

# BEHAVIOR GOES WHERE REINFORCEMENT FLOWS

Have you ever wondered how SW-PBS is implemented in a separate special education setting? Discover what has been implemented at the Helen M. Davis State School, how students have responded, and which tiers are being addressed.



# PRESENTER SARAH SANDLIN

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# MISSOURI SCHOOLS FOR THE SEVERELY DISABLED: HELEN M. DAVIS STATE SCHOOL ST. JOSEPH, MISSOURI

MSSD's Vision

Providing quality education through: Respect-  
Effective Practices-Achievement-Creativity-and  
High Expectations

# TIER 1 AND TIER 2 RECOGNIZED

In 2022, Helen Davis was awarded the Silver Award for implementing Tier 2 PBIS practices.

In 2021, Helen Davis was awarded the Bronze Award for implemented Tier 1 practices.

# GROW THE TECHNIQUES YOU ARE ALREADY USING

To be recognized in the Bronze area, the PBS team at Helen Davis had to demonstrate 1) the use of data to improve outcomes for students, (ODRs, Solution Plan, Big 5 Data report) 2) a safe and orderly learning environment for all students (Climate Survey) 3) Fidelity of Implementation (Tier 1 Action Plan)

To be recognized in the Silver area, the PBS team at Helen Davis had to 1) meet all criteria for Bronze, demonstrate 2) improved outcomes for students at the Tier 2 level and 3) Fidelity of Implementation (Tier 2 Action Plan)

# DATA-DRIVEN

The data used to build the master schedule will be ODR Major Forms data to determine the needs of the students and staff based on Major behaviors, the time of day as well as the location of the behaviors.

Helen Davis School  
Major Behavior-Data Collection Form

Student Name:	
Referring Staff Member:	
Date of incident:	
Time of Incident:	

<p style="text-align: center;"><b>Location</b></p> <p><input type="checkbox"/> Classroom</p> <p><input type="checkbox"/> Hallway</p> <p><input type="checkbox"/> Playground</p> <p><input type="checkbox"/> Cafeteria</p> <p><input type="checkbox"/> Gym</p> <p><input type="checkbox"/> Office: _____</p> <p><input type="checkbox"/> Restroom</p> <p><input type="checkbox"/> Library</p> <p><input type="checkbox"/> Off Campus: _____</p> <p><input type="checkbox"/> Bus Loading Zone</p> <p><input type="checkbox"/> Breakroom</p> <p><input type="checkbox"/> Gross motor room</p> <p><input type="checkbox"/> Other: _____</p>	<p style="text-align: center;"><b>Problem Behavior</b></p> <p><input type="checkbox"/> Non-Compliance/Uncooperative</p> <p><input type="checkbox"/> Physical Aggression/self</p> <p><input type="checkbox"/> Physical Aggression/others</p> <p><input type="checkbox"/> Elopement/Run from staff</p> <p><input type="checkbox"/> Stealing</p> <p><input type="checkbox"/> Destruction of Property</p> <p><input type="checkbox"/> Inappropriate Sexual Behavior</p> <p><input type="checkbox"/> Disruption</p> <p><input type="checkbox"/> Inappropriate language</p> <p><input type="checkbox"/> Other: _____</p> <p>Description of Problem Behavior: _____</p> <p>_____</p>
<p style="text-align: center;"><b>Possible Motivators</b></p> <p><input type="checkbox"/> Obtain Peer Attention</p> <p><input type="checkbox"/> Avoid Task/Activities</p> <p><input type="checkbox"/> Obtain Items/Activities</p> <p><input type="checkbox"/> Obtain Adult Attention</p> <p><input type="checkbox"/> Avoid Adult(s)</p> <p><input type="checkbox"/> Avoid Peer(s)</p> <p><input type="checkbox"/> Sensory Overload</p> <p><input type="checkbox"/> Unknown</p> <p><input type="checkbox"/> Other: _____</p> <p style="text-align: center;"><b>Others Involved</b></p> <p><input type="checkbox"/> None</p> <p><input type="checkbox"/> Peer(s)</p> <p><input type="checkbox"/> Teacher</p> <p><input type="checkbox"/> Teacher Aide</p> <p><input type="checkbox"/> Contracted Therapist</p> <p><input type="checkbox"/> Other: _____</p>	<p style="text-align: center;"><b>Action Taken</b></p> <p><input type="checkbox"/> Individualized Instruction</p> <p><input type="checkbox"/> Conference with Student</p> <p><input type="checkbox"/> Loss of Privilege</p> <p><input type="checkbox"/> Team Staffing</p> <p><input type="checkbox"/> Parent Contacted- form of contact (circle one) <i>By phone Note sent home</i></p> <p>Who made contact: _____</p> <p>Date: _____</p> <p><input type="checkbox"/> Social Skills Intervention Group</p> <p><input type="checkbox"/> Child Behavior Study Team (CBS)</p> <p><input type="checkbox"/> Incident Report Completed</p> <p><input type="checkbox"/> IEP Team to reconvene</p> <p>Description of Action Taken: _____</p> <p>_____</p>

Non-Compliance/Uncooperative

Student engages in behavior that impedes forward progress, lying on the ground and/or dropping to the floor and refuses to get up or comply with request. Or Student talks back to adult and/or delivers socially rude interactions with adult or peers.

Elopement/Run from staff

Student is in an area that is outside boundaries (as defined by the teacher)

Physical Aggression/Self

Student engages in self injurious behavior

Physical Aggression/Others

Student engages in actions involving serious physical contact where injury may occur (hitting, punching, hitting with an object, kicking, hair pulling, scratching, throwing objects as a weapon, spitting at another, biting, grabbing, tripping, pushing another students' wheelchair, etc)

Stealing

Student is in possession of having passed on or being responsible for removing someone else's property

Destroying Property/Major

Student participates in an activity that results in destruction or disfigurement of property

Inappropriate Sexual Behavior

Student engages in inappropriate verbal and or physical gestures/contact of a sexual nature to another student/adult

Inappropriate Language/Profanity

Student delivers verbal messages that include swearing name calling or use of words in an inappropriate way

Disruptions

Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained (30 secs or more) loud talk, yelling removing articles of clothing, grabbing items or screaming, horseplay and/or sustained out of seat behavior

Other

Student engages in problem behavior not listed (3 minors have occurred within the same day=1 major)  
Student engages in problem behaviors not listed

**\*\*Note:** If a behavior occurs on a continuous basis without at least 15 mins of instruction and/or acceptable behavior then this should be documented as 1 ongoing behavior, however, once 15 mins of instruction occurs/acceptable behavior this clears the slate and any further behavior would require a new form. This cycle repeats\*\*

# SO WHAT DOES THAT MEAN?

Major behaviors are redirected with expected behaviors

Where Behavior Goes, Reinforcement Flows!

\*Catch them being good!



# PAWS!





# PAW STORE



# PAW COUNTS

Our Graduates Classroom counts and sorts all the Paws used in the paw store each Monday to give us a tally for each classroom. This keeps the classrooms aware of how many paws are being given as well as teaching our students functional learning skills.





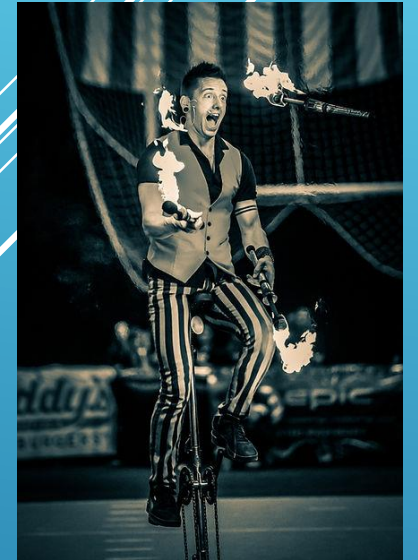
# GOLDEN PAW

Examples of Golden Paw Celebrations

The Circus Man

Will Stuck

Kitchen Band

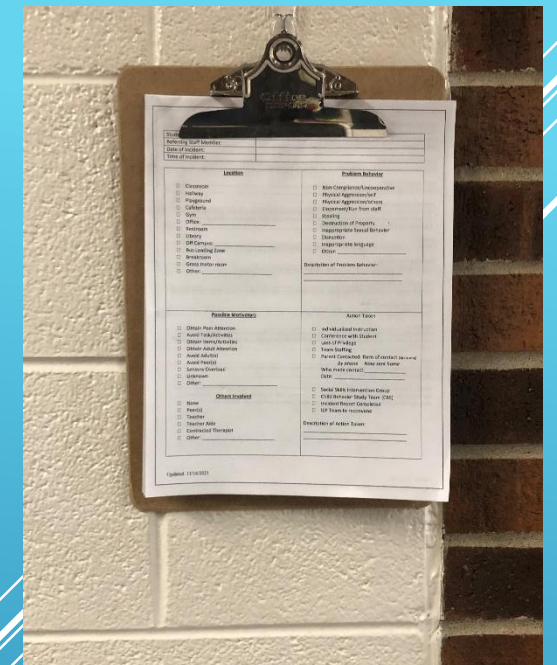


# SOCIAL CLUB

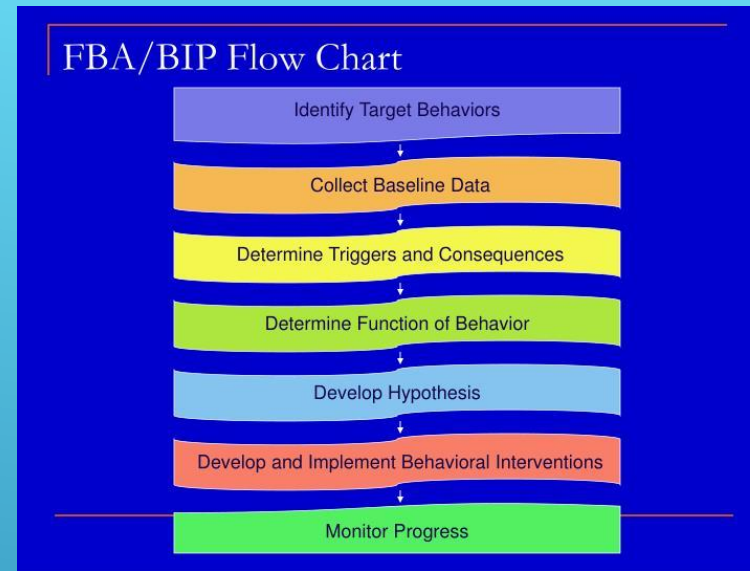
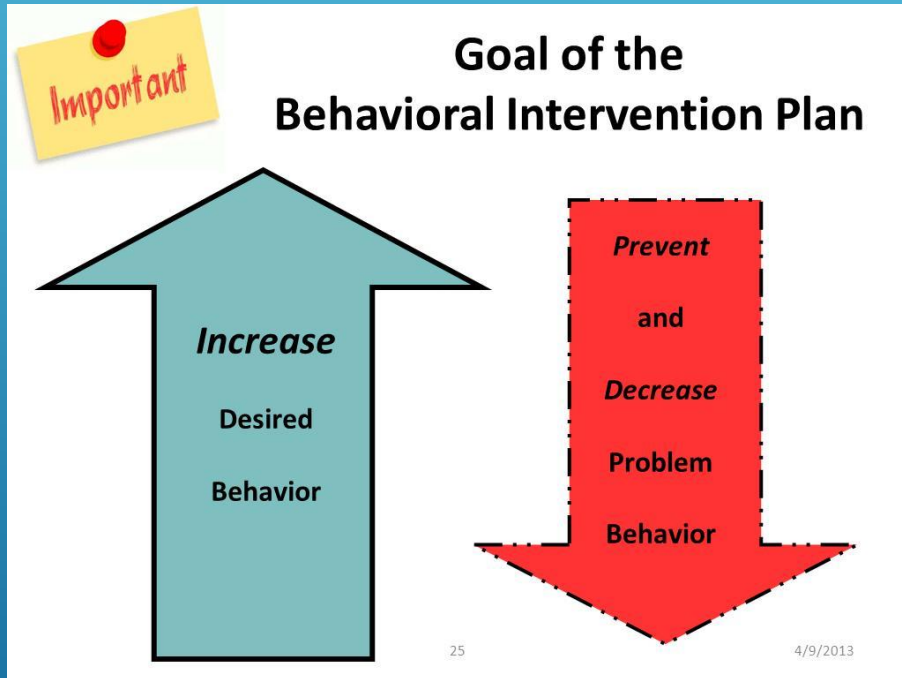
**Helen Davis School Expectations**

	All Settings	Classroom	Lunchroom	Hallway	Gym	Bus Loading Zone	Bathroom
<b>Be Kind</b>	Keep hands & feet to self Use Nice words	Take turns Be a helper Use inside voice	Use good manners Wait in line	Greet others	Play fair	Wait your turn	Respect privacy
<b>Be a Learner</b>	Ask for help Follow directions Clean-up	Share Complete tasks	Use silverware for eating	Stay in your group	Participate	Listen for your bus/zone number	Use good hygiene
<b>Be Safe</b>	Be where you belong Respect others personal space	Use materials safely	Eat slowly	Walk Stay to one side	Use equipment correctly		

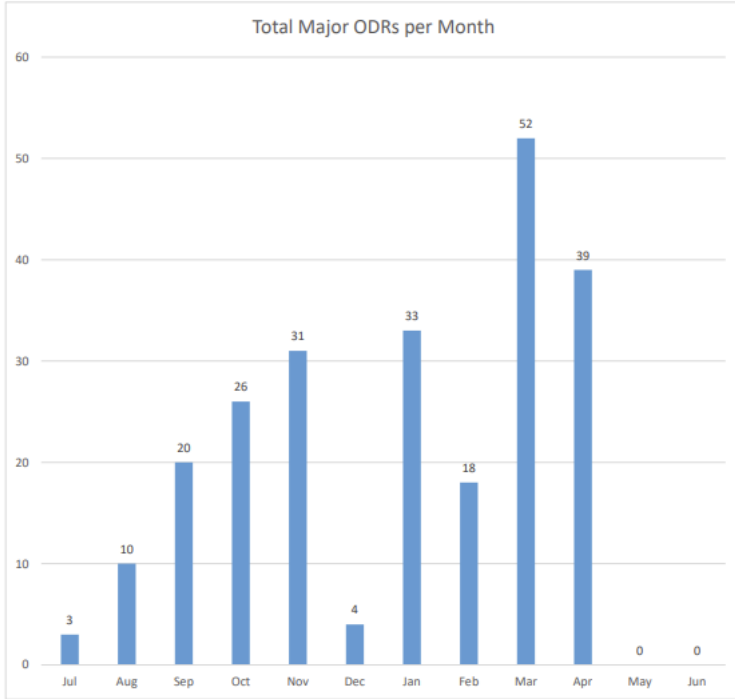
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# FBA, BIP, AND LRE

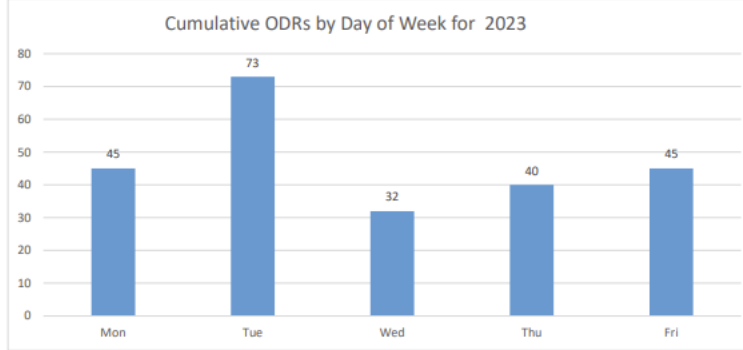
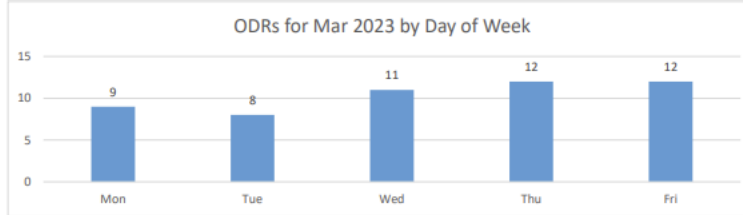
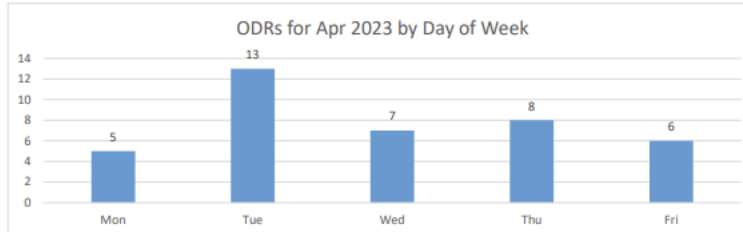


ODR's per Month  
 April  
 2022/2023



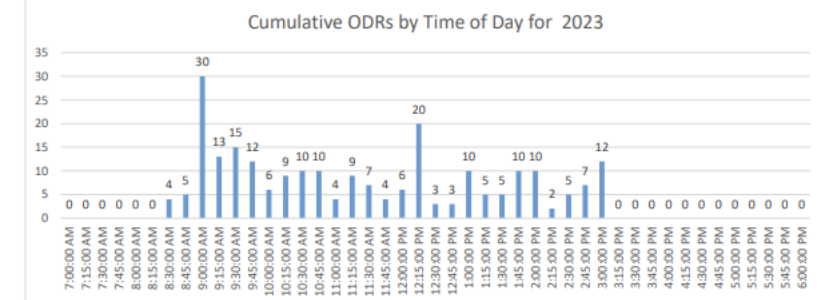
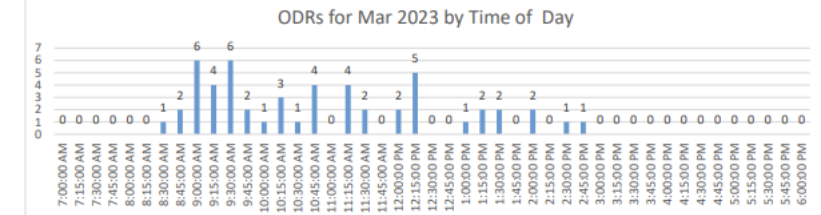
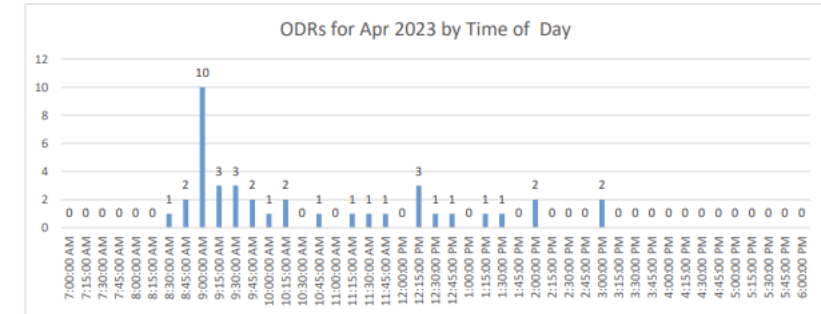
Helen Davis State School  
 Missouri Schools for the Severely Disabled  
 Saint Joseph, Mo

ODR's by Day of Week  
 April  
 2022/2023

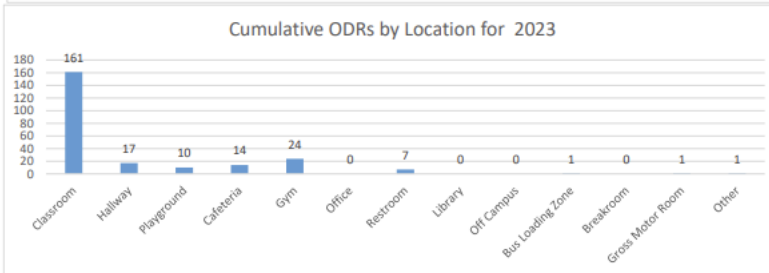
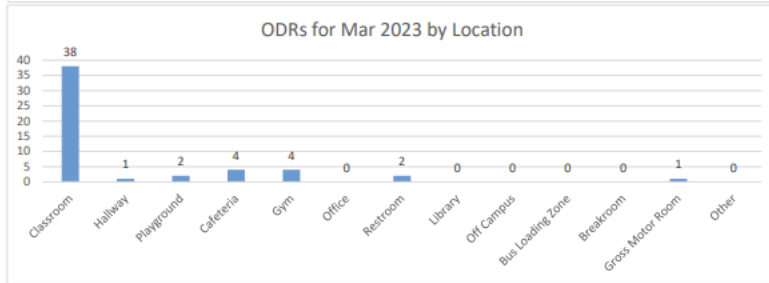
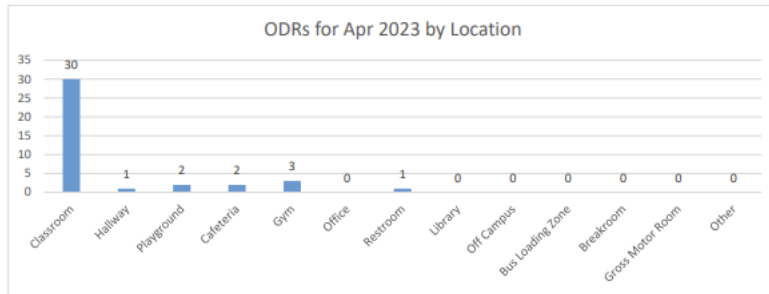


Missouri Schools for the Severely Disabled  
 Saint Joseph, Mo

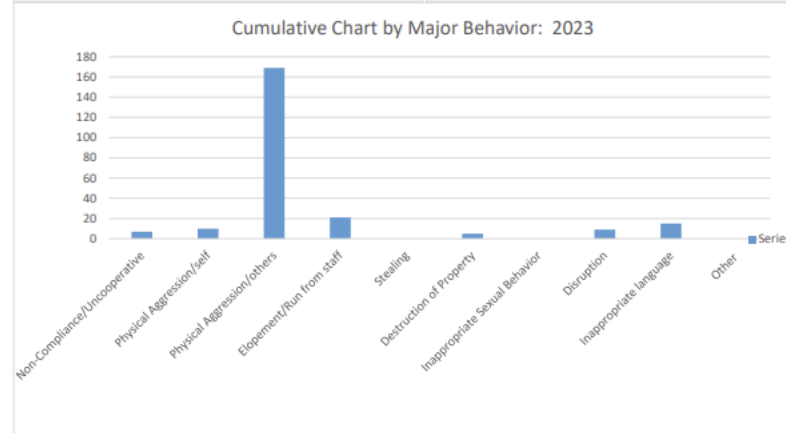
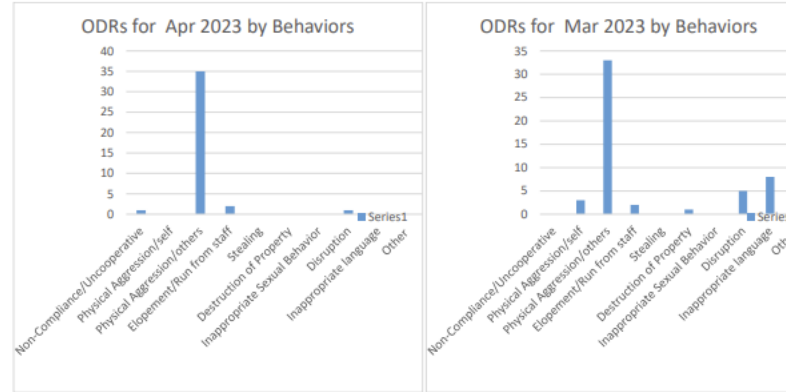
ODR's by Time of Day  
 April  
 2022/2023



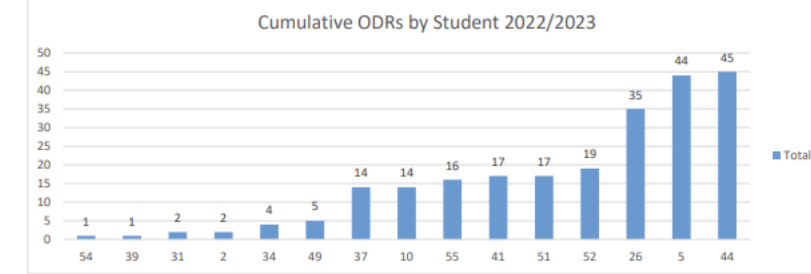
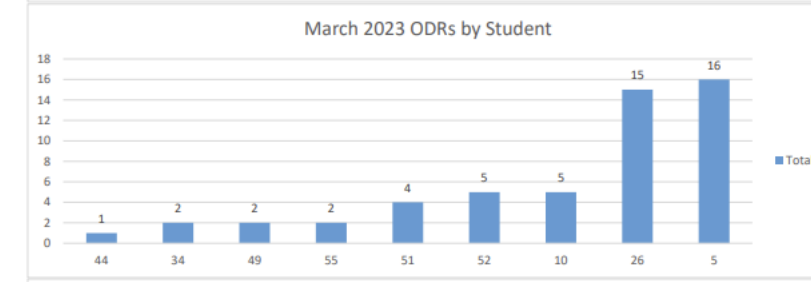
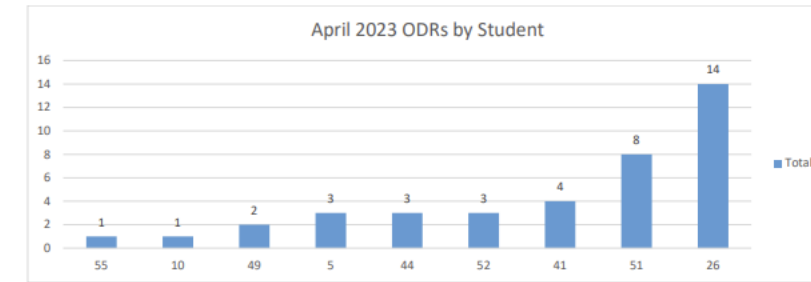
ODR's by Location  
April  
2022/2023



ODR's by Behavior  
April  
2022/2023



ODR's by Student  
April  
2022/2023

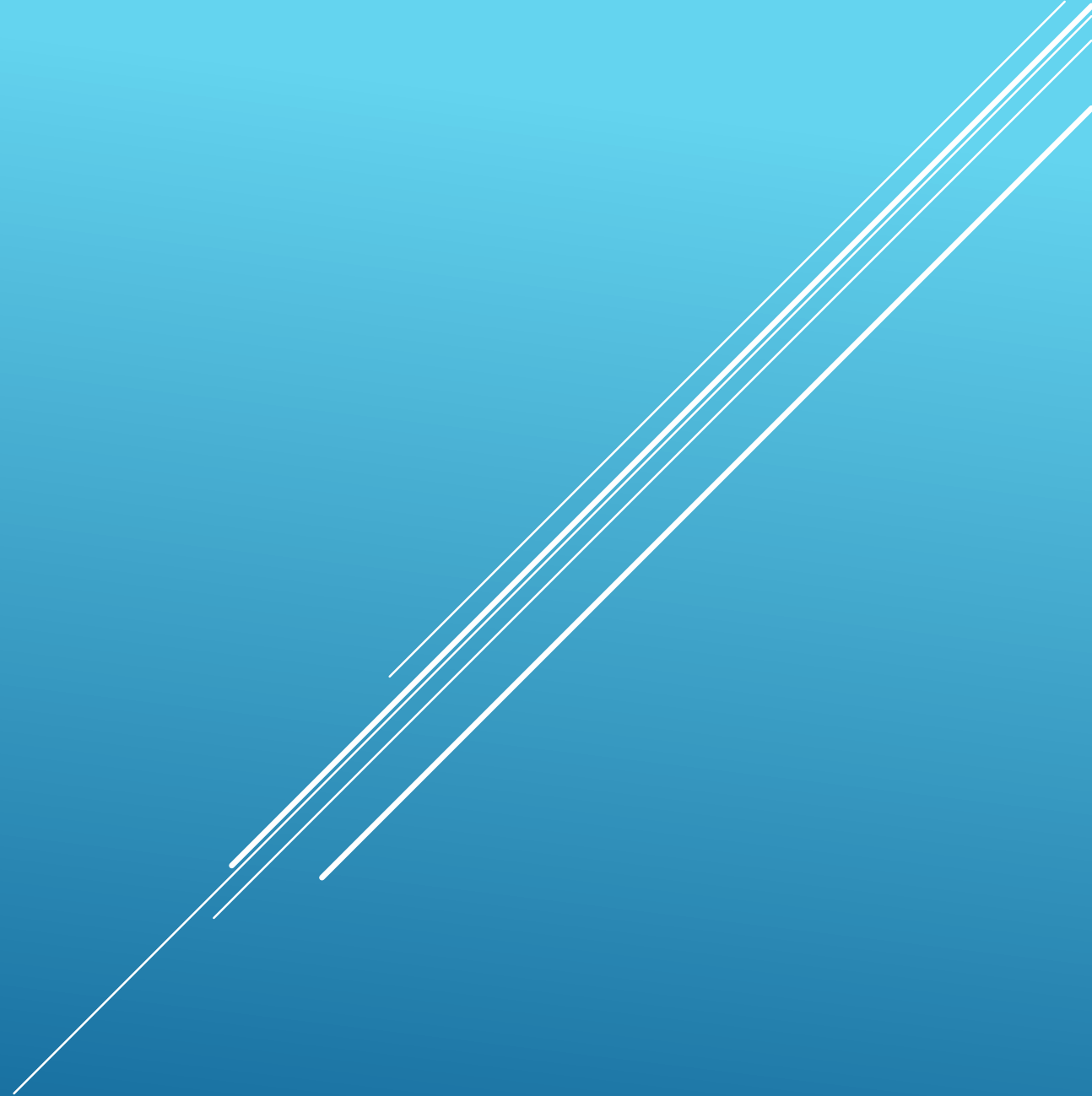




# STAFF BUY-IN



CONCLUSION



# CONTACT INFORMATION

**MSSD Building Administrator**

**Contact Information**

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