

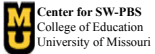


Preparation Phase SW-PBS Training  
Day 3  
**Your Region**  
**Date**



Missouri Schoolwide Positive Behavior Support  
pbsmissouri.org

### 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 Problem Solver**

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



### Outcomes for Today

1. Develop a Problem Statement using Big 5 Data
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3. Develop consistent definitions for Inappropriate Behaviors and determine which will be Classroom Managed (Minors) vs. Office Managed (Majors)

### Review Day 2 Outcomes: Share your poster

|  |                                   |
|--|-----------------------------------|
| <b>Free &amp; Frequent Encouragement</b> | <b>Continuum of Encouragement</b> |
| <b>SAS, SSS and TIC results</b>          | <b>ODR Form Status</b>            |

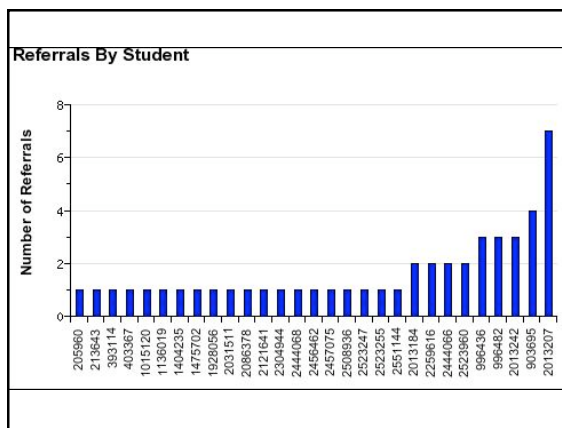
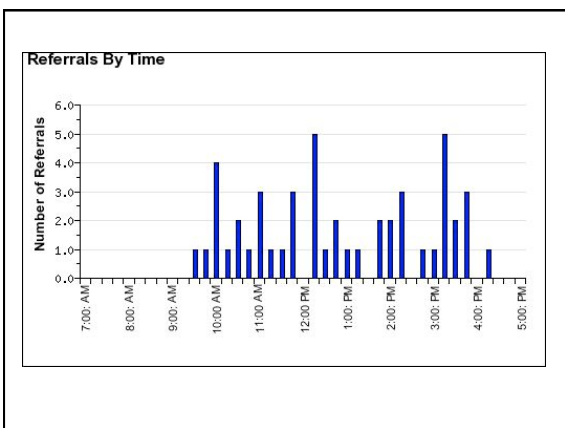
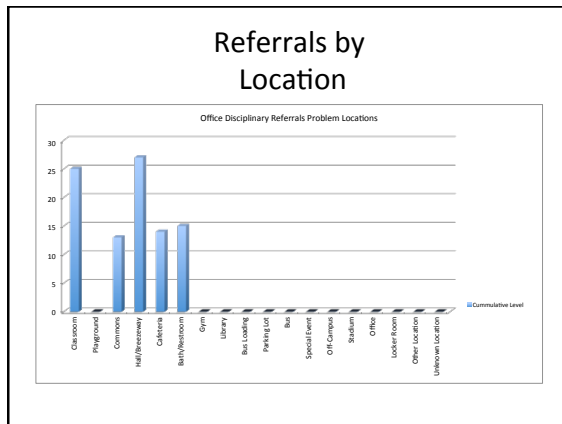
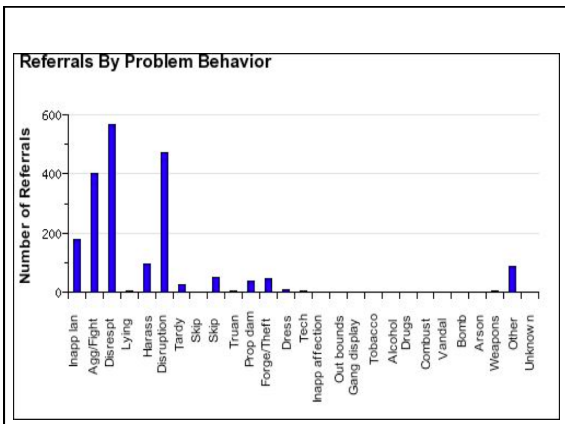
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### The Big-5

- What? **Problem Behavior**
- When? **Time of Day**
- Where? **Location**
- Who? **Number of Referrals per student**
- How Often? **Office Referrals per day/ per month**

Primary Problem Statement: In \_\_\_\_ (month) the behavior problem was \_\_\_\_\_ in the \_\_\_\_\_ (location) at \_\_\_\_\_ what time?



### Example of Big 5 and Problem Statement

- In DECEMBER, the most frequent problem behavior was DISRESPECT in the HALLWAY at 12:00 and 3:00 PM.
- Using your own Big 5 data, please create your own problem statement.

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## Continuum of Procedures for Discouraging Inappropriate Behavior



## 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 (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 SW-PBS system

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## Why is it important to discourage inappropriate behavior?

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- To help get students back on track early rather than letting behaviors escalate
- To restore order in the learning environment
- To interrupt the opportunity for the student to continue practicing incorrect behavior
- To provide an efficient response focused on **re-teaching**



*The single most commonly used, but **least effective** method for addressing undesirable behavior is to verbally scold and berate a student.*

(Alberto & Troutman, 2006)

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## When Responding to Inappropriate Behavior:

- Calm
- Consistent
- Brief
- Immediate
- Respectful

## Your Approach

Is  
Key





### Model: Using the Continuum of Strategies for Discouraging Inappropriate Behavior

|                | Cafeteria   | Hallway                              |
|----------------|---|--------------------------------------|
| Be Safe        | -Remain seated<br>- Use line basics                         | -Walk on the right side              |
| Be Respectful  | -Say Please and thank you to the lunch staff                | -Hands at your side<br>-Face forward |
| Be Responsible | -Voice level 2<br>-Keep all of your belongings at your feet | -Voice Level 0<br>-Have Pass in hand |

### Practice using the Continuum

1. With your team, chose 1 teacher, at least 1 behaving student, and at least 1 misbehaving student.
2. Together, look at your Matrix and decide on an inappropriate behavior the misbehaving student(s) will display for this role play.
3. Using your Guiding Hand, act out the steps.
4. Switch Roles so that each person gets a turn practicing using the continuum in different settings.

### Science of Behavior A-B-Cs

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



### Team Time/Action Plan

#### Component 6:

- How will you utilize the Continuum of Procedures for Discouraging Inappropriate Behavior to best meet the needs of the students at your school?
- Develop a plan to conduct this activity with staff: the Guiding Hand
  - How?
  - When?
  - Who

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### Activity

1. Choose card. Keep the word a secret.
2. Write 3 examples of what this behavior would look like in your school.
3. Role play your word to your group.
4. Others secretly guess (and write down) what the word is. Also, write down if they would send student to office for that behavior.
5. When role playing is finished, share the name of your behavior and all responses with group .

## Why Define Behaviors?


### Consistency in Language!

This way you and your colleagues will all be on the same page regarding what to discourage.

## Classroom Managed (Minors) vs. Office Managed Behaviors (Majors)

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- **Minor (Classroom Managed)**
  - *Example:*
    - Disruption: low-intensity, inappropriate disruption
- **Major (Office Managed)**
  - *Example:*
    - Abusive language: verbal messages that include swearing, name calling or use of words in an inappropriate way.




## Define and Distinguish Classroom Vs. Office Managed

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The goal is **consistency**. In order to achieve this **consistency**.....

All staff must **agree** on the definitions of misbehavior and whether to use the Guided Hand (a.k.a. Continuum) or send to office.

**Appendix 6B** - *Referral Form Definitions* National Technical Assistance Center for Positive Behavior Interventions Support (January 2010).



## Model:

- **Definition/ Majors vs. Minors Activity**

### Activity:

## Definition/ Majors vs. Minors

- With your team, review SWIS definitions on Appendix 6B
- Look for behaviors that happen in your school or add behaviors that are not listed
- Discuss and decide on definition and then whether it will be classroom managed or office managed

**Do this activity with your staff!!**

## Team Time/Action Plan

Component 6:

- Develop a plan conducting this activity with staff: Define and Distinguish Classroom Managed vs. Office Managed (Minors vs. Majors)
  - How?
  - When?
  - Who

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### Team Time/Action Plan

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#### **Component 6: *Continuum of Procedures for Discouraging Inappropriate Behaviors***

- Develop a Plan to Get Staff Input and Feedback (What? When? Who?)
  - Share your problem statement
  - How to Discourage Inappropriate Behavior using a Continuum of Procedures (Guiding Hand)
  - Define and Distinguish Classroom Managed vs. Office Managed (Minors vs. Majors)