

Team Time

Implementation Workbook

A. Establish School Leadership Team

Team Should Assess Status of each Critical Feature.

Activity 1 will assist the team during planning time. The team should use the guiding questions to critically assess status of the Feature A: School Leadership Team. Once the team discusses areas of strengths and areas of need, the team will list at least 2 action steps that will be used to strengthen areas of need.

| | | Status: <u>A</u>chieved, <u>I</u>n Progress, <u>N</u>ot Started | | | | |
|---|--|--|--|--|--|--|
| | | Date: | | | | |
| | | (MM/DD/YY) | | | | |
| A. Establish School Leadership Team 1. Team has administrative support. <ul style="list-style-type: none"> Administrator(s) attends training, plays active role in PBIS, communicates commitment, attends team meetings, and supports PBIS Team decisions. | | Status: | | | | |
| 2. Team regular meetings (at least monthly) <ul style="list-style-type: none"> Team uses agenda that organizes team to work as an effective problem solving team. Team has clear role – all staff are aware of that role Team members have clearly defined responsibilities | | | | | | |
| 3. Team has established a clear mission/purpose <ul style="list-style-type: none"> Team has a written purpose/mission statement for the PBIS team Team has priority status, works effectively and efficiently with other initiatives /programs Quick Audit and working smarter forms completed and used for efficient integration of team with other teams/initiatives addressing behavior support. Clear Outcomes defined and linked to School Improvement Goals | | Status: | | | | |

Activity 1a: Quick Audit of Current Practices

Use the blank triangle on the following page to complete Activity 1:

Step 1: Identify all programs/initiatives/common practices by tier

Tier I- How do you support all children? Core Curriculum- “everyone gets”

Tier II, III How do you support students who need more support? How do you build on the foundation so that all Tier II, III activities are a natural extension of core curriculum?

Other considerations:

Can you identify outcome for each practice? How do you measure effectiveness?(Staff performance) How do monitor progress? (student impact) How do you support teachers? (staff support)How are they linked to School Improvement? (integrated approach)

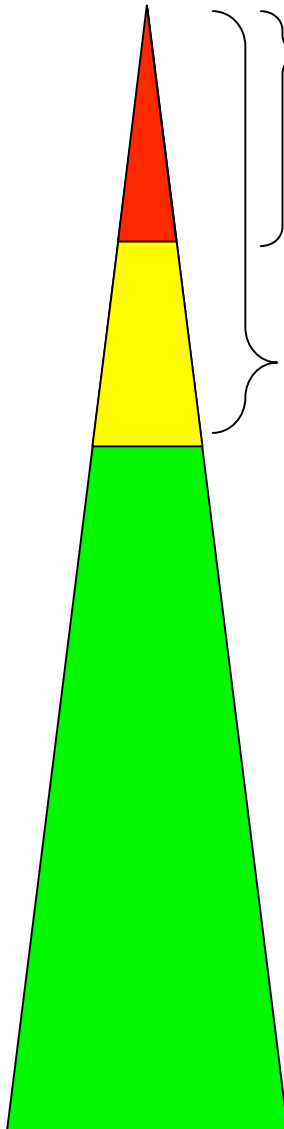
Step 1: Quick Audit of Practices within Three-Tiered Model of Support

School: _____

Date: ___/___/___

List **Individualized/Intensive** practices provided to a few for support

List **Core** practices provided to all and intended support most



List **Strategic/Targeted** practices provided to some for support

Activity 1b: Working Smarter

Use the Working Smarter worksheet to complete the next two steps:

Step 1: Identify Current Teams (discipline, instruction, climate, school improvement, parent support etc)

Step 2: Complete the Working Smarter document

Working Smarter Worksheet

| Workgroup/ Committee/ Team | Outcome/ Link to SIP | Who do we serve? (students/staff/both?) What is the ticket in? How do folks get access to support? | Names of Staff on team | Non- Negotiable District Mandate? | How do we measure impact? | Overlap? Modify? |
|---|-------------------------------------|--|---|--|--|-----------------------------|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

Step 3: Based on your results, what committees can you:

(a) eliminate?

(b) combine?

(c) provide more support?

(d) how can we infuse PBIS into our committees?

Determine your next step.

Based on your team time discussion, list 2 action steps

| | Action Steps | Who? | When? |
|---|--------------|------|-------|
| A. Establish School Leadership Team <ul style="list-style-type: none"> • Representative • Administrator • Effective team operating procedures • Audit of teams/initiatives • Working Smarter • Roles and Responsibilities • Linked to School Improvement | a. | | |
| | b. | | |
| | c. | | |
| | d. | | |
| | e. | | |

B. Faculty Commitment

Activity 2 will assist the team during planning time. The team should use the guiding questions to critically assess status of Feature B: Faculty Commitment. Once the team discusses areas of strengths and areas of need, the team will list at least 2 action steps that will be used to strengthen areas of need.

| B. Faculty Commitment | | | | | |
|--|---------|--|--|--|--|
| 4. Faculty are aware of behavior problems across campus through regular data sharing. | Status: | | | | |
| 5. Faculty involved in establishing and reviewing goals. <ul style="list-style-type: none"> • Team uses self-assessment tool (EBS Survey or BOQ) to get faculty feedback, results are shared with faculty and team uses feedback to write annual action plan. • Team can use pbs surveys (www.pbssurveys.org)– contact your local point of contact to receive school account number. | Status: | | | | |
| 6. Faculty feedback is obtained throughout the year. | Status: | | | | |

Activity 2a.

- How will you introduce information to your stakeholders about PBIS?
- How will you involve faculty in process?
- What current data do you have that would help get buy in?
 - Office Referrals, Attendance, Climate surveys

Activity 2b. Using the Self Assessment to get faculty perspective and secure initial buy in

- Review the items on the EBS Survey or BOQ Self Assessment.
- Will you use pbs surveys to complete, summarize the self assessment?
- Review Current School and District Surveys.
 - School Staff, Students, Families, School Community, Business Partners
- How will you use data to inform stakeholders and plan for improvement?
- When will you provide results of the findings to your staff? (within 2 weeks of completing the survey)
- How will you use Self Assessment to involve faculty in development process and secure their initial buy-in?
- How will you progress monitor implementation of effort? (Attendance, Academic Results, Behavior Data, process measures (BOQ), formal and informal surveys)

Review examples provided in your Training Flash drive

- Brainstorm approaches to get buy-in
 - Cost Benefit, grade level meetings, focus groups

- Develop a plan for buy in.

Complete Action Steps

| Activity | Activity Task Analysis | Who | When |
|--|------------------------|-----|------|
| Faculty Commitment <ul style="list-style-type: none"> • Data Reviewed • BOQ or EBS Self Assessment Completed • Identification of strengths, focus • Plan to share results with faculty. | a. | | |
| | b. | | |
| | c. | | |
| | d. | | |

C. Effective Procedures for Dealing with Discipline

Activity 3 will assist the team during planning time. The team should use the guiding questions to critically assess status of Feature C: Effective Procedures for Dealing with Discipline. Once the team discusses areas of strengths and areas of need, the team will list at least 2 action steps that will be used to strengthen areas of need.

| Effective Procedures for Dealing with Discipline | | | | | |
|--|---------|--|--|--|--|
| 7. Discipline process described in narrative format or depicted in graphic form | Status: | | | | |
| 8. Discipline process includes documentation. | Status: | | | | |
| 9. Discipline referral form includes information useful in decision making | Status: | | | | |
| 10. Problem behaviors are defined. | Status: | | | | |
| 11. Major/Minor behaviors are clearly differentiated. | Status: | | | | |
| 12. Suggested array of appropriate responses to major (office-managed) problem behaviors | Status: | | | | |

Activity 3

- Is the current discipline policy/process documented in the staff handbook? (What are the teacher expectations? Do all staff members know what to do when they observe problem behavior? Is there consistency among the staff?)
- What is the purpose of an office referral form?
- Should team consider revising referral form? Do we get all the information we need on the form? – review “Time out of class form”-Is this a good way to access information that may be helpful in the future if this student needs more support?
- Ensure faculty understands process and purpose of an office referral
- Review SWIS problem behavior definitions
- Have staff agreed on operational definitions of problem behavior?
- Ensure faculty knows when to write a major (office managed) or minor (Classroom managed)
- Ensure faculty knows how to complete forms, who gets the completed form and timeline for response from administrator (team)

Forms to review: Time out of class form, SWIS problem behavior process, definitions, t-charts, minor/major flow charts

Time Out of Class Form

Name: _____

Location

Date: _____ **Time:** _____

Playground Library

Teacher: _____

Cafeteria Bathroom

A B C

Grade: K 1 2 3 4 5 6 7 8 Hallway Arrival/Dismissal

Referring Staff: _____ Classroom Other _____

Others involved in incident: None Peers Staff Teacher Substitute

| Minor Problem Behavior | Major Problem Behavior | Possible Motivation |
|--|---|---|
| <input type="checkbox"/> Inappropriate language <input type="checkbox"/> Physical contact <input type="checkbox"/> Defiance <input type="checkbox"/> Disruption <input type="checkbox"/> Dress Code <input type="checkbox"/> Property misuse <input type="checkbox"/> Tardy <input type="checkbox"/> Electronic Violation <input type="checkbox"/> Other _____ | <input type="checkbox"/> Abusive language <input type="checkbox"/> Fighting/ Physical aggression <input type="checkbox"/> Defiance/Disrespect <input type="checkbox"/> Harassment/Bullying <input type="checkbox"/> Dress Code <input type="checkbox"/> Inappropriate Display Aff. <input type="checkbox"/> Electronic Violation <input type="checkbox"/> Lying/ Cheating <input type="checkbox"/> Skipping class <input type="checkbox"/> Other _____ | <input type="checkbox"/> Obtain peer attention <input type="checkbox"/> Obtain adult attention <input type="checkbox"/> Obtain items/activities <input type="checkbox"/> Avoid Peer(s) <input type="checkbox"/> Avoid Adult <input type="checkbox"/> Avoid task or activity <input type="checkbox"/> Don't know <input type="checkbox"/> Other _____ <hr style="border: 1px solid black;"/> <input type="checkbox"/> Nurse <input type="checkbox"/> School Counselor |
| Administrative Decision/Time Out of Class= _____ | | |
| <input type="checkbox"/> Loss of privilege <input type="checkbox"/> Time in office <input type="checkbox"/> Conference with student <input type="checkbox"/> Parent Contact | <input type="checkbox"/> Individualized instruction <input type="checkbox"/> In-school suspension (___hours/ days) <input type="checkbox"/> Out of school suspension (___ days) <input type="checkbox"/> Other _____ | |

What activity was the student engaged in when the event or complaint took place?

| | |
|------------------------------|--|
| Whole group instruction | |
| Small group instruction | |
| Individual work | |
| Working with peers | |
| Alone | |
| 1-on-1 instruction | |
| Interacting with peers | |
| Other: Please identify below | |

Defining a Coherent Office Discipline Referral Process

Defining a coherent office discipline referral process that is compatible with SWIS™ is an access requirement and will enhance data use. Defining the process for handling problem behavior events and for documenting the information fulfills two of the ten SWIS™ requirements. Sample procedures for dealing with problem behavior events, sample definitions, and sample referral forms are available in this section and at www.swis.org.

1. A simple and predictable process for handling problem behavior events needs to be defined, taught, and agreed upon by all staff. Define the system and fit the problem behaviors to the system. The system should define the procedure to follow for types of problem behavior (e.g., minor/major; level 1/ level 2). We encourage schools to manage minor problem behaviors within the context in which they occur and send major problem events to the office to be handled. Many schools are defining multiple minor events as one major event. Using a flow chart format has been useful for schools. The process begins with observation of the problem behavior event and works through each component of the procedure from observation to problem solving to documentation. **A generic procedure for dealing with problem behaviors, which defines a process for both minor and major problem behavior events, is offered. Schools are encouraged to create a process that is simple, efficient, predictable, and fits school resources.**
2. Definitions for problem behaviors, locations, possible motivation, others involved, and administrative consequences need to be mutually exclusive and operationally defined. For example, SWIS™ has fields for 21 specific problem behaviors; however, each school can tailor the full list of 21 problem behaviors to fit the needs within their school. For example, if arson, bomb threats, and tobacco use are very low incidence, the school may not want to use space on the form for each of those categories. The school may opt, instead, to define those in the *other* category if they occur. The same application is true for all other categories within the SWIS™ program. **The critical feature is that all staff agrees on mutually exclusive and operationally defined labels and definitions, and that the data-entry person does not have to interpret the information provided.**
3. Referral form compatibility is another SWIS™ requirement. With efficiency and accuracy, again as a goal, the referral form must be SWIS™ compatible. Clarity on the referral form takes the guesswork out of the data entry person's job. Data will be more reliable and accurate as judgment calls are minimized. **A Compatibility Checklist is an available tool for ensuring that all necessary categories are being documented on a referral form.** We have found that schools organize the information differently, some on a half page and some on a full page. The specific grade levels represented at a school also guide the content and number of options available on an office discipline referral form. For example, middle/high schools may need to specify problem behaviors such as vandalism, alcohol use, and tobacco use, while elementary schools opt to specify those problem behaviors in the *other* category (as a result of low frequency). Three examples of referral forms are available for you to use or revise. Note the differences in size of the form, specific options available for each of the categories, and the format of the form. Example A provides all SWIS™ category options, Example B is a form used by a K-8 school and limits the problem behavior categories, but provides a communication link with staff, administration, and families. Example C is a format used by an elementary

school, limits the options, and adds a follow up agreement for students to complete after the problem event. Each of the three examples is SWIS™ compatible. Formatting the referral form for easy use while providing accurate information that is compatible with the SWIS™ referral report is critical.

Schools are encouraged to use any of this information. We encourage schools to adjust the process, definitions, and referral form to fit the culture and resources within each school.

SWIS™ Office Referral Definitions

| Minor Problem Behavior | Definition |
|---|---|
| Defiance/Disrespect/ Non-compliance (M-Disrespt) | Student engages in brief or low-intensity failure to respond to adult requests. |
| Disruption (M-Disruption) | Student engages in low-intensity, but inappropriate disruption. |
| Dress Code Violation (M-Dress) | Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district. |
| Inappropriate Language (M-Inapp Lan) | Student engages in low-intensity instance of inappropriate language. |
| Other (M-Other) | Student engages in any other minor problem behaviors that do not fall within the above categories. |
| Physical Contact/ Physical Aggression (M-Contact) | Student engages in non-serious, but inappropriate physical contact. |
| Property Misuse (M-Prpty Misuse) | Student engages in low-intensity misuse of property. |
| Tardy (M-Tardy) | Student arrives at class after the bell (or signal that class has started). |
| Technology Violation (M-Tech) | Student engages in non-serious but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer. |

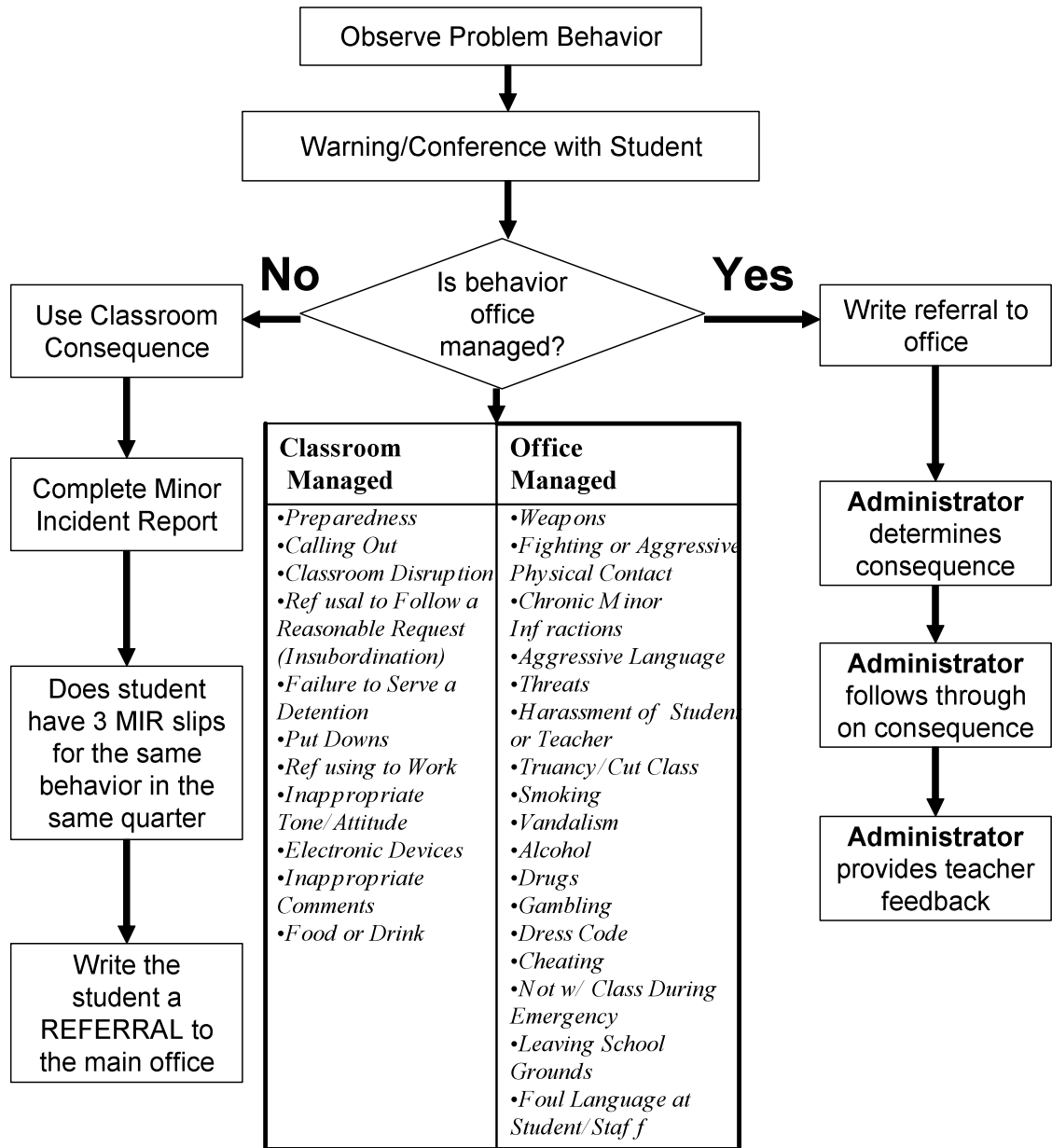
| Major Problem Behavior | Definition |
|--|---|
| Abusive Language/ Inappropriate Language/ Profanity (Inapp Lan) | Student delivers verbal messages that include swearing, name calling or use of words in an inappropriate way. |
| Arson (Arson) | Student plans and/or participates in malicious burning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

| Major Problem Behavior | Definition |
|--|---|
| Lying/Cheating (Lying) | Student delivers message that is untrue and/or deliberately violates rules. |
| Other Behavior (Other) | Student engages in problem behavior not listed. |
| Property Damage/Vandalism (Prop dam) | Student participates in an activity that results in destruction or disfigurement of property. |
| Skip class (Skip) | Student leaves or misses class without permission. |
| Truancy (Truan) | Student receives an 'unexcused absence' for ½ day or more. |
| Tardy (Tardy) | Student is late (as defined by the school) to class or the start up of the school day (and Tardy is not considered a minor problem behavior in the school). |
| Technology Violation (Tech) | Student engages in inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer. |
| Use/Possession of Alcohol (Alcohol) | Student is in possession of or is using alcohol. |
| Use/Possession of Combustibles (Combust) | Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid). |
| Use/Possession of Drugs (Drugs) | Student is in possession of or is using illegal drugs/substances or imitations. |
| Use/Possession of Tobacco (Tobacco) | Student is in possession of or is using tobacco. |
| Use/Possession of Weapons (Weapons) | Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm. |
| Extra Info | Extra Info is a field that SWIS™ offers for schools to more clearly define categories within SWIS. Schools have three options available for Extra Info codes. <u>Examples are listed below.</u> |
| Extra Info 1: Harassment | Type of harassment observed during the incident (e.g. racial, sexual, religious, gender). |
| Extra Info. 2: Hallway | Specific location of 'hallway' where the incident occurred (e.g. west wing). |
| Extra Info. 3: Administrative Decision | Additional administrative decision regarding the incident. |

| Locations | Definition |
|--|--|
| Bathroom/Restroom (Bathrm) | Areas used by students for taking care of personal needs. |
| Bus (Bus) | The area inside the bus. |
| Bus Loading Zone (Bus zn) | The area used for bus loading and unloading. |
| Cafeteria (Café) | The area used for breakfast and lunch. |
| Classroom (Class) | Areas used for instructional purposes. |
| Commons/Common area (Common) | Areas shared by students and staff for specific activities. |
| Gym (Gym) | Areas used for physical education activities. |
| Hallway/Breezeway (Hall) | Areas designated for passing from one activity/class to another. |
| Library (Library) | The area designated for research and study. |
| Locker Room (Locker rm) | The area used by students to prepare for and completing physical education classes and/or sporting events. |
| Music Room (Music rm) | The area used by students for music activities (e.g. music class, choir, band) |
| Off-Campus | An area beyond the property boundary of the school and not affiliated with a school activity. |
| Office (Office) | The area used by school staff for primary school business and management. |
| Other Location (Other) | The location for problem behavior event occurs in a location that is not listed |
| Parking Lot (Park lot) | Areas used for parking vehicles during school hours. |
| Playground (Plygd) | The outside area used for recess breaks. |
| Special Event/ Assembly/Field Trip (Special evt) | Areas used for infrequent activities that occur in and/or out of school. |
| Stadium | Area used for athletic/special events. |
| Unknown Location (Unknown) | The location of problem behavior event is not known or undetermined. |

| Possible Motivation | Definition |
|--|---|
| Avoid Adult (Avoid a) | Student engages in problem behavior(s) to get away from adult(s). |
| Avoid Peer(s) (Avoid p) | Student engages in problem behavior(s) to get away from/escape peer(s). |
| Avoid Tasks/Activities (Avoid task) | Student engages in problem behaviors(s) to get away/escape from tasks and/or activities. |
| Obtain Adult Attention (Ob a attn) | Student engages in problem behavior(s) to gain adult(s) attention. |
| Obtain items/Activities (Ob itm) | Student engages in problem behavior(s) to gain items and/or activities. |
| Obtain Peer Attention (Ob p attn) | Student engages in problem behavior(s) to gain peer(s) attention. |
| Other (Other) | Possible motivation for referral is not listed above. Staff using this area will specify the possible motivation for this student's problem behavior. |
| Unknown Motivation (Unknown) | Student engages in problem behavior(s) for unclear reasons. |
| Others Involved | Definition |
| None (None) | Student engages in problem behavior incident alone. |
| Other (Other) | Student engages in problem behavior with person not listed above. |
| Peers (Peers) | Student engages in problem behavior incident with peer(s). |
| Staff (Staff) | Student engages in problem behavior incident with staff. |
| Substitute (Substitute) | Student engages in problem behavior incident with substitute. |
| Teacher (Teacher) | Student engages in problem behavior incident with teacher. |
| Unknown (Unknown) | It is unclear if any others were involved in incident. |

| Administrative Decision | Definition |
|--|---|
| Bus Suspension (Bus susp) | Consequence for referral results in 1-3 day period when student not allowed on the bus. |
| Conference with Student (Conf) | Consequence for referral results in student meeting with administrator, teacher, and/or parent (in any combination). |
| Expulsion (Expul) | Consequence for referral results in student being dismissed from school for one or more days. |
| Individualized Instruction (Intruct) | Consequence for referral results in student receiving individualized instruction specifically related to the student's problem behaviors. |
| In-School Suspension (In-sch susp) | Consequence for referral results in a period of time spent away from scheduled activities/classes during the school day. |
| Loss of Privilege (Loss priv) | Consequence for referral results in student being unable to participate in some type of privilege. |
| Other Admin. Decision (Other) | Consequence for referral results in administrative decision that is not listed. Staff using this area will specify the administrative action taken. |
| Out-of-School Suspension (Out-sch susp) | Consequence for referral results in a 1-3 day period when student is not allowed on campus. |
| Parent Contact (Parent) | Consequence for referral results in parent communication by phone, email, or person-to-person about the problem. |
| Restitution/Community Service (Restitution) | Consequence for referral results in apologizing or compensating for loss, damage, or injury; community services. |
| Saturday School (Sat sch) | Consequence for referral results in student attending classes on a Saturday. |
| Time in Office (Office) | Consequence for referral results in student spending time in the office away from scheduled activities/classes. |
| Time Out/Detention (Detent) | Consequence for referral results in student spending time in a specified area away from scheduled activities/classes. |
| Unknown Admin. Decision (Unknown) | Consequence is not known or undetermined. |



SIDE BAR ON MINOR INCIDENT REPORTS

- Issue slip when student does not respond to pre-correction, re-direction, or verbal warning
- Once written, file a copy with administrator
- Take concrete action to correct behavior (i.e. assign detention, complete behavior reflection writing, seat change)

| Activity | Activity Task Analysis | Who | When |
|--|------------------------|-----|------|
| Effective Procedures for Dealing with Problem Behavior Defined Process developed T-Chart complete Referral Form Complete | a. | | |
| | b. | | |
| | c. | | |
| | d. | | |

D. Data Entry & Analysis Plan Established

Activity 4 will assist the team during planning time. The team should use the guiding questions to critically assess status of Feature D: Data Information System. Once the team discusses areas of strengths and areas of need, the team will list at least 2 action steps that will be used to strengthen areas of need.

| | | | | | |
|--|---------|--|--|--|--|
| D. Data Entry & Analysis Plan Established | | | | | |
| 13. Data system is used to collect and analyze ODR data. | Status: | | | | |
| 14. Additional Data collected (attendance, grades, referrals to support teams, surveys etc) and used by PBIS Leadership Team | Status: | | | | |
| 15. Data entered weekly, analyzed prior to meetings, used for decision making | Status: | | | | |
| 16. Data shared with team and faculty monthly | Status: | | | | |

Activity 4

- Can your school get access to the kind of information you need for decision making? Does the information get generated into a graph that is easy to read?
- Can I enter in referrals easily? (30 seconds/referral)
- Can I generate reports easily? (5 second rule)
- Do I have access to the Big 5?
 - Number of referrals per day per month
 - Referrals by Location
 - Referrals by Time
 - Referrals by Problem Behavior
 - Referrals by Student
- What other reports may be helpful?
How will data be shared?
- Define Action Steps

| Activity | Activity Task Analysis | Who | When |
|--|------------------------|-----|------|
| Data Information Systems System for gathering school wide information about office discipline referrals Process for summarizing information Administrator/ Teams use for using information for decision-making | a. | | |
| | b. | | |
| | c. | | |
| | d. | | |

E. Expectations and Rules Developed

Activities 5 will assist the team during planning time. The team should use the guiding questions to critically assess status of Essential Feature E.: Expectations and Rules Developed. Once the team discusses areas of strengths and areas of need, the team will list at least 2 action steps that will be used to strengthen areas of need.

| E. Expectations and Rules Developed | Status: | | | | |
|--|---------|--|--|--|--|
| 17. 3-5 school-wide behavior expectations are defined. | Status: | | | | |
| 18. Expectations apply to both students and staff. | Status: | | | | |
| 19. Rules are developed and posted for specific Settings. | Status: | | | | |
| 20. Rules are linked to expectations | Status: | | | | |
| 21. Staff are involved in development of expectations and rules. | | | | | |

Activity 5

- Develop your 3-5 SW expectations
- Use Teaching Matrix to identify rules in all areas of your school
- Review Examples
- Develop Action Steps

SETTING

| All Settings | Hallways | Playgrounds | Cafeteria | Library/Computer Lab | Assembly | Bus |
|--------------|----------|-------------|-----------|----------------------|----------|-----|
|--------------|----------|-------------|-----------|----------------------|----------|-----|

EXPECTATION

| | | | | | | | |
|-------------------|--|--|--|---|--|---|---------------------------------------|
| Respect Ourselves | Be on task. Give your best effort. Be prepared. | Walk. | Have a plan. | Eat all your food. Select healthy foods. | Study, read, compute. | Sit in one spot. | Watch for your stop. |
| Respect Others | Be kind. Hands/feet to self. Help/share with others. | Use normal voice volume. Walk to right. | Play safe. Include others. Share equipment. | Practice good table manners | Whisper. Return books. | Listen/watch. Use appropriate applause. | Use a quiet voice. Stay in your seat. |
| Respect Property | Recycle. Clean up after self. | Pick up litter. Maintain physical space. | Use equipment properly. Put litter in garbage can. | Replace trays & utensils. Clean up eating area. | Push in chairs. Treat books carefully. | Pick up. Treat chairs appropriately. | Wipe your feet. Sit appropriately. |

| | | | | | | |
|------------------------|--|--|--|--|--|--|
| ROUTINE/SETTING | | | | | | |
|------------------------|--|--|--|--|--|--|

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | | |
|--|--|--|--|--|--|--|

| | | | | | | | |
|-------------------------|--|--|--|--|--|--|--|
| RULE/EXPECTATION | | | | | | | |
| | | | | | | | |
| | | | | | | | |

| Activity | Activity Task Analysis | Who | When |
|--|------------------------|-----|------|
| E. Expectations and Rules Developed <ul style="list-style-type: none"> • 3-5 school-wide behavioral expectations defined • Rules are linked to expectations • Teaching matrix developed • Expectations posted | a. | | |
| | b. | | |
| | c. | | |
| | d. | | |
| | e. | | |

F. Reward/Recognition Program Established

Activity 6 will assist the team during planning time. The team should use the guiding questions to critically assess status of Essential Feature F: Reward/Recognition Program Established. Once the team discusses areas of strengths and areas of need, the team will list at least 2 action steps that will be used to strengthen areas of need.

| | | | | | |
|---|---------|--|--|--|--|
| F. Reward/Recognition Program Established | | | | | |
| 22. A system of rewards has elements that are implemented consistently across campus. | Status: | | | | |
| 23. A variety of methods are used to reward students. | Status: | | | | |
| 24. Rewards are linked to expectations and rules. | Status: | | | | |
| 25. Rewards are varied to maintain student interest. | Status: | | | | |
| 26. Ratios of acknowledgement to corrections are high. | Status: | | | | |
| 27. Students are involved in identifying/developing incentives | Status: | | | | |
| 28. The system includes incentives for staff/faculty. | Status: | | | | |

Activity 6

- How will students and teachers acknowledged?
- What roadblocks and challenges would you predict with instituting an acknowledgement program? How will you overcome such challenges?
- How will we provide specific, direct and frequent feedback implemented consistently?
What strategies will we use to maintain 4:1 ratio?
- Design Acknowledgement System
- Review Examples
- Develop Action Steps

| Activity | Activity Task Analysis | Who | When |
|---|------------------------|-----|------|
| F. Reward/Recognition Program Established <ul style="list-style-type: none"> • School-wide system for acknowledging behavioral expectations • Multiple strategies used to recognize expected behaviors • Students are regularly acknowledged for expected behaviors • Staff recognized | a. | | |
| | b. | | |
| | c. | | |
| | d. | | |
| | e. | | |

G. Lesson Plans for Teaching Expectations/Rules

Activity 7 will assist the team during planning time. The team should use the guiding questions to critically assess status of Essential Feature G: Lesson Plans for Teaching Expectations/Rules. The team discusses areas of strengths and areas of need, the team will list at least 2 action steps that will be used to strengthen areas of need.

| | | | | | |
|--|---------|--|--|--|--|
| G. Lesson Plans for Teaching Expectations/Rules | | | | | |
| 29. A behavioral curriculum includes Teaching expectations and rules | Status: | | | | |
| 30. Lesson Plans include examples and non-examples | Status: | | | | |
| 31. Lessons use a variety of teaching strategies. | Status: | | | | |
| 32. Lessons are embedded into subject area curriculum | Status: | | | | |
| 33. Faculty/staff and students are involved in development & delivery of behavioral curriculum | Status: | | | | |
| 34. Strategies to share key features of SWPBS program with families/community are developed and implemented. | Status: | | | | |

Activity 7

- Develop ways to teach matrix to all staff, students families/communities?

- How will your school teach expectations? (lesson plans that include examples and non-examples, variety of strategies)
- How will your team and faculty use “best practices” to teach social skills?
 - Teach directly in settings ? (i.e. bus expectations taught on bus)
 - Faculty and Staff model appropriate behavior?

- How will you start to embed into subject area curriculum?
- How will lessons be taught throughout the school year?
- Review Examples
- Develop Action Steps

| Activity | Activity Task Analysis | Who | When |
|---|------------------------|-----|------|
| G. Lesson Plans for Teaching Expectations/Rules <ul style="list-style-type: none"> • Lesson Plans and curriculum developed • Dissemination activities for involvement and implemented with school community • Teaching occurs throughout the year- data used to determine areas of need | a. | | |
| | b. | | |
| | c. | | |
| | d. | | |
| | e. | | |

H. Implementation Plan

Activity 8 will assist the team during planning time. The team should use the guiding questions to critically assess status of Feature H: Implementation Plan. Once the team discusses areas of strengths and areas of need, the team will list at least 2 action steps that will be used to strengthen areas of need.

| H. Implementation Plan | | | | | |
|---|---------|--|--|--|--|
| 35. A curriculum to teach the components of the discipline system to all staff is developed and used. | Status: | | | | |
| 36. Plans for training staff how to teach expectations/rules/rewards are developed. | Status: | | | | |
| 37. A plan for teaching students expectations/rules/rewards is developed and scheduled and delivered. | Status: | | | | |
| 38. Booster sessions for student and staff are planned, scheduled and delivered | Status: | | | | |
| 39. Schedule for rewards/incentives for the year is planned. | Status: | | | | |
| 40. Plans for orienting incoming staff and students are developed and implemented. | Status: | | | | |
| 41. Plans for involving families/community are developed and implemented. | | | | | |

Activity 8

How will assessment information be used to build action plan?

How will team use action plan to assign tasks ?

How will team use action plan, Team checklist or BOQ action plan to guide effort?

Use Roll Out checklist to formalize initial tasks.

Roll Out Checklist (Mann and Muscott)

*In Place=I
Partially in Place=F
Not in Place=N*

TASK

Faculty and Staff

1. A consensus-building process has been used to identify the elements of the universal discipline system (expectations, behavior, teaching plans, reinforcement, etc.).
2. A plan for communicating the universal discipline system to faculty and staff has been developed.
3. The universal discipline system has been discussed with faculty and staff.
4. Faculty and staff are fluent with elements and procedures of the universal discipline system (expectations, problem behavior definitions, reinforcement, ODR form, procedures for referral to the office, etc.).
5. A plan for orienting new and substitute faculty and staff to the universal discipline system has been established.
6. New and substitute faculty and staff have been or are being oriented to the universal discipline system.

Students

7. A plan for orienting the students to the schoolwide discipline program has been developed.
8. The schoolwide discipline program and the schoolwide behavioral expectations have been discussed with students.
9. Students have been taught and have practiced the behaviors associated with the schoolwide expectations.
10. Students are being reinforced for exhibiting the behaviors associated with the schoolwide expectations.
11. Booster activities (reteaching, reinforcement) based on need and data have been developed and implemented with students.
12. A plan for orienting new students to the universal discipline system has been established.
13. New students have been oriented to the universal discipline system.

Families/Community

14. A method for gathering and responding to family input regarding schoolwide discipline has been developed.
15. A plan for communicating and discussing the universal discipline system with families in a variety of ways has been developed.
16. The universal discipline system has been communicated to families in a variety of ways.
17. A method for establishing ongoing communication with families regarding the universal discipline system has been developed.
18. A plan for orienting new families to the universal discipline system has been established.
19. New families have been oriented to the universal discipline system.

| Activity | Activity Task Analysis | Who | When |
|---|------------------------|-----|------|
| Implementation Plan Tasks assigned to team members Action plan used to ensure follow through | a. | | |
| | b. | | |
| | c. | | |
| | d. | | |

I. Classroom Systems

Activity 9 will assist the team during planning time. The classroom activities could be used during staff meetings to develop consistency. The team should use the guiding questions to critically assess status of implementation of features I. Once the team discusses areas of strengths and areas of need, the team will list at least 2 action steps that will be used to strengthen areas of need.

| | | | | | |
|---|---------|--|--|--|--|
| I. Classroom Systems | | | | | |
| 42. Classroom rules are defined for each of the school-wide expectations and are posted in classrooms. | Status: | | | | |
| 43. Classroom routines and procedures are explicitly identified for activities where problems often occur (e.g. entering class, asking questions, sharpening pencil, using restroom, dismissal) | Status: | | | | |
| 44. Expected Classroom routines are taught. | Status: | | | | |
| 45. Classroom teacher uses immediate and specific praise. | Status: | | | | |
| 46. Acknowledgement of students demonstrating adherence to classroom rules and routines occurs more frequently than acknowledgment of inappropriate behaviors. | Status: | | | | |
| 47. Procedures exist for tracking classroom behavior problems | Status: | | | | |
| 48. Classrooms have a range of consequences/interventions for problem behavior that are documented and consistently delivered. | Status: | | | | |

Use the Classroom Self Assessment to Guide Team Planning
 Do 80% of your staff use these practices effectively?

Classroom Management Self-Assessment

Sugai, Colvin, Horner & Lewis-Palmer

| Effective Classroom Management Practices | Current Status | | |
|--|--------------------------------------|--------------|---------------|
| | Not In Pl 0 | Partial 1 | In Place 2 |
| DEFINING AND TEACHING BEHAVIORAL EXPECTATIONS 1. Classroom behavioral expectations defined and taught (consistent with school-wide expectations) | | | |
| ESTABLISHG ROUTINES & EFFECTIVE LEARNING ENVIORNMENT MODULE 2. Classroom <u>outines</u> defined and taught a) Signal established for obtaining class attention b) Self-management 3. Physical layout is functional and minimized crowding a) Classroom activities have locations b) Teacher able to monitor whole class c) Traffic patterns established | | | |
| FEEDBACK MODULE 4. Active supervision of classroom a) moving through classroom, scanning, interacting 5. Positive environment established a) 5 positive comments to every correction/negative b) First comment is positive/ celebrations | | | |
| MAXIMIZING STUDENT ENGAGEMENT MODULE 6. Maximize academic engagement a) Opportunities for student responses (0.5/min) 7. Promote academic success a) Academic success rate matches level of learning b) Curricular adaptations available to match student ability 8. Vary modes of instruction | | | |
| ADDRESSING PROBLEMATIC BEHAVIOR 9. Hierarchy of responses to problem behavior a) Do not ignore moderate/intense problem behavior b) Specific feedback for social/academic errors c) Responses to problem behavior allow instruction to continue 10. System available to request behavioral assistance | | | |
| Summary Score | Total Points = ____ X 100% = % 20 | | |

Activity 9a

List your classroom expectations.

- Are your classroom rules:
 - Linked to school-wide expectations
 - Specific and observable
 - Taught, posted, reviewed

- What might you do to adjust your classroom expectations?

Activity 9b.

Use Guiding Question and the Example Routines Matrix to Complete the Blank Classroom Routine Matrix below:

- Define and teach classroom routines
- How to enter class and begin to work
- How to predict the schedule for the day
- What to do if you do not have materials
- What to do if you need help
- What to do if you need to go to the bathroom
- What to do if you are handing in late material
- What to do if someone is bothering you.
- Signals for moving through different activities.
 - “Show me you are listening”
- How to determine if you are doing well in class
- Establish a signal for obtaining class attention
- Teach effective transitions

Example

Map School-wide Rules & Expectations to Classroom Routines

| School Rule | Be Safe | Be Respectful | Be Responsible |
|-----------------------------------|---|--|---|
| Expected Student Behaviors | Walk facing forward Keep hands, feet & objects to self Get adult help for accidents & spills Use all equipment & materials appropriately | Use kind words & actions Wait for your turn Clean up after self Follow adult directions Be silent with lights are turned off | Follow school rules Remind others to follow school rules Take proper care of all personal belongings & school equipment Be honest Follow game rules |
| Classroom Routines | | | |

| | |
|-------------------------------|---|
| Starting the day | <ul style="list-style-type: none"> ✓ put personal belongings in designated areas ✓ turn in homework ✓ put instructional materials in desks ✓ sharpen pencils & gather necessary material for class ✓ be seated & ready to start class by 8:30 |
| Entering the classroom | <ul style="list-style-type: none"> ✓ enter the room quietly ✓ use a conversational or ‘inside voice’ ✓ keep hands, feet, objects to self ✓ walk ✓ move directly to desk or assigned area ✓ sit quietly & be ready for class |
| Working independently | <ul style="list-style-type: none"> ✓ select area to work ✓ have materials ready ✓ work without talking ✓ raise hand to ask for help ✓ keep working or wait quietly for assistance when the teacher is helping someone else ✓ move quietly around the room when necessary ✓ put materials away when finished ✓ begin next activity when finished |
| Asking for help | <ul style="list-style-type: none"> ✓ always try by yourself first ✓ use the classroom signal for getting assistance ✓ keep working if you can or wait quietly ✓ remember the teacher has other students that may also need help |

Map School-wide Rules & Expectations to Classroom Rules and Classroom Routines

| | |
|--|--|
| School Rule | |
| Expected Student Behaviors | |
| Classroom Routines | |
| Starting the day | |
| Entering the classroom | |
| Working independently | |
| Asking for help | |
| Taking care of personal needs | |
| Completing & returning homework | |

Please identify at least two action steps

| | | | |
|--|----|--|--|
| I. Classroom System Classroom expectations linked to school-wide expectations Classroom routines established Classroom self assessment for whole staff completed at least annually Classroom Assessment is used to guide professional development | a. | | |
| | b. | | |
| | c. | | |
| | d. | | |

J. Evaluation

Activity 10 will assist the team during planning time. The team should use the guiding questions to critically assess status of Feature J: Evaluation. Once the team discusses areas of strengths and areas of need, the team will list at least 2 action steps that will be used to strengthen areas of need.

| J. Evaluation | Status: | | | | |
|--|---------|--|--|--|--|
| 49. Students and staff are surveyed about PBIS | Status: | | | | |
| 50. Students and staff can identify expectations and rules. | Status: | | | | |
| 51. Staff use referral process (including which behaviors are office managed vs. teacher managed) and forms appropriately. | Status: | | | | |
| 52. Staff use reward system appropriately. | Status: | | | | |
| 53. Outcomes (behavior problems, attendance, morale) are documented and used to evaluate PBIS plan. | Status: | | | | |

Activity 10

- How will team support staff?
- How will staff be encourage to use the new system effectively? How will they know when behavior changes?
- How will the data be shared?
- How can it impact staff buy in?
- How will data help build better, more efficient and effective solutions?
- How can we use data to celebrate our success?
- How can we use data to change our teaching practices and be better “consumers” of Evidence based practices?
- How will we share with school community, district leadership?
- Review Examples

| Activity | Activity Task Analysis | Who | When |
|--|------------------------|-----|------|
| Evaluation and Feedback Summary of self assessment data provided to all staff Process for obtaining feedback established Marketing plan established to showcase effort | a. | | |
| | b. | | |
| | c. | | |
| | d. | | |

