





**Team Workshop for Preparation
Phase SW-PBS Teams:
Session 3**

MO SW-PBS Summer Training 2011

 Center for SW-PBS
College of Education
University of Missouri

Training Norms

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 Problem Solver

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




The MO SW-PBS Seven Essential Components

1. Administrator support, participation and leadership
2. Common purpose and approach to discipline
3. Clear set of positive expectations defined (for all students & staff)
4. Procedures for teaching expected behaviors
5. Continuum of procedures for encouraging expectations
6. Continuum of procedures for discouraging inappropriate behavior
7. Procedures for ongoing monitoring and evaluating effectiveness of the PBS system



Summer Training Topics Day 2


- Clear Set of Positive Behavior Expectations Are Defined
- Monitoring and Decision Making
- Decision Making Model
- Team Time



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Activity: Component 3


“Clear Set of SW-PBS Behavior Expectations are Defined”



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Science of Behavior

- Behavior is learned
- Students do not learn what to do when given adverse consequences only
- To learn social behavior, students must be directly taught.
- To retain new behaviors, students must be given specific, positive feedback and opportunities to practice.



Science of Behavior A-B-Cs

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Antecedent	Behavior	Consequences
<p>Conditions or circumstances that increase the probability of a behavior occurring. What happens before the behavior.</p> <p>(In other words):</p> <p>When this happens....</p>	<p>Observable behaviors the student displays (from your schoolwide expectations MATRIX)</p> <p>Most students will....</p>	<p>What happens after the behavior. By definition a consequence either increases (REINFORCEMENT) or decreases the probability the behavior will recur in the future (PUNISHMENT)</p> <p>Because this happens...</p>

Why A Clear Set of Positive Schoolwide Behavior Expectations?

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- Provides **consistency** in language
- Provides **consistency** in what to teach
- Provides **consistency** in what to recognize
- Provides **consistency** in what to correct
- **The cornerstone for everything else you will do related to SW-PBS!**

Clear Set of Expectations

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- 3 – 4 positive schoolwide expectations
- Based on current problem behaviors
- Align with school mission and goals
- Applicable to **all students, all staff** and all settings of the school

Examples: Safe Responsible Kind

Example Matrices in Appendix 3A, 3B, 3C, and 3D

Clear Set of Expectations: Dimensions of Diversity

As you begin to develop your Schoolwide Expectations and Rules you need to be aware of the Dimensions of Diversity in your school community.

Primary & Secondary Dimensions of Diversity

~Ingram, Penn State University

Example Dimensions

• **Primary** –

- Ethnicity
 - Hispanic/Latino
 - Non-Hispanic/ Latino
- Race
 - White
 - Black
 - Native American
 - Asian
 - Native Hawaiian or Pacific Islander

• **Secondary** –

- Parental Status
 - Two Parent Family
 - Single Parent Family
 - Blended Family
 - Foster Family
 - Grandparent / Extended
 - No Parents
 - Homeless
 - Other?

Activity: Dimensions of Diversity

1. What are the dimensions of diversity in your building?
2. What are the effects of diversity in your school?
3. What data do you look at to know the dimensions of diversity in your school?

~Ingram, Penn State University

Schoolwide Expectations Matrix

	All Settings	Classroom	Bus	Hallway
Be Safe				
Be Respectful				
Be Responsible				

Appendix 3F

Activity: Creating 3-4 Positive Schoolwide Expectations

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1. Use office discipline referral (ODR) data
 - Office referral data (graphs, summaries)
 - Actual office referral forms
 - No data? Brainstorm problem behaviors for which students are sent to the office.
2. What current problem behaviors did you identify using your data?

Activity: Continued

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3. Decide 3-4 schoolwide expectations--what you want students to do instead of the problem behaviors
4. Write your results on Appendix 3F

Example:
 Problem behaviors—inappropriate language, bad attitude, ignore staff and don't follow directions
 Schoolwide expectation— **Be Respectful**

Schoolwide Expectations Matrix

	All Settings	Classroom	Bus	Hallway
Be Safe	Keep Hands & Feet to Self Be where you belong	Stay in seat Maintain personal space	Remain seated Face forward	Walk Banisters are for hands
Be Respectful	Use kind words Follow Directions	Raise hand for help Be a good listener	Keep the bus clean	Walk quietly
Be Responsible	Use materials appropriately Keep school neat & clean	Be prepared Do your best work	Take all your belongings Watch for your stop	Return to class promptly

Activity: Developing Your Matrix

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After reading page 68, review these questions with your team. Be prepared to share out ideas!


1. What does **All Settings** column include?
2. Why include a **Classroom** column on your matrix?
3. How do you decide **Non-Classroom** Settings identified on matrix?
 1. Decide your schools **Non-Classroom** Settings

Refer to Appendix 3F: Schoolwide Social Behavior Matrix

Developing Your Matrix

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- List of 2-3 specific social behaviors/skills (rules) under each school setting regarding each expectation
 - **O**bservable
 - **M**easurable
 - **P**ositively Stated
 - **U**nderstandable
 - **A**lways Applicable



Developing Your Matrix

Desired Social Behavior Examples

- Keep Hands and Feet to Self
- Raise Hand for Help
- Walk on Right
 - **O**bservable
 - **M**easurable
 - **P**ositively Stated
 - **U**nderstandable
 - **A**lways Applicable





Activity: Developing Your Matrix

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- Pair Up
- Evaluate each Sample Desired Social Behavior: Do They Meet the Five Criteria?

Appendix 3E: Evaluation Activity: Sample Desired Social Behaviors


Criteria Met

- Open your locker only
- Pick up trash
- Stay seated until dismissed
- Use walking feet
- Use assigned restroom
- Flush
- Wait in line




Criteria Not Met

- Be a learner
- Be a team player
- Follow media/technology policies
- Choose a responsible seat
- Clean up
- Do your job
- Eat slowly
- Wait patiently in line
- Use appropriate language




Criteria Not Met

- Voices off
- No food or drink
- Don't bother other students' cars




Activity: Developing Your Matrix Pg 69

- Still using Appendix 3F: Complete the matrix by writing 1-2 behaviors, following criteria guidelines (**OMPUA**), for each setting identified on your matrix.




Communication Feedback Pg 70

- What systematic and organized way do you plan to communicate to staff, students and families?
- How does your building currently communicate to all stakeholders?
- Do you need to use the SW-PBS Decision Making Model to develop a plan to increase communication systems?




Summer Training Topics Day 2

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Activity: Action Planning Pg 71

1. Complete **Component 3** of the Preparation Checklist - **Appendix Overview C**
2. Refer to:
 1. Systems, Practices and Data, (Page 63)
 2. Example Action Plan (**Appendix Overview A**), Component 3




Activity: Action Planning Pg 72

3. Action Plan: Complete **Component 3** (**Appendix Overview B**),



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Resources

Missouri SW-PBS Website:
<http://pbissmissouri.org>

National Center PBIS Website:
www.pbis.org



Activity: Team Time

Prep Level 1 Outcomes & Action Plan Goals

- Review each goal & the suggested action steps for these training days.
- 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 timeline, resources & communication needed for completion.



Preparation Checklist



Networking Time!

Team Workshop for Preparation Phase SW-PBS Teams: *Session 4*

MO SW-PBS Summer Training 2011



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Summer Training Topics Day 1

- SW-PBS Outcomes 2011-12
- Decision Making Model
- Administrator Support, Participation and Leadership
- Common Purpose and Approach to Discipline
- Monitoring and Decision Making




Summer Training Topics Day 2

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Summer Training Topics Day 2


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Monitoring and Decision Making

- School Safety Survey
5 Staff members as a minimum
September 12 – September 23
- Self-Assessment Survey
Summer training: SW-PBS leadership team
September 12 – September 23 : all staff
(schoolwide section only)
May 14 – May 25: all staff, all SAS sections


Appendix 7A: Data Collected During the Preparation Phase



Monitoring and Decision Making

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- These are taken by logging onto:
<http://www.pbssurveys.org>
 - School Safety Survey
 - Self-Assessment Survey
- Account information
- Analysis of the completed surveys during Preparation Training in the fall.



Monitoring and Decision Making



Education and Community Supports
College of Education
University of Oregon
Robert E. Hornum, Ph.D., Director
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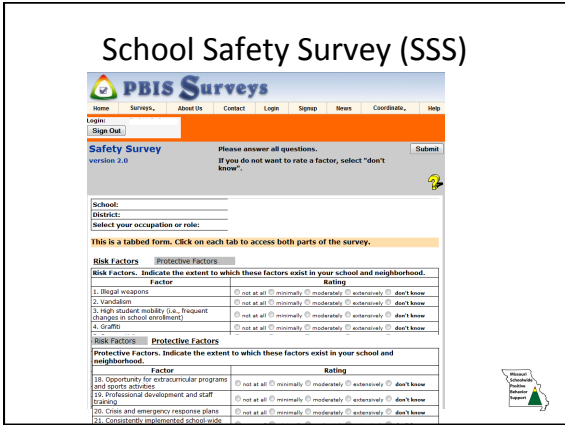
School Safety Survey (SSS)

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Gives you a summary of:

- Risk Factors
- Protective Factors

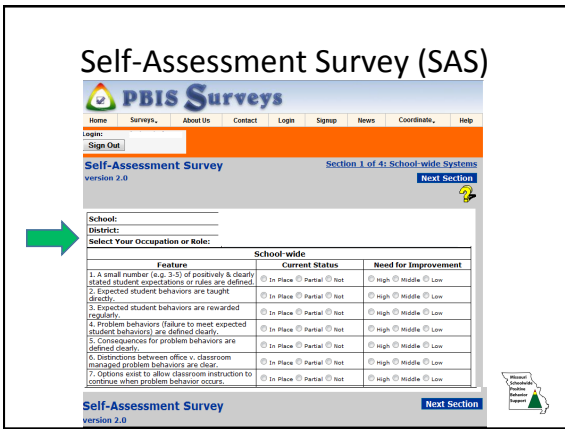




Self-Assessment Survey (SAS)

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- Rate Current Status and Priority for Improvement
- Four Sections
 - a. school-wide discipline systems,
 - b. non-classroom management systems (e.g., cafeteria, hallway, playground),
 - c. classroom management systems
 - d. systems for individual students engaging in chronic problem behaviors



Activity: Action Planning

1. Complete **Component 7** of the Preparation Team Action Plan Checklist - [Appendix Overview C](#)
2. Refer to:
 1. Systems, Practices and Data, ([Page 127](#))
 2. Example Action Plan ([Appendix Overview A](#)), Component 7

Activity: Action Planning

3. Action Plan: Complete **Component 7** ([Appendix Overview B](#))
 - Always consider communication among all stakeholders
 - Plan for professional development for all staff
 - [What](#) is going to be shared?
 - [How](#) will you share it?
 - [When](#) will you share it?

Activity: Monitoring and Decision Making

- Help motivate Prep teams on their journey
- Welcome SW-PBS school guest speakers from Exemplar Schools
- Example: successful administrator, school team, coach, students, school video

Activity: Decision Making

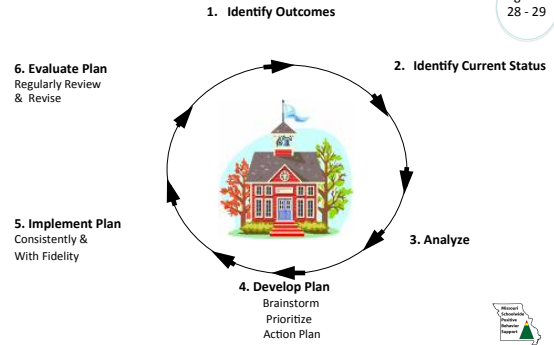
What is your “Desired Outcome” to be completed by your first team training?

Let’s go back to the SW-PBS Decision Making Model....



MO SW-PBS Decision Making Model

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Preparation Team Time

Draft Products:

1. Common Purpose and Approach to Discipline
 1. Purpose Statement
 2. Team Roles and Responsibilities
 3. Agenda/Minutes Form
2. Clear Set of Positive Expectations
 1. Expectations
 2. Matrix
3. Monitoring and Decision Making
 1. ODR Form
 2. Plan for collecting Big 5 data

Consultants available to help or advise you as you continue your journey.

Activity: Preparation Team Time

Your Regional Consultant will be giving you a blank yellow copy of the Preparation Checklist.

Please indicate tasks that you have begun (B) or completed (C).

Please (*) tasks that you have prioritized for attention before school starts in the fall.

Activity: Team Time

Prep Level 1 Outcomes & Action Plan Goals

- Review each goal & the suggested action steps for these training days.
- 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 timeline, resources & communication needed for completion.



Preparation Checklist

Accomplishments By Summer 2012

- Utilizing a Consistent Decision Making Model
- Ongoing and Regular Discussion with Staff
- SW-PBS Purpose Statement
- Matrix
- Lessons and Plan to Teach Matrix Skills in 2012-2013
- Schoolwide Recognition System



Accomplishments By Summer 2012

- Office Discipline Referral Form Revised
- Teach All Staff How To Use The Office Referral Form
- Collect and Review ODRs Monthly (Big 5 Report)—Baseline Year
- Discussions and Decisions About “Teacher Handled” and “Office Managed”