



MO SW-PBS Emerging  
Level 2 Day 7 Training  
Region Name Here  
Date




Missouri Schoolwide Positive Behavior Support  
pbs@missouri.org



Missouri  
DEPARTMENT OF ELEMENTARY & SECONDARY  
EDUCATION

Center for SW-PBS  
College of Education  
University of Missouri



## Our Working Agreements

**Be Respectful**


- Be an active listener—open to new ideas
- Use notes for side bar conversations

**Be Responsible**

- Be on time for sessions
- Silence cell phones—reply appropriately


**Be a Decision Maker**

- Follow the decision making process
- Work toward consensus and support decisions of the group




## Agenda

- Review of Previous Materials
- Data
- Classroom
- Team Time
- Closing Thoughts




## Today's Outcomes

1. Assess the importance of digging deeper into available data and formulate a plan to address problematic issues.
2. Demonstrate the importance and process of active supervision including monitoring efforts in the building.
3. Utilize strategies for assisting staff in providing and monitoring opportunities to respond.




## Review of Last Training

- Digging Deeper with Data with Team, Staff and Faculty
- Team Purpose and Process
- Communication of Data
- Acknowledgement of Staff
- Schoolwide Behavioral Expectations
- Continuum of Response Strategies
- Classroom Walk-through




## Today's Outcomes

1. Assess the importance of digging deeper into available data and formulate a plan to address problematic issues.
2. Demonstrate the importance and process of active supervision including monitoring efforts in the building.
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## Continuing to Dig Deeper into the Data

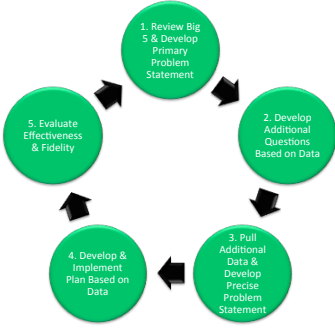



### Activity: Are you Digging Deeper?

- In designated groups discuss everything that you can recall regarding the “Digging Deeper” Process.
- Document this knowledge on chart paper – be creative!
  - Pictures
  - Words
  - Story
- Designate a reporter to share out!




### Digging Deeper Into Big 5 Data


### Additional Support for SW-PBS Team

- “Digging Deeper Into Big 5 Data” Mini Module
  - Short PowerPoint Presentation
  - Notes Provided
  - Explains Process for Digging Deeper
- Can be used by SW-PBS Team to inform and remind.
- Available at <http://pbissmissouri.org>




### Team Discussion: Digging Deeper

- Did you utilize the process for digging deeper into Big 5 data since the last training?
  - If no, what barriers prevented you from utilizing the process?
- How do you see your team using this process in the future?
- How will you set up a system to ensure that the digging deeper process will continue?



### Team Activity: Digging Deeper

- Use your monthly Big 5 Data to answer the following:
  - What is your primary problem statement?
  - What additional questions do you have based on the data and primary problem statement?
  - How will you pull the additional data?
  - When will your team pull the additional data?



## Why the Focus on Minors?

- It is important to document all behavioral incidents to capture time students are out of instruction.
- Minors occur in All School Settings and need a consistent response from all staff
- Ineffective responses to minors = decrease in instructional time.
- Minors + Majors = Full Continuum



## Team Discussion: Flow Chart and Definitions

- Review building Flow Chart and Behavior Definitions (Minor vs. Major)
  - Is the process clear?
  - Do staff understand and follow the minor vs major behavior definitions?
  - Are minor behaviors documented?



## Identification Through Data

- Classroom Minors – an example system
  - Reviewed definitions of major vs minor
  - Considered whether there was need for documenting minors
  - Discussed (grade level team meetings) point at which minor behavior should be documented
  - Consensus was “time out of instruction”



## Identification Through Data

- Classroom Minors – an example system
  - Developed a form for documenting information
  - Provided opportunity for feedback and input
  - Presented final form and procedures during staff meeting
    - Included prompt for re-teaching expected behavior
  - Periodic checks during grade level team meetings and full staff meetings (PBS update)



## Identification Through Data

- Classroom Minors – an example system
  - Created decision rule - At 6 minors assistant principal notified grade level team
  - Grade level team used minor documentation for classroom level problem solving
    - increase positive feedback or active supervision
    - adjust task difficulty
    - teach problem solving process for interacting with peers


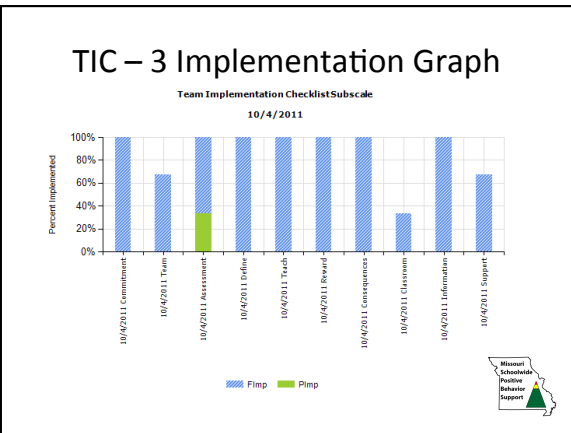
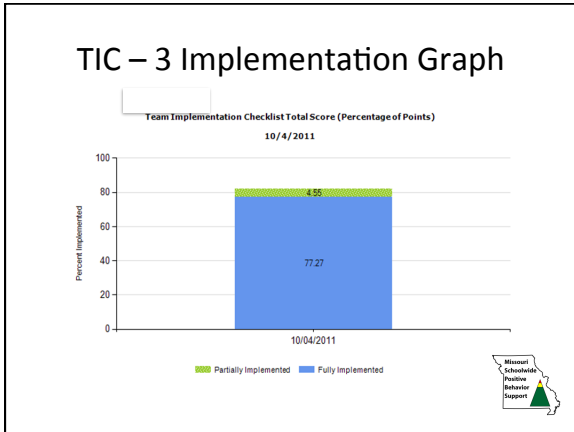


## Team Discussion

- What is your current system for documenting, collecting and using classroom minor data for problem solving?
- If no system is in place or if the current system is ineffective who will take responsibility for addressing this topic?




## Team Implementation Checklist Analysis (TIC – 3)





### Team Activity: TIC Results

- With your team partners, look at your current TIC -3 results.
- Complete and discuss the Team Implementation Checklist Review sheet.
- Plan how you will communicate results and next steps to the remainder of your team and staff.




Team Implementation Checklist Review




## Putting It All Together

### The SW-PBS Team Meeting Agenda, Minutes and Problem-Solving Action Plan Form



### Team Meetings

- Think about your last SWPBS team meeting. Use a rating scale of Yes, So-So, or No to answer each question.
  - Was your last team meeting a good use of time?
  - Did you do a good job of tracking whether you completed the tasks that were agreed on during the previous meeting?
  - Did you do a good job of actually completing the tasks that were agreed on?
  - Are the completed tasks having the desired effects on student behavior?



SW-PBS Team Meeting Agenda, Minutes and Problem-Solving Action Plan Form					
Date:	Time:	Location:	Facilitator:	Minute Taker:	Date Analyzed:
Today's Meeting	May 2, 2011	7:55 AM	Media Center	Shane	Bark
Next Meeting	June 2, 2011	1:30 PM	Media Center	Shane	Bark

Team Members (bold one present today)

Today's Agenda Items	Next Meeting Agenda Items	Potential Problems Raised
01.	01.	01.
02.	02.	02.
03.	03.	03.

Administrative/General Information and Issues

Discussion/Decision/Task (if applicable)	Who?	By When?

Problem-Solving Action Plan

Problem Statement, based on review of data (What, When, Where, Who, Why)	Solution Actions (e.g., Present, Teach, Prompt, Recognition, Correction, Extinction, Safety)	Who?	By When?	Goal with Timeline, Fidelity & Outcome Measures, Updates

Evaluation of Team Meeting (Mark your ratings with an "X")

Our Rating	Yes	Maybe	No
1. Was today's meeting a good use of our time?			
2. In general, did we do a good job of <u>planning</u> whether we're completing the tasks we agreed on at previous meetings?			
3. In general, have we done a good job of actually <u>completing</u> the tasks we agreed on at previous meetings?			
4. In general, are the completed tasks being the <u>expected</u> results on student behavior?			

If some of our ratings are "No" or "Maybe," what can we do to improve things?

MO SW-PBS Team Agenda, Minutes & Problem Solving Form. Adapted from Newton, Todd, Horner, Algozzine, & Algozzine, 2010

Missouri Middle School SW-PBS Team Meeting Agenda, Minutes and Problem-Solving Action Plan Form					
Date:	Time:	Location:	Facilitator:	Minute Taker:	Date Analyzed:
Today's Meeting	May 2, 2011	7:55 AM	Media Center	Shane	Bark
Next Meeting	June 2, 2011	1:30 PM	Media Center	Shane	Bark

Team Members (bold one present today)

Today's Agenda Items	Next Meeting Agenda Items	Potential Problems Raised
01. Digging Deeper with Big 5 Data	01. Reviewing / Improving SW-PBS for 2010-2011	01.
02. Staff Ownership - Data Review SAR & TIC	02. Cabin-building Policy	02.
03. Year End Active Supervision & Collaboration	03. Lesson Plans for DIRECT TEACHING	03.

Administrative/General Information and Issues

Discussion/Decision/Task (if applicable)	Who?	By When?
Longing <u>QUICK</u> minutes during end of Year activities		

Problem-Solving Action Plan

Problem Statement, based on review of data (What, When, Where, Who, Why)	Solution Actions (e.g., Present, Teach, Prompt, Recognition, Correction, Extinction, Safety)	Who?	By When?	Goal with Timeline, Fidelity & Outcome Measures, Updates
Big 5 Data review illustrates that harassment was the most referred school behavior during the month of April. 42% of harassment referrals occurred in the classroom. The time for most referrals was 1:30 with additional referrals occurring regularly throughout the day, primarily on the hallway level. A review of the referral times determined that many referrals occurred shortly after a passing period with the hypothesis that behaviors during the passing periods were carrying over into the beginning of class instruction. 88% of the referrals were from students in grades 6 & 8. The primary motivation was to sustain peer attention.	1. Clarify what "Use Appropriate Language" and "Keep Hands, Feet, and Items to Self" have been taught, practiced, and acknowledged to 6 <sup>th</sup> and 8 <sup>th</sup> grade students. Teach/reteach if necessary. 2. Increase adult supervision in hallways, restrooms, and common areas during passing periods. 3. Increase specific positive feedback for students who use appropriate language and keep hands, feet, and items to self.	1. Team/Staff 2. All school staff 3. All school staff	1. May 10 2. May 5 3. May 5	1. Faculty minutes, lesson plans, walk through observations 2. Faculty minutes, supervision schedules, walk through observations 3. Faculty minutes, walk through observations, "High 5 Tickets" given by staff for targeted replacement behaviors for harassment and technology 4. Decrease in May harassment referrals in grades 6 and 8 5. Decrease in May technology referrals in grades 7 and 8

Evaluation of Team Meeting (Mark your ratings with an "X")

Our Rating	Yes	Maybe	No
1. Was today's meeting a good use of our time?			
2. In general, did we do a good job of <u>planning</u> whether we're completing the tasks we agreed on at previous meetings?			
3. In general, have we done a good job of actually <u>completing</u> the tasks we agreed on at previous meetings?			
4. In general, are the completed tasks being the <u>expected</u> results on student behavior?			

If some of our ratings are "No" or "Maybe," what can we do to improve things?

MO SW-PBS Team Agenda, Minutes & Problem Solving Form. Adapted from Newton, Todd, Horner, Algozzine, & Algozzine, 2010

Problem Statement, based on review of data (What, When, Where, Who, Why)

Solution Actions (e.g., Present, Teach, Prompt, Recognition, Correction, Extinction, Safety)

Who?

By When?

Goal with Timeline, Fidelity & Outcome Measures, Updates

Technology was the most referred classroom behavior during the month of April. The time for most referrals was 1:30 with additional referrals regularly occurring throughout the day, primarily on the hallway level 11:45 to the transition after 6<sup>th</sup> grade lunch. A review of the other referral times determined that many referrals occurred shortly after a passing period. The hypothesis is that behaviors during the passing periods and 6<sup>th</sup> grade lunch were carrying over into the beginning of class instruction. 88% of the referrals were from students in grades 6 & 8. With the primary motivation was to sustain peer attention. It is hypothesized that the primary motivation was to sustain peer attention. It is hypothesized that the primary motivation was to sustain peer attention.

1. Clarify what "Use Appropriate Language" and "Keep Hands, Feet, and Items to Self" have been taught, practiced, and acknowledged to 6<sup>th</sup> and 8<sup>th</sup> grade students. Teach/reteach if necessary.  
2. Increase adult supervision and monitoring of 6<sup>th</sup> grade lunch.  
3. Increase adult supervision in hallways, restrooms, and common areas during passing periods.  
4. Increase specific positive feedback for students who use appropriate language and keep hands, feet, and items to self.  
5. Investigate technology referrals to acquire specific information about the "billion air horn" motivation.

1. Team/Staff  
2. All school staff  
3. All school staff  
4. All school staff  
5. All school staff

1. May 10  
2. May 5  
3. May 5  
4. May 5  
5. May 10

Evaluation of Team Meeting (Mark your ratings with an "X")


Our Rating	Yes	Maybe	No
1. Was today's meeting a good use of our time?			
2. In general, did we do a good job of <u>planning</u> whether we're completing the tasks we agreed on at previous meetings?			
3. In general, have we done a good job of actually <u>completing</u> the tasks we agreed on at previous meetings?			
4. In general, are the completed tasks being the <u>expected</u> results on student behavior?			

If some of our ratings are "No" or "Maybe," what can we do to improve things?

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## System for Communicating SWPBS


- Think about and list how your SWPBS Tier 1 team currently communicates information to staff, students, family, and community members.
- Using a scale of 1 to 10 evaluate the extent to which your existing Tier 1 communication system is effective.



## System for Communicating SW-PBS

- After each team meeting, consider these questions:
  - What information needs to be communicated and who needs to know (e.g., staff, students, parents, community)?
  - How and when will information be provided?
  - Who will provide the information?
  - How will input and feedback be received?


HO Communication System Examples



## Team Task


- Consider the parent involvement data you have collected.
- Determine the extent to which the current system of communication is appropriate for providing information to staff, students, and family.
  - What adaptations are needed to increase efficiency and effectiveness?
- Document your system of communication.

HO Communication System Examples




**Activity:**  
**Review Briefly Morning Tasks**

- Digging Deeper with Data
- Team Implementation Checklist Analysis (TIC -3)
- Agenda/Minutes/Communication



**Today's Outcomes**


1. Assess the importance of digging deeper into available data and formulate a plan to address problematic issues.
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**Activity: Embedding Social Curriculum**


So....you have invested the time to make this schoolwide matrix

- Why would it make sense to revisit and utilize your matrix curriculum within your core curriculum?
- What are the possible benefits?
- Share your top 3 reasons with a partner then with your table and the group!




**Embedding Social Curriculum**

- Embedding gives students the rationale regarding why it is important to have social skills in their repertoire, especially if these skills are not the norm in their social groups (e.g., friends, family, neighborhood)
- Embedding of your SW-PBS MATRIX is SMART as it supports MANY of the Grade Level Equivalent and Course Level Equivalent set forth by MO DESE



**Embedding Social Curriculum**


- SCANS: What Work Requires of Schools (Secretary's Commission on Achieving Necessary Skills) <http://wdr.doleta.gov/SCANS/whatwork/>
- Skills for Today's Workforce <http://www.khake.com/page3.html>
- Developmental Assets <http://www.search-institute.org/content/40-developmental-assets-adolescents-ages-12-18>
- Partnership for 21<sup>st</sup> Century Skills <http://www.p21.org/>



**Activity: Embedding Social Curriculum**

<p>Grade level and/or Course Level Equivalents</p> <ul style="list-style-type: none"> <li>- Communication Arts</li> <li>- Mathematics</li> <li>- Science</li> <li>- Social Studies</li> <li>- Health Sciences</li> <li>- Music</li> <li>- Visual Arts</li> <li>- Information &amp; Communications Technology Literacy</li> <li>- Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>• Missouri Comprehensive Guidance Curriculum</li> <li>• Show-Me Standards Performance Goals</li> <li>• Common Core State Standards</li> </ul>
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★ Handout: *Embedding SW-PBS Social Skills Instruction into Academic Curriculum & Content*



### Activity: Embedding Social Curriculum

- Let's choose from our matrix the rule:
  - *Be respectful by using appropriate tone, volume and language*
- Using your handout, where do you see connections or opportunities to embed this social skill within content areas? Be prepared to share!



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### 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



### Active Supervision



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### Why Provide Active Supervision?

- There is a relationship between the number of supervisor - to - student interactions and the instances of problem behavior
- Active Supervision...
  - Has a positive impact on student behavior in a variety of settings- including classroom
  - May reduce incidents of minor problem behavior
  - May lead to increases in student engagement

(Simonsen, Fairbanks, Briesch, Myers & Sugai, 2008)



### What is Active Supervision?

Monitoring procedure that uses 3 components:

1. Moving
2. Scanning
3. Interacting Frequently


(DePry & Sugai, 2002)



## Providing Active Supervision

### Moving Effectively


- Constant
  - Make presence known and obvious
  - Proximity to all students
  - More frequent proximity to noncompliant students
- Randomized
- Targets Problem Areas



## Providing Active Supervision

### 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



## Providing Active Supervision

### Interacting Frequently


- Corrective response
  - Non-argumentative, noncritical
  - Specific to behavior
  - Systematic = correct, model, practice, reinforce
- Deliver consequence
  - Neutral, businesslike demeanor
  - Fair, non-arbitrary



## Activity: Active Supervision


“The teacher Ms. Hailey directed the class to finish writing a paragraph by themselves. She then moved slowly down the aisles looking from side to side quietly acknowledging the students for starting quickly. She stood beside Enrico for a moment, as he usually does not do well with independent work, and praised him for getting started. Ms. Hailey then stopped, turned around, and watched the front half of the class. She continued to loop around the class, checking students’ work and making compliments here and there.”

(Colvin, 2009, p.46)



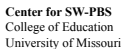



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## Active Engagement of Students Multiple Opportunities to Respond

## What is OTR?

A variation of 4 key components:

1. Teacher instructional talk
2. Prompts given to students
3. Wait time for the response
4. Specific feedback for correct responding

\*Can be provided individually or to whole class

(Stichter, Lewis, Richter, Johnson & Bradley, 2006)



## Opportunities to Respond (OTR)

ANTECEDENT	BEHAVIOR	CONSEQUENCE
Teacher Provides: <b>Prompts &amp; Wait time</b>	Student Responds: <b>Read Write Verbal Answer Motor/Gesture</b>	Teacher Provides: <b>Specific, Positive Feedback</b>



## Activity: Why Opportunities to Respond?

- Use your response cards (A, B, C, D) to answer the following questions.
- Hold up the answer that you believe is correct for each question.



## Question 1!

- Multiple Opportunities to Respond is a teacher behavior that prompts or solicits a student response, including: (Simonsen et al, 2008)
  - A. Reading aloud
  - B. Writing answers to a problem
  - C. Verbally answering a question
  - D. All of the Above



## Question 1!

- Multiple Opportunities to Respond is a teacher behavior that prompts or solicits a student response, including: (Simonsen et al, 2008)
  - A. Reading aloud
  - B. Writing answers to a problem
  - C. Verbally answering a question
  - D. All of the Above**



## Question 2!

- Behavioral outcomes associated with providing Multiple Opportunities to Respond, include: (Heward, 1994)
  - A. Increased student engagement with instruction
  - B. Limited time for engaging in inappropriate behavior
  - C. Increased rates of positive, specific feedback
  - D. All of the Above



### Question 2!

- Behavioral outcomes associated with providing Multiple Opportunities to Respond, include: (Heward, 1994)

- A. Increased student engagement with instruction
- B. Limited time for engaging in inappropriate behavior
- C. Increased rates of positive, specific feedback

**D. All of the Above**



### Question 3!

- When introducing new material the goal is the have students responding at a rate of \_\_\_\_\_ responses per minute: (CEC, 1987; Gunter, Hummel & Venn, 1998)

- A. 4-6
- B. 2-3
- C. 0-1
- D. 8-10



### Question 3!

- When introducing new material the goal is the have students responding at a rate of \_\_\_\_\_ responses per minute: (CEC, 1987; Gunter, Hummel & Venn, 1998)

**A. 4-6 responses per minute with 80% accuracy**

- B. 2-3
- C. 0-1
- D. 8-10



### Question 4!

- When reviewing previously learned material, a quicker pace of \_\_\_\_\_ responses per minute is expected. (CEC, 1987; Gunter, Hummel & Venn, 1998)

- A. 16-18
- B. 9-12
- C. 12-14
- D. 8-10



### Question 4!

- When reviewing previously learned material, a quicker pace of \_\_\_\_\_ responses per minute is expected. (CEC, 1987; Gunter, Hummel & Venn, 1998)

A. 16-18

**B. 9-12 responses per minute with 90% accuracy**

- C. 12-14
- D. 8-10



### Question 5!

- Research has shown increasing the rate of student responses specifically led to improved \_\_\_\_\_ and \_\_\_\_\_ performance. (Carnine, 1976; Skinner, Smith & McLean, 1994); (Skinner, Belfior, Mace, Williams-Wilson, & Johns, 1997)

- A. Reading, Math
- B. Science, Social Studies
- C. Reading, Science
- D. None of the Above



### Question 5!

- Research has shown increasing the rate of student responses specifically led to improved \_\_\_\_\_ and \_\_\_\_\_ performance. (Carmine, 1976; Skinner, Smith & McLean, 1994); (Skinner, Belfior, Mace, Williams-Wilson, & Johns, 1997)

- A. Reading, Math**
- B. Science, Social Studies
- C. Reading, Science
- D. None of the Above



### Question 6!

- Strategies for Increasing Student's Opportunities to Respond can include:

- A. Guided Notes
- B. Response Cards
- C. Tracking of Students Called On
- D. All of the Above**



### Question 6!

- Strategies for Increasing Student's Opportunities to Respond can include:

- A. Guided Notes
- B. Response Cards
- C. Tracking of Students Called On
- D. All of the Above**



### Activity: Opportunities to Respond

- **Read the following vignette.**
- **Determine how many opportunities to respond were provided to students during the instructional period.**
- **Identify whether each opportunity was an individual or group response.**



### Optimal Rates of OTR

1. Teacher talk = 40-50% of the instructional period
2. Prompts = 3.5 per minute average
3. Wait time = 3 or more seconds
4. Feedback = ratio of 4 positive to 1 corrective

*\*Focus = Is the teacher creating opportunities for students to DO something rather than just being passive recipients?*

(Sprick et al., 2006; Stichter et al., 2006)



### Observing Opportunities to Respond

- **Classroom:** Frequency
  - Observer tallies the number of instructional questions, statements or gestures made by the teacher seeking an academic response.
- **Students:** Rate of Academic Engagement
  - Observer Records “+” symbol for on-task/engaged behavior and “-” indicates off-task behavior.



## Activity: Opportunities to Respond

- With your school team, consider how your school does (or could do) professional development to provide information, modeling and feedback about use of OTR to increase student academic engagement.
- Prepare to share with the large group.
- 5 minutes to discuss.



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## Team Time

### Emerging Level 2 Outcomes & Action Plan Goals

- Review each goal & the suggested action steps for Day 7.
- Determine which goals & action step(s) need to be included in your school's action plan.
- Consider whether additional action steps should be included.
- Identify timelines & resources needed for completion.



## Citations & References

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