SW-PBS Leadership Series: Leading in an SW-PBS Building- What it Takes for Success

Dr. Katie Andreasen

Missouri Schoolwide Positive Behavior Support

*Attendees will get an overview of the most important elements needed to be a successful leader in an SW-PBS school.

*Attendees will leave with meaningful questions to ask their staff to gain insight into the building's SW-PBS framework.

*Attendees will learn where to find resources to aid in successful leadership.

What does it take for success?
#1- Willing Humans

What does it take for success?

District Level Support

- Is your superintendent on board with this framework?

- Who is the person who will give you permission to expend funds, attend PD, etc.? Is this person

  on board?

- Have the above stakeholders received any training or information?

What does it take for success?

Building Administrator Support

- Is the building administrator(s) on board with this framework?

- Have the administration received any training?

- Have they been a part of the Action Planning process?

- Have they been, or will they be, a part of the team that meets regularly?

- Do they have a job/role at each meeting to keep them engaged?

What does it take for success?

Strong SW-PBS Coaches

- Is there belief in this framework?

- Have they received any training?

- Have they been part of the Action Planning process?

- Do they know what the role of the Coach is for your framework to be successful?

What does it take for success?

Willing SW-PBS Team

- Is there belief in this framework?

- Have they received any training?

- Have they been part of the Action Planning process?

- Are there 1-2 leaders who can coach the framework?

- Do members have a job/role at each meeting to keep them engaged?

- Do they know what the role of a team member is for your framework to be successful?

What does it take for success?

Willing Staff

- Is there belief in this framework?

- Have they received any training?

- How do they learn about what is on the Action Plan?

- How do they learn about what happens at team meetings?

- Do they know what the role of a staff member is for your framework to be successful?

- Is there someone who has the patience to work with resistant staff?

What does it take for success?
#2- Action Planning

Create/Update/Utilize an Action Plan

Missouri Schoolwide Positive Behavior Support Team Action Plan   Last Revised: 11/17/14

Component	Goals	Steps, Timeline, Resources, and Communication	Who is Responsible	Evaluation Measure/ Evidence	Review Status A = Achieved & Maintain I = In progress N = Not achieved	
					Sem 1	Sem 2
8. Classroom Systems	1. Implement Effective Classroom Practices (Classroom 8).	a. Identify Effective Classroom Practices that are not fully implemented b. Use observation data to drive staff development training opportunities	a. SW PBS Team and Administration b. SW PBS Team and Administration	a. Classroom observation data b. Staff development plan	I	
	2. Staff Development Training	a. Provide training at the beginning of the year for new staff. b. Provide training at the beginning of the year for returning staff. c. Provide ongoing targeted training on Effective Classroom Practices during faculty and/or PLC meetings	a. SW PBS Team and Administration b. SW-PBS Team and Administration c. SW PBS Team and Administration	a. Sign-In sheet b. Sign-In sheet c. Sign-In sheet	I	
	3. Monitor implementation of Effective Classroom Practices	a. Use observation data to determine growth in Effective Classroom Practices implementation b. Use observation data to drive additional staff development training opportunities	a. SW PBS Team and Administration b. SW-PBS Team and Administration	a. Analysis of classroom observation data b. Analysis of classroom observation data	I	

Why is the Action Plan important?

1. Common Philosophy & Purpose

2. Leadership

3. Clarifying Expected Behavior

4. Teaching Expected Behavior

5. Encouraging Expected Behavior

6. Discouraging Inappropriate Behavior

7. Ongoing Monitoring

8. Effective Classroom Practices

The AP will lead you to the core of your visible framework!

What does it take for success?
#3- Money

Professional Development

Stipend

Stuff

What does it take for success?
#4- Time

Table Talk

Meaningful questions to ask staff to gain insight into the building's behavior framework.

Not sure if there is an existing SW-PBIS Framework

- Do you have a framework for behavior?

If the answer is no, you start from scratch!

If the answer is yes, utilize a different slide!

New Leader Moving into an Existing SW-PBIS Framework

- What does this look like?
- Has this framework caused a decrease in student behaviors?
- Is this a positive behavior framework?
- Do you have an Action Plan?
- Who leads this framework?
- Do you have a team who supports the framework?
- Do staff support the framework?
- Is it easy for staff to follow through on expectations?
- What tools do you use to monitor the success of the framework?
- Are there funds for the framework?
- Is there time allotted for this work to be done?
- Has all of the staff been trained on the framework?

You can ultimately utilize the SW-PBS Action Plan template to guide this discussion.

Existing Leader Needing to Revamp an Existing SW-PBIS Framework

- Has this framework caused a decrease in student behaviors?
- What has worked?
- What has not worked?
- Do we need to review the Action Plan?
- Who we need a change in leadership?
- Do you have a team who supports the framework?
- Do staff support the framework?
- Is it easy for staff to follow through on expectations? Why or why not?
- What tools do you use to monitor the success of the framework?
- Are there funds for the framework?
- Is there time allotted for this work to be done?
- Has all of the staff been trained on the framework?

You can ultimately utilize the SW-PBS Action Plan template to guide this discussion.

Existing Leader Needing to Sustain an Existing SW-PBIS Framework

- What does this look like?
- Why has this been successful?
- What has caused the decrease in student behaviors?
- Do we need to update the Action Plan?
- What are the best attributes of the team who supports the framework?
- Why are staff supporting the framework?
- Why is it easy for staff to follow through on expectations?
- Can we update the tools we use to monitor the success of the framework to make it better?
- Are there adequate funds for the framework?
- Is there adequate time allotted for this work to be done?
- How do we continue to train all of the staff on the framework?

Tools

★ Teacher Self-Assessment Survey for 8 Effective Classroom Practices

★ School Assessment Survey (SAS)

★ SW- PBS Artifact Checklist

★ SW-PBS Walk Through or Brief Observation

★ Tier 1 Team Observations

★ Tier 1 Action Plan

MO SW-PBS TEACHER TOOL
MULTIPLE OPPORTUNITIES TO RESPOND

PRACTICE: Multiple Opportunities to Respond (OTR)

RESEARCH STATES:
The research supports the use of providing multiple opportunities to respond to:

- Decrease in disruptive behavior
- Increase in on-task behavior
- Increase in academic engagement with instruction
- Increase in rates of positive, specific feedback (Carnine, 1976; Heward, 1994; Sutherland, Alder, & Gunter, 2003; Sutherland & Wehby, 2001; West & Sloane, 1986)
- Improved Reading Performance:
  - Increased percentage of reading responses,
  - Mastery of reading words,
  - Rates of words read correctly and decreased rates of words read incorrectly (Skinner, Belfior, Mace, Williams-Wilson, & Johns, 1997).

- Increase in number of correct responses
- Limit student time for engaging in inappropriate behavior
- Increase efficiency in use of instructional time
- Improved Math Performance:
  - Percentage of problems calculated correctly per minutes,
  - Number of problems completed and correct responses. (Carnine, 1976; Skinner, Smith & McLean, 1994)

What is it?
- An instructional question, statement or gesture made by the teacher seeking an academic response from students (Sprick, Knight, Reinke, & McKale 2006)

What are the guidelines?
- Teacher talk should be no more than 40-50% of instructional time.
- New material–minimum of 4-6 responses per minute with 80% accuracy.
- Review of learned material–8-12 responses per minute with 90% accuracy.
- Wait time equals 5 seconds.

Practice
- Identify opportunities within your lesson plans to increase opportunities for students to respond. Identify opportunities to replace single student responding through hand-raising with multiple student responding through strategies such as: use of response cards, dry erase boards, Smart Boards, white boards, response clickers, choral response, guided notes, computer assisted instruction, classwide peer tutoring and direct instruction

Examples of Opportunities to Respond

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 answer this question: 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.

Teacher Self-Assessment Tool

Self-Assessment Features	Yes	No	In Progress
1. Strategy: Providing Multiple Opportunities to Respond			
2. I use a variety of strategies to increase student opportunities to respond.			
3. I have a strategy to track students being called on.			
4. I use wait time to increase student opportunity for metacognition.			
5. I plan instructional questions and response methods prior to the lesson.			
Measureable goal to increase opportunities to respond:			

MO SW-PBS Effective Classroom Practice

Adapted from: Virginia Department of Education, (2011); MO SW-PBS (2008)
This Effective Classroom Practice addresses MO Teacher Standards 2:2, 3:1, 3:2, 5:1, 5:2, 8:1

May, 2014

MO SW-PBS TEACHER TOOL
CLASSROOM EXPECTATIONS AND RULES

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

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

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

A Menu of Classroom Reinforcers - Example

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

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

Teacher Self-Assessment Tool

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

MO SW-PBS Effective Classroom Practice
Adapted from: Virginia Department of Education, (2011); MO SW-PBS (2008)
This Effective Classroom Practice addresses MO Teacher Standards 2:1, 2:6, 3:1, 5:1, 5:2, 5:3, 6:1, 6:2, 8:1

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This Effective Classroom Practice addresses MO Teacher Standards

2:1, 2:6, 3:1, 5:1, 5:2, 5:3, 6:1, 6:2, 8:1

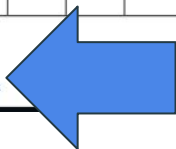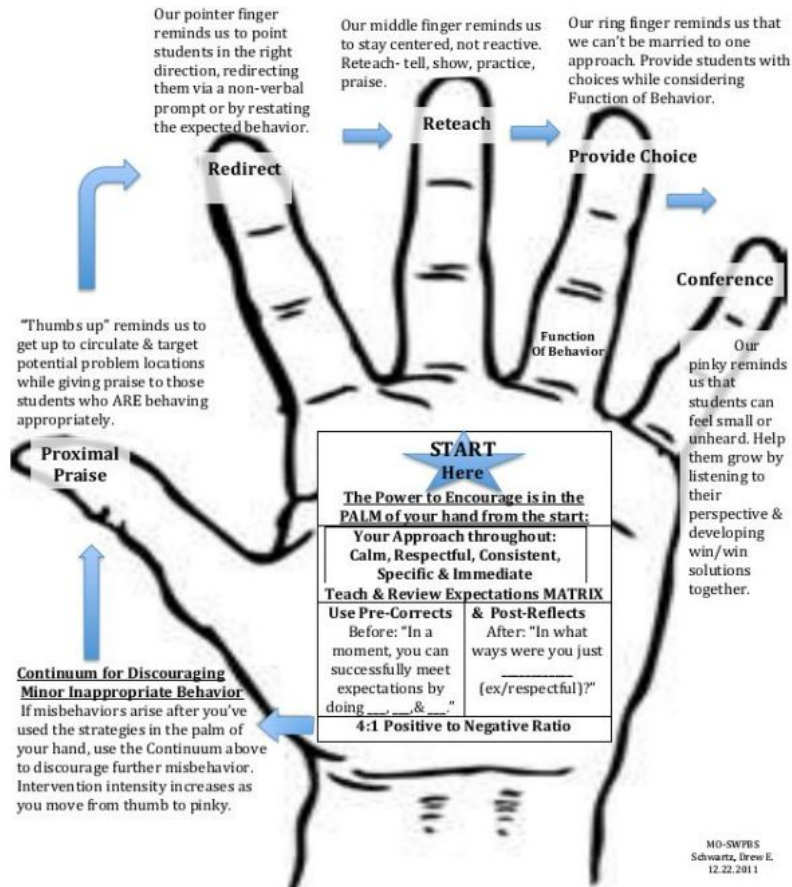**Network for Educator Effectiveness**
University of Missouri

What if our district doesn't use the Missouri State Model? We're in OK already!

Guiding Hand

For Encouraging Appropriate and Discouraging Inappropriate Behavior

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

Our middle finger reminds us to stay centered, not reactive. Reteach- tell, show, practice, praise.

Our ring finger reminds us that we can't be married to one approach. Provide students with choices while considering Function of Behavior.

Reteach

Redirect

Provide Choice

Conference

Function Of Behavior

"Thumbs up" reminds us to get up to circulate & target potential problem locations while giving praise to those students who ARE behaving appropriately.

Our pinky reminds us that students can feel small or unheard. Help them grow by listening to their perspective & developing win/win solutions together.

Proximal Praise

START Here

The Power to Encourage is in the PALM of your hand from the start:

Your Approach throughout: Calm, Respectful, Consistent, Specific & Immediate
Teach & Review Expectations MATRIX

Use Pre-Corrects	& Post-Reflects
Before: "In a moment, you can successfully meet expectations by doing ___, ___,& ___."	After: "In what ways were you just _____ {ex/respectful}?"

4:1 Positive to Negative Ratio

Continuum for Discouraging Minor Inappropriate Behavior
If misbehaviors arise after you've used the strategies in the palm of your hand, use the Continuum above to discourage further misbehavior. Intervention intensity increases as you move from thumb to pinky.

Effective Classroom	Staff Expectations to Support Student Behavior	Effective Classroom	Staff Expectations to Support Student Behavior
1. Classroom Expectations	☐ I have attended **Classroom Expectations** in-service. ☐ I have created and posted classroom rules aligned with schoolwide expectations. ☐ I have filed a copy of my classroom rules in the office. ☐ 80% of my students can tell the classroom expectations and rules.	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.
2. Classroom Procedures and Routines	☐ I have attended **Classroom Procedures and Routines** in-service. ☐ I have created, posted, taught and given students frequent specific performance feedback on classroom procedures and routines. ☐ Students can verbalize and regularly demonstrate the classroom procedures and routines.	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
3. Encourage Expected Behavior – Provide Specific Positive Feedback	☐ I have attended **Classroom Strategies to Encourage Expected Behavior** in-service. ☐ I use a variety of strategies to give specific positive feedback (free and frequent, intermittent, and long term). ☐ What is my method for providing specific positive feedback at a ratio of 4: 1? _____ ☐ Can my students tell how they receive acknowledgement for appropriate behavior? _____	7. Activity Sequence and Choice	☐ I **Sequence** tasks by intermingling easy/brief tasks among longer or more difficult tasks. ☐ When designing a lesson I consider the pace, sequence, and level of task difficulty to promote each student's success. ☐ I consider a variety of elements when offering students **Choice** (order, materials, partner, location, type of task). ☐ I develop and use a menu of options to promote student choice (examples: work stations, demonstration of knowledge).
4. Discouraging Inappropriate Behavior	☐ I have attended **Discouraging Inappropriate Behavior** in-service. ☐ I demonstrate calm, consistent, brief, immediate, and respectful error corrections using professional teaching tone and demeanor. ☐ I use a variety classroom response strategies (prompt, redirect, re-teach, provide choice, and conference with students).	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.

8. 1

SW-PBS Effective Classroom Practices Checklist (Classroom 8)

Please rate yourself honestly as to how you feel you are progressing in the implementation of the following features from the Classroom 8.

Yes: implementing fully, **Partial**: implementing to some extent, **No**: not implementing at this time

Feature	Yes	Partial	No
Classroom expectations			
Classroom expectations are aligned with school-wide expectations			
School-wide and classroom matrix are posted in my classroom			
Knowledge of school-wide expectations and rules across all settings			
Classroom procedures and routines			
Classroom procedures and routines are created and posted			
Classroom procedures and routines are taught, reviewed, and retaught weekly/daily			
Positive performance/feedback given to students on procedures and routines			
Encouraging Expected Behavior			
Provide positive specific performance feedback using a variety of strategies			
Positive feedback is given at a ratio of 4:1			
Use school-wide expectations and matrix language when giving students specific performance feedback			
Set classroom goals for recognition and celebration			
Students can tell why they received recognition			

SW-PBS Effective Classroom Practices Checklist (Classroom 8)

The classroom expectations are aligned with school-wide expectations. *

Classroom Expectations

- ○ Yes
- ○ Partial
- ○ No

The school-wide and classroom matrix are posted in my classroom. *

Classroom Expectations

- ○ Yes
- ○ Partial
- ○ No

I have knowledge of school-wide expectations and rules across all settings. *

Classroom Expectations

- ○ Yes
- ○ Partial
- ○ No

We turned it into a Google Form!

Walk Through or Brief Observation

Procedures/ Routines to Teach and Reinforce Expectations

1 = somewhat 2 = moderate 3 = extensive	1	2	3	N/A	Majority of Students Follow Routine/
Posted Classroom Schedule is Followed					
Procedures/ Routines Directly Observed:					
• Entering • Exiting • Lining up • Whole group • Small group • Instructor Used Attention Signal • Transitions					
Physical Space Facilitates Ease of Movement and Traffic Flow					
Materials Organized and Accessible					
Students were participating in the assigned task or activity					

Note: Words in **bold** are defined in *"**Key Term Descriptors**"*

Comments:
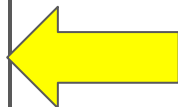
8.3

Tier 1 Team Observations

Walk Through or Brief Observation

Strategies to Enhance Academic and/or Social/Behavior Instruction

Strategy Used 1 = somewhat 2 = moderate 3 = extensive	1	2	3	N/A	Majority of Students Responded
Precorrect: Reminder of Classroom Procedure/Routine					
Precorrect: Reminder of Classroom Rule					
Class begins Promptly					
Students Actively Engaged / Minimal Down Time					
Classroom **Procedures/Routines/Rules** Actively Taught					
Active Supervision (move, scan, interact)					
Positive, Specific Feedback					
Respectful Redirect / Error Correction • **Prompt** (identify error) • **Reteach** (skill, rule, routine, procedure) • **Reinforce** (state when error corrected)					
Provide Choices (where, when, how work is done)					
Multiple **Opportunities to Respond** (i.e. group choral response, students volunteer, written)					
Task Difficulty aligns with Student(s) Ability					
Activity/Task Sequence Clearly Stated and Demonstrated					
Positive Feedback (Adult Attention) Ratio 4:1					
A Continuum of Corrective Feedback is Clearly Defined and Utilized					

Walk Through or Brief Observation
Strategies to Enhance Academic and/or Social/Behavior Instruction

Strategy Used 1 = somewhat 2 = moderate 3 = extensive	0-Strategy was called for but was not exhibited	1	2	3	Strategy was not observed and was not applicable
Precorrect: Reminder of Classroom Procedure/Routine Does the teacher precorrect procedures/routines?					
Precorrect: Reminder of Classroom Expectations? Are Precorrects used to set students up for success in being respectful, responsible, and safe?					
Class begins Promptly					
Students **Actively Engaged** / Minimal Down Do students have multiple opportunities to be engaged in the lesson? Are transitions lost in instruction?					
Classroom **Procedures/Routines/Rules** Does the teacher redirect/reteach procedures/routines when they are not evident that procedures and routines					
Active Supervision (move, scan, interact) Does the teacher move throughout the room during instruction? Do they scan student work to make sure all students are on track academically and behaviorally? Does the teacher interact with individual or groups of students during instruction and/or independent work?					
Provide Choices (where, when, how work is done, materials used)					

We made it more specific!

CJ

Walk Through or Brief Observation
Strategies to Enhance Academic and/or Social/Behavior Instruction

#4

#4

#4

#26

#4

#33

#4 #33

#24

#40

#40

#35

#35

#34

#34

Strategy Used 1 = somewhat 2 = moderate 3 = extensive	0-Strategy was called for but was not exhibited	1	2	3	Strategy was not observed and was not applicable
Precorrect: Reminder of Classroom Procedure/Routine Does the teacher precorrect procedures/routines?			X		
Precorrect: Reminder of Classroom Expectations? Are Precorrects used to set students up for success in being respectful, responsible, and safe?				X	
Class begins Promptly				X	
Students **Actively Engaged** / Minimal Down Time Do students have multiple opportunities to respond and be engaged in the lesson? Are transitions smooth with little time lost in instruction?				X	
Classroom **Procedures/Routines/Rules** Actively Taught Does the teacher redirect/reteach students the procedures/routines when they are not done correctly? Is it evident that procedures and routines are taught?				X	
Active Supervision (move, scan, interact) Does the teacher move throughout the room during instruction? Do they scan student work to make sure all students are on track academically and behaviorally? Does the teacher interact with individual or groups of students during instruction and/or independent work?				X	
Provide Choices (where, when, how work is done, materials used)					X
Multiple **Opportunities to Respond** Does the teacher give a majority of students the chance to respond (i.e. group choral response, partner work, responding with writing at the same time)				X	
Task Difficulty aligns with Student(s) Ability Did the teacher shorten an assignment, highlight, break the assignment up, provide a break, give a shorter work period?			X		
Activity/Task Sequence Clearly Stated and Demonstrated Does the teacher sequence work for success? (short/long problems, easy/difficult problems)			X		
Positive Specific Feedback for Behavior Does the teacher give students feedback that is positive and specific on their behavior(s)?				X	
Positive Feedback (Adult Attention) Ratio 4:1 Does the teacher give 4 positive pieces of feedback for behavior to every 1 negative or corrective piece of feedback?			X		
A **Continuum of Corrective Feedback** is Clearly Defined and Utilized Does the teacher use the Guiding Hand when dealing with problem behaviors (minors)?					X
Respectful Redirect/Error Correction • **Prompt** (identify error) • **Reteach** (skill, rule, routine, procedure, done privately) • **Reinforce** (recognize with praise/ticket when done correct)					X

Comments:

1

NEE

Walk Through or Brief Observation
Strategies to Enhance Academic and/or Social/Behavior Instruction

NEE 0.2

NEE 5.2

NEE 1.2

NEE 5.2

NEE 5.2

NEE 5.2

NEE 2.4

NEE 4.1

NEE 2.1 2.5

NEE 2.1 2.5 4.1

NEE 5.1

NEE 5.1

NEE 5.2 B

NEE 5.2

Strategy Used 1 = somewhat 2 = moderate 3 = extensive	0-Strategy was called for but was not exhibited	1	2	3	Strategy was not observed and was not applicable
Precorrect: Reminder of Classroom Procedure/Routine Does the teacher precorrect procedures/routines?					
Precorrect: Reminder of Classroom Expectations? Are Precorrects used to set students up for success in being respectful, responsible, and safe?					
Class begins Promptly					
Students **Actively Engaged** / Minimal Down Time Do students have multiple opportunities to respond and be engaged in the lesson? Are transitions smooth with little time lost in instruction?					
Classroom **Procedures/Routines/Rules** Actively Taught Does the teacher redirect/reteach students the procedures/routines when they are not done correctly? Is it evident that procedures and routines are taught?					
Active Supervision (move, scan, interact) Does the teacher move throughout the room during instruction? Do they scan student work to make sure all students are on track academically and behaviorally? Does the teacher interact with individual or groups of students during instruction and/or independent work?					
Provide Choices (where, when, how work is done, materials used)					
Multiple **Opportunities to Respond** Does the teacher give a majority of students the chance to respond (i.e. group choral response, partner work, responding with writing at the same time)					
Task Difficulty aligns with Student(s) Ability Did the teacher shorten an assignment, highlight, break the assignment up, provide a break, give a shorter work period?					
Activity/Task Sequence Clearly Stated and Demonstrated Does the teacher sequence work for success? (short/long problems, easy/difficult problems)					
Positive Specific Feedback for Behavior Does the teacher give students feedback that is positive and specific on their behavior(s)?					
Positive Feedback (Adult Attention) Ratio 4:1 Does the teacher give 4 positive pieces of feedback for behavior to every 1 negative or corrective piece of feedback?					
A **Continuum of Corrective Feedback** is Clearly Defined and Utilized Does the teacher use the Guiding Hand when dealing with problem behaviors (minors)?					
Respectful Redirect/Error Correction • **Prompt** (identify error) • **Reteach** (skill, rule, routine, procedure, done privately) • **Reinforce** (recognize with praise/ticket when done correct)					

Artifacts and/or Materials

School: _____ Teacher Observed: _____

Observer: _____

Date: _____/_____/_____ Time In: _____ Time Out: _____

Rules Provide Clear Meaning of Expectations in Classroom

	Yes	No	N/A
Align with Schoolwide **Expectations** (i.e. Be Safe, Be Respectful, Be Responsible)			
Rules are observable, measurable, and positively stated			
Prominently Posted in Classroom/Instructional Space			
5 or Fewer for each Schoolwide **Expectation**			
Lessons to teach Classroom Rules have been developed (Elementary, 6th and 9th grade orientation/academy) OR			
Classroom Rules Review plan developed (upper elementary, middle and high school levels)			
Teaching or Review Schedule of Classroom **Rules** Lessons is developed			

Procedures/ Routines to Teach and Reinforce Expectations

	Yes	No	N/A
Align with **Rules**			
Prominently Posted in Appropriate Classroom Area(s)			
Stated in **Observable, Measurable, Positively Stated** Language			
Classroom Schedule Posted			

*Note: Words in **bold** are defined in "**Key Term Descriptors**"*

Comments:

8.4

Teacher Self-Assessment Survey

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

Short Teacher Self-Assessment to assess implementation fidelity of the Effective Classroom Practices.

http://pbismissouri.org/tier-1-effective-classroom-practices/

School: Lewis Elementary School   Date: 4/11/19

Use the SAS Tally page and the SAS Summary Graph to develop an accurate summary & determine initial focus area priorities

For each system area, follow the steps as outlined below	Overall Perception			
	School-wide	Non-classroom	Classroom	Individual Student
1. Use *SAS Summary Graph* to rate overall perspective of PBIS implementation & circle High, Med. or Low	High Med Low	High Med Low	High Med Low	High Med Low
2. Using *SAS Tally Pages*, list three major strengths	A. Expected student behavior are rewarded regularly B. Expected behaviors and routines taught directly C. Data on problem behaviors patterns are collected and summarized as an ongoing system	A. Schoolwide expected student behaviors are taught in non-classroom setting B. Schoolwide expected student behaviors are applied in classroom settings C. Rewards exist for meeting expected behaviors D. All staff are involved directly or indirectly in management of non classroom settings	A. Expected student behaviors and routines in classrooms are stated positively and defined clearly B. Expected student behavior and routines are taught directly C. Classroom-based options exist to allow classroom instruction to continue when problem behavior occurs	a. b. c.
3. Using the SAS Tally pages, list three major areas in need of development. 4. For each system, circle one priority area for focusing development activities	A. Consequences for problem behaviors are defined clearly B. Using data for active decision making on a regular basis C. Distinctions between office vs. classroom managed problem behaviors are clear	A. Modifying building patterns to limit unsupervised settings, unclear traffic patterns, and inappropriate access to and exit from school grounds B. Scheduling of student movement ensures appropriate numbers of students in non classroom spaces C. Staff receives regular opportunities for developing	A. Students experience high rates of academic success B. Expected student behaviors are acknowledged regularly (positively reinforced)(4:1) C. Problem behaviors receive consistent consequences	Targeted group or Individual interventions a. b. c.

Missouri Schoolwide Positive Behavior Support Team Action Plan

School: _____   Year: _____

Items in BOLD are Strongly Encouraged. All other items suggested. SSS= School Safety Survey, SAS= Self-Assessment Survey, SW = school wide, NC = no classroom, CR = classroom TFI= Tiered Fidelity Inventory

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

MO SW-PBS
Missouri School-Wide Positive Behavior Support

Improving outcomes for all students.

Positive, proactive, preventative behavior supports.

MO SW-PBS
Missouri School-Wide Positive Behavior Support

Tier 1 Workbook & Resources

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

TIER 1 WORKBOOK

[+] **1. Common Philosophy & Purpose**

[+] **2. Leadership**

[+] **3. Clarifying Expected Behavior**

[+] **4. Teaching Expected Behavior**

[+] **5. Encouraging Expected Behavior**

[+] **6. Discouraging Inappropriate Behavior**

[+] **7. Ongoing Monitoring**

[+] **8. Effective Classroom Practices**

[+] **9. Professional Learning**

[+] **10. Tier 1 References and Resources**

▣ 9. Professional Learning

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

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

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

pbis.org

PBIS Positive Behavioral Interventions & Supports
OSEP TECHNICAL ASSISTANCE CENTER

View Text-only Version

Resources

SCHOOL   FAMILY   COMMUNITY   TRAINING   RESEARCH   EVALUATION

Funded by the U.S. Department of Education's Office of Special Education Programs (OSEP) and the Office of Elementary and Secondary Education (OESE), the Technical Assistance Center on PBIS supports schools, districts, and states to build systems capacity for implementing a multi-tiered approach to social, emotional and behavior support. The broad purpose of PBIS is to improve the effectiveness, efficiency and equity of schools and other agencies. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups.

2019 Leadership Forum Information - Registration is now available!

2018 Leadership Forum Videos / RDQ Practice Briefs

Featured Content: *Getting Back to School after Disruptions*
Featured New Pages: FAQs about PBIS / Using Data for Classroom Support / SCTG Webinar

Implementing PBIS in over 2 5 9 1 1 schools and counting!

📅 **What's New & Upcoming Events**

List of new postings and current information about PBIS events.

Find new postings and events ›

🗂 **Behavior Related Policy**

Information for PBIS related policies. Government announcements and documents are listed.

Find policy information for PBIS ›

🏫 **School Climate Transformation**

Current information about PBIS for School Climate Transformation Grant awardees.

Find more information ›

⭐ **Blueprints / Briefs / Tools**

Documents and tools to support implementation, professional development, and evaluation of PBIS.

Find guidance for implementation ›

🔀 **State / District Resources**

Current information about state and district implementation of PBIS.

Find more information ›

▶ **Videos for Training**

Videos from conference presentations, celebrations, and other training/dissemination events.

Find a video ›

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