

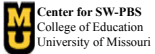



## Preparation Phase SW-PBS Training Day 2




## Agenda

- Review of Day 1
- Data
- Encouraging Expected Behavior
  - Free and Frequent
  - Continuum




## Agenda

- **Review of Day 1**
- Data
- Encouraging Expected Behavior
  - Free and Frequent
  - Continuum



## MO SW-PBS Decision Making Model

Overview  
Page 28  
Appendix F




## Review of Day 1 Team Time/Action Plan

*From your Prep Checklist, these are the items we addressed:  
3.1, 3.2, 3.3, OMPUA, 4.1, 7.8, 7.9*

<b>Matrix</b>	<ul style="list-style-type: none"> <li>– OMPUA</li> <li>– System for feedback (all stakeholders participate in creation)</li> </ul>
<b>Lesson Plans</b>	<ul style="list-style-type: none"> <li>– System for creating Lesson Plans</li> <li>– System for feedback (all stakeholders participate in creation)</li> </ul>
<b>Data</b>	<ul style="list-style-type: none"> <li>– ODR Form</li> <li>– System to give voice to all</li> <li>– WHY is this data useful</li> </ul>

## Agenda

- Review of Day 1
- **Data**
- Encouraging Expected Behavior
  - Free and Frequent
  - Continuum



The MO SW-PBS Seven Essential Components

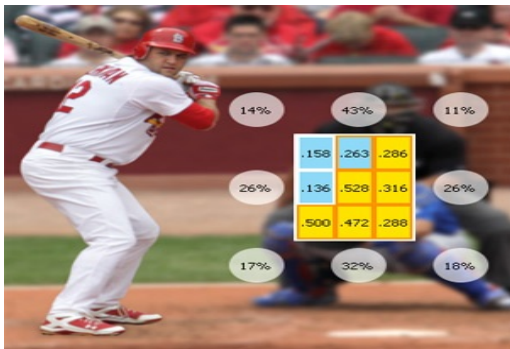
1. Administrator support, participation and leadership
2. Common purpose and approach to discipline
3. Clear set of positive expectations defined (for all students & staff)
4. Procedures for teaching expected behaviors
5. Continuum of procedures for encouraging expectations
6. Continuum of procedures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



## Outcomes for today

- Become familiar with SAS and SSS results.
- Determine the status of your ODR form.
- Understand the importance and power of Free & Frequent Encouragement for changing behavior.
- Begin developing a Continuum of Encouragement for your school.

## Data can be useful



## Data: Items to keep in mind

- Understanding the WHY of data collection is important from the beginning.
- The Big 5 Report will show trends, and when analyzed, will give information upon which to base decisions.
- The surveys show growth over the years.
- Some items you will not understand because we are not there yet-surveys cover all 3 Tiers.
- This year you will be collecting baseline data.

## Team Discussion

- Please look at your results from the SAS and SSS.
- Please discuss with your team what you notice about your school's results.

## Self Assessment Survey (SAS)

- Please notice:
  - #1 Relates to Matrix, Lesson Plans, Encouraging Expected Behaviors.
  - #2 Relates to Lesson Plans.
  - #3-Relates to Encouraging Behavior (Topic for Today).

## School Safety Survey (SSS)

Please notice:

- #6 Truancy-Recognition for Attendance.
- #23-Parent Involvement in our School.
- #28-Positive School Climate for learning.

How could the work you are doing with SW-PBS address these issues?

## ODR Form

Does your ODR form include the 9 contextual factors?

- Referring staff name
- Date of incident
- Time of incident
- Problem behavior
- Location of Incident
- Others involved
- Possible motivation
- Administrative Decision
  - Office Managed
  - Classroom Managed

Will be discussed in Day 3

Appendix 7B & 7C

## School Data Profile (SDP) Building the System

- Data includes:
  - Staff Headcount
  - New Staff
  - Assistance Referrals
  - Office Referrals
  - Referrals by Student

This year, we want you to create a plan/system on how you are going to gather 2011-12 data to enter November 11, 2012.

Appendix 7F & 7G

## Data Summary

There is a connection between your recent survey results and your current SW-PBS work.


The ODR form is your foundation for collecting the Big 5 Data.

## Team Time/Action Plan

- What is needed on your ODR that will provide information to enable you to create the Big 5?
- What steps are necessary in your school/district to make these changes?
- Who is going to collect the data for each field of the School Data Profile?


## Agenda

- Review of Day 1
- Data
- **Encouraging Expected Behavior**
  - Free and Frequent
  - Continuum



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



## “Favorite Teacher”

M & M Activity

- ⓇRed-What favorite memory of this teacher do you have?
- ⓁBlue-How did this teacher make you feel special?
- ⓎYellow-How did this teacher speak to you?
- ⓐGreen-What words did they use?
- ⓅBrown- How did their approach contrast with someone who was used a different/negative tone?

### What is Free & Frequent Encouragement?

Clear, specific and frequent encouragement given immediately after students display a Matrix expectation.

Examples:

- “Way to be **responsible** by putting your cafeteria tray in the correct spot with a voice level 1.”
- “Excellent job raising your hand before asking questions in order to be **respectful**.”

### Why Free & Frequent is so POWERFUL?

- 4:1 ratio helps students remember their successes (and replicate them).
- Provides students attention they crave.
- Consistent language helps kids understand clearly.
- Helps adults and students focus on the positive (improving school climate).

Antecedent	Behavior	Consequences
When this happens....	Most students will....	Because this happens.
Matrix is created and lesson plans are taught for hallway behavior.	Students walk on the right side & keep voices silent (voice level 0).	<u>Free &amp; Frequent reinforcement:</u>  “ Great job of being responsible by having a voice level zero and staying on the right side of the hallway.”
Being “Responsible” in the hallway looks and sounds like: voice level zero and staying on the right side.		

Ch 5  
Pg 91

Free & Frequent is listed as consequence above. Importantly, it is also an antecedent for next time.

### Model: Free & Frequent

	BUS	Hallway
Be Safe	-Remain seated -Face Forward	-Walk on the right side
Be Respectful	-Say Please and thank you to the driver	-Hands at your side -Face forward
Be Responsible	-Voice level 2 -Keep all of your belongings at your feet	-Voice Level 0 -Have Pass in hand

### Free & Frequent

1. Partner with someone from your school.
2. Together, please stand and look at one area on your Matrix ( ex. Hallway).
3. Partner 1 acts out the expected behaviors in that setting while Partner 2 uses Free and Frequent Reinforcement in response.
4. Switch Roles so that Partner 1 gives Free & Frequent Reinforcement.
5. Choose a second setting (ex. Restroom) and try this activity a second time.

### MAGIC

- You may have come to SW-PBS training to find a magic formula.....
- The big secret is: Free & Frequent reinforcement is what changes behavior. This is so simple, yet it is easy to get caught up in reacting to misbehavior.
- Free & Frequent given at a 4:1 ratio is your magic wand.

### Team Time/Action Planning

- How will you take back to your school staff the importance of free & frequent feedback in changing student behavior?
- How will your staff practice and monitor their 4:1 ratio?

### Agenda

- Review of Day 1
- Data
- Encouraging Expected Behavior
  - Free and Frequent
  - Continuum



### Effective Schoolwide Continuum of Encouragement

Ch 5  
Pg 93

- Level One= Free and Frequent
- Level Two= Short Term
- Level Three= Strong and long term



### Existing Continuum of Encouraging Academic Performance Activity Worksheet

Ch 5  
Pg 94

Free and Frequent Academic	Short Term Academic	Strong and Long Term Academic
<i>All staff use everyday in all school settings.</i>	<i>Awarded occasionally</i>	<i>Quarterly or year long types of recognition.</i>

How might you use the activity above to help staff understand the parallel between encouraging academic performance and social behavior performance?

(Appendix 5A)



### Existing Continuum of Encouraging Behavior Activity Worksheet

Free and Frequent Behavior	Short Term Behavior	Strong and Long Term Behavior
<p><i>All staff use everyday in all school settings.</i></p>	<p><i>Awarded occasionally</i></p>	<p><i>Quarterly or year long types of recognition.</i></p>
<p>How might you use the activity above to help staff understand the parallel between encouraging academic performance and social behavior performance?</p>		

(Appendix 5A)

### Schoolwide Recognition System Plan Elementary School Example

Adapted from Colvin, G. (2007). 7 Steps for Developing a Proactive Schoolwide Discipline Plan. Thousand Oaks, CA: Corwin.

Name	Resources	Description & Criteria	When & Where Presented	Information to Staff	Goal(s)	Celebrations	Coord.	
Free and Frequent	Bus tickets, \$100 for celebrations (from PTA)	Staff give high rates of verbal specific feedback using the blue language to all students and give blue ticket.	Any staff for any student following expectations at rules, any location.	Monthly update at staff meeting, info in staff handbook, blue ticket master in workroom.	5000 tickets schoolwide	Extra music, silent movie in gym, dance in gym	Bill	
Short Term	Monthly Attendance Award	Perfect attendance list, certificate	For every student with perfect attendance for the month.	Secretary will create a list of all students with perfect attendance for the month.	97% of students will receive	Certificate and announcement of achievement at monthly assembly	Tammy	
Strong and Long Term	Student of the Month	Minor and Major office referral data, certificates, Camera, photo paper	Five students from each class who have shown social behavior improvement (discretionary minor or major)	Teachers will present at monthly assembly.	Teacher will submit names of students to office two days before each monthly assembly	2 students per class per month	Student name will be announced, picture taken and put on bulletin board	Bruce
Strong and Long Term	Perfect Behavior Party	0 ODR Report created and distributed to teachers, funding for buses, such free admissions.	For any student who did not have any office referrals during the trimester.	At the end of each trimester	Office will create list of all students with 0 ODRs and distribute to teachers.	80% of students with 0 ODRs	Field trip to museum in November, concert at MCI in Feb, free visit in May	John Ray

Appendix 5B

### Schoolwide Recognition System Plan High School Example

Adapted from Colvin, G. (2007). 7 Steps for Developing a Proactive Schoolwide Discipline Plan. Thousand Oaks, CA: Corwin.

Name	Resources	Description & Criteria	When & Where Presented	Information to Staff	Goal(s)	Celebrations	Coord.
Free and Frequent	Cardinal Cards	Staff give high rates of verbal specific feedback, using the expectation & Cardinal Code language to all students and give Cardinal Card.	Any staff to any student following expectation & rules, any location. Students sign & put in box in office.	Staff more Cardinal Card in mailbox weekly	100 Cards in office box per week.	Draw 25 names from box weekly; names read in announcements, small prizes.	Suzie Q.
Short Term	Monthly Glad You Were Here	Attendance report, gift certificates	For every student with perfect attendance for the month.	Attendance Secretary will create a list of all students with perfect attendance for the month.	90% of students each month	Each student will get free gift certificate for \$1.00 at sports concession stand	Dolly
Strong and Long Term	No Tardy Party	List of students with 0 tardies, gym, sound system, \$100 for prizes, certificates	For any student who has not had a tardy during the semester.	January 5 and May 28 all students on list will be dismissed to the gym at 2:30. Announcement will be made over intercom.	75% of students with 0 tardies	Tardy Party will have music, dancing, prizes and certificate	Billy Bob

Appendix 5C

## Developing a Continuum of School-wide Procedures for Encouraging Social Behavior

Ch 5  
Pg 97

- Use the template -- **Appendix 5D**
- Think of ways your school already encourages desired behaviors.
- Decide if each is Free and Frequent, Short Term or Strong and Long Term.
- Complete information going across all columns.

## Why Tangibles?

Ch 5  
Pg 95-96

- Reminder to all staff to encourage students.
- Helps staff be accountable to encourage students.
- Provides a gross measure of positive statements given.
- Universal signal to students.
- **To be effective, always tie the school tangible with verbal encouragement.**

## Input and Feedback

Ch 5  
Pg 98

- Discuss the draft encouraging continuum with vertical/grade level/department teams.
- Ask all students what types of activities they would find encouraging.
- Ask for parent input at Back to School Night, in school newsletter, and during parent conference (a task to do while they are waiting).

### Outcomes for today

- Become familiar with SAS and SSS results.
- Determine the status of your ODR form.
- Understand the importance and power of Free & Frequent Encouragement for changing behavior.
- Begin developing a Continuum of Encouragement for your school.

### Team Time/Action Plan

- Review and discuss Appendix 5H.
- Complete draft of continuum of encouraging behavior.
- How do you plan to receive input and get feedback from stakeholders?
- Action plan around 5.1, 5.3, 7.1, 7.6 and use the TIC
- Fill out a Prep Checklist of your current status.