


# Positive Focus

Quarter 1

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Think Positive!

## GETTING STARTED WITH POSITIVE BEHAVIOR SUPPORT IMPLEMENTATION

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, therefore it can be taught. Students can be taught socially expected 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.

Schools have the responsibility to provide an education to students in safe and predictable environments. Establishing a positive, proactive school wide discipline plan is a necessary first step for enabling schools to achieve their goals and responsibilities. Schoolwide Positive Behavior Support is an organizational framework for discipline. As a framework or approach, it is not a specific “model” or “program,” but a compilation of research-validated and effective practices, interventions, and systems change strategies.

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
- Improving services for all students, including students at risk and students with identified disabilities (EBD)

SW-PBS focuses on systems change, leadership principles and practices, and the application of research-validated 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.

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Tier 1

*Coaches Corner*

Tier 2

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Tier 3

# Essential Components

Before embarking on school improvement related to discipline, the 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.

Effective schools commit this positive and proactive philosophy of discipline to writing in the form of mission, vision and beliefs. Time spent examining what staff believe about student discipline and creating a shared philosophy is a wise investment in lasting change.

Common Philosophy and Purpose Coaching Questions:

- How might your district/school PBIS team articulate a positive and proactive philosophy, vision, and essential beliefs?
- How might your district/school mission emphasize both behavioral and academic outcomes?
- How has your district/school PBIS team gained commitment from all stakeholders engaged with implementation?

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 leadership includes the district/building administrator along with a PBIS leadership team that is representative of building staff. This leadership team will lead the 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 PBIS 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 every day routines

Leadership Coaching Questions:

- Is district/schoolwide PBIS implementation one of the top school improvement goals?
- How might district/building administrators communicate regularly with stakeholders regarding PBIS implementation?
- Who on the leadership team has decision making authority?
- What strategies have been put in place to ensure efficient and effective meetings are taking place regularly?

View Chapter 1 in the Tier 1 Implementation Guide for more information on the remaining Essential Components





# Data: DBDM / Solution Plan

## How to Eat an Elephant in Four Easy Steps

There is an old joke that goes something like this: Question: “How do you eat an elephant?”  
Answer: “One bite at a time.”

Sometimes, dealing with school wide behavior problems can sure feel a lot like eating an elephant! Fortunately, we have a tool that will help us tackle that elephant. It is the DBDM/Solution Plan.

Here’s how it works.

**Step 1:** You look at your monthly Big-5 Data report to identify a problem related to student behavior that’s just itching to be solved. If you could solve this one problem, it would make a significant dent in your monthly ODR totals.

**Step 2:** You take a closer look at just the ODRs related to this problem to see if there are any patterns that will help you target your intervention, specifically around who is doing what, where and when.

**Step 3:** You identify what you want students to stop doing, and what you want them to do instead. You teach them what you want them to do instead, and practice it until they are good at it. You catch them doing it and acknowledge them for doing it, maybe even with a little reward. When they slip up, you reteach them what you want them to do. Then you make sure all staff are following this same plan, and monitor new ODRs to see if the plan is working.

**Step 4:** You decide if the plan worked, and if it did, you figure out what you need to keep doing to hang on to those gains.

And BAM! You just took a bite of the elephant.  
How’d it taste?

But we can’t stop there. We’ve got a whole lotta elephant to get through! This is why we keep going back to the data every month, to find a new problem to solve, a new plan to implement, another bite of that elephant!

You can get a much more formal and informative explanation of how to do this in the [MO SW-PBS Tier 1 Implementation Guide](#).

Bon Appetit!



# SHOUT *out*

Black Hawk Middle School and Warrenton High School are working together this year to align school-wide expectations for staff, students, and stakeholders when creating positive and proactive environments for all learners. Their leadership teams have established quarterly meetings to use Big Five data to identify common trends in academic and behavior outcomes across secondary schools. From there, they create Solution Plans that include evidence-based strategies to support staff when they are teaching and reinforcing expected behaviors and correcting unexpected behaviors.

These collaborative efforts between the middle and high schools help to build fluency in the knowledge and skills of students as they transition into the next grade, school, or post-secondary school options.

Coaching Prompts used with Secondary Leadership Teams included:

- What fidelity data do both sets of schools have access to that can support setting goals for the school year? (e.g., proactive data: observation data or survey data)
- How might vertical planning between middle and high school teams create common goals for secondary schools that support academic and behavior outcomes?
- How might Leadership Teams work together to review the district's goals to align their individual school goals?

[click here to visit Warren. Co. R3 website](#)



## Summer Institute 2021

The Re-Imagined Virtual Summer Institute was a huge success! Nearly 600 educators from 7 states engaged in our summer series of professional learning, engagement, and networking. We would like to extend a special thank you to our keynote speakers, Dr. Ambra Green, Dr. Heather Hatton, Dr. Kelsey Morris, and Dr. Tim Lewis, for kicking off each weekly theme with highly informative and inspiring messages. We are also so appreciative of all the breakout presenters who intentionally designed engaging and applicable learning experiences for all of our participants. And, lastly, thank you to all our participants who joined us during our live sessions and/or have dipped back into our recorded sessions.

Our theme this year was “TEAMS: Rooting for Each Other,” and we truly are rooting for all the educators who are working hard to create equitable, inclusive, and safe learning environments for students. We are vested in helping our partner schools and districts experience success with improved student outcomes and want to ensure that everyone has access to the exceptional professional learning opportunities presented during our Virtual Summer Institute. For this reason, we are excited to announce that on September 1, we are opening up access to every keynote session and every breakout session for FREE on-demand access to anyone who visits our website!

Visit our website at <https://pbissmissouri.org/summer-training-institute/> where you will find resources linked to our SI 2021 weekly themes: Equity, Data, Schoolwide/Classroom, and Districtwide. It is our hope that these keynote and breakout sessions will provide you with “just in time, just as needed” professional learning throughout the school year as you building systems that support SW-PBS. We are grateful for you, and we are rooting for you! Have a fantastic school year!