



GOVERNMENT OF THE UNITED STATES VIRGIN ISLANDS

DEPARTMENT OF
EDUCATION

*Positive Behavioral
Interventions and Supports (PBIS)*
State Office of Curriculum and Instruction

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Virgin Islands Department of Education
State Office of Curriculum & Instruction
Positive Behavioral Interventions & Supports
Instructional Manual
PBIS Overview and Tier I Implementation





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Prologue

Impact of Behavior Problems on Students & Educators

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

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

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

Increased use of exclusionary practices. As behavior problems have increased, so have exclusionary practices such as detentions, in-school suspension, homebound instruction, shortened school day, referral to alternative schools, administrative transfers, or ignored trancies that restrict student access to learning.

Rethinking Discipline

THE TRADITIONAL VIEW OF DISCIPLINE

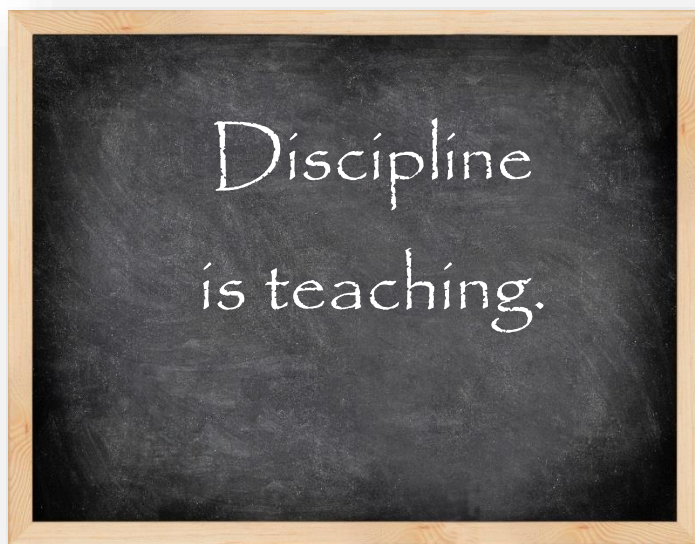
For the most part, our approaches to school discipline are still based on the punitive and exclusionary policies developed when public education began in the early 1900 and schools were oriented toward the academically inclined and socially acceptable. Today, the child at the school house door has created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

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

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

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

DISCIPLINE IS TEACHING



As we seek to ensure inclusive learning environments, our attitudes regarding discipline must change. Is discipline concerned with punishing misconduct or with preventing it? According to the dictionary, discipline refers to prevention and remediation, “training to act in accordance with rules;” and “instruction and exercise designed to train to proper conduct or action;” “training that is expected to produce a specified character pattern of behavior;” and “controlled behavior resulting from such training.” Reaching today’s students requires a teaching focus—teaching students how to be successful and behave responsibly in school. This is based on the belief that social behavior is learned, therefore it can be taught. Students can be taught socially acceptable ways of behaving just as one would teach any academic subject. Discipline should be based on the very same instructional concepts used to facilitate academic learning. Direct

instruction in social behaviors can be provided to students, and practice, encouragement, and correction given as needed. And just as with academics, when behavior problems are complex or chronic, specialized interventions or intensive teaching arrangements may be necessary. A comparison of approaches to academic and social problems is shown in Figure 1.

Academic & Social Problems: A Comparison of Approaches:

Error Type	Approaches for Academic Problems	Ineffective Approaches for Social Problems
Infrequent	<ul style="list-style-type: none"> Assume student is trying to make correct response; error was accidental, a skill deficit. Provide assistance (teach, model, guide, check). Provide more practice and feedback; monitor progress. Assume student has learned skill and will perform correctly in the future. 	<ul style="list-style-type: none"> Assume student is choosing to be “bad;” error was deliberate, a performance deficit. Use consequences/punish. Practice not required. Assume student has “learned” lesson and will behave in the future.
Frequent	<ul style="list-style-type: none"> Assume student has learned the wrong way or has inadvertently been taught wrong way. Diagnose problem; identify misrule or determine more effective way to teach. Adjust teaching arrangements to accommodate learner needs. Provide practice and feedback. Assume student has learned skill and will perform correctly in the future. 	<ul style="list-style-type: none"> Assume the student is refusing to cooperate; student knows what is right, has been told to stop, and is being insubordinate. Provide more severe consequences; remove the student from normal context (office referral, detention, suspension, etc.). Maintain student removal from the normal context. Assume student has “learned” lesson and will behave in the future.

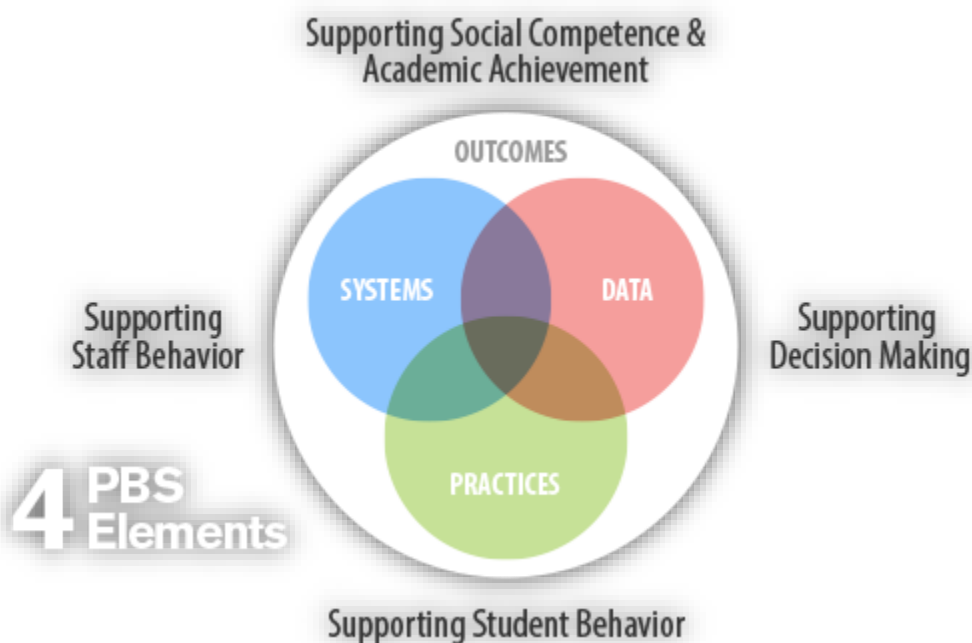
Modified from Colvin & Sugai, 1988.

Figure 1

PBIS Overview

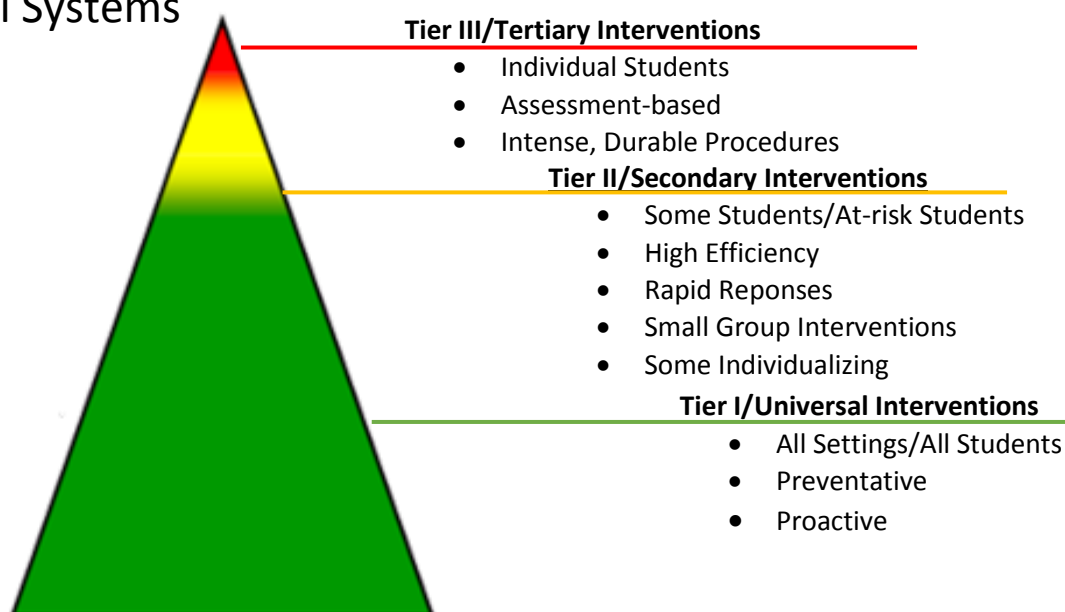
What is PBIS?

- Positive Behavioral Interventions and Supports (PBIS) is commonly referred to as an implementation framework for maximizing the selection and use of evidence-based prevention and intervention practices through a multi-tiered continuum that supports the academic, social, emotional, and behavioral competence of all students.
- PBIS is a set of research-based pillars, that when applied to a school, help to manage behaviors, improve outcomes and create a healthier school climate and culture. These pillars include: teaching expected behaviors, rewarding and encouraging expected behaviors, providing appropriate and consistent consequences and feedback, utilizing data to make decisions regarding student behaviors (academic and social-emotional), providing evidence-based interventions for students, and strong communication with stakeholders.
 - The interplay of **4 implementation elements** is considered in all decisions
 - **Data** – What information is needed to improve decision making
 - **Outcomes** – What students need to do for academic and behavior success
 - **Practices** – What students experience to support the learning and improvement of their academic and behavior success, e.g., teaching, prompting, and recognizing expected social behaviors
 - **Systems** – What do educators experience to support their use of evidence-based academic and behavior practices, e.g., school leadership teams, data-based decision making, continuous professional development and coaching



- The multi-tiered “continuum” is comprised of carefully selected, evidence-based practices at three different levels of support intensity. Specific practices are matched both to the level of support need, and the local cultural context
 - **Tier 1:** Universal practices are experienced by all students and educators across all settings to establish a predictable, consistent, positive and safe climate
 - **Tier 2:** Targeted practices are designed for groups of students who need more structure, feedback, instruction and support than Tier 1 alone
 - **Tier 3:** Indicated practices are more intense and individualized to meet the challenges of students who need more support than Tier I and II

Behavioral Systems



What do students and educators gain in PBIS schools?

- All students develop and learn social, emotional, and behavioral competence, supporting their academic engagement.
- All educators develop positive, predictable, and safe environments that promote strong interpersonal relationships with students through teaching, modeling, and encouragement.

How does PBIS contribute to the development of positive school climate, school safety, and student-educator relationships?

- PBIS implementation involves explicitly prompting, modeling, practicing, and encouraging positive expected social skills across settings and individuals. When students are taught to effectively use relevant expected social skills for themselves and with others, school climates are described as more positive, learning environments are designated as safer, and student-educator relationships are referred to as more trusting and respectful.

Three Levels of Implementation

Focusing on a systems change approach discussed earlier along with validated behavior change techniques, SW-PBS is designed to meet the unique behavioral needs of each school and every student through three broad levels of implementation (Figure 2). These levels emphasize interventions that range from preventing the development of inappropriate behavior (universal) to reducing the impact or intensity (targeted or intensive) of problem behavior occurrences. This continuum of schoolwide, instructional and positive behavior supports is a defining feature of SW-PBS (Walker, et. al., 1996; Sugai & Horner, 1999; Sugai & Horner, 2006).

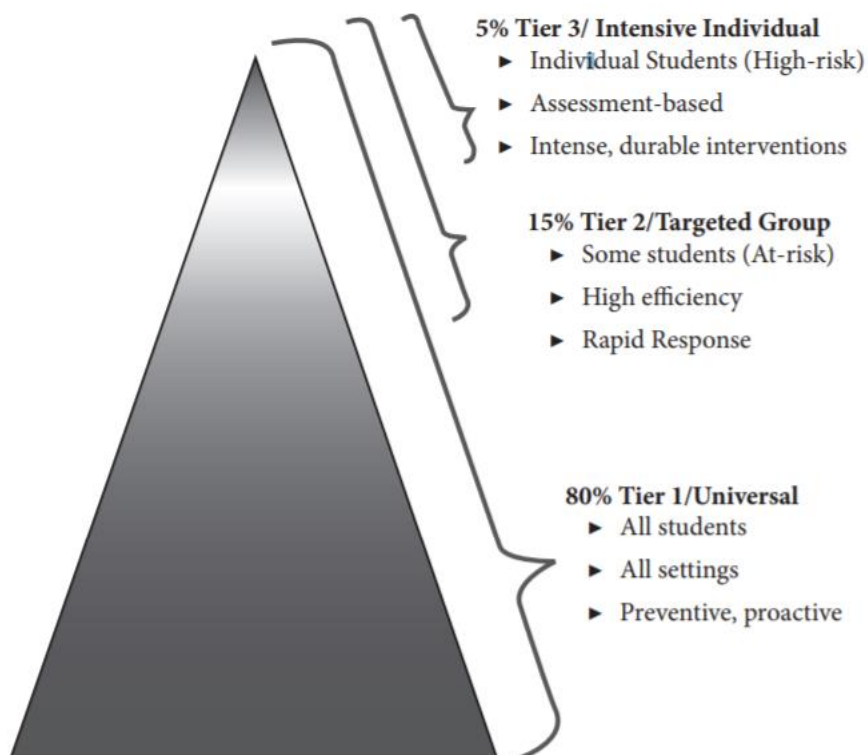


Figure 2

TIER 1. First, school teams develop Tier 1-universal management strategies designed to meet the needs of all students and develop a common language and focus for all school staff, families, and community members. Universal or Tier 1 strategies are designed to be implemented consistently and efficiently across all school settings, classroom and non-classroom (e.g., cafeteria, hallways). This includes teaching specific behaviors or social skills that will lead to success in school, providing frequent positive reinforcement for expected behavior, consistently addressing social errors, and arranging teaching and learning environments to ensure success for all. This level should meet the needs of approximately 80 percent of a school's student body.

TIER 2. Second, Tier 2 or targeted support is developed to provide more specialized and intensive supports for students who present risk factors (e.g., low academic achievement, poor peer skills, limited family or community supports) and who require repeated practice and environmental modifications to increase their likelihood of academic and social success. These strategies are matched to need or function-based and applied to the relatively small proportion of students who require more than universal prevention support for their social success in school. Although they are linked to the Tier 1 interventions, Tier 2 interventions are more intensive and typically require more adult attention and monitoring. The behavioral strategies of Tier 2 can be likened to the small group academic interventions for students requiring additional instruction or practice to keep up with the standard curriculum. Approximately 15 percent of students are at-risk and in need of secondary intervention.

TIER 3. Third, Tier 3 or intensive systems of support are developed to provide highly specialized and individualized practices and systems of support for the relatively small number of students who engage in chronic challenging behavior that is unresponsive to universal, Tier 1 or targeted, Tier 2 interventions. At the intensive level, special educators, school psychologists, counselors, behavior interventionists and family members develop individualized and comprehensive (i.e., wraparound, person-centered) behavior intervention plans. This is similar to the student who is unable to learn to read using the standard curriculum and requires a highly-prescribed reading intervention approach. Approximately 5 percent of the student body will require individualized interventions.

While you may recognize aspects of this continuum that are in place in your school, many schools implement such support strategies separately in an unconnected way. With the SW-PBS process, all targeted and individual interventions are connected to the schoolwide or universal system, using a common language, tying together systems and keeping all staff informed. When a true connected continuum of supports has a common base, schools are able to increase their effectiveness and efficiency in supporting students with challenging behavior.



Tier I

Step 1:

School Buy-in

Step 2:

Create Task Force Team

Step 3:

School Vision

Step 4:

3-5 School-wide Expectations

Step 5:

Develop Behavioral Expectation Matrix

Step 6:

Develop Curriculum to Teach your School the Behavioral Expectations

Step 7:

Train Faculty and Staff on Matrix and Pro-social Classroom Management Strategies Focusing on the 8 Components of PBIS and the ABCs of Behavior

Step 8:

Develop, Train on and Utilize an Effective Disciplinary Referral System with a Focus on Data Collection and Input into Chosen Server (i.e. PowerSchool or SWISS)

Step 9:

Create and Implement a School-wide Reward System for Positive Behavior (staff and students)

Step 10:

Assess Progress of School-wide Student Behavior (based on data) and School-wide PBIS Implementation with the Tiered Fidelity Inventory

Step 11:

Problem Solve to Improve Areas of Need

Step 12:

Reassess

Step 13:

Parent and Family Outreach

Step 14:

Begin Tier II Readiness Process

Step 1:

School Buy-in/Gaining Staff Commitment

Change efforts have a great deal to do with personal motivation. Setting a new direction for the future is one of the most powerful ways of motivating any group and effecting change. Once staff is committed, together you will find ways to be effective.

Fundamental change is impossible without the participation of everybody with a stake in the problem or issue (U.S. Department of Education, 2014). Without full participation of all, perspectives will be missed, there is a good chance that some of the issues involved will go unaddressed, and implementation will be restricted. Building staff awareness of SW-PBS, the possible outcomes, the vision, and evolving beliefs about student discipline and behavior should lead to a sense of eagerness and full participation.

Emerging research on implementation of PBIS, indicates that for initial implementation administrative support, staff buy-in, fidelity of implementation and efficient and effective teaming are critical (McIntosh, et.al., 2014). It is also important to note that findings indicate a need to establish consensus to implement PBIS in the classroom setting as soon as it is implemented in non-classroom settings (ie., schoolwide) (Mathews, McIntosh, Frank, & May, 2014).



Securing staff commitment can be done by providing opportunities for new learning, the joint development of mission, vision, and beliefs or guiding principles, and finally confirmed by an official commitment process. Strategies for providing new learning include: 1) formal presentations/staff learning opportunities, 2) study groups or book studies, 3) articles or readings, 4) sharing and discussion opportunities, 5) surveys or data, and 6) personal conversations. Once your staff has a solid understanding of the desired change, it is helpful to confirm commitment. In some schools, the principal simply makes a point of having a personal conversation with each and every staff member, visiting about the exciting opportunity and asking if they are on board, or if they can be counted on to join in the work ahead. An agreement, contract, or covenant is another way for staff to show support. On the next page you will find an example that includes the school's philosophy, beliefs and agreements that bond the staff to their schoolwide discipline work. It provides a place for staff to sign, indicating their commitment.



Administrator's Role

- Establish a Leadership Team, representative of the building staff.
- Support the school's SW-PBS work through public statements.
- Actively participate as a member of the team.
- Gain commitment from staff for the school's SW-PBS work.
- Ensure that the team meets regularly and uses effective operating procedures.
- Support team members by recognizing their contributions and protecting their time and work schedules.
- Secure budgetary allocations necessary to build and maintain SW-PBS.
- Work with the team to devise ways to engage staff and gain consensus on development and implementation activities.
- Arrange for staff meeting and professional learning time to plan, gain consensus, and learn new skills.
- Share data and discuss patterns of behavior with the team and staff for active decision making on a regular basis. Provide ongoing communication with students, staff, District, families, and other community groups via newsletters, website, presentations and informal talks, etc.
- Arrange orientation for new staff and students.
- Conduct walk-throughs to monitor implementation and provide feedback to staff as they implement.
- Incorporate new practices into hiring and evaluation procedures.

Step 2: School PBIS Leadership Team/Task Force Team

The process recommended for effective school improvement is based on strong leadership, shared decision-making and consensus building among all school staff. It begins with the formation of a discipline leadership team. This team will assist staff in the continual process of developing and maintaining a positive school environment.

The PBIS team is a standing committee responsible for developing and maintaining effective discipline procedures that reflect the unique needs of the school and its community. This includes:

- Initially gathering input from staff, families, and students as well as other data sources to evaluate the effectiveness of current policies and practices.
- Using that information to gain staff commitment to the needed changes and developing a common philosophy of discipline.
- Assisting staff to understand best practices for developing responsible student behavior and the elements of an effective school discipline policy.
- Guiding staff through a procedure development process to improve less effective practices and to protect effective practices by clarifying them and putting them in writing.
- Once practices are developed and protected in writing, this team is responsible for overseeing the implementation, maintenance, and revision of procedures. This includes: 1) reviewing procedures with staff (especially new staff) at the start of the year to ensure consistency, 2) coordinating dissemination of information to parents and students, 3) organizing schoolwide discipline-related instructional activities, 4) bringing staff concerns to the team, and 5) reviewing ongoing data to determine successes and continuing needs for in-service or modification of procedures.

TEAM COMPOSITION.

As discussed before, schoolwide discipline planning should not be viewed as either a top-down or a bottom-up process. Rather, it is a collaborative venture with administration and staff working together. Therefore, it is essential the team include a building administrator and full representation of the building staff.

A copy of the team member's roles and responsibilities sheet is below. Roles and responsibilities of the team members are subject to change as necessity requires. Teams are asked to meet at least once per month during the school year but it is preferred that the team meets at least bi-weekly. In order to become a member of the team, one must simply request to be on the team and continually fulfill their duties. The school administration may also ask staff members to join the team. Furthermore, if you are on the team and feel you can no longer, or can temporarily no longer fulfill your duties, you may take a leave of absence from the team.

PBIS Team Roles and Responsibilities: Before, During, and After Team Meeting



Position	Before Team Meeting	During Team Meeting	After Team meeting
Chairperson	<ul style="list-style-type: none"> Develop agenda with input from team Send to team members 	<ul style="list-style-type: none"> Facilitate meeting 	<ul style="list-style-type: none"> Follow up on assigned tasks Seek input from team members/staff
Secretary	<ul style="list-style-type: none"> Notify/provide meeting reminder to team 	<ul style="list-style-type: none"> Keep meeting minutes 	<ul style="list-style-type: none"> Distribute meeting minutes to team/staff
Data Person	<ul style="list-style-type: none"> Prepare summary of ODR or other data Organize & print Big 5 report 	<ul style="list-style-type: none"> Present update on data Lead data discussion 	<ul style="list-style-type: none"> Share data highlights with staff Collect any other necessary data
Communication Coordinator	<ul style="list-style-type: none"> Collect and compile any feedback and/or input from staff 	<ul style="list-style-type: none"> Share complied feedback/input from staff Lead Planning for stakeholder communication 	<ul style="list-style-type: none"> Provide updates to staff Coordinate stakeholder communication (e-mails, newsletters, website etc.)
Time Keeper	<ul style="list-style-type: none"> Review time slots on agenda 	<ul style="list-style-type: none"> Maintain time parameters Use established signal to keep on task 	<ul style="list-style-type: none"> NA
Cheerleader	<ul style="list-style-type: none"> Prepare summary of status of staff recognition activities 	<ul style="list-style-type: none"> Provide update on staff recognition activities Lead the planning for targeted recognition for staff 	<ul style="list-style-type: none"> Carry out recognition activities with staff
Behavior Specialist	<ul style="list-style-type: none"> Disseminate updates of products 	<ul style="list-style-type: none"> Lead discussion on any new files 	<ul style="list-style-type: none"> Maintain electronic database of team products regularly
Bully Prevention Coordinator	<ul style="list-style-type: none"> Meet with student BP team Assess projects and data 	<ul style="list-style-type: none"> Share BP news and progress/areas that need assistance 	<ul style="list-style-type: none"> Meet with student BP team to strategize
All Members:	<ul style="list-style-type: none"> Review meeting notes Preview agenda Bring completed materials 	<ul style="list-style-type: none"> Follow meeting norms Provide input 	<ul style="list-style-type: none"> Set the positive tone and example Complete assigned tasks

*add contact info and back up roles

Develop working agreements within your team:

- Methods of appointing team members
- Team member length of term
- Meeting times and dates
- Coordinate and have sign-in sheets, agendas and meeting minutes at each meeting
- Meeting agreement for problem solving: Use the Team Initiated Problem Solving Fidelity Checklist

Team Initiated Problem Solving Fidelity Checklist (TIPS-FC):

Purpose of Checklist

The Team Initiated Problem Solving Fidelity Checklist (TIPS-FC) is a progress-monitoring tool for a team and their coach to use as a guide for planning, implementing, and sustaining best practice meeting foundations and using data for problem solving and decision-making. The TIPS-FC has 18 total items: the first 9 items are for measuring implementation of meeting foundations and items 10 through 18 are for measuring the thoroughness of the team's problem-solving processes, as exemplified by the TIPS model. Each of the 18 items is defined with an accompanying data source and scoring criteria to use as a guide for scoring the level of item implementation (full (2), partial (1), not started (0)). Completing the TIPS-FC provides the team and coach a forum for reviewing the functioning and health of the team and guides the team toward improvements in the level of implementation for both meeting foundations and problem solving. The checklist points are converted to percentage of implementation across the 9 items in each category. The results provide two scores: a Meeting Foundations Score and a Problem-Solving Score.

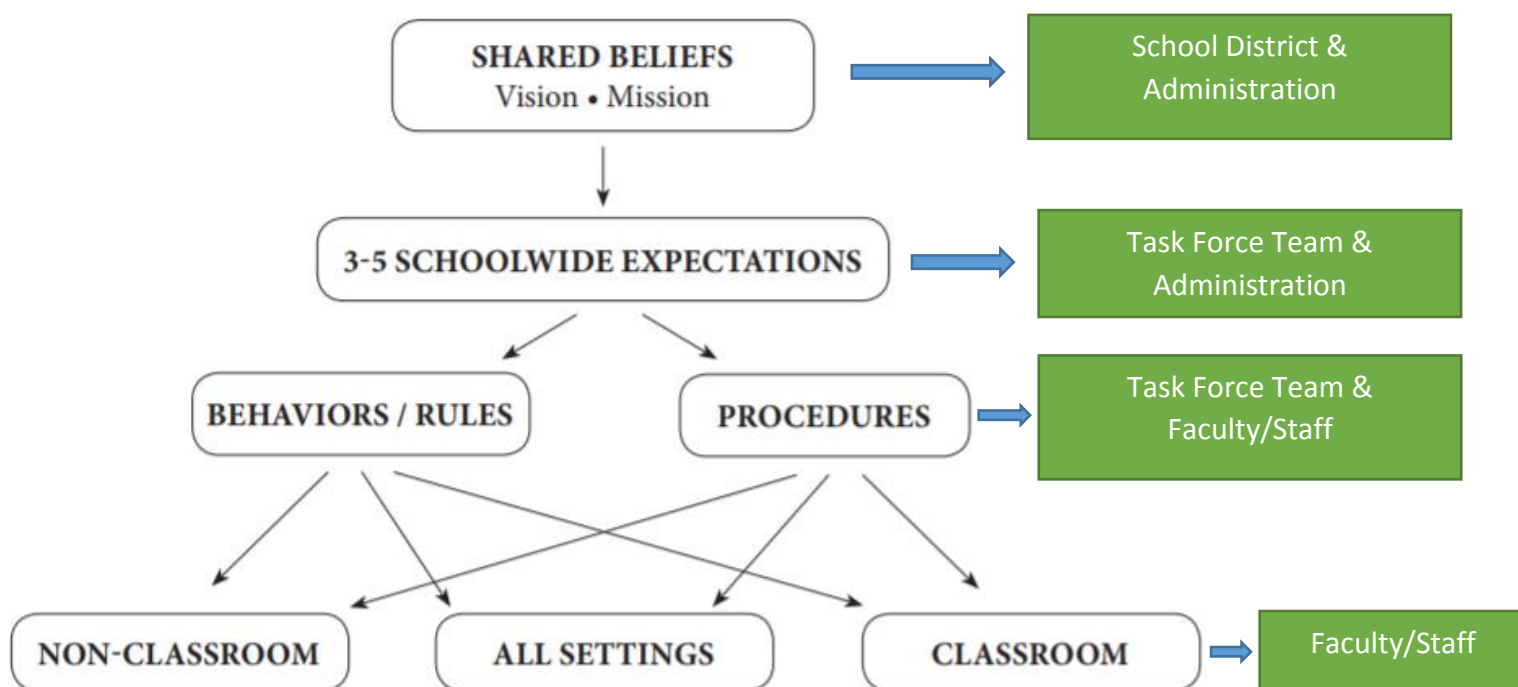
Plan 5-10 minutes at the end of the meeting to complete the TIPS-FC. Ideally, the team and coach have a facilitated discussion, to complete the checklist, item-by-item. The team agrees on the score of a 0, 1, or 2 for each item and records the points associated with each item on the checklist. Each team completes the TIPS-FC with their coach, every three to four meetings.

Appendix B: TIPS-FC

Team Meeting Dates:

August	September	October	November
December	January	February	March
April	May	June	July

Tier I Structure:



Action Planning

An Action Plan is simply a thoughtfully recorded list of all the tasks that your team needs to finish to meet a goal or an objective. Action plans differ from “To Do” lists in that they focus on the achievement of a single goal and gather together all of the careful planning for that goal. Action Plans are driven by data based decision making and focus on implementation of evidence based practices in an intentional manner (Technical Assistance Center on PBIS, 2015; McIntosh & Goodman, 2016). Action Plans are useful because they give you a framework for thinking about how you’ll complete a task or project efficiently. They help you finish activities in a sensible order, and they ensure that you don’t miss any key steps. When you can see each task laid out, you can quickly decide which tasks to assign to whom.

See Appendix A: Tier I Action Plan

Step 3 & 4:

Determine what your school's vision is. How do you see your school improving/changing? What do you value most?

Once you have a clear vision, as a team, determine what your school's 3 to 5, positively stated, behavioral expectations are. This will be what you base your school's behavioral expectations and pride on.

For example:



Step 5 & 6:

Develop a school-wide Behavioral Expectation Matrix and Lesson Plan

- There are some things to consider when developing all components of the social behavioral curriculum.
- The curriculum should be preventative in nature. What do successful students do? What is the vision we have for this success? What will we teach to prevent problem behaviors from occurring?
- It should define those behaviors that address current problem behaviors. Office referral data and staff, student and family perceptions can help determine current behavior problems. These problems can then be turned into positive behaviors to teach by asking, “What do we want students to do instead?”
- When defining specific behaviors/rules they should be: 1) observable – behaviors that we can see, 2) measureable – behaviors that could be counted, 3) positively stated – things that tell students what to do to be successful, 4) understandable – student-friendly language, and 5) always applicable – can be used every day.
- Incorporate existing school resources such as social skills curricula, bully prevention curricula, conflict management materials, etc. into the social behavioral curriculum. Existing materials that have proven to be effective in teaching students expected behaviors can and should be embedded into the framework of this social behavioral curriculum.
- Engage staff in the development of the social behavioral curriculum. Seek their input and ideas by having them complete the activities shared in this workbook. Use work groups of staff volunteers to develop drafts from the ideas generated during whole staff discussions and use a democratic process to review, discuss and revise the various components of the social behavioral curriculum.
- Seek student and family input. As components of the social behavioral curriculum are being developed, take action to get ideas from students and families. Their perspective of behavioral expectations and skills to be taught are critical to create a social behavior curriculum that is responsive to the culture of all students and families.

A Matrix lays out all expected behaviors, as they relate to the values developed, in each area of the school. The Matrix is then posted school-wide and taught via school or teacher lesson plan each year. Develop a schedule to teach the Matrix at the beginning of the year.

See below:

LOCKHART ELEMENTARY

SCHOOL-WIDE EXPECTATIONS

RIDE THE WAVE!



EXPECTATIONS	CLASSROOM	CAFETERIA	BATHROOMS	HALLWAY	LIBRARY + LABS	PLAYGROUND	OFFICE	BUSES
RESPECT	<ul style="list-style-type: none"> Follow directions Follow procedures Use appropriate language & tone Keep your hands & feet to yourself 	<ul style="list-style-type: none"> Sit in your space to eat Keep food in cafeteria Use quiet voices (Level 1) 	<ul style="list-style-type: none"> Respect others privacy Remain silent (Level 0) 	<ul style="list-style-type: none"> Use appropriate language Stay in a straight line Use kind words & actions 	<ul style="list-style-type: none"> Use quiet voices (Level 1) Use kind words & actions with other students & adults 	<ul style="list-style-type: none"> Take turns Be kind to others 	<ul style="list-style-type: none"> Use quiet voices (Level 1) Use good manners to enter a conversation 	<ul style="list-style-type: none"> Wait in line for bus to arrive Use appropriate language Use quiet voices (Level 1)
INTEGRITY	<ul style="list-style-type: none"> Practice honesty 	<ul style="list-style-type: none"> Clean up after yourself Exhibit good table manners 	<ul style="list-style-type: none"> Report incidents or concerns Use bathroom as intended 	<ul style="list-style-type: none"> Have hall pass at all times Be courteous Stay in assigned area 	<ul style="list-style-type: none"> Bring books back on your library day Return books on time 	<ul style="list-style-type: none"> Help those in need Be truthful about your actions Report incidents 	<ul style="list-style-type: none"> Accept responsibility for your actions Be honest at all times 	<ul style="list-style-type: none"> Use kind words & actions Share seats while on bus
DISCIPLINE	<ul style="list-style-type: none"> Keep your area tidy Line up directly when cued 	<ul style="list-style-type: none"> Wait your turn Find your seat quickly 	<ul style="list-style-type: none"> Go at appropriate times Return to class immediately after Be completely dressed before leaving bathroom 	<ul style="list-style-type: none"> Discipline Walk on right side Keep hands & feet to yourself 	<ul style="list-style-type: none"> Find your seat quickly Clean up after you are done 	<ul style="list-style-type: none"> Ask an adult on duty to go inside Line up when called 	<ul style="list-style-type: none"> Use walking feet Walk through only if sent by staff member 	<ul style="list-style-type: none"> Sit in the area designated for bus pickup Stay seated while bus is moving
EXCELLENCE	<ul style="list-style-type: none"> Complete assignments on time Always work to improve yourself 	<ul style="list-style-type: none"> Leave your space neat & clean Pick up trash 	<ul style="list-style-type: none"> Keep area clean & usable Flush, wash & dispose of paper Conserve soap & paper 	<ul style="list-style-type: none"> Walk through the hallway in stealth mode Walk directly to destination 	<ul style="list-style-type: none"> Challenge yourself Work to the best of your ability 	<ul style="list-style-type: none"> Keep area clean Collect & return all equipment Leave no student or belongings behind 	<ul style="list-style-type: none"> Do the best you can at all times Follow all directions the first time 	<ul style="list-style-type: none"> Use bus time as study time Keep track of your belongings

Example Lesson Plan

Lesson Title: HAWKS in the Hallway

Subject: Social Learning

Time: Homeroom



Lesson Overview:

Students will learn the Charlotte Amalie High School hallway expectations as it relates to the school's core values, "HAWKS".

Objective	Materials
STUDENTS WILL BE ABLE TO DISCUSS WHAT IT MEANS TO BE HONORABLE, ACHIEVING, WORKING TOGETHER, KNOWLEDGEABLE AND SUCCESSFUL IN THE HALLWAY.	BEHAVIORAL EXPECTATION MATRIX, CHALKBOARD/WHITEBOARD/POST IT PAPER, TAPE, STRIPS OF PAPER WITH HALLWAY COLUMN BULLET POINTS (SEE NEXT PAGE), LARGE CUT OUT WORDS: HONORABLE, ACHIEVING, WORKING TOGETHER, KNOWLEDGEABLE, SUCCESSFUL

Learning Plan:

*Preparation: Post/write a large version on the "Hallway" matrix **column** on the board/paper pad. Cover it. Take each bullet point from the "Hallway" **column** of the Behavioral Expectation Matrix and cut them into strips (one bullet point per strip of paper). Label different walls/parts of walls in your room as "Honorable", "Achieving", "Working Together", "Knowledgeable" and "Successful".*

Lesson: Remind students of the prior lesson on HAWKS behavior in the classroom. Discuss positive behavior in the hallways. Give each student a strip of paper, if there are not enough to go around, have some students work in pairs. Ask students to tape their strip of paper under the HAWKS heading labeled around the room that best fits. Share with students that there may be duplicate strips, if so, make sure only one of each is under a particular HAWKS heading (i.e. "use appropriate language" should not be listed twice under "Honorable")

Reveal the "Hallway" column that you previously wrote out. Ask the students to determine how close their classroom size matrix column is to the actual matrix. Discuss the similarities and differences.

Try the "turn and talk" method and attention recall strategy you pre-taught last session.

Close: End the lesson with a group discussion about why it is important to show HAWKS behavior in the hallway. Ask open-ended questions like: What are some things you see in the halls that aren't demonstrating HAWKS behavior? How do they negatively affect others? What are some things you can do in the hallway to improve your school? How can you show HAWKS behavior in the halls?

Train faculty and staff on Matrix and pro-social classroom management strategies focusing on the 8 Components of PBIS and the ABCs of Behavior:

8 Components of PBIS

Missouri PBIS, the technical advisors for VIDE PBIS, has identified features or components based on the PBIS National Center Implementer's Blueprint that together form a highly effective approach to schoolwide discipline (Technical Assistance Center on PBIS, 2010). Each component is vital. They operate together to ensure the positive and proactive approach to discipline that is likely to lead to behavioral and academic success.

These components include: 1) Common Philosophy and Purpose, 2) Leadership, 3) Clarifying Expected Behavior, 4) Teaching Expected Behavior, 5) Encouraging Expected Behavior, 6) Discouraging Inappropriate Behavior, 7) Ongoing Monitoring, and 8) Effective Classroom Practices. Each is described below.

1. COMMON PHILOSOPHY & PURPOSE. Many educators still believe that students would behave if we could just find a “bigger club,” yet studies identify punishment as one of the least effective approaches (Lipsey, 1991; Costenbader & Markson, 1998; Gottfredson & Gottfredson, 1996). Effective schools realize that it is far easier and better to build adaptive behaviors through proactive instructional approaches than to try to decrease maladaptive behaviors through punishment. 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. 2018-2019 MO SW-PBS Tier 1 Team Workbook 15 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.

2. LEADERSHIP. Effective schoolwide discipline will succeed or fail by the vision, commitment, and amount of personal attention received from the administrator. Clearly, schools with good outcomes have effective leadership at the administrative level, but with staff members' views clearly represented in decisions. Therefore, in MO SW-PBS, leadership includes the building administrator along with a SW-PBS Leadership Team that is representative of building staff. The Team will lead their staff through a process of developing and gaining consensus on beliefs, expectations, and procedures, along with the completion of a written plan. This full staff involvement in the process is crucial, and effective leadership utilizes effective and efficient group processes to engage staff, understand change and the stages of implementation, and provide effective professional learning support. Once procedures are developed, effective leadership ensures that their SW-PBS plan is continually evolving and arranges for routine review and renewal through data gathering, policy revision, and training of new staff. Practices are upheld through supervision of staff, and practices are incorporated into hiring and evaluation

processes. Strong leadership is the factor that contributes most directly and assuredly to effective change in schools, particularly when change involves new practices that must be incorporated into every day routines (Colvin, Kame'enui & Sugai, 1993; Sprick, Wise, Markum, Haykin & Howard, 2005).

3. CLARIFYING EXPECTED BEHAVIOR. Just as schools rely on the direction provided by their academic curricula, success with student discipline begins with clear behavioral expectations – a behavioral curriculum. These expectations are not lists of prohibitive rules, but a vision of responsible student behavior and social competence. Agreed upon student expectations promote consistency across staff through a common language and help develop similar tolerance levels. A curriculum of expected behaviors allows educators to be proactive and focus on catching students behaving responsibly. Clarification begins by identifying a set of three to five succinct schoolwide expectations that cross all settings. These are further clarified by identifying specific behaviors for each expectation. Expected behaviors are then identified for specific non-classroom settings (e.g., hallways, cafeteria, etc.), and classroom procedures developed to guide daily operations. Additionally, some schools adopt a social skills curriculum to further identify social competency (U.S. Department of Education, 2014).

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

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

long term strategies to provide specific positive feedback along with a variety of positive reinforcement options to meet the needs of students.

6. DISCOURAGING INAPPROPRIATE BEHAVIOR. Just as students need specific positive feedback when behaving in accordance with expectations, inappropriate behavior also requires feedback. Inappropriate behavior in schools should be viewed as a teaching opportunity—a chance to clarify and reteach expectations (U.S. Department of Education, 2014). The same calm instructional approach used when students make academic errors should be used to correct social errors. Correction interrupts the behavior needing improvement so that a more appropriate response can be taught, practiced and reinforced. Associated with correction is the use of consequences, which are not to be punitive, but to extend teaching, decrease future occurrences of the behavior, and provide students with the motivation necessary for them to begin behaving in acceptable ways. Correctional strategies and a schoolwide system to discourage inappropriate behavior provide staff with tools to effectively change student behavior.

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

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

Component	Key Points – Your School
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	

Knowing Your ABCs

PBIS is grounded in the science of behavior or applied behavior analysis (ABA). Applied behavior analysis is the design, implementation, and evaluation of environmental modifications to produce socially significant improvement in behavior (Alberto & Troutman, 2012; Baer, Wolf, & Risley, 1968; Sulzer-Azaroff, B. & Mayer, R., 1991). This is based on the understanding that individuals' behavior is determined by past and current environmental events. In short, the science of behavior focuses on changes to the environment to result in changed behavior. ABA shows us that we can't change a person, but we can influence the way they behave by shaping the environment they function within. Thus in SWPBS, we are focusing on changing the behavior of the adults to change the environment that will, in turn, encourage change in student behavior.

Central to understanding applied behavior analysis is knowing your ABCs—an acronym for the contingency Antecedent–Behavior–Consequence (Figure 3). That is, something happens preceding the behavior (the Antecedent), which in effect causes the Behavior, which then results in Consequences. Antecedents are events that occur before the behavior and trigger the behavior. Antecedents include cues, prompts, signals, questions or commands from the teacher, as well as reactions from peers that influence student behavior; they are what happens right before the behavior occurs (Crone, Hawken, & Horner, 2015; Crone, Hawken & Horner, 2010). This includes the physical setting, the time of the day, the materials, person or people present, as well as how and what directions are given. Antecedents produce the behavior that follows. When we ensure a well-managed classroom setting, provide appropriate materials, establish clear expectations and give specific directions, we can increase the likelihood of appropriate student behavior. An example of an antecedent is the teacher signals by raising her hand and verbally reminds students to raise their hand during an upcoming discussion.

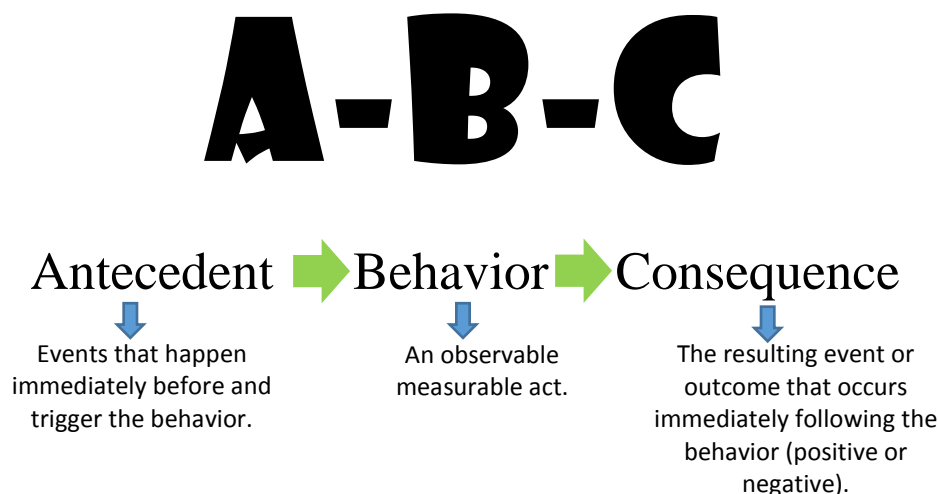


Figure 3

The skills and products that are pivotal to PBIS are identified below and organized by the Essential Components. Used to guide team action planning, the specific content related to each of these skills or products will be gradually included in your training and technical assistance process. As such, it creates a roadmap of what should be in place to ensure a positive, proactive and instructional approach to social and behavioral skills.

Teams assess fidelity of implementation of systems and practices with:

- 1) artifacts, 2) direct observation or 3) self-report

1. Common Philosophy and Purpose				
	IMPLEMENTATION DATA	NO	PARTIALLY	YES
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				
2. The District or School Mission emphasizes both academic and behavioral outcomes (academic and social competency for all students).				
3. Staff understands the essential components of MO SW-PBS and has made a commitment to the work.				
2. Leadership				
	IMPLEMENTATION DATA	NO	PARTIALLY	YES
1. SW-PBS is one of the top School Improvement Goals.				
2. The administrator(s) states frequent and public support for SW-PBS through regular communication with staff, students, families, and community. (e.g., conversations, letters, newsletters, website)				
3. The SW-PBS Leadership Team is representative of the building staff and includes active administrator participation.				
4. The SW-PBS Leadership Team meets regularly (at least monthly) to develop, monitor, or maintain effective practices and systems.				
5. There are processes for efficient and effective Leadership Team Meetings in place (e.g., roles, agenda, norms or ground rules, means for determining consensus, rotation of members, etc.).				
6. Action planning is used to guide and review the Team's work/ tasks.				
7. Meetings and professional learning supports are conducted with staff as needed to ensure they have the knowledge and skills needed to implement successfully, including a plan for new staff induction.				

8. Effective processes to engage staff in the review or development of procedures, gain their consensus, and keep everyone well informed have been developed.				
9. Ways to develop and sustain staff effort are in place (e.g., new staff induction, sharing and discussions, coaching, feedback, etc.), and staff are recognized for their contributions to SW-PBS.				
3. Clarifying Expected Behavior				
	IMPLEMENTATION DATA	NO	PARTIALLY	YES
1. Select three to five schoolwide expectations that define success for all students and are applicable in all settings (e.g., respectful, cooperative, safe, kind).				
2. Create a matrix of specific behaviors/rules to further clarify each schoolwide expectation for every setting.				
3. Determine procedures for each of the school's non-classroom settings (e.g., arrival / departure, hallways, cafeteria, recess, restrooms, assemblies, etc.).				
4. Ensure teachers have clarified behaviors/rules and procedures (e.g., arrival, small group, independent seatwork, etc.) to identify success in their classrooms that align with schoolwide expectations.				
4. Teaching Expected Behavior				
	IMPLEMENTATION DATA	NO	PARTIALLY	YES
1. Lessons on schoolwide, non-classroom and classroom expectations, rules and procedures have been developed and shared with all staff.				
2. An annual plan for the ongoing teaching of all expectations and rules has been developed and disseminated to all staff.				
3. All staff actively teach lessons on schoolwide, non-classroom and classroom expectations, rules and procedures.				
4. All staff use common language in all settings with all students.				
5. Staff regularly review expected behavior and reteach as needed (e.g., brief re-teaching, pre-corrects, and embedded across curricula).				
6. Orientation procedures that introduce expectations to new students and staff have been developed.				
5. Encouraging Expected Behavior				
	IMPLEMENTATION DATA	NO	PARTIALLY	YES

1. Staff use specific positive feedback to encourage expected behaviors at a high rate (4:1) in all settings.				
2. Staff consistently use a schoolwide tangible reinforcement system to encourage desired student behavior.				
3. A schoolwide recognition system has been developed.				
6. Discouraging Inappropriate Behavior				
	IMPLEMENTATION DATA	NO	PARTIALLY	YES
1. Staff view social/behavioral errors as opportunities to correct and teach the alternative or desirable behaviors and use instructional responses (e.g., redirect, reteach, conferencing, etc.)				
2. There is a clear framework for staff to determine what behaviors they manage and what behaviors should be office-managed.				
3. There is a schoolwide system to discourage minor inappropriate behavior that promotes learning of appropriate replacement behaviors.				
4. Staff uses responses to social errors that are respectful and reduce the probability of escalating behavior.				
5. Staff utilizes appropriate strategies to de-escalate or diffuse intense behavior.				
6. There is a schoolwide system to discourage major inappropriate behaviors that includes alternatives to exclusionary practices such as suspension/expulsion.				
7. Ongoing Monitoring				
	IMPLEMENTATION DATA	NO	PARTIALLY	YES
1. Team and staff complete and discuss the PBIS Assessments (e.g., Self-Assessment Survey, School Safety Survey, etc.) to monitor and guide development and implementation.				
2. A data system is used for collecting, analyzing, and reporting office discipline referrals (ODRs) in a Big 5 format.				
3. A system for monitoring frequent minor misbehavior is used to facilitate planning, teaching, and intervention efforts.				
4. The SW-PBS Leadership Team reviews the Big 5 data report at least monthly and makes decisions based on that data.				
5. The team regularly communicates Big 5 data and solution plan with staff.				

6. There is a system for annually collecting, reviewing and reporting the MO SW-PBS School Outcome Data and other data factors relevant for decision making (e.g., demo- graphics, attendance, graduation/dropout rates, ODRs, state assessments, special education eligibility, assistance referrals, staff counts, etc.).				
7. Routine implementation is monitored through observations, walkthroughs, informal surveys, interviews, etc. to provide ongoing feedback and support to staff and adjust as indicated.				
8. Effective Classroom Practices				
	IMPLEMENTATION DATA	NO	PARTIALLY	YES
1. Classroom rules are aligned with schoolwide expectations, posted, and referred to regularly.				
2. Classroom procedures and routines are created, posted, taught, and referred to regularly.				
3. Positive specific performance feedback is provided using a variety of strategies and at a ratio of 4:1.				
4. A variety of strategies (redirect, re-teach, provide choice, and conference with the student) are used consistently, immediately, respectfully in tone and demeanor in response to inappropriate behavior.				
5. Active supervision (scanning, moving and interacting) is consistently implemented.				
6. A variety of strategies to increase students' opportunities to respond (e.g., turn to talk, guided notes, response cards, etc.) are used.				
7. Activity sequencing and choice are offered in a variety of ways.				
8. A variety of strategies are used to address difficult academic tasks and to ensure academic success.				
9. Assess fidelity of implementation of effective classroom practices through observations or other means.				

Step 8:

Develop, train on and utilize an effective Disciplinary Referral System with a focus on data collection and input into chosen server (i.e. PowerSchool or SWISS)

First, develop a system to determine Minor v. Major problem behaviors.

This allows teachers to focus on managing difficult behaviors in class (Minor Problem Behaviors) and the administration to focus on (Major Problem Behaviors). This allows teachers and staff the ability to manage behaviors more effectively and consistently across all classrooms as well as reduce missed class time.

Create a Flowchart to clarify the above.

Utilize a behavioral correction flowchart to direct how problem behaviors are managed.

Example: When a problem behavior occurs a teacher or staff member:

1. Assesses the behavior
2. Determines if the behavior is a major or minor problem behavior
3. Determines the number of times the student has demonstrated this behavior (if it is a “minor problem behavior”)
Or
4. If the behavior is a “major problem behavior” a referral form is filled out and the students is taken to the office of the principal or the guidance counselor
5. If the problem behavior is “minor”, and it is the first, second or third documented minor offense, the teacher uses a classroom management strategy (moving the student seat, re-teaching the expectations, redirection, teacher’s helper, apology letter or task, behavior plan/contract with teacher etc.), provides feedback to the student and documents the situation in the minor section of a referral form
6. The teacher keeps the “minor form” for personal records
7. If the student demonstrated minor problem behaviors for the 4th time, the “major section” of the ODR (office disciplinary referral) is filled out, stapled to the other minor tracking forms (previous infractions) and the student is sent to the principal or guidance counselor.

The flowchart system allows students to build rapport with their teachers, make the correct choice, re-learn expected behaviors and be set up for success. Additionally, the flowchart encourages teachers to use positive behavior classroom strategies to manage a classroom, rather than discipline one.

A comprehensive **Office Disciplinary Referral Form** should also be developed. ODRs should specify time, date, location, type of behavior, other factors, and actions taken, etc. The more data on the ODR the better, to enhance problem solving.

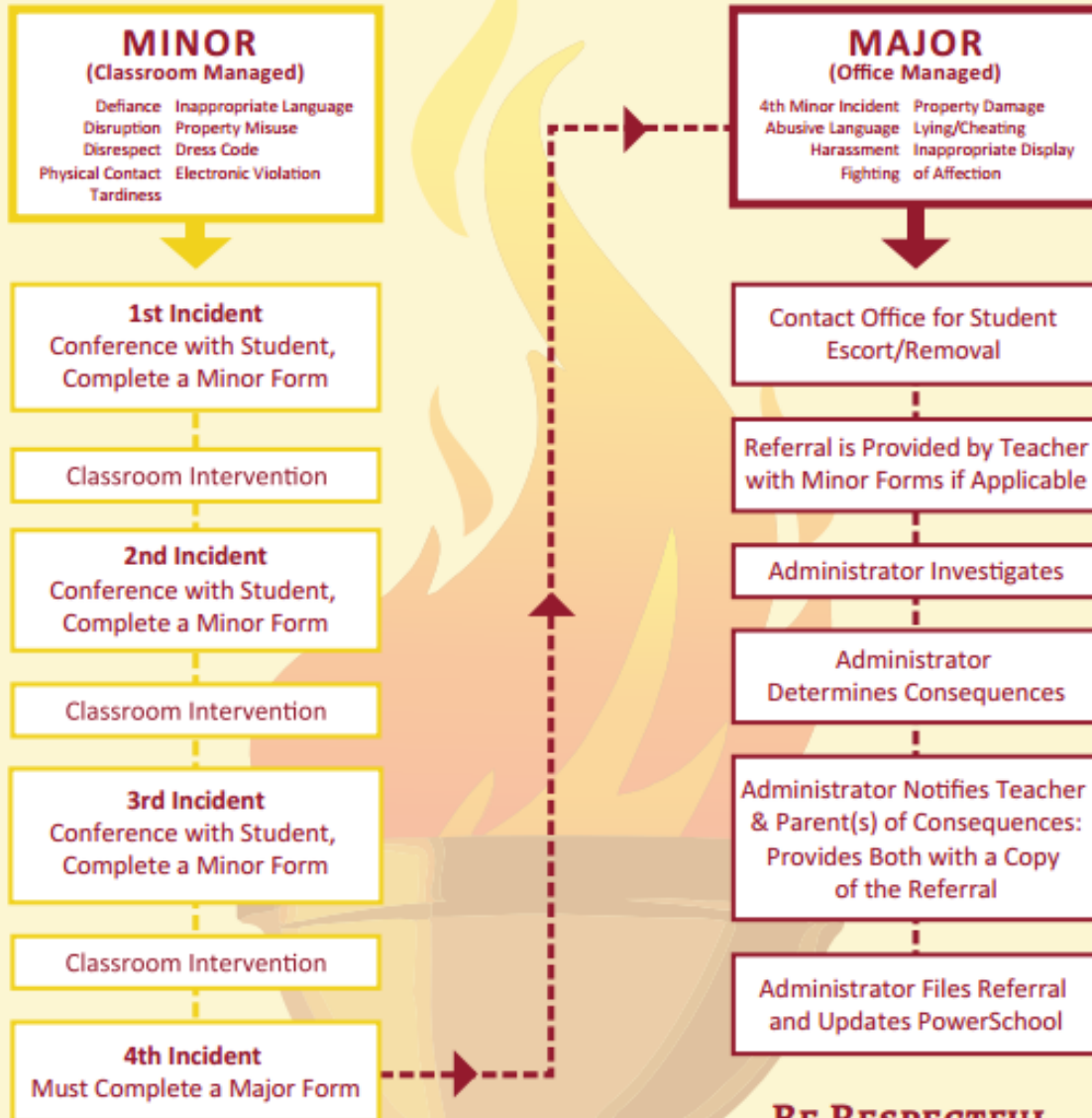
See examples below:



BERTHA C. BOSCHULTE MIDDLE SCHOOL BEHAVIOR FLOWCHART



**OBSERVE PROBLEM BEHAVIOR:
IS THE BEHAVIOR *MAJOR* OR *MINOR*?**



**BE RESPECTFUL.
BE RESPONSIBLE.
BE SAFE.**

CLASSROOM INTERVENTIONS

- Re-teach Expectations • Change Seat • Think Time/Reflection Sheet • Student Conference
- Curriculum Modification • Parent Conference • Behavior Specific Praise (of appropriate behavior)
- Remove Distractions • Reminders/Cues/Prompts/Times • Build in Choices • Cool Down Zone
- Relaxation Skills • Peer Mediation • Study Buddy



Minor (Level I) Infraction Tracking Form

Student Name _____ Homeroom Teacher _____

1st Minor Infraction

Behavior

- ☐ Disruption ☐ Defiance
☐ Dress Code
☐ Property Misuse
☐ Not Following Directions
☐ Inappropriate Language
☐ Disrespect
☐ Electronic/Tech Violation
☐ Tardy (**1st Offense**)
☐ Other _____

Date _____ Time _____

Intervention:

- ☐ Utilized pre-correction techniques
☐ Clarified how behavior did not meet expectations (check for understanding)
☐ Retought/practiced the behavior ☐ Class ☐ Individual
☐ Behavior contract/Reflection sheet (circle one)
☐ Behavior specific verbal praise
☐ Curricular/Environment modification
☐ Provided a structured choice
☐ Established a behavioral cue/prompt/signal
☐ Contacted parent: ____/____/____ ☐ Phone call ☐ Copy sent
☐ Other _____

Incident Description: _____ Comments: _____

2nd Minor Infraction

Behavior

- ☐ Disruption ☐ Defiance
☐ Dress Code
☐ Property Misuse
☐ Not Following Directions
☐ Inappropriate Language
☐ Disrespect
☐ Electronic/Tech Violation
☐ Tardy (**2nd Offense**)
☐ Other _____

Date _____ Time _____

Intervention:

- ☐ Utilized pre-correction techniques
☐ Clarified how behavior did not meet expectations (check for understanding)
☐ Retought/practiced the behavior ☐ Class ☐ Individual
☐ Behavior contract/Reflection sheet (circle one)
☐ Behavior specific verbal praise
☐ Curricular/Environment modification
☐ Provided a structured choice
☐ Established a behavioral cue/prompt/signal
☐ Contacted parent: ____/____/____ ☐ Phone call ☐ Copy sent
☐ Other _____

Incident Description: _____ Comments: _____

3rd Minor Infraction (*Parent must be notified*)

Behavior

- ☐ Disruption ☐ Defiance
☐ Dress Code
☐ Property Misuse
☐ Not Following Directions
☐ Inappropriate Language
☐ Disrespect
☐ Electronic/Tech Violation
☐ Tardy (**3rd Offense**)
☐ Other _____

Date _____ Time _____

Intervention:

- ☐ Re-taught/practiced the behavior skill (one-on-one)
☐ Modified environment based on identified predictors
☐ Identified possible function(s) of the misbehavior
☐ Behavior contract/Reflection sheet (circle one)
☐ Behavior specific verbal praise
☐ Reviewed previous data for patterns and trends
☐ Provided a structured choice
☐ Collaborated with: ☐ Team ☐ Counselor ☐ Admin
☐ Met with parent on: ____/____/____ ☐ Phone call ☐ Conference
☐ Other _____

Incident Description: _____ Comments: _____

4th Minor Infraction

Write an Office Discipline Referral (opposite side of form)



Disciplinary Referral

Student Name: _____ Incident Date: _____ Time: _____ Grade & Team: _____ IEP: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 504 Referring Staff: _____ (print name)		Location (Check only 1) <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <input type="checkbox"/> Classroom <input type="checkbox"/> Stairway <input type="checkbox"/> Bathroom <input type="checkbox"/> Bus <input type="checkbox"/> Other _____ </div> <div style="width: 48%;"> <input type="checkbox"/> Hallway <input type="checkbox"/> Cafeteria <input type="checkbox"/> Office <input type="checkbox"/> Outside/Gym <input type="checkbox"/> Auditorium </div> </div>	
Minor Offences - Level I <i>(Staff Managed) (3 times)</i>	Major Offences - Level II or Above <i>(Office Managed)</i>	Environmental Factors <i>(Check only 1)</i>	Possible Motivation <i>(Check only 1)</i>
<input type="checkbox"/> Defiance/Insubordination <input type="checkbox"/> Disruption/Inattentive <input type="checkbox"/> Disrespect <input type="checkbox"/> Dress Code <input type="checkbox"/> Electronic/Tech. Violation <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Lack of Materials <input type="checkbox"/> Property Misuse <input type="checkbox"/> Tardiness <input type="checkbox"/> Other _____	<input type="checkbox"/> Abusive Language <input type="checkbox"/> Defiance/Insubordination <input type="checkbox"/> Disruption/Inattentive <input type="checkbox"/> Disrespect <input type="checkbox"/> Dress Code <input type="checkbox"/> Electronic/Tech. Violation <input type="checkbox"/> Fighting <input type="checkbox"/> Harassment <input type="checkbox"/> Inappropriate Affection <input type="checkbox"/> Lying/Cheating <input type="checkbox"/> Physical Contact <input type="checkbox"/> Property Damage/Arson <input type="checkbox"/> Stealing <input type="checkbox"/> Tardiness (4 or more times)	<input type="checkbox"/> Adult request/directive <input type="checkbox"/> Assembly <input type="checkbox"/> Changes to routines <input type="checkbox"/> Classroom transitions <input type="checkbox"/> External interruptions <input type="checkbox"/> Group work <input type="checkbox"/> Guest Teacher <input type="checkbox"/> Individual seat work <input type="checkbox"/> Managing materials <input type="checkbox"/> Oral Instruction <input type="checkbox"/> Recess/Free time <input type="checkbox"/> Teasing from peers <input type="checkbox"/> Other _____	Get: <input type="checkbox"/> Adult Attention <input type="checkbox"/> Peer Attention <input type="checkbox"/> Item/Activity Avoid: <input type="checkbox"/> Adult Attention <input type="checkbox"/> Peer Attention <input type="checkbox"/> Work/Activity <input type="checkbox"/> Other _____
Description: _____ _____ _____			
Others involved: <input type="checkbox"/> None <input type="checkbox"/> Peer <input type="checkbox"/> Substitute <input type="checkbox"/> Staff <input type="checkbox"/> Teacher <input type="checkbox"/> Unknown _____			
Actions Taken			
Minor Problem Behavior Interventions (Staff)		Major Problem Behavior Interventions (Admin.)	
<input type="checkbox"/> Time Out/Detention <input type="checkbox"/> Conference with Student/Parent <input type="checkbox"/> Conference with Team <input type="checkbox"/> Loss of Privilege(s) _____ <input type="checkbox"/> Parent Contact/Conference <input type="checkbox"/> Restitution <input type="checkbox"/> Lunch/Class Detention	<input type="checkbox"/> Individualized Instruction/Reteach Expectations <input type="checkbox"/> Referral to Guidance Counselor <input type="checkbox"/> Changed Student Seat <input type="checkbox"/> Sent Home Student Report _____ <input type="checkbox"/> Student Regrets Incident – Was Cooperative	<input type="checkbox"/> In-School Suspension (____ hours/days) Beginning Date: ____/____/____ Return Date: ____/____/____ <input type="checkbox"/> Out-of-School Suspension (____ hours/days) Beginning Date: ____/____/____ Return Date: ____/____/____ <input type="checkbox"/> Action Pending <input type="checkbox"/> Other _____ Comments: _____ _____ _____	

Administrator's Name/Signature: _____ **Date:** _____

Each section of the example ODR form provides pertinent information on how to address student behaviors as a whole. For example, the “Possible Motivation” section allows staff to determine how to better meet student needs and how to teach students new, appropriate ways of meeting their needs.

Follow-up/Data Collection

Once a student has received a “major problem behavior” ODR form and is sent to the office, the school administrator and guidance counselor assess the issues. Depending on the infraction, different follow-up actions will be taken. In some cases a parent is called in for a meeting, other times students will lose privileges, make reparations or receive detention, in-school suspension or out of school suspension.

Regardless of the outcome, the student’s parent/guardian should be made aware of the referral. Furthermore, the individual who referred the student should be debriefed on further actions. This can be done by a documented conversation or receiving a copy of the ODR form.

Most importantly, the information on the ODR form must be entered into your school’s data system (i.e. PowerSchool) for documentation, record keeping, and data analysis.



Problem Behavior Definitions:

INFRACTIONS and DESCRIPTIONS according to the USVI Board of Education

Cheating

Willful or deliberate unauthorized use of the work of another person for academic purposes, or inappropriate use of notes or other material in the completion of an academic assignment or test

Classroom Disruption

Conduct or behavior which interferes with or disrupts the teaching/learning process

Disorderly Conduct

Conduct or behavior, which interferes with or disrupts the orderly process of the school environment, a school function, or extra/co-curricular activity

Disrespect for Others

Conduct or behavior which demeans, degrades, antagonizes, humiliates, or embarrasses a person or group of persons

Dress Code

Non-conformity to established dress codes

Failure to Report For Detention

Failure to report for assigned discipline

False and/or Misleading Information

Intentionally providing non-valid or misleading information, or the withholding of valid information, to a school personnel

Insubordination

Refusal or failure to comply with a direction or an order from personnel; failure to comply with law, Board policy, school rules, behavior contracts, or classroom rules

Misconduct on School Bus

Conduct or behavior, which interferes with the orderly, safe, and expeditious transportation of other school students or other authorized riders

Profane, Obscene, or Abusive Language/Materials

The use of either oral or written language (including racial, ethnic, cultural slurs), gestures, objects, or pictures which are disrespectful or socially unacceptable and which tend to disrupt the school environment, a school function, or extra/co-curricular activity

Tardiness

Repeated late arrival to school or class

Unauthorized Absence from School or Class

Violation of the Virgin Islands attendance laws and school policies

Fighting Threats



Minor physical conflict between two or more students; threat by word or act to do violence to another students (s) Destruction of Property/Vandalism

The willful or malicious destruction of school property or the property of others

Unauthorized Gambling

Any participation in games or activities of chance for money and/or other things of value

In subordination/Open Defiance

Either verbal or non-verbal refusal to comply with school rules or directions from school staff

Intimidation

The verbal or physical threat to do harm or violence to another student (s) or to the property of another person; may include “stare downs, gestures, and stalking”

Misconduct on School Bus or other School Approved Transportation

Repeated or serious misconduct, which interferes with the orderly, safe and expeditious transportation of students or other authorized riders.

Stealing (under \$10.00)

The taking of property of another without permission of the person

Unauthorized assembly, publications etc.

Demonstrates and/or petitions by students, or possession and or distribution of unauthorized publications which interfere with the orderly process of the school environment, a school function, or extra/co-curricular activity.

Repeated Misconduct of less serious nature

Repeated misconduct, which tends to disrupt the orderly environment of extra/co-curricular program or activity

Forgery

The making of false or misleading written communication to a school staff member with either the intent to deceive the staff or under circumstances which would be reasonably calculated to deceive the staff member

8 Basic Classroom Management Strategies

1. Classroom Expectations
2. Classroom Procedures & Routines
3. Encouraging Expected Behavior
4. Discouraging Inappropriate Behavior
5. Active Supervision
6. Opportunities to Respond
7. Activity Sequencing & Choice
8. Task Difficulty

1. Classroom Expectations

- Set classroom expectations derived from the school behavioral expectation matrix.
- Teach the expectations explicitly – like you would any other lesson
- Re-teach expectations as necessary
- Remember, behavior and social skills are taught in the same way math and reading are taught.

2. Classroom Procedures & Routines

- As discussed on page 12 of this manual, set classroom procedures for as many parts of the day as possible.
- Teach the procedures explicitly
- Reteach the procedures as needed

3. Encouraging Expected Behavior

- Use the school-wide reward system to reward expected JET behavior
- Use positive behavior specific praise (with and without sticker reward) when students do what is expected.
 - Specific Positive Verbal Feedback
 - Nonverbal Recognition (Smile, Thumbs Up)
- Use a 4 to 1 Response Rate (4 positive statements to every 1 correction – per student – ex. If you have to redirect Johnny once, try and find 4 positive things to say about this behaviors over the next few minutes or so)

4. Discouraging Inappropriate Behavior

- Utilize Correcting Problem Behavior system the found beginning on page 27 of this manual.
- Redirect behaviors that are not appropriate
- Re-teach expectations
- Use the flowchart and ODR when necessary to apply consequences
- Utilize behavior contracts, goal sheets and think sheets
-

5. Active Supervision

- Active Supervision is a monitoring procedure that uses three components:
1. moving, 2. scanning and 3. interacting frequently.

Moving Effectively

Constant

Make presence known and obvious

Proximity to all students

More frequent proximity to students requiring extra support

Randomized

Targets Problem Areas

Scanning Effectively

All students observed on a regular basis

Make eye contact with students in more distant locations of the room

Look and listen for signs of a problem

Interacting Frequently

Positive contacts

Friendly, helpful, open demeanor

Proactive, no contingent

High rate of delivery

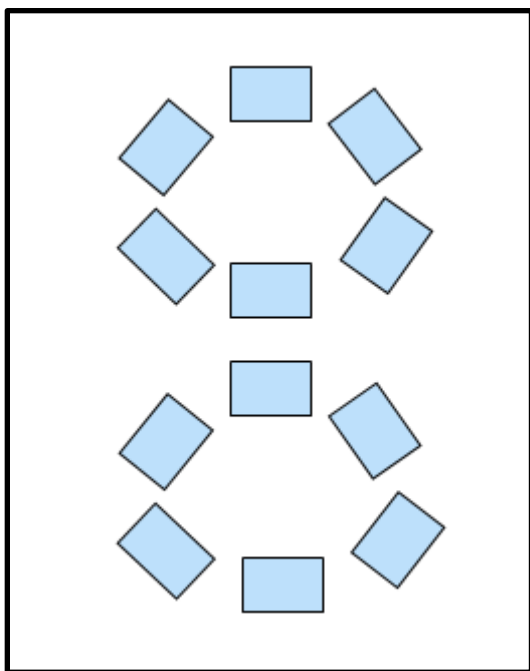
Positive reinforcement

Immediate and contingent on behavior

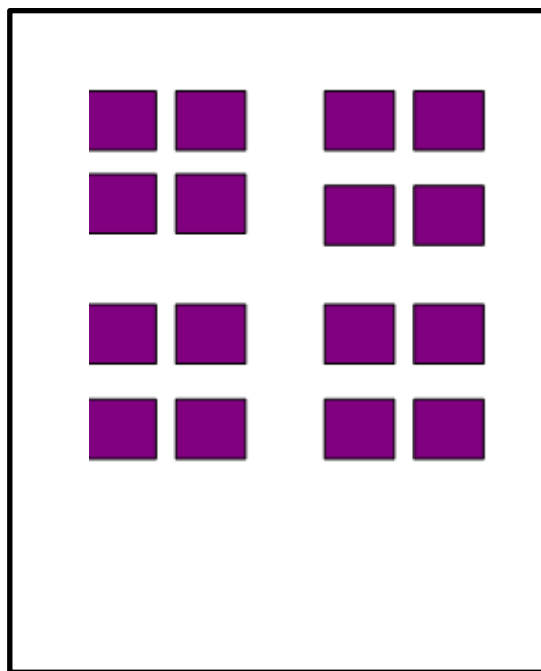
Delivered at high rates and consistently

Design classrooms to be more efficient. Different desk layouts are better for different activities.
See below:

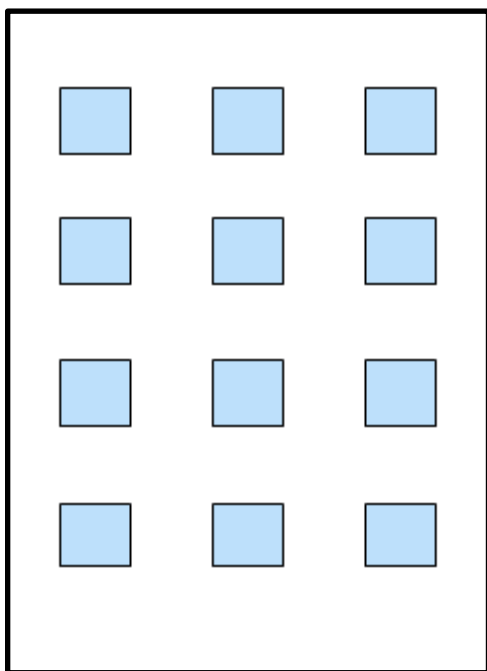
Classroom Layout Options:



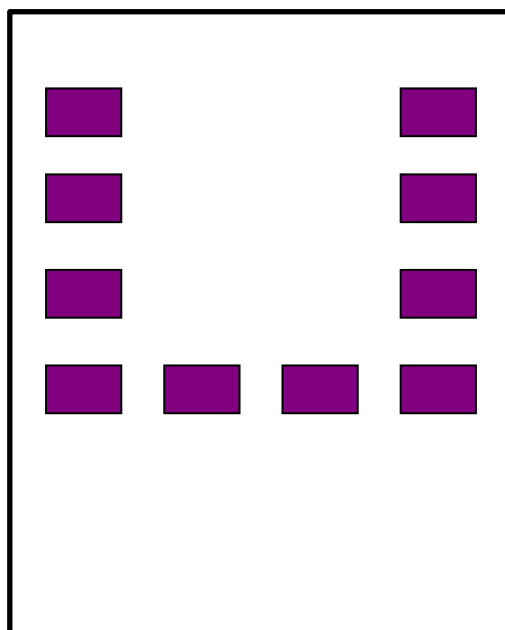
Great for small group discussions, debates, group teaching group – most beneficial with two teachers.



Best layout for centers – different activities at each table that students rotate through. Also good for small group work.



Layout used for lecture – limited ability for close proximity to all

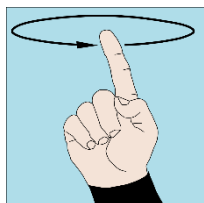


Layout provides best proximity for teacher – great for class discussion and lecture

6. Opportunities to Respond

- Design lesson plans so that they give more opportunities for responding and student engagement/participation
- Use the “Turn and Talk” strategy – pose a question, give the pre-discussed “Turn and Talk Signal” as you say “Turn and Talk” – students will discuss the answer with the person next them, giving all students a change to practice the answer. Then ask for a few answers from the group.
- Use choral responding when asking questions you think most students know – again, teach this strategy to students ahead of time (associate it with a hand signal).

“Turn and Talk”



Choral responding

7. Activity Sequencing & Choice

- Design lessons and assignments to sequence tasks by intermingling easy/brief tasks among longer or more difficult tasks.
- Design lessons and assignments to offer a variety of choice options, for example:
- Give students choice of partners
- Offer locations in classroom to do work
- Offer a variety of ways students can demonstrate their knowledge

8. Task Difficulty

- Set students up for success by ensuring instruction, independent work and reading assignments are at students’ academic level.
- Design lessons and assignments to address a variety of assignment lengths, response modes and increased opportunities for instruction or practice.
- Over plan your lessons to ensure you fill the period with learning activities.

**Utilize tools such as:

Behavior Reflection Sheet

Follow-Up Interview

Behavior Contract

Self-Monitoring Strategies

All of which can be found in the VIDE PBIS Behavior Management Workbook.

Step 9:

Create and implement a school-wide reward system for positive behavior (staff and students)

Encouraging Expected Behavior

There are many terms associated with encouraging student behavior: “acknowledgement,” “teacher approval,” “recognition,” “encouragement,” “reinforcement,” “praise,” “reward,” and “specific positive feedback.” While there are nuances in the meaning of these terms, the most commonly used terms are reinforcement and specific positive feedback. Recall from college psychology, that in operant conditioning reinforcement is an overarching term for a contingently delivered consequence that is associated with an increase of future behavior (Skinner, 1938). Reinforcement can take many forms (social attention, tangible items, and activities). Specific positive feedback is perhaps the most common term for verbal reinforcement, which provides students with social attention along with specific information on their performance. Together they increase the likelihood of students using the desired behavior again in the future. We will generally use the terms reinforcement and specific positive feedback.

As such, PBIS includes a component for developing a schoolwide system to encourage expected behavior because teaching alone is insufficient for success in learning social behavior. It is important to follow demonstrations of desired behavior with consequences that are reinforcing to most students, such as adult attention, along with other forms of reinforcement.

TERMS RELATED TO ENCOURAGING EXPECTED BEHAVIOR

REINFORCEMENT—overarching term for a contingently delivered consequence associated with an increased likelihood of future behavior; reinforcement can take many forms, most commonly praise or specific positive feedback (social reinforcement), but also tangible reinforcement (tickets, tokens, coupons, etc.), and activity reinforcers. The consequence is only a reinforcer when it serves to strengthen or increase the use of the desired behavior; it is always based on the perspective of the learner, not the intentions of the adult delivering the reinforcement.

REWARD—something that reinforces a desired behavior, most often a preferred tangible/object or activity; often used interchangeably with “reinforcement,” but has acquired a controversial tone and misconstrued as bribery.

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

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

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

Specific Positive Feedback

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

Specifically describe the behavior. Students need to know explicitly what behavior they did that was correct and earned the acknowledgement of the teacher. Teachers readily do this when giving feedback about academic work. Teachers often use a rubric when reviewing academic work that helps specifically describe the desirable behavior displayed. Davis (2007) describes this as acting “like a video camera, helping students see their own positive behavior.” In effective praise we simply describe the behavior observed to make the feedback clear and specific. For example, “When I said it was time to begin your assignment, you cleared off your desk, got your materials out immediately, and began working quickly.” It is a videotape replay of exactly what the student did, couched in the words of your expectations. Do not add any references to past mistakes the student has made or wishes for future behavior. Simply describe exactly what you saw that you want the student to continue doing in the future. Additionally, be cautious in adding “I’m proud of you.” We want students doing the appropriate behavior because of the benefits to them rather than simply to please the teacher.

Provide a rationale. Explain the reason why the behavior is important. Rationales or reasons teach the students the benefits of their behavior and the impact it has on them and others. This often includes stating the overarching schoolwide expectation (e.g., respect, caring, cooperation, etc.) and pointing out what the student might expect could happen if they use the appropriate behavior. “Getting started right away like that shows cooperation and will help you avoid having homework.”

Can include a tangible item or preferred activity. For many students, the specific positive feedback alone is sufficiently reinforcing to strengthen the behavior. However for some students, and when a behavior requires a great deal of effort, pairing the verbal feedback with tangible or activity reinforcement may be helpful. When using a tangible item or preferred activity it is imperative that you also use the complete verbal praise so that students are aware of exactly what they did that has resulted in earning the consequence. It is not the consequence that changes the behavior so much as the awareness of what is being reinforced; the consequence merely provides additional incentive. You will want to say something like, “Because you walked so quietly in the hallway, you have earned a Cardinal Card.” Note that adults do not “**give**,” instead students “**earn**.” *Careful* use of these terms helps students to take ownership for their behaviors and teaches the link between appropriate behavior and positive outcomes.

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

Tangible Reinforcers

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

CREATIVE WAYS TO USE “TICKETS”

- Set class or school goals
- Write name on ticket and drop in a raffle box
- Competition between grade levels
- “Golden Tray” award for class receiving most tickets during lunch
- Chart and graphs of tickets earned (math)
- Roaming trophy for the most tickets each month; current class prepares celebration for the next class who receives
- Display tickets in hallway, outside classroom door
- Tickets traded for piece of string and made into a giant string ball for the entire school
- Post tickets on a bulletin board
- Trade ticket for paper strip to make paper chain around the school
- Set a destination to “travel” to and learn about; each ticket equals a mile toward the destination on a map

FREQUENT, INTERMITTENT AND OCCASIONAL

As schools develop their schoolwide system to encourage expected behavior it is important to think of when recognition will take place. We have discussed how specific positive feedback should be provided frequently enough to ensure appropriate student behavior receives more attention than inappropriate behavior. Best practice indicates positive teacher interactions should occur at a frequent rate with a ratio of 4:1. Other components of the schoolwide system to encourage expected behavior may occur less frequently, in an intermittent way. Just as quarterly honor roll students are announced, monthly or quarterly recognition for social behavior give students goals to work toward. A comprehensive schoolwide system to encourage expected behavior would also include some long-term, occasional activities at the end of the semester or school year. A range of recognition activities will help keep your schoolwide system interesting and fun for students and staff.

Schoolwide System to Encourage Expected Behavior Examples

Frequent	Intermittent	Occasional
<ul style="list-style-type: none"> • Specific Positive Feedback Schoolwide Tangible • Notes Home 	<ul style="list-style-type: none"> • Phone Calls Home • Post Cards Home • Special Privileges • Extra Computer Time 	<ul style="list-style-type: none"> • Special Projects • Recognition from the • Principal Student of the Week

THOROUGHLY WRITTEN SCHOOLWIDE SYSTEM TO ENCOURAGE EXPECTED BEHAVIOR:

In addition, a written schoolwide system to encourage expected behavior should include enough information to thoroughly describe how each component is intended to be implemented. This includes:

1. Name – what each recognition activity is called. Often schools tie their tangible reinforcers with school mascots, mottos, etc.
2. Resources – what each recognition item is, and what tasks are needed to be done to complete the recognition activity.
3. Description and Criteria – what students needs to do to earn the tangible recognition and what staff are expected to do to reward the student(s)
4. When and Where Presented – description of how the tangible is presented to students and what students are to do with the tangible.
5. Information to Staff – description of how information will be provided to staff to implement the recognition system and any tasks staff need to do to share information with students, families and entire staff.
6. Goals – description of the intended target for each component of the schoolwide recognition system.
7. Celebrations – description of what students will get. This should be a wide range of attention, items and activities that appeal to all students in the school.
8. Coordinator – who organizes and oversees implementation of each recognition component.

See 10 min. classroom observation tool below, to be used for school-wide observations.

Teacher Observation Tool

Date:	Class:	# of Students	Observer:
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Instructions Section 1 & 2: Make a tally mark in the appropriate box of each behavior observed during a 10 minute period of instruction.

Section 1

Positive Feedback – Attention to Correct Behaviors			
Pre-Correction (a)	Non-Specific Positive Feedback (b)	Specific Positive Feedback (c)	
Corrective Feedback – Attention to Correcting Behaviors			
No Feedback (d)	Non-Specific Corrective Feedback (e)	Specific Corrective Feedback (f)	

Section 2

Do not count assignment instructions or questions within negative feedback (i.e. “Do I make myself clear?” etc.)

Whole Group Response	Individual Response
Total (g)	Total (h)

Update 2.20.2019

Adapted From:



Rypple Ltd. www.rypple.org.au
Adapted from Missouri SWPBS Tier 1 Workbook

School: _____

Section 3

Observation Follow-up Information

Type of Instruction (Circle)

Whole Group	Small Group	Small Group Peer	One on One
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Feedback	Total	Rate p/min.
Pre-Correction (a)		
Non-Sp. Pos. (b)		
Specific Pos. (c)		
Goal: 4-7 Specific Positive phrases in 10 min (individual or group)		
No Feedback (d)		
Non-Sp. Corr. (e)		
Specific Corr. (f)		
Total Positive Feedback (a + b + c) =	Total Negative Feedback (d + e + f) =	
Ratio of Positive to Corrective Feedback		
Goal: 3:1 (3 pos. to 1 corr.) – Average student; more challenging behaviors will require a higher rate of positive feedback.		

Opportunities to Respond	Total	Rate p/min.
Group + Individual g + h =		
Goal: 3 OTR per 10 minute		



Teacher Observation Tool

Section 4

Student Engagement: Randomly select 3 students to observe for three minutes each. Tally how many times the student is *Actively Engaged or Off Task*.

Observe Each Student for 3 Minutes					
Student 1 (Tally)		Student 2 (Tally)		Student 3 (Tally)	
____ am/pm to ____ am/pm		____ am/pm to ____ am/pm		____ am/pm to ____ am/pm	
On Task	Off Task	On Task	Off Task	On Task	Off Task
Total	Total	Total	Total	Total	Total

Notes:

	Active	Off Task
Total		
%		

- Briere, D.E., Simonson, B., Sugai, G., & Myers, D. (2015). Increasing new teachers' specific praise using a within-school consultation intervention. *Journal of Positive Behaviour Interventions*, 17(1), 50-60.
- Scott, T. M., Hirn, R., & Cooper, J. (2017). Teacher and student behaviors: Keys to success in classroom instruction. Rowman & Littlefield

Update 2.20.2019

Adapted From:



Rypple Ltd. www.rypple.org.au
Adapted from Missouri SWPBS Tier 1 Workbook



Section 5

Classroom Context Observations

Complete after classroom observation. Score Y (yes) or N (no) for behaviors observed or not observed during the session.

Classroom Context Observations:		Observed		Comments
1. Classroom Expectations	Positively stated rules can be seen and read by students.	Y	N	
	Teacher regularly referred to expectations (positive and corrective).	Y	N	
2. Classroom Procedures & Routines	Clear procedures for transitions were observed.	Y	N	
	Clear procedures for getting teacher attention were observed.	Y	N	
	Teacher used cue to gain attention.	Y	N	
	Attention cue consistently gained student attention.	Y	N	
3. Encourage Expected Behaviors	Teacher used acknowledgement system properly to reinforce.	Y	N	
	Teacher provided non-contingent attention to most students.	Y	N	
4. Active Supervision	Floorplan allowed for ease of movement.	Y	N	
	Teacher used good proximity and moved around room frequently.	Y	N	
	Teacher frequently scanned the room.	Y	N	
	Teacher demonstrated frequent student interaction.	Y	N	



Educator Support Plan

Employee Name: _____

Signature: _____

Contact Number: _____

Date: _____

Goal	Action Steps	Timeline	Completion Date
1.			
2.			
3.			



Steps 10, 11 & 12

Step 10: Assess progress of school-wide student behavior (based on data) and school-wide PBIS implementation with the (TFI)

Step 11: Problem solve to improve areas of need

Step 12: Reassess

At present, the VIDE uses PowerSchool to collect and review all student data (grades, attendance, behavior, etc.).

“PowerSchool is the #1 leading education technology platform for K-12, serving more than 24.5 million students, 43 million parents, and 67 million users in over 70 countries around the world. We provide the industry’s first Unified Classroom experience with best -in-class, secure, and compliant online solutions, including registration and school choice, student information systems, learning management and classroom collaboration, assessment, analytics, and special education management. We empower teachers and drive student growth through innovative digital classroom capabilities, and we engage families through real-time communications across any device.”

<https://www.powerschool.com/company/about-us/>

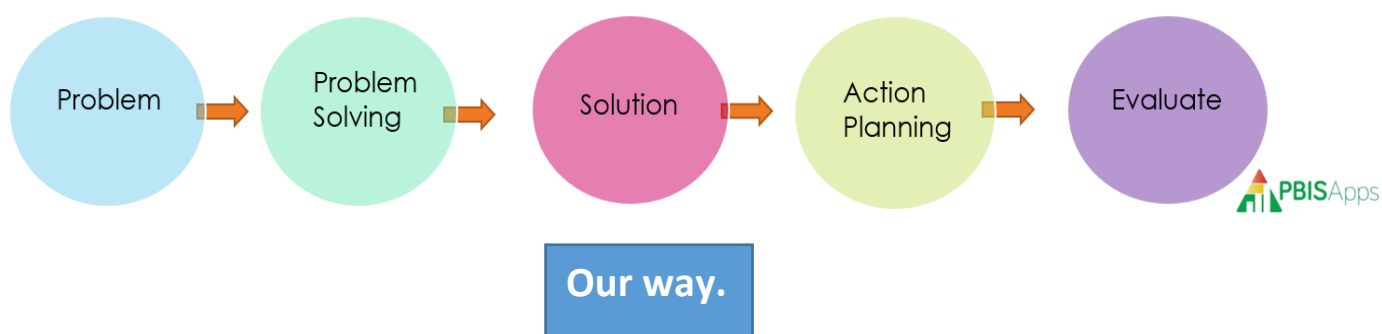
How Data is Collected and Used in Decision Making

Data regarding *problem behavior* is collected through ODR forms, both minor forms and major forms. Teachers keep the minor behavior forms in their room and they do not have to be turned in unless the problem behaviors become “major” in which case they are submitted with the major ODRs.

Major ODR forms are sent to the office for review by the school administrator. The ODR forms are entered into individual student PowerSchool accounts for behavior tracking. All major ODR forms should be entered by the Administrator, School Counselor or an appointed person. The information on the ODR form should be kept confidential. Once entered into the PowerSchool system the form can be placed in student’s paper record.

The PBIS Task Force Team and the school Administrator work together at PBIS meetings on reviewing behavioral data and problem solving. Individual behavioral problems and school-wide behavioral issues are assessed and discussed, strategies/solutions are developed and implemented, and behavioral improvement is assessed. The PBIS team uses data to determine problems and working solutions.

The TIPS-FC, mentioned earlier in the manual, provides an excellent outline of how to assess and plan around data at meetings.



School Self-Assessment and Annual Surveys

PBIS is a continuously self-assessing program. Several surveys are conducted throughout each school year to assess PBIS program fidelity. It is recommended that your school completes the following surveys:

1. Self-Assessment Survey (SAS): To be completed bi-annually
 - a. The SAS is used by school staff for initial and annual assessment of effective behavior support systems in your school. The survey examines the status and need for improvement of three behavior support systems: (a) school-wide discipline, (b) non-classroom management systems, and (c) systems for individual students engaging in chronic behaviors.
 - b. <https://www.pbis.org/resource/219/effective-behavior-support-ebis-survey-v-2-0>
 - c. Appendix C
2. Tiered Fidelity Inventory: To be completed multiple (3) times per year
 - a. The purpose of the SWPBIS Tiered Fidelity Inventory (TFI) is to provide a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of school-wide positive behavioral interventions and supports (SWPBIS). The TFI is divided into three sections (Tier I: Universal SWPBIS Features; Tier II: Targeted SWPBIS Features; and, Tier III: Intensive SWPBIS Features) that can be used separately or in combination to assess the extent to which core features are in place.
 - b. School teams are encouraged to self-assess SWPBIS implementation when they initially launch implementation of SWPBIS, and then every third or fourth meeting until they reach at least 80% fidelity across three consecutive administrations. Once fidelity on a tier is met, the team may choose to shift to annual TFI assessment for the purpose of evaluating sustained implementation. Note that schools new to SWPBIS may start by using only the Tier I section of the SWPBIS Tiered Fidelity Inventory, and as they improve their implementation of Tier I, they may add assessment of Tier II and/or Tier III features.

- c. [https://www.pbisapps.org/Resources/SWIS%20Publications/SWPBIS%20Tiered%20Fidelity%20Inventory%20\(TFI\).pdf](https://www.pbisapps.org/Resources/SWIS%20Publications/SWPBIS%20Tiered%20Fidelity%20Inventory%20(TFI).pdf)
 - d. Appendix D
3. School Safety Survey: To be completed bi-annually
- a. The SSS is survey to help teams determine risk and protective factors for the school. Teams use the SSS summary to determine what training and support may be needed related to school safety and violence prevention in the school. Results may be tracked over time to see if risk factors decrease and protective factors increase when implementing SWPBIS.
 - b. The survey is to be completed by a minimum of five educators including an administrator, custodial staff member, supervisory/classified staff member, certified staff member and office staff member. When the survey window has closed, PBIS teams summarize the individual responses providing a summary available to view the next day
 - c. <https://www.pbisapps.org/Applications/Pages/PBIS-Assessment-Surveys.aspx#sss>
 - d. Appendix E

Remember, all completed surveys should be kept for record keeping and progress recording purposes. The PBIS team and Administrator are responsible for the surveys.

Step 13:

Parent and Family Outreach

Family involvement is associated with:

- Higher grades, test scores, graduation rates
- Better school attendance
- Increased motivation, self-esteem
- Lower rates of suspension
- Decreased use of drugs and alcohol
- Fewer instances of violent behavior

PBIS teams should take the opportunity to attend and present at PTA meetings; it is beneficial for the families of students to understand the school expectations and the behavioral expectation matrix. Furthermore, PBIS team members can help educate parents on strategies to use at home. Often times, classroom management strategies are effective at home as well.

As a team, create family related materials to provide:

Brochures

Monthly newsletters

Awards

Informational Sessions

Add a parent/caregiver to your PBIS team for input and connectivity. Solicit their advice on expectations, etc.

Host family related events, encourage sharing in the classrooms and observations.

See list of family involvement activities below:

Activity	Overview	Anticipated Outcome
Open House/Job Fair	<ul style="list-style-type: none"> Parents visit the school for 2 hours Invite local business and government agencies to host a job fair simultaneously Report cards are distributed Entertainment by the Fine Arts Department Offer light refreshment 	<ul style="list-style-type: none"> Parent-Teacher relationships are formed Parents are informed on the progress of his or child(ren) Unemployed parents get an opportunity to seek employment while being involved in the school School garners more parental support
“Adulthood” 101 Workshop	<ul style="list-style-type: none"> Teach students to cook, change tires, and financial literacy Workshops will be facilitated by parents & community partners Targeted Audience: High School Students 	<ul style="list-style-type: none"> Students will learn valuable tips and skills needed to be a functional adult Parents will collaborate with school personnel to prepare students for the future Culturally responsive activity that will integrate real-life experiences
Parent-Student Lunch	<ul style="list-style-type: none"> Parent lunch with student on the school campus PBIS team recognizes parents who are actively participating and attending PBIS activities 	<ul style="list-style-type: none"> This activity promotes the growth of interpersonal relationships It also promotes parental involvement
Parenting Can Be Fun Workshop/Conferences	<ul style="list-style-type: none"> Hosted by Teachers & Support Staff Parents will learn about topics such as financial planning, conflict resolution, alternatives to alcohol or drugs and alternatives to television and 	<ul style="list-style-type: none"> Parents are educated on crucial topics affect adulthood Parents build a positive relationship with school personnel Parents learn skills that could aid in the reduction of discipline issues at school
Day of Service	<ul style="list-style-type: none"> All stakeholders (parents, students, staff, administrators, community partners) work on a beautification project Divide everyone into 3 clusters: Painting, Grounds keeping, and Custodial Each cluster will work collaboratively to beautify the school 	<ul style="list-style-type: none"> Students and Parents share the experience of improving the school climate Students gain a sense of pride for their school All stakeholders work together to make the learning environment safe and attractive
Parent Passport Program	<ul style="list-style-type: none"> Each Parent receives a passport card Parents receive signatures for attending school events and activities At the end of each marking period, the parent with the most signatures receive an incentive 	<ul style="list-style-type: none"> Creates competition which will encourage parents to get more involved in the school Increase parental presence in the school Parent is awarded for being vested in his or her child(ren) education
Parent/Caregiver Recognition Gala	<ul style="list-style-type: none"> Recognize parents for active involvement in the school Dinner and dance atmosphere Formal attire required Community partners could sponsor gifts for awardees 	<ul style="list-style-type: none"> Parents & students share a formal dinner together Students and collectively learn about dinner etiquette Parents are recognized This will likely lead to more parental involvement in the school

Student/Parent Day	<ul style="list-style-type: none"> • Parent shadows student for one day • Parent and student engage in mini-workshops and presentations 	<ul style="list-style-type: none"> • Parents experience daily routine of his or her child(ren) • Parents build relationship with various school personnel • This will likely lead to more parental involvement in the school
PTA Meeting with Child Care Service	<ul style="list-style-type: none"> • School provides child care service so parents can attend PTA meeting • Under the supervision of faculty members, students will entertain the children and engage in educational activities 	<ul style="list-style-type: none"> • Parents will attend PTA because child care service is provided • Secondary students will receive community service hours for facilitating educational activities • Parents become more involved in the school
Family Field Day	<ul style="list-style-type: none"> • Students and parents will be assigned to a color-coordinated team • Students, faculty, and parents will compete in a series of sporting games • Community partners will sponsor paraphernalia, food, soft drinks, etc. 	<ul style="list-style-type: none"> • This activity promotes team building among all stakeholders • This activity also promotes good citizenship and sportsmanship • Parents are given the opportunity to collaborate with school personnel and build a network for future activities
Family Game Night	<ul style="list-style-type: none"> • Engage students in a night of games with an educational twist • Students and parents will work collaboratively to solve basic math problems • Students and parents will engage in critical thinking activities, school scavenger hunts, and many other innovative games related to academics 	<ul style="list-style-type: none"> • This activity allows for high family involvement • Parents will learn more about the topics being covered in each area • Families will receive both tangible and intangible incentives for participating in the various activities • Teachers also get an opportunity to work closely with parents to ensure student success
PBIS Parent Informative Workshops	<ul style="list-style-type: none"> • PBIS team members and the District Coach will facilitate informational session on a variety of PBIS related topics • Workshops will be held once a month and will be hosted in different community centers 	<ul style="list-style-type: none"> • Parents will learn helpful tips and strategies that will aid in the improvement of behavior from home • Community outreach is a mandate of PBIS and this is a great opportunity to fulfill this requirement
Parent/Guardian Of the Month	<ul style="list-style-type: none"> • Each month a parent will be recognized for active participation and displaying the schools' expectations • A picture of the parent/guardian will be posted on the PBIS bulletin, website, and Facebook page 	<ul style="list-style-type: none"> • This activity promotes school-community relations • Parents/Guardians will be rewarded for active involvement in the school • This activity also promotes healthy competition among parents/guardians

Family Math Night	<ul style="list-style-type: none"> • Social activity that will teach parents/guardians about the math curriculum • Math educators and curriculum specialist will collaborate to provide innovative strategies 	<ul style="list-style-type: none"> • Students and parents will engage in fun and enriching games • Parents can learn more about the math curriculum, which will positively impact the academic progress of all students
Student/Parent Picture Day	<ul style="list-style-type: none"> • Parents/Guardians will take pictures with students • These pictures will be posted throughout the school 	<ul style="list-style-type: none"> • Family portraits create ever-lasting memories • This activity will encourage parents to visit the campus • This activity will boost parental involvement
Donuts with Dad	<ul style="list-style-type: none"> • This activity can be done during recess • Dad/Male figure would attend a presentation to learn about the importance of males in society • Each person will receive a donut/make your own donut station 	<ul style="list-style-type: none"> • Dads are often missing, this will invite them to be more involved • This will create an opportunity to convey information to parents • Dads can also build relationships with school officials
Muffins with Mom	<ul style="list-style-type: none"> • Moms will have the opportunity network with school officials • Participants will engage in modeling and they will learn best practices for assisting with homework 	<ul style="list-style-type: none"> • This will create an opportunity to convey information to parents • Parents will learn vital strategies that can positively impact the home • Parent involvement will boost
PBIS Parent of the Month	<ul style="list-style-type: none"> • Each school Task Force Team will select a Parent/Guardian to be recognized each month • Parent/Guardian must show active participation in the school • The Parent/Guardian must also uphold school-wide expectations while on campus • Parent/Guardian will be given an incentive and his/her photo will be displayed for the month 	<ul style="list-style-type: none"> • This activity will promote positive competition among parents/guardians • Parents/Guardians will become more involved in the school • Parents/Guardians will feel appreciated and valued by school officials • Positive praise and incentives will yield more involvement from parents/guardians

Step 14:

Begin Tier II Readiness Process

Once your school has scored an 80% or higher on the Tiered Fidelity Inventory for Tier I, and your team feels you are ready to move forward with Tier II implementation, complete the Tier II Readiness Checklist below.

Utilize the IEPSC Tier II Instruction Manual for Tier II Program Implementation.





Tier 2 Readiness Checklist

**Place a check in the box that best reflects your school's status*

DATA INDICATORS	IN PLACE	NOT IN PLACE	NOTES
1. TFI score of 80% or higher			
2. SAS Schoolwide 80% or higher			
3. SAS Non-Classroom 80% or higher			
4. SAS Classroom 80% or higher			
5. 80% or more students in the 0-1 ODR reported in PowerSchool per semester			
6. Consistent use of schoolwide data for making decisions as evidenced by team meetings, PowerSchool Data Charts, etc.			
7. System in place to collect classroom minor referrals.			
8. Tier 2 Team includes administrator, crossover member, behavioral expertise or desire to develop, academic expertise.			
9. Effective Classroom Practices taught to all staff and evident in all classrooms as noted by school-wide classroom observations.			
10. Access to district level support			

Decision(s) based upon Readiness Analysis:

☐ Proceed w/ Tier 2 implementation

☐ Develop action plan to improve Tier 1 implementation

Develop a Tier I Staff Handbook for training purposes. A staff handbook should include:

Feature	Suggested Materials	Documented in Handbook	
Guides	1. Schoolwide Behavior Matrix 2. Tier 1 Action Plan	YES YES	NO NO
1. Common Philosophy and Purpose	1. Description/Overview of Tier 1 Positive Behavior Support 2. School Philosophy, Beliefs, Mission & Vision, Goals	YES YES	NO NO
2. Leadership	1. Tier 1 team list with roles identified 2. Schedule of meeting dates 3. Standard Agenda Format 4. Copy of Meeting Minutes	YES YES YES YES	NO NO NO NO
5. Clarifying Expected Behavior	1. Matrix 2. Non-Classroom Procedures	YES YES	NO NO
6. Teaching Expected Behavior	1. Lessons for behaviors on matrix 2. Teaching Schedule 3. New student induction process description	YES YES YES	NO NO NO
7. Encourage Expected Behavior	1. Schoolwide system to encourage expected behavior description	YES	NO
8. Discourage Inappropriate Behavior	1. List of staff managed and office managed behaviors 2. Schoolwide system to discourage inappropriate behavior/flow chart 3. Procedures for documenting behavioral incidents: <ul style="list-style-type: none"> a. Office discipline referral form b. Minor behavior form c. Procedures to submit behavioral incidents 	YES YES YES	NO NO NO
9. Ongoing Monitoring	1. ODR (Office Disciplinary Referral) Reports 2. Sample Solution Plans with TIPS-FC	YES YES	NO NO
10. Effective Classroom Practices	1. Classroom observation protocol 2. Classroom matrix example 3. List of classroom procedures 4. Classroom system to encourage expected behavior example 5. Classroom system to discourage inappropriate behavior	YES YES YES YES YES	NO NO NO NO NO



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Appendix A



Appendix B



Appendix C



Appendix D



Appendix E