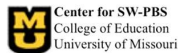


Emerging Phase 1, Level 1 Day 1



Entrance Routine “Do Now”

- How did your staff kick off go?
 - What materials, training, modeling and/or role play did you provide?
 - How did you motivate/support staff?
- If you had a student kick off, what was it like?
 - What materials, activities did you use to teach the expectations?
- What went especially well?
- What challenges did you experience?

★ Reflection Sheet



Emerging Phase, Level 1 Overview

- Ensure full staff implementation with fidelity
- Refine/fine tune SW-PBS Systems and Practices
- Develop effective Classroom Practices
- Analyze discipline problems and develop a plan to resolve
- Develop a system of communication between family and school
- Develop/maintain Cultural Awareness



Day 1 Outcomes

- Critically review activities implemented to date and learn from other schools
- Develop a plan for improvement
- Develop a plan for teaching teachers how to develop and teach procedures and routines
- Know how to access data tools and review the data schedule



School Reflection Discussion

- Choose a recorder to write down a summary of your teams’ thoughts
- Discuss with your school team the **Reflection Sheet** you completed as part of your “Entrance Routine.”
- As a team discuss the questions on the Stay-Stray handout and decide what information you would like to learn from other schools.

★ Stay Stray Guiding Questions



Simultaneous Sharing: Stay-Stray

Goal: To reflect on and share your implementation successes, learn of other schools’ efforts, and consider ways to improve.

1. Choose a reporter to remain at your table and report on your SW-PBS implementation activities.
2. At the signal, remaining team members will become “visitors” and select a team to visit. Visit as many schools as possible during allotted time; only one “visitor” from each team.
3. “Reporters” share their implementation activities, etc. with “visitors,” who may ask questions to help them learn about that school’s efforts.
4. “Visitors” can use the questions on the “Stay-Stray” worksheet to as a questioning guide, and a place to take notes of ideas you want to share with your team.
5. At the signal, “visitors” return to their home teams and report out. The “reporter” now becomes a facilitator and leads sharing of the information they obtained as the “visitors” now become reporters.

Share Out

- What were ideas you gathered from other schools about Tier 1 SW-PBS implementation?
- What lingering questions do you have regarding Tier 1 SW-PBS implementation?



Emerging Checklist

Review with your team

- What things stand out to you?
- What questions do you have?



Emerging Checklist



Action Plan

- Complete Emerging Action Plan Checklist
- Discuss as a team . . .

What goals or steps might you add, tweak or mark accomplished?

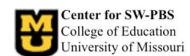


MO SW-PBS Action Plan Template



Effective Classroom Practices

MO SW-PBS

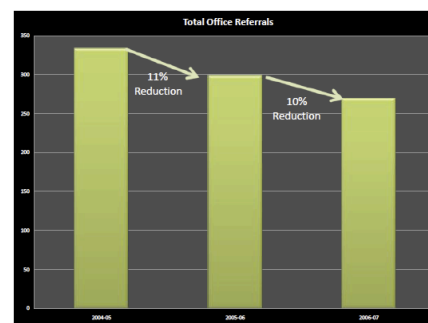


Effective Classroom Practices

- Expectations & Rules
- Procedures & Routines
- Continuum of Strategies to Acknowledge Appropriate Behavior
- Continuum of Strategies to Respond to Inappropriate Behavior
- Active Supervision
- Multiple Opportunities to Respond
- Activity Sequence & Offering Choice
- Academic Success & Task Difficulty

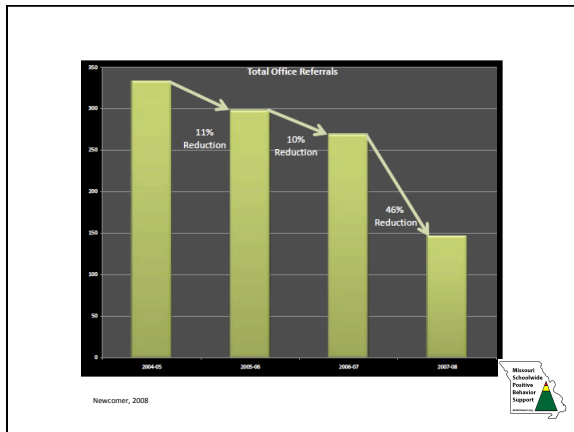


Classroom Practices Checklist



Newcomer, 2008






Guidelines for Writing Classroom Rules


Consistent with schoolwide expectations/rules

1. **Observable**
2. **Measurable**
3. **Positively stated**
4. **Understandable**
5. **Always applicable** – Something the teacher will consistently enforce




Other Considerations...

- Students should play a role in formulating rules
- Rules must be displayed prominently and easily seen
- Rules must be taught, modeled and reinforced consistently
- Rules should be easily monitored




Expectations and Rules Example...

- Expectation is: Students will be **Safe**
- Rules are...
 - *Keep hands and feet to self*
 - *Use materials correctly*




Reflection on Classroom Expectations and Rules


- How have you shared this information (mini-module) with your staff?
- How have you had discussions about classroom rules with your staff and implemented?



Partner Share

- Write your Classroom Rules and Expectations on the worksheet provided.
- Find a partner from another school in a similar grade level and swap rules.
- Check your partners rules against the OMPUA Guidelines
- Discuss the ratings with your partners.
- Make edits to your own classroom rules if needed.

 Classroom Expectations and Rules Survey



Share Out

- Return to your teams and discuss the activity.
- Reflect using questions on 2nd page of classroom survey. Discuss whether or not your school is following a process to develop, teach and reinforce classroom rules that meet OMPUA guidelines.
- Debrief with whole group



Effective Classroom Practice : Procedures & Routines

MO SW-PBS



Effective Classroom Practices

Classroom:

- Expectations & Rules
- **Procedures & Routines**
- Continuum of Strategies to Acknowledge Appropriate Behavior
- Continuum of Strategies to Respond to Inappropriate Behavior
- Active Supervision
- Multiple Opportunities to Respond
- Activity Sequence & Offering Choice
- Academic Success & Task Difficulty



Give One to Get One

On a notecard, complete this stem . . .

- In my classroom, procedures I have that work well are . . .



Classroom Procedures & Routines

Identify, Teach, Practice, Reinforce



Why Focus on Classroom Procedures and Routines?

- The number one problem in the classroom is not discipline; it is the lack of procedures and routines. (Wong & Wong, 1995)
- As students become more familiar with classroom routines and procedures, additional instructional formats and more challenging work can be incorporated (Evertson, Emmer & Worsham, 2003; Good & Brophy, 2003)



What Are Procedures & Routines?

- Procedures explain the accepted process for carrying out a specific activity, such as walking in the hallway, using lockers, sharpening pencils, attending an assembly, going to the restroom.
- Classroom procedures are patterns for accomplishing classroom tasks.
- Procedures form routines that help students meet expectations stated in the rules



What Are Procedures & Routines?

- Clear procedures, taught and consistently enforced are the most critical tool to create a functional and productive learning environment
- These Procedures should be succinct, positively stated and in age-appropriate terms
- Keep “Who, what, when, where, why, and how” in mind



Elementary Example

- Lining Up
 - When you hear the line up signal turn to voice level 0
 - Neatly place books and materials in your desk
 - Quietly stand when your name (or row) is called
 - Place your chair under your desk
 - Walk to the line
 - Stand with your hands at your sides, facing forward



Elementary Example

- Learning Position
 - Sit with your bottom on your chair
 - Sit with your legs under your desk
 - Keep both feet on the floor
 - Look at the teacher when he or she talks to the class



Secondary Example

- Entering the Classroom
 - Enter the classroom and take your seat
 - Before the bell rings, get out the materials you need for class
 - Complete the daily “DO NOW”



Secondary Example

- Class Discussion
 - Prepare for discussion by reading the required assignment in advance
 - Wait until the other person is finished speaking before you talk
 - Stay on topic
 - Respect other’s opinions and contributions
 - Use appropriate expressions of disagreement



Considerations for Developing Procedures and Routines

- Make a list of tasks students are expected to complete in the classroom
- Determine the steps the students take to complete the task
- Consider what errors students are likely to make
- Consider problem areas or problem times... often a well designed routine can smooth things out



Procedure Writing Activity

1. Using the Procedures and Routines Self-Assessment as a guide, determine what procedures are needed specific to your classroom.
2. Choose one task and write the necessary steps for completion.



Classroom Procedures and Routines Self Assessment



Sample Schedule for Teaching Classroom Procedures

- First Grading Period
 - Teach rules and procedures for all areas of school, **including individual classrooms**, during first week of school
 - Provide opportunities for review and practice
 - Provide frequent reinforcement/acknowledgement
 - After first week, review rules and procedures 2 or 3 times per week
 - Rapid pace, oral review during first or last few minutes of class
 - Surprise quizzes about procedures for extra credit points
 - Divide into teams, ask questions about rules and procedures award points



Schedule for Teaching Classroom Procedures

- Second Grading Period
 - Review rules and procedures once per week
- Remainder of the Year
 - Review rules and procedures periodically as needed



Classroom Procedures and Routines Fact Sheet and References

Note:

The Effective Classroom Practice Procedures & Routines Mini-Module Fact Sheet and references are available at

www.pbmissouri.org



Good Teaching is Good Teaching!

- Clarify
- Teach
- Model
- Practice
- Reinforce
- Reteach (when needed)



Sample Training Technique:
Role Play

- Model
- Write
- Practice



**Classroom Effective Practices
Action Planning**

- How are you going to train staff? When and who?
- What staff can model effective procedures for others?
- Will staff be required to develop procedures and routines?
- How and when will you give staff time to create classroom procedures? Will staff be expected to turn them in?
- What evidence will be available to know that staff are utilizing procedures?
- How will you support your teachers as they write Procedures and Routines?



Data Tools and
Data Collection Schedule



Data Collection Schedule

- PBIS Assessment Surveys
- MO SW-PBS School Data Profile (SDP)
- Quarterly School Data



MO SW-PBS Data Collection Schedule



PBIS Assessment Surveys

- www.pbisassessment.org
- School Safety Survey (SSS)
 - September 12-23
- Team Implementation Checklist (TIC 3.0)
 - October 10-21
 - February 13-24
- Self-Assessment Survey (SAS)
 - May 14-25



MO SW-PBS School Data Profile

- <http://www.formhog.com>
- Two to three users per building
- Complete the five fields required
- Complete by November 11
- Contact your consultant if you have specific questions.



Quarterly School Data

- Team Meeting Minutes
- Office Discipline Referrals by Big 5 Report
 - Send to your consultant
 - 1st Quarter – October 21
 - 2nd Quarter – January 28
 - 3rd Quarter – March 23
 - 4th Quarter – May 25



Missouri PBIS Website

- www.pbissmissouri.org
- 7 Essential Components
- Training Materials



School-wide Evaluation Tool (SET)

- Assesses fidelity of Tier 1 implementation
- Regional Training offered each year to learn more



Day 1 Outcomes

- Critically review activities implemented to date and learn from other schools
- Develop a plan for improvement
- Develop a plan for teaching teachers how to develop and teach procedures and routines
- Know how to access data tools and review the data schedule



Next Steps

- Assist staff with developing Classroom Procedures and Routines (Mini Module)
- Complete School Safety Survey (SSS)

