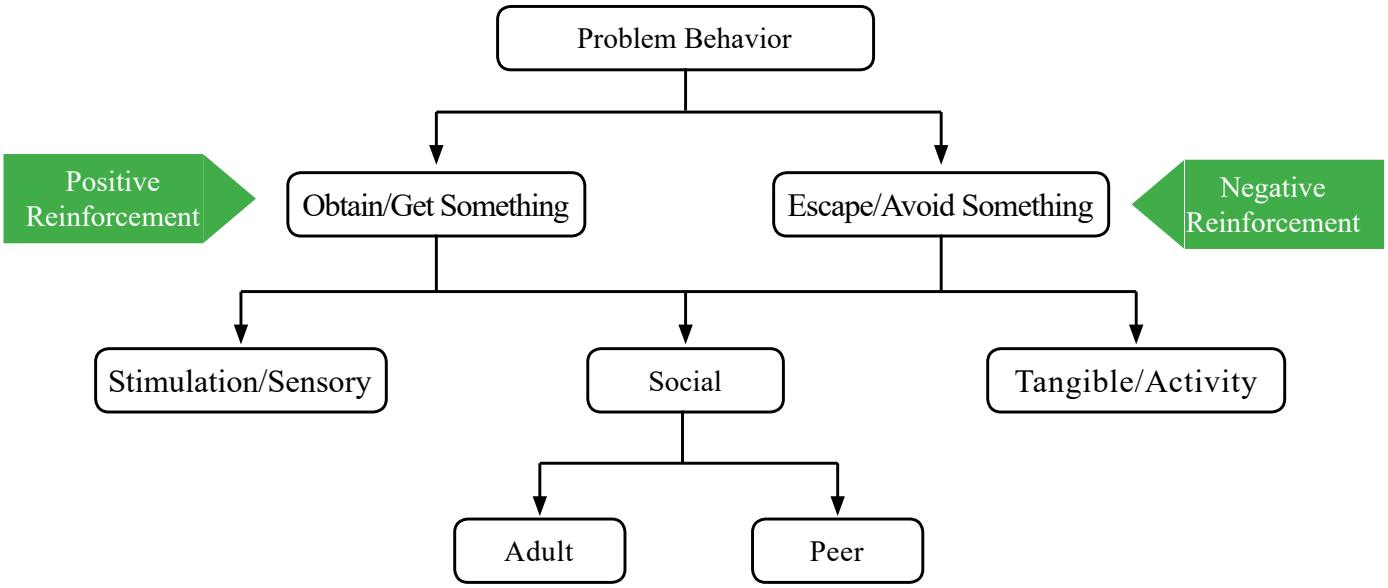


Figure number 4:11

CONSIDERATIONS IN THE IDENTIFICATION OF BEHAVIOR FUNCTIONS

The theoretical and empirical supports for the behavioral principles of positive and negative reinforcement are extensive in range and depth. Extensions of function-based behavior support to other theoretical approaches and disciplines have not been demonstrated. For example, non-behavioral functions such as "control," "authority," "bullying," "anger management," and "intimidation" have been used by schools to describe functions of behavior.

These labels are inappropriate because they:

- go beyond the behavioral foundations,
- locate the problem within the students,
- lack empirical verification,
- are not observable and therefore measurable, and
- focus responsibility for change on the student.

Of equal importance, these labels are not useful in the active design of behavior support.

For example, a student who engages in verbal threats and profanity may be viewed as having behaviors that are maintained by "a need for control." This may lead to intervention strategies to address the "need for control." Historically this approach to intervention development has not been associated with reduction in unexpected behavior. Describing behavior as maintained by a "need for control" is not consistent with a function-based logic.

A function-based approach would identify the consequences (events or objects that the student either obtained or avoided) when he or she used verbal threats and profanity. In this example, the student is more likely to engage in unexpected behaviors when a

demand is presented, but he or she is unclear about what to do. The student finds these situations highly aversive, and the unexpected behavior is associated with rapid removal from the unpleasant context. In this way, the verbal threats and profanity are viewed as maintained by escape from a specific context or demanding situation. The intervention designed to address this hypothesis—avoid task—is likely to be much more targeted, instructive and effective.

The reason for defining the function of unexpected behaviors is to guide the design of effective and efficient behavior support plans. The more precise the identification of the behavioral function, the more helpful for development of support strategies.

WHEN SHOULD AN FBA BE CONDUCTED?

When a student's behavior continues to interfere with his or her learning or the learning of others, despite consistent implementation of universal (Tier 1) and targeted intervention strategies (Tier 2), referral for Functional Behavior Assessment (FBA) is warranted. The role of each Tier 3 Action Team is to assess the student's unexpected behavior, then use that information to develop an effective Behavior Intervention Plan (BIP).

The process for conducting a Functional Behavior Assessment can be found in the MO SW-PBS Tier 3 Implementation Guide.

Notes:

Behavior Intervention Plan (BIP)

TFI Item 3.11 Comprehensive Support

The Functional Behavior Assessment (FBA) is used to guide development of a Behavior Intervention Plan (BIP) to increase pro-social behavior and decrease unexpected behavior. Tier 3 interventions are the same as Tier 1 schoolwide and classroom effective practices but are more intensive and individually tailored to the student. It is important to make connections across the tiers.

THE IMPORTANCE OF CONNECTING ACROSS THE TIERS

The basis of the Behavior Intervention Plan is formed by using the information from the FBA process to accurately construct a competing behavior pathway and selecting the appropriate strategies to use.. These sections will determine what the intervention will be, how it will be measured, who will be participating, and how the fading, generalization, and maintenance plan should be designed.

Because long-term replacement behaviors should be connected to your schoolwide expectations, it is prudent to incorporate the language of your matrix and the eight Effective Classroom Practices in the BIP from the beginning. The ultimate goal of the BIP is to teach the strategies and skills the student needs to be successful in your school environment. Student success is more likely when natural routines and supports are incorporated in the plan.

Introduction to Behavior Intervention Planning Process

A Behavior Intervention Plan (BIP) defines how an educational setting will be changed to improve the behavioral success of the student.

- The BIP describes how the environment will be changed to prevent occurrences of unexpected behavior to make the behavior irrelevant.
- The BIP describes the teaching that will occur to give the student alternative ways of behaving to make the unexpected behavior inefficient.
- The BIP describes the consequences that will be provided to reinforce appropriate behavior to make the unexpected behavior ineffective.

The detailed process for developing a Behavior Intervention Plan, including using the FBA data to develop the plan, collecting data through observation, monitoring student progress and implementation fidelity, and evaluating the BIP, can be found in the MO SW-PBS Tier 3 Implementation Guide.

Behavior Intervention Plan Development Flow Chart

STEP 1: Develop a Competing Behavior Pathway

1.1 Transfer Summary Statement from FBA into Competing Behavior Pathway.
1.2 Identify the desired long-term replacement behavior.
1.3 Identify an alternative short-term behavior.
1.4 Identify maintaining consequences for the desired long-term replacement behavior.

↓

STEP 2: Identify Intervention Strategies

1. Identify teaching strategies
2. Identify setting event strategies
3. Identify antecedent strategies
4. Identify consequence strategies to reinforce appropriate behavior

↓

STEP 3: Identify Consequence Strategies to limit reinforcement of the problem behavior

↓

STEP 4: Develop a Safety Plan, if needed

↓

STEP 5: Develop Implementation Plan

↓

STEP 6: Develop Monitoring & Evaluation Plan

↓

STEP 7: Identify Generalization & Maintenance Stratagies

Figure number 4:12

Planning for Instruction and Intervention

Early intervention is the goal for all students. Tier 1 universal practices will be enough support for approximately 80% of the students in your school. This is the most efficient system of support, requiring minimal adult resources per student.

Tier 2 interventions are designed to proactively identify students at-risk for developing unexpected behavior, or just beginning to exhibit, unexpected behavior. When student identification is done effectively, you can estimate serving 10-15% of your student population over the course of the year in Tier 2 Interventions. Tier 2 Interventions require more adult involvement for fewer students, yet efficiently produce effective results when interventions are delivered with fidelity, consistency, and equity.

Students who are already exhibiting chronic unexpected behavior may require Tier 3 intervention. If Tier 1 and Tier 2 are being implemented in the school setting with fidelity, your school may need to provide Tier 3 interventions for approximately 1-5% of students. Tier 3 requires the highest staff-to-student ratio and can be a very labor-intensive process, but, if implemented with fidelity, will produce effective results for this small population of students.

It is worth noting that one of the foundational principles of a tiered intervention framework is when large numbers of students are exhibiting similar challenges, the school team should focus problem-solving on Tier 1 as a priority. Focusing on Tier 1 before identifying students whose needs may warrant immediate supplemental or intensive services which require more complex and expensive supports is more efficient and effective.

Therefore, it is important for SW-PBS Leadership Team and/or the school-based problem-solving teams to consider if the unexpected behaviors displayed are due to individual student needs, or broader schoolwide issues. It is important to review the level of implementation fidelity, consistency, and equity of the universal practices of clarifying, teaching, encouraging, or discouraging and/or the effective teaching and learning practices (ETLPs) in all areas in which the student is present before assessing the individual student. For example, if ODR data and/or observation in schoolwide settings identify that numerous students are repeatedly displaying unexpected behaviors, the issue is more likely a schoolwide issue rather than solely an individual student issue. Or, if many students in the same classroom are identified, or if direct observation of the classroom indicates that critical curricular, behavior management, and instructional components are missing from or ineffectively implemented in the classroom, then modification of classroom supports should be addressed prior to planning for and providing supplemental individual supports. In essence teams need to be able to identify if it is a schoolwide issue, a classroom issue or an individual student issue.

There are three big ideas to consider when identifying where the locus of support needs to reside within your schoolwide system of support: Projected Capacity, Serviceable Base Rate and Base Rate

TFI Item 3.16 Level of Use

PROJECTED CAPACITY?

Utilizing the standard framework of response to intervention, there are average ranges for the number of students who would be expected to respond to Tier 1Universal, Tier 2 Targeted and Tier 3 Individualized support if each tier is implemented with high levels of fidelity, consistency and equity. Typically, the metrics for each tier's level of response is Tier 1 80%, Tier 2 10-15% and Tier 3 3-5% (Walker, et.al, 1996; Sugai & Horner 2006). See the Pyramid Framework for MTSS graphic earlier in this handbook. A team's Projected Capacity is the percentage of students that could be expected to need support in each tier, based on the schools total student enrollment. Conversely, projected capacity is the amount of collective ability that the school should work to establish to meet the needs of the typical student population of comparable size. Your projected capacity will only change if your total student population changes. This is a variable your Leadership Team has no control over, but it provides a context for the amount of support your building needs to establish. Calculating your projected capacity involves some simple math. See the following example.

Example

Missouri Middle School Projected Capacity

Total Student Enrollment 375	Calculated Percentages		
	Tier 1	Tier 2	Tier 3
	80% = 300 85% = 318	10% = 37 15% = 56	3% = 11 5% = 18

At Missouri Middle School (MMS), with a total student population of 375 students, the expected percentages of students who would respond to tiered supports are as follows:

- Approximately 300 MMS students (or 80%) will use expected behaviors when the school implements Tier 1 universal practices with fidelity, consistency and equity.
- Approximately 37 – 56 MMS students (10-15%) may need additional support or Tier 2 intervention, and if implemented with fidelity, consistency and equity, it can be anticipated that they will reliably perform expected behaviors.
- Approximately 11-18 MMS students (3-5%) may need the most intensive level of support, a Tier 3 Behavior Intervention Plan, over the course of the school year.

SERVICEABLE BASE RATE

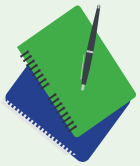
A school's serviceable base rate (SBR) refers to the amount of students identified as at-risk who could reasonably be served in a small group or individual intervention with the current resources available in the school (Kilgus & Eklund, 2016). The setting of a serviceable base rate is informed by the following:

- How many sufficiently trained staff members are available to implement the support in question (e.g., intensified ETLPs, Check-In, Check-Out, Self-Monitoring, etc.)
- Time available for these identified staff dedicated to intervention implementation
- Resources necessary for intervention are acquired

Example

The SW-PBS Leadership Team must evaluate the current resources and determine what is realistic goal for providing targeted and intensive intervention. For example, Missouri Middle School has a counselor who can check in with 8-10 students in the morning and check out with the students in the afternoon. They also have 2 reading interventionists who could check in with 8-10 students each in the morning and check out with the students in the afternoon. If those three represent the currently trained and available personnel to offer targeted intervention, the school's serviceable base rate would be 24-30 students.

SCHOOLWIDE BASE RATE



Key Term

Base Rate – the proportion of students in the school who exhibit risk behaviors in the category or characteristic of interest for the team.

A school's base rate, also commonly referred to as the prevalence rate, is the proportion of students who exhibit indicators of "risk". The category of risk, or the characteristic of interest, is determined by the team and can be either academic, behavioral or emotional risk (Kilgus & Eklund, 2016). In reading the characteristic of risk can be indicators of early reading fluency. In behavior or emotional skills, the indicators of risk can be ODRs, attendance, self-injury events, etc.

Using existing school-wide data, such as attendance rate, percent-ages of students with 0-1 ODRs, assessment data, grades, and other collected information, the school can determine the current overall response to their Tier 1 Universal SW-PBS practices. The students who demonstrate non-response to Tier 1, the total number of students who may be in need of Tier 2 or Tier 3 supports. Schools can also use universal screening tools, selected by the SW-PBS Leadership Team specifically for the characteristic or category of risk that it measures to establish schoolwide base rates (SWBR).

A classroom base rate (CBR) can also be calculated. This allows your SW-PBS Leadership Team to determine if the classrooms have a prevalence of risk that is equal to, or greater, or lesser than the schoolwide base rate. Teams can calculate CBR by limiting the data reviewed to only that which are impacting or taking place within the classroom. ODRs would be a good example of this.

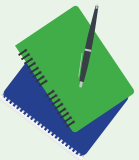
Example

In the example of Missouri Middle School above, the Projected Capacity (anticipated need) for Tier 2 or 3 interventions could be 37-56 students in the Tier 2 level, yet the school currently has the ability to only support up to 30 students (their Serviceable Base Rate). When MMS used data to identify students in need of more intensive supports, their schoolwide base rate, over 45 students met the data decision rule of being at risk. In this instance, Missouri Middle School needs to ensure their Tier 1 Universals are in place with fidelity, consistency and equity, and they need to grow their capacity to provide Tier 2 or 3 interventions if at all possible. Why? Because the number of students who are at-risk, and in need of Tier 2 and Tier 3 interventions (their base rate) is greater than their ability to provide supports (their Serviceable Base Rate).

DETERMINING WHERE SUPPORT IS NEEDED

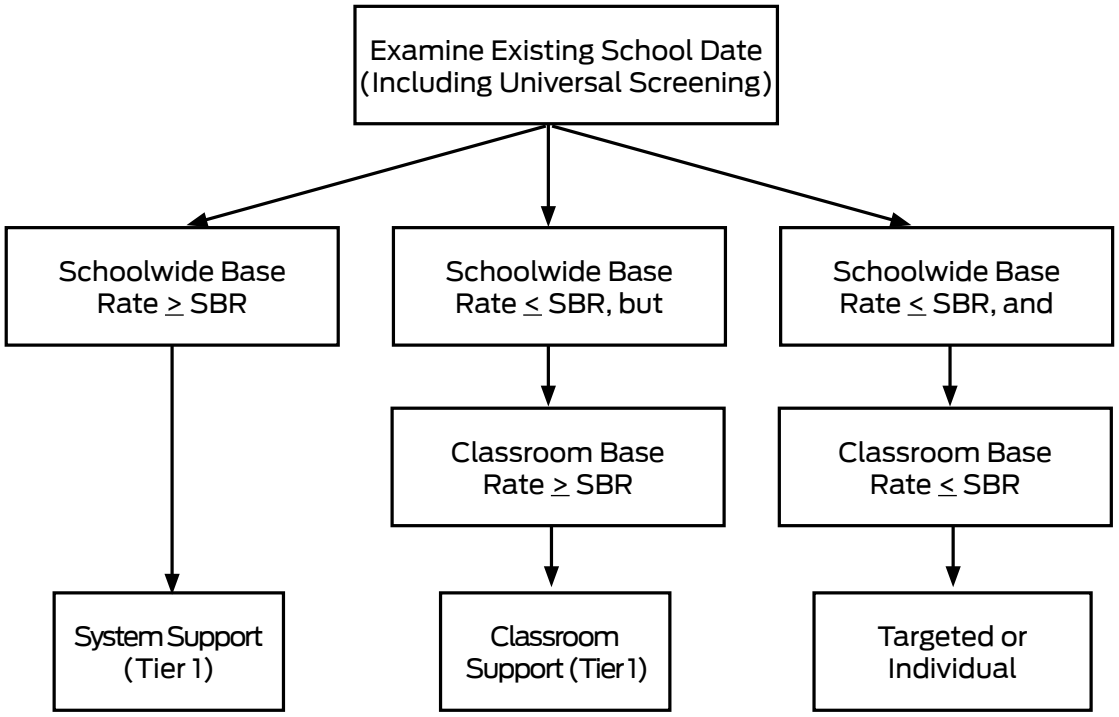
Utilizing the three metrics of Projected Capacity (the expected need for intensified student supports), Serviceable Base Rate (our team's current capacity to provide intensified support), and the Base Rate (the actual need for intensified support) your SW-PBS Leadership Team can problem solve about where intervention and support are needed. Again, note the Projected Capacity remains the same unless the total student population numbers fluctuate significantly. The school will compare their base rate (students who are at-risk) with their serviceable base rate (how many students can currently be served in an intervention). This flowchart shows how teams can use this information to plan for support.

Key Term



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.

Data-Based Decisions Using Base Rate and Serviceable Base Rate



* SBR= Serviceable Base Rate

Figure number 4:13
Adapted from Kilgus & Ecklund, 2016

Below find examples that demonstrate the data your team might have at hand for decision making, and then a narrative describing the interventions and supports that your team should focus on improving or sustaining, based on the data.

Example

Review of Projected Capacity, Serviceable Based Rate and Schoolwide Base Rate to Determine Possible Support Needs

	Projected Capacity Anticipated Student Need	**Serviceable Base Rate (SBR) School Capacity to Support Student Needs**	**SCHOOLWIDE Base Rate (SWBR)**	**Possible Locus for Support Needs**
School A SW Base Rate is significantly greater than Serviceable Base Rate **BR > SBR**	375 Total Students 300-318 @ Tier 1 37-56 @ Tier 2 11-18 @ Tier 3	Current CICO Mentors = 30	Schoolwide (SWBR) 220 @ Tier 1 145 @ Tier 2 10 @ Tier 3	Increase fidelity, consistency & equity of Tier 1 Universal Supports
School B SW Base Rate is less than or equal to Serviceable Base Rate, BUT Classroom Base Rate is greater than Serviceable Base Rate **BR < SBR, but CRBR > SBR**		Current CICO, Self-Monitoring and/or Check & Connect Mentors = 60	Schoolwide (SWBR) 320 @ Tier 1 45 @ Tier 2 10 @ Tier 3 Classroom (CBR) 220 @ Tier 1 45 @ Tier 2 110 @ Tier 3	Increase fidelity, consistency and equity of Classroom ETLPs and/or intensify ETLPs Sustain Tier 1 Schoolwide Universal Supports
School D SW Base Rate is less than or equal to Serviceable Base Rate AND Classroom Base Rate is also less than or equal to Serviceable Base Rate **BR < SBR AND CBR < SBR**		Current CICO, Self-Monitoring and/or Check & Connect Mentors = 70	Schoolwide (SWBR) AND Classroom (CBR) 320 @ Tier 1 45 @ Tier 2 10 @ Tier 3	Provide Tier 2 and/or 3 Supports Sustain Tier 1 Universal Supports

Figure number 4:14

SCHOOLWIDE BASE RATE is greater than SERVICEABLE BASE RATE (SBR) (School A)

If the screening results indicate the proportion of students exhibiting emotional or behavioral risk is higher than the previously calculated school serviceable base rate, your team should focus on strengthening supports at the Tier 1 Universal level (Kilgus & Eklund, 2016). Your Leadership Team needs to consider whether expectations and rules are taught and practiced sufficiently for students to perform them fluently and with performance feedback (recognition of success, reteaching when errors develop), whether all staff have had adequate training and feedback on implementation of Tier 1 supports to be implementing with fidelity, and whether the team is using data to monitor outcomes and respond accordingly. In addition, the school may use the information to incorporate social-emotional learning more prominently in their schoolwide efforts, engage in ongoing professional learning about positive mental health and development, and focus their efforts more specifically to the areas of need indicated by the data (Dowdy et al, 2015; Kilgus & Eklund, 2016).

SCHOOLWIDE BASE RATE is less than or equal to SBR, BUT CLASSROOM BASE RATE greater than SBR (School B)

The screening results may indicate elevated risk rates are concentrated in particular classrooms or grade levels rather than distributed schoolwide, yet they still represent more students than can practically be served in small group or individual intervention (Kilgus & Eklund, 2016). In this case, your leadership team would want to look more closely at the classrooms with elevated risk to determine whether intensified classwide supports such as increased teaching, practicing, and feedback in following expectations or specific social skills teaching, such as Social Skills Intervention System (SSIS) Classwide Intervention Program (SSIS-CIP) or other research-based support is needed, or if additional support for the teacher or environment is required (Elliott & Gresham, 2007). Practices such as Tootling, Positive Peer Reporting, or Class-Wide Function-related Intervention Teams (CW- FIT), introduced in the Effective Teaching and Learning Practices section of the Handbook, would be helpful in these classrooms as well (Wills et al., 2009). Your Leadership Team could provide resources to intensify classwide supports in these rooms, while considering referring students for Tier 2 interventions in classrooms with base rates below the predetermined serviceable base rate (Kilgus & Eklund, 2016).

SCHOOLWIDE BASE RATE < SBR, AND CLASSROOM BASE RATE < SBR (School C)

When the schoolwide base rate and the classroom base rate are both less than the predetermined serviceable base rate, indicating Tier 1 supports are effective for meeting the needs of the majority of the students, your team will consider small group and individual interventions (Kilgus & Eklund, 2016). Choices for small group interventions could include Check-In, Check-Out (CICO), Social Skills Intervention Groups (SSIG), Self-Monitoring, or other age, context, and function appropriate research-based intervention. For students needing intensive individualized support, schools could plan to conduct a Functional Behavior Assessment (FBA) in order to design an appropriate Behavior Intervention Plan (BIP).

When teams are prepared for implementation with the necessary information, they are more likely to be accurate in their decision to use screening when effective supports are in place at Tier 1, adequately plan for the efficient and effective use of resources, and accurately provide the needed level of support for students with results indicating risk (Kilgus & Eklund, 2016).

It is inefficient and unlikely to be sustainable for schools to serve 30-40% or more of their students in Tier 2 or Tier 3 intervention (Dowdy, et al., 2015; Kilgus & Eklund, 2016). Schools can still use information from their data in the planning and provision of robust universal supports but should keep the information about their serviceable base rate in mind.

Foundations of Systems of Change

SW-PBS is a systems change framework to address school climate and culture. When you embark upon implementing SW-PBS at the district and school levels, you are undertaking a change in your system of addressing culture, climate, discipline, and behavior. It becomes a change in the way your district or school does business.

The field of education is ever-evolving, with new concepts, programs, strategies, and clever ideas offered almost daily. As we have discussed earlier, educators must use caution when introduced to these new ideas and choose evidence-based practices to address district and school goals.

Implementation is a process, not an event. In other words, implementation of SW-PBS is a marathon, not a sprint. Implementation will not happen all at once nor always proceed smoothly, particularly at first. SW-PBS provides the opportunity to take time to plan and prepare before implementation. While clear progress is essential to sustain interest in the initiative, schools who work steadily and thoroughly through preparation activities prior to implementing experience the greatest success.

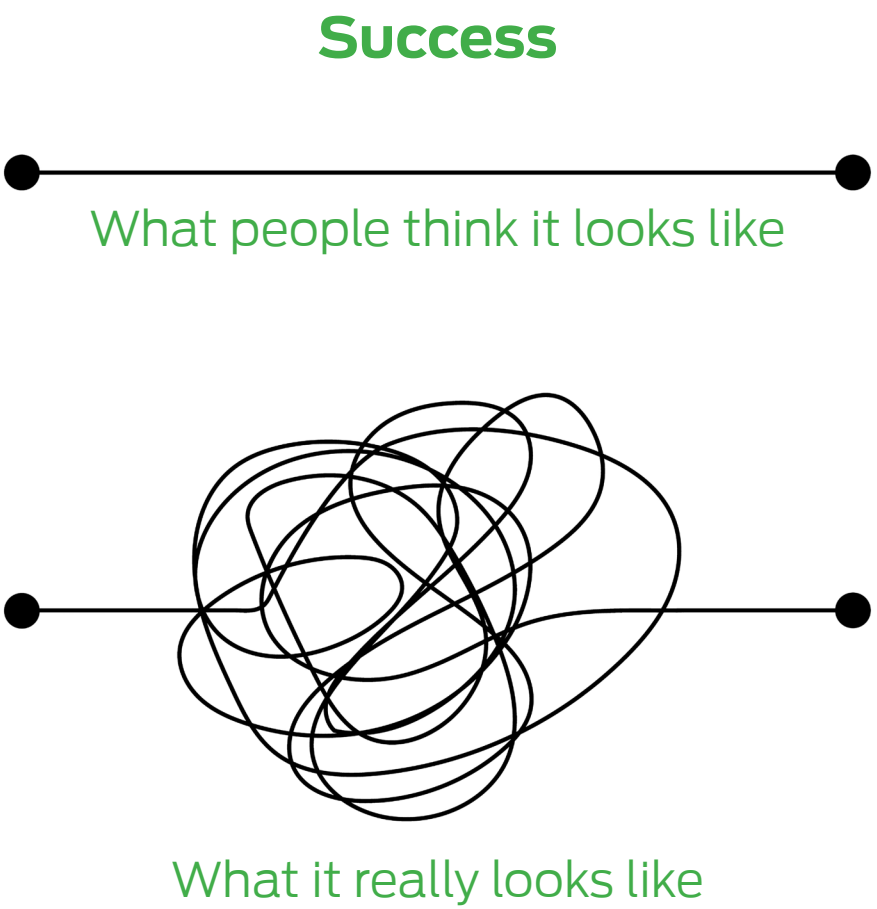


Figure number 5:1

An understanding of the complexity of change is important to manage the process and not become discouraged. In the section that follows, we will provide you with some fundamental understandings of implementation phases, the fundamental components of efficient and effective change planning, a model of how a system of supports can be envisioned, and finally a brief overview of evidence-based systems frameworks to help you successfully maneuver through your work with MO SW-PBS.

> "School improvement will depend on principals who can foster the conditions necessary for sustained educational reform in a complex, rapidly changing society."
>
> (Michael Fullan, 2009)

PHASES OF IMPLEMENTATION

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

EXPLORATION AND ADOPTION. The purpose of this phase is to assess the potential match between your school's needs and the framework of SW-PBS. This typically begins by identifying the need for SW-PBS. The need is determined based upon data and stakeholder perceptions, and the consideration of all available information. What valued outcomes do you identify and why? Do your stakeholders and your data tell you that reducing ODRs is a valued outcome? Improving school climate? Addressing disproportionality? Creating consistent, supportive learning environments for all students?

Attending awareness or informational sessions, seeking information from your Regional Professional Development Center, reading of related literature, and visiting schools successfully implementing SW-PBS are all possible ways to acquire the information needed to assess the fit. During this phase, communication with staff and preparation of resources must occur to build support for the coming work. The result of the exploration stage is a decision to "adopt," well-aligned support, and an implementation plan with an understanding of the tasks and timelines for the installation and initial implementation of SW-PBS.

PROGRAM INSTALLATION. After the decision has been made to move forward with SW-PBS, there are tasks that need to be accomplished before implementation with students can occur. In MO SW-PBS, this is called the Preparation Phase. This stage is characterized by active preparation for doing things differently. Planning and development processes are put into place.

This includes arranging for necessary funding, rallying active administrative support, creating a Leadership Team and effective team systems, developing systems for gathering and using data, establishing methods for engaging all staff, and providing professional learning opportunities to then begin the development of new practices and policies. When done well, all staff are thoroughly prepared and on board to begin implementation.

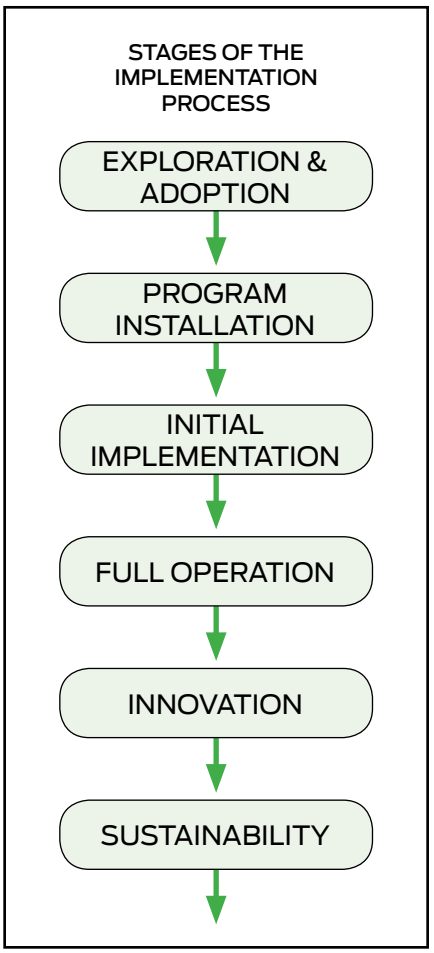


Figure number 5:2
(Adapted from Fixsen, Naoom, Blasé, Friedman & Wallace, 2005)

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

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

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

SUSTAINABILITY. After the hard work of establishing SW-PBS, the effort is not done. SW-PBS needs to be sustained in subsequent years. Sustainability is the process of maintaining fidelity, through inevitable changes, so a practice continues to be effective in the long term. The goal during this stage is the long-term survival and continued effectiveness in the ever-present context of change. Leaders and well-trained staff will leave, new change efforts will be imminent, funding streams will be altered, requirements of schools will change, and new problems will arise. Sustaining SW-PBS requires the ongoing attention of the Leadership Team to monitor all aspects of implementation, train new staff and students, evaluate staff on their use of practices, and hire new staff with the attitudes and skill that match the program (McIntosh, Filter, Bennett, Ryan, & Sugai, 2010).

Awareness of these phases can equip educators with the knowledge to make decisions about where to focus efforts. The school recognition system of MO SW-PBS is based on these phases. MO SW-PBS

participating schools who have successfully maneuvered the challenging task of implementation and receive Bronze (Tier 1), Silver (Tier 1 & 2), or Gold (Tier 1, 2, & 3) status are all fully operating and in the Innovation or Sustainability phases.

THE CONDITIONS FOR CHANGE

Change can be defined as the adoption of an innovation (new practice, new idea) in order to improve outcomes for students and staff. Unfortunately, change is difficult, and waves of attempted change, sporadic projects, or fragmented efforts have resulted in feelings of overload by many schools and staff and what has been termed "initiative fatigue." Can you reflect on a time when you may have felt initiative fatigue?

There is no perfect formula for change. As schools have unique cultures, practices, and traditions, it is evident that an individual tailoring of change for their setting is required (Fullan, 2009). This handbook has presented practices and systems that support lasting change. These key insights have been gathered from literature and years of change efforts. They can provide guidance in planning for engaging in school improvement through SW-PBS, and lessen the impact of initiative fatigue. These conditions for change are discussed briefly.

Conditions for Change

- More-demanding initiatives, well implemented, induce lasting change and growth in teachers and overall organizational improvement. Posing an innovation as easy or not challenging to appease staff will often result in diminished efforts and outcomes.
- There is no "quick fix" to discipline needs. Move slowly but certainly. Do it once, but do it thoughtfully and thoroughly.
- Schoolwide discipline is a process, not a product. It is a collaborative effort involving all staff in examining beliefs and gaining consensus on expectations and procedures. It is more than a matrix or collection of rules and consequences.
- Practices, to effect lasting change, must be used on a large enough scale to alter entire patterns of teaching and learning (the climate and culture). Changing student behavior requires changing staff behavior first.
- Professional learning must effectively combine content (behavioral or discipline strategies) with effective processes (engaging staff, gaining consensus, etc.).
- Staff learning makes the most difference in teacher behavior and student outcomes when the training and development process is schoolwide and involves all staff. A whole-school approach is necessary, with the need for shared decision-making and collaborative practices being paramount.
- The implementation phase does not signal the conclusion to the change process. Without continued attention and monitoring, you will not be able to confirm that the expected outcome has been achieved or ensure sustained success.

- Sustaining the improvement also requires writing the practices into the school curriculum, operating policies and procedures, and the staff hiring and evaluation process.
- Strong building leadership is essential for lasting change. The leadership style of the administrator will determine the types of change that are likely to occur together with the ultimate success of implementation and subsequent improvement in learning outcomes.
- Staff need clear expectations for their implementation of new strategies or procedures and an understanding that they will be evaluated on their contribution to achieving the vision.

DEALING WITH RESISTANCE TO CHANGE

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

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

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

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

4. Stakeholders must be involved in the decision-making
   - Provide opportunities for involvement in decisions; learn a variety of decision-making strategies.
   - Respect teachers' professional autonomy and work to incorporate it where appropriate.

- The Leadership Team should be representative of the staff.
- Involve staff in the generation of ideas before making decisions.
- Clarify decision-making — who makes what decisions and how they will be made, and share these structures with staff. Transparency will serve you well in the long term.

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

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

Environmental and Individual Drivers of Implementation

	Gilbert, 1978	Chevelier, 2003	Examples
Environmental Supports	Information	Information	· Clear expectations (vision) · Clear and relevant guides (action plan) · Timely, specific feedback
	Instrumentation	Resources	· Materials, tools · Time · Processes and procedures
Individual Characteristics	Motivation	Incentives	· Financial and non-financial encouragement
	Motives	Motives	· Desire to work and excel
	Capacity	Capacity	· Ability to learn and do
	Knowledge	Knowledge / Skills	· Requisite knowledge and skill base

Figure number 5:3

Managing Complex Change

Just as there are distinct phases of implementation, there are specific drivers of implementation. Thomas Gilbert proposed in his Behavior Engineering Model (BEM) a way to systematically identify drivers to organizational performance (1978), which when missing are considered barriers to implementation. He put the drivers into two categories: environmental and individual. In 2003, Chevelier updated the categories to make them more scalable and comprehensive.

Gilbert (1978) proposed that addressing environmental factors first was the most efficient method for changing organizations. His model demonstrated that repeatedly providing individuals with the right information at the right time is the single most effective way to improve performance and to obtain valued outcomes. Your leadership team will need to balance the impact of the change desired with the cost of the supports you plan to provide. For instance, providing information systematically to all staff in the form of handbooks/guides and web-based resources that can be accessed 365 days a year, 24/7, may be relatively less expensive than providing individualized training and support, teacher by teacher.

The logic of Gilbert's BEM model (1978) focuses first on information (e.g., organizational knowledge of the outcome goals, the steps intended to get from where the organization is to where it desires to be, coupled with performance feedback provided to all stakeholders) is at the heart of the process suggested by Simonsen and colleagues (Simonsen et al., 2014) in their multi-tiered support frame-

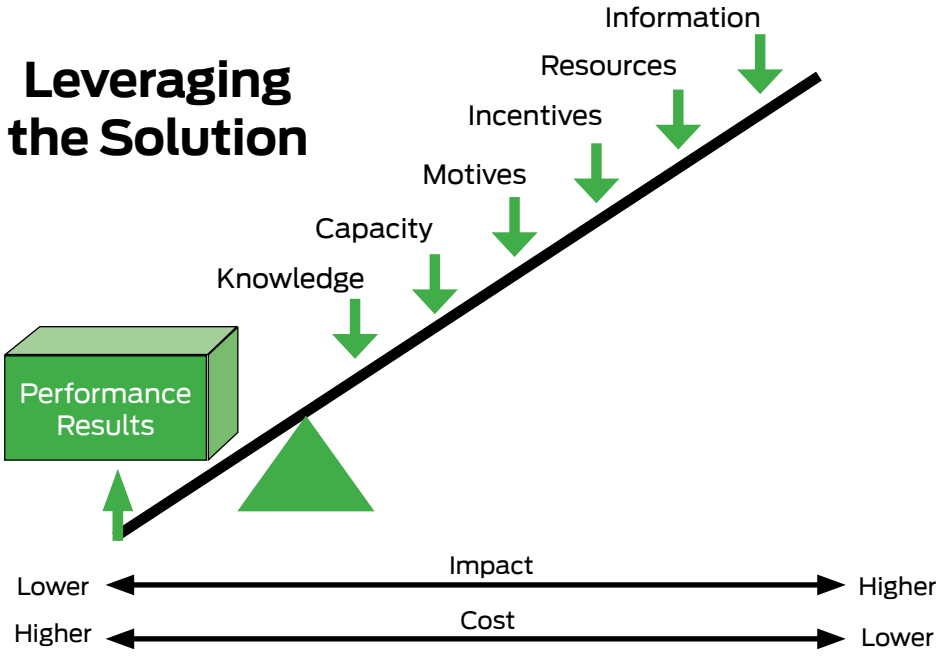


Figure number 5:4
Chevelier, 2004

work for teacher support discussed earlier in the Systems section of this Handbook. The support framework for teachers leverages the most impactful environmental components first, in a hierarchical fashion, such that the most intensive, individualized supports are saved for a limited number of your faculty.

The Cascade Model of Support

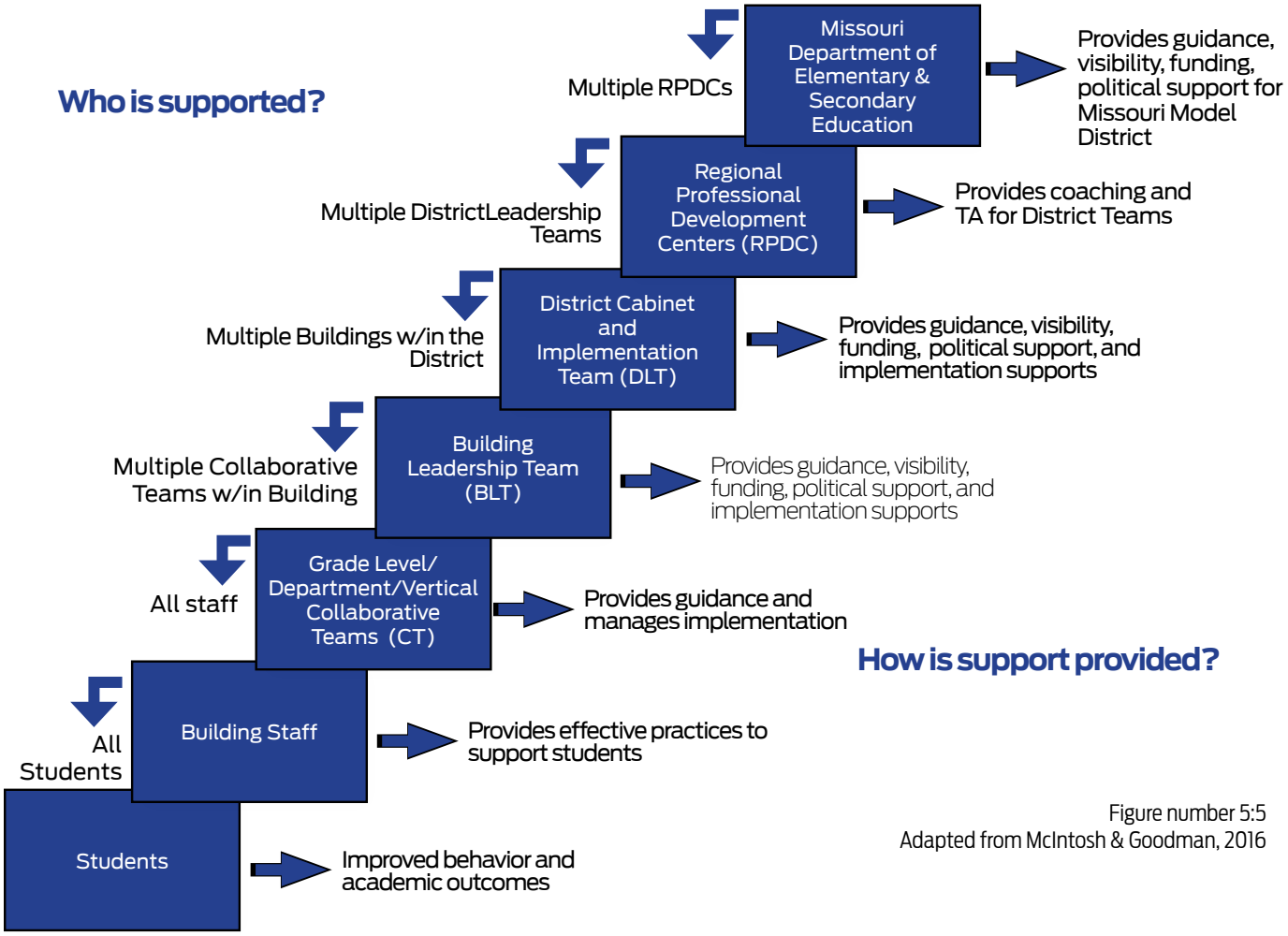


Figure number 5:5
Adapted from McIntosh & Goodman, 2016

The Cascade Model of Support

While it is critical for your leadership team to understand the phases of systems change, and how best to manage complex systems change, it is also important to understand your building's school improvement efforts as a process taking place within interconnecting levels of educational support. The stair step of a cascading system below illustrates that there are units within educational systems that build upon each other and are connected through feedback loops and mechanisms of support.

In the state of Missouri, the Department of Elementary and Secondary Education (MO DESE) provides guidance, visibility, funding and political support for Multi Tiered Systems of Support (MTSS). MO DESE partners with Regional Professional Development Centers (RPDCs) that are located at state universities in nine geographical regions to provide a statewide system of support to Missouri's 500 plus public and charter districts. These districts in turn provide

guidance, visibility, funding, and implementation supports to over 2,000 public and charter schools in our state. Building Leadership Teams provide guidance and manage implementation through the use collaborative teams. Collaborative teams include every teacher and are a part of a process to ensure that evidence-based, effective teaching and learning practices are delivered with fidelity, consistency, and equity to nearly 1 million school-aged students in the state of Missouri.

As the cascade model demonstrates, there should be connections that reach from individual classrooms up to the state department of education. Do you know what the vision of public education is from your department of education? Are you aware of regional support centers in your area where your district leadership team or building leadership team can access support and information? What are your district leadership team's vision and goals? Has your Building Leadership Team connected your work to the goals set forth by your district leadership team? What information, resources, or incentives has your district provided your Building Leadership Team? In turn, what has your building leadership team provided grade- or department-level collaborative teams and/or individual teachers in terms of information, resources, or incentives?

"The district is the unit of implementation

The building is the unit of analysis

The student is the unit of impact."

(Horner, 2018)

Improving Your School Climate

Your team will be able to use this Handbook for foundational information regarding the science of SW-PBS, the prevention logic of Tiered Intervention Frameworks, and articulation of evidence-based practices that will help your school move from where you currently are to where you aspire to be. You can access the companion Tier 1, Tier 2, and Tier 3 Implementation Guides, which provide the step-by-step guidance on how to plan and deploy systems of support, how to gather critical data for decision-making, and how to implement evidence-based practices with fidelity, consistency, and equity.

As your team documents the plan of what is to be implemented and provides systematic information, resources, and incentives toward those efforts, you may gather information about and resources for additional programs and interventions that can enhance and more deeply develop your array of supports for all students. A critical role of your Building Leadership Team will be to consider what, when, and how you might leverage additional programs or intervention practices to improve your programmatic outcomes.

The National Implementation Research Network (NIRN) has developed The Hexagon Tool (Blase, Kaiser, & Van Dyke, 2013) as a process tool to decide 1) is the intervention the right thing to do to improve our implementation and outcomes (i.e., program indicators), and 2) can we do the intervention in the right way (i.e., implementing site indicators)?

For more information on using a systematic process such as the Hexagon Tool for program evaluation and planning, see "The Hexagon: An Exploration Tool" (Metz & Louison, 2018).

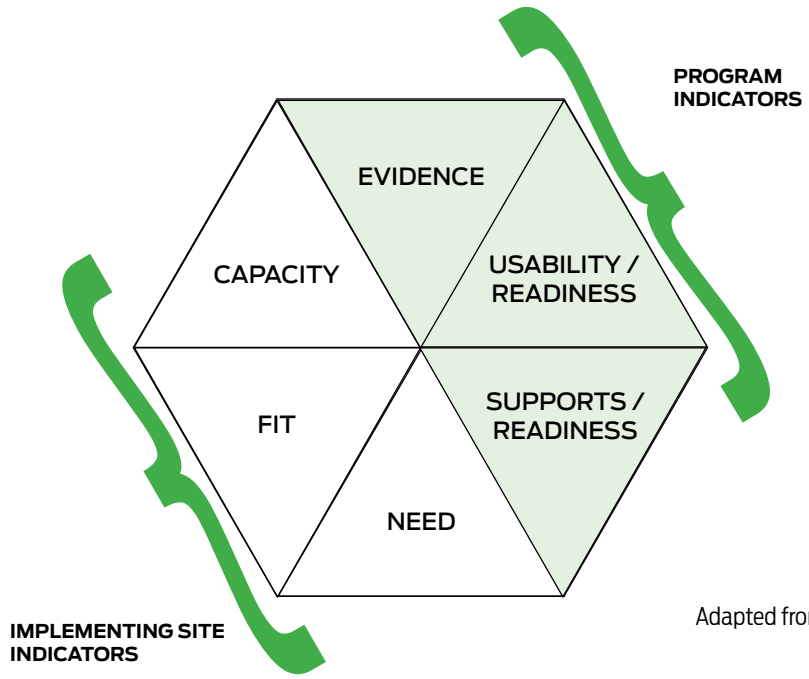


Figure number 5:6
Adapted from Blase, Kaiser, & Van Dyke, 2013

Hexagon Tool Contextual Fit and Feasibility Factors With Descriptions

Indicators	Contextual Fit and Feasibility Factors	Descriptors & Discussion Considerations
Program Indicators (Is it the right thing to do?)	Student Need (Evidence)	Strength of evidence — for whom and under what conditions? · Number of studies · Population similarities · Diverse cultural groups · Efficacy for effectiveness Outcomes — was the intervention worth it? Cost-effectiveness data
	Usability (Readiness)	Well-defined program Mature sites to observe Several applications Adaptations for context
	Supports (Resources)	Expert assistance Staffing Training Coaching and supervision Racial equity impact assessment Data systems technology supports Administration and systems
Implementing Site Indicators (Can we do it in the right way?)	Capacity	Staff meet minimum qualifications Able to sustain staffing, coaching, training, data systems, performance assessment, and administration · Financial capacity · Structural capacity · Cultural responsivity capacity Buy-in process operationalized · Practitioners · Families
	Fit	Fit with current initiatives Alignment with community, regional, and state priorities Fit with family, community values, culture, and history Impact on other interventions and initiatives Alignment with organizational structure
	Need	Target population defined Disaggregated data indicating population needs Parent and community perceptions of needs Addressing service or system gaps

Figure number 5:7

Remember, in the end,

> *SW-PBS is a framework for enhancing the development and implementation of a continuum of evidence-based practices to achieve academically and behaviorally important outcomes for all students. (Sugai & Horner, 2009)*

Your goal as a member of a Building Leadership Team is to create a common vision, which is translated into a limited set of proactive adult behaviors, implemented with fidelity, consistency, and equity, that create a common language and experience for all students. In doing so, your faculty and staff increase the probability students will demonstrate expected behaviors more consistently than unexpected behaviors. Building Leadership Teams have a responsibility to create schoolwide and classroom environments where students experience greater levels of connectedness and relatedness and multiple opportunities to exhibit autonomous actions. In this manner, schools and districts increase the likelihood the school and districtwide climate is both welcoming and healthy, creating places where all individuals belong and thrive. Your efforts can improve your school and district climate, moving toward the goals you have established for all stakeholders.

RESOURCES

SW-PBS Action Plan

Data Management System

Disproportionality Findings and Citations

Handbook References

Onlines Resources

Glossary

Abbreviations and Acronyms

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

Data Management Systems

In order for teams to use ODR data to make decisions, teams must have the right data at the right time, and in the right format (Gilbert, 1978). As is described below, data summaries that include certain contextual information are most effective for developing plans to address problem behaviors. Furthermore, data summaries need to be timely: they should be available when they are relevant for decision-making. Therefore, ease of putting together the essential reports are a critical feature of any data management system. Finally, research suggests that people are more efficient and effective at analyzing data when it is presented in a graphic format (Horner, Sugai, & Todd, 2001). At minimum, the data management system should be capable of easily producing a graphic Big 5 ODR Report that includes the following charts:

- Frequency of ODRs per day per month
- Frequency of ODRs by behavior
- Frequency of ODRs by location
- Frequency of ODRs by time of day and/or day of week
- Frequency of ODRs by individual student or groups of students (individual student report, grade level, and/or triangle reports)

There are a variety of useful free and fee-based electronic data management systems that can make the collection, storage, and reporting of ODR information much more efficient and effective. Some of these tools have drill-down features that make deep analysis of the data much easier. Furthermore, because of the interaction between academic and behavioral outcomes for students, schools may want to consider an integrated electronic data management system that includes and can report out both academic and behavioral data (McIntosh and Goodman, 2016).

District student information systems can sometimes be configured to allow for the collection and reporting of the Big 5 ODR data and other contextual information relevant to decision-making around student behavior. A modified district student information system can eliminate the need for double entry that can sometimes occur when the district system requires some behavior incident information, but does not include the capacity to collect Big 5 ODR information. Furthermore, many district student information systems collect data on both academic and behavior. Typically, there are costs associated with adopting and maintaining such systems. However, many districts have already purchased such a system.

Another electronic data management option is School Wide Information Systems (SWIS). SWIS is a fee- based system that was designed specifically to collect and report behavioral and contextual information for SW-PBS schools. SWIS provides for efficient data entry and easy to run reports. It collects a variety of useful information in addition to the Big 5 ODR data and includes a drill-down tool that provides teams with an efficient means to pinpoint the context surrounding unexpected behaviors. In addition, SWIS has products, such as Check-In, Check-Out SWIS and I-SWIS, that allow teams to collect secondary and tertiary intervention information, respectively.

These tools are available for an additional fees. More information about SWIS can be obtained at https://www.pbisapps.org/Pages/Default.aspx.

MO SW-PBS has also developed free electronic data management tools. These include the Big 5 Generator and the Data Collection Tool. Both of these tools are available at http://pbismissouri.org/. The Big 5 Generator is simple to use and provides monthly and cumulative Big 5 ODR data graphs. However, it lacks the drill-down capacity necessary to precisely define problems. The Data Collection Tool is somewhat more complex, requiring separate entries for each behavior incident, similar to district student information systems or SWIS. However, the Data Collection Tool includes features that allow deeper data analysis than the Big 5 Generator does. There is also a version of the Data Collection Tool, known as the EC Data Collection Tool, that has been adapted for early childhood education settings.

In addition to Tier 1 data collection tools, MO SW-PBS also has free Excel-based data tools that can be used to collect Check-In,-Check-Out data, respectively. The Advanced Tiers Spreadsheet and the Advanced Tiers Spreadsheet for Time Segments allow teams to collect total daily points, and points by time period, respectively. Both of these tools are also available for Google Sheets and can be accessed at http://pbismissouri.org/.

Finally, MO SW-PBS has a free Excel-based data tool for collecting information on individual student behaviors and adult implementation of plans. This spreadsheet is called the Behavior Intervention Plan-Intervention Tracker (BIP-IT). This tool is also available at http://pbismissouri.org/.

Whether fee-based or free, each of these tools has advantages and disadvantages. Teams should explore and compare these different options to find the tool that best meets their needs.

Disproportionality Findings and Citations

Finding	Citation
African American students are more likely to receive ODRs	(McFadden, Marsh, Price, and Hwang, 1992)
African American students are more likely to be given corporal punishment	(McFadden, Marsh, Price, and Hwang, 1992)
African American students are more likely to be suspended or expelled for the same offenses than are other students	(Skiba, Chung, Trachok, Baker, Sheya, and Hughes, 2014; Losen and Skiba, 2010; Costenbader and Markson, 1998; McFadden, Marsh, Price, and Hwang, 1992; Gordon, Piana, and Kelecher, 2000; Losen and Gillespie, 2012; Losen, et al., 2015; Petras, et al., 2011; Raffaele-Mendez, Knoff, and Ferron, 2002; Skiba, Nardo, Michael, and Peterson 2002; Raffaele- Mendez and Knoff, 2003)
Latinx and Native American students are more likely to be punished compared to other students	(Peguero and Shekarkhar, 2011)
Latinx and Native American students are more likely to be suspended or expelled compared to other students	(Gordon, Piana, and Kelecher, 2000; Losen and Gillespie, 2012)
Boys are more likely than girls to be suspended	(Constenbader and Markson, 1998; Raffaele-Mendez, Knoff, and Ferron, 2002; McFadden, Marsh, Price, and Hwang, 1992)
African American boys are more likely than African American girls and boys from other race and ethnic groups to be suspended	(Constenbader and Markson, 1998; Raffaele-Mendez, Knoff, and Ferron, 2002; McFadden, Marsh, Price, and Hwang, 1992)
Students with disabilities are much more likely to be suspended than students without disabilities	(Losen and Gillespie, 2012; Losen et al., 2015)
African American students with disabilities are more likely to be suspended than other students with or without disabilities	(Losen and Gillespie, 2012)
African American boys with disabilities are over 5 ½ times more likely to be suspended than white students without disabilities	(Losen, et al., 2015)
Students from lower socio-economic backgrounds (SES) experience increased rates of suspension and expulsion	(Skiba et al., 2014; Petras, et al., 2011; Noltemeyer and Mcloughlin, 2010)
Students who identify as Lesbian, Gay, Bisexual, Transgender, or Queer/Questioning (LGBTQ) are expelled more frequently than than are students who self-identify as heterosexual	(Himmelstein and Bruckner, 2011)
The relationship between LGBTQ status and disproportional punishments exists even when researchers control for behavior and poverty	(Himmelstein and Bruckner, 2011)
Among African American and Latinx students, the relationship between race and disproportionate punishment exists even when researchers control for behavior and poverty	(Skiba, Nardo, Michael, and Peterson, 2002; Skiba, et al., 2014; Blake, Butler, Lewis, and Darensbourg, 2011; Gregory and Weinstein, 2008; Peguero & Shekarkhar, 2011; Raffaele-Mendez and Knoff, 2003; Skiba, et al., 2002; Skiba, Horner, Chung, Rausch, May, and Tobin, 2011)
African American students are more likely to receive an ODR for disobedience and disrespect	(Bain and MacPherson, 1990; Cooley, 1995; Raffaele-Mendez and Knoff, 2003; Skiba et al., 1997)
African American students are more likely than other students to be suspended for disobedience and disrespect	(Gregory and Weinstein, 2008)

Finding	Citation
African American students are more likely than other students to receive an ODR or be suspended for defiance	(Morgan-D'Atrio, Northrup, LaFleur, and Spera, 1996; Richart, Brooks, and Soler, 2003)
African American students are more likely than other students to receive an ODR or be suspended for for attendance problems	(Morgan-D'Atrio, Northrup, LaFleur, and Spera, 1996; Richart, Brooks, and Soler, 2003)
African American students are more likely than other students to receive an ODR or be suspended for failure to show for a detention	(Rosen, 1997)
African American students are more likely than other students to receive an ODR or be suspended for general classroom disruption	(Brooks, Schiraldi, and Ziedenberg, 1999; Dupper and Bosch, 1996; Skiba et al., 1997)
African American girls are more likely to be suspended for violating "White Middle Class norms of femininity"	(Blake, Butler, and Smith, 2015)
Schools that rely on exclusionary discipline experience lower academic achievement at the school level	(Davis and Jordan, 1994; Rausch and Skiba, 2005)
Schools that rely on exclusionary discipline experience lower academic achievement at the individual student level	(Arcia, 2006; Raffaele-Mendez, Knoff, and Ferron, 2002; Rocque, 2010)
Exclusionary discipline is associated with increases in unexpected behaviors	(Tobin, Sugai, and Colvin, 1996).
Suspension is related to increases in dropout rates	(Raffaele-Mendez, 2003; Suh and Suh, 2007)
Suspensions are associated with increased involvement with the juvenile justice system	(Fabelo, 2011)

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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/osers/osep/index.html

RTI Action Network
http://www.rtinetwork.org/

University of Louisville:
https://mail.umsystem.edu/owa/redir.aspx?C=1M-5BEEuzJkGnitIG8bfPlWuiDtnN588I_2B9bl1dpG-Mjk0RymUWOLj9ckQA5k-oAyzcuIEHl-C8o.&URL=http%3a%2f%2flouisville.edu%2feducation%2fabri%2ftraining.html

University of Oregon Education and Community Supports
http://www.uoecs.org

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.

Amotivation: 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-determination.

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): 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), improving 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 un expected 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 STEP Next: Evidence-based early intervention program designed for young children, preschool 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, unit, program, or intervention.

Frequency or rate (of behavior): The number of times a behavior occurs during a set period of time.

Function of Behavior: The need fulfilled through the performance of a specific behavior. The function of behavior can be categorized as behavior to obtain (attention, tangible item) or avoid (attention, task, stimulus).

Function-based: Refers to a consequence that increases the likelihood that a behavior will be performed.

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.

Measureable: 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.

PBIS APPS: A web based survey and data collection site operated by the University of Oregon's

Educational and Community Supports (ECS). Applications include The SWIS Suite, PBIS Assessments, PBIS Evaluation. https://www.pbisapps.org/Pages/Default.aspx

PBIS Assessments: An application within PBIS Apps that allows users to take a number of SW-PBS surveys.

Phases of Learning: Sequential stages in gaining skill mastery that include: a) acquisition, b) fluency, c) maintenance, and d) generalization.
Poor Response to Intervention: A review of data shows there is a gap between the trend line and the student's goal line that continues to widen.

Positive Behavior Support (PBS): A broad range of systematic and individualized strategies to achieve important social and learning outcomes while preventing problem behavior among all students.

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.

Social Skills: Learned behaviors which can be verbal and non-verbal, requiring both initiations and responses (interactive), and are highly contextual. The five broad dimensions of social skills include:

Peer Relations Skills, Self-Management Skills, Cooperation or Compliance Skills, Assertion Skills, and Academic Skills.

Social 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 procedures 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

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