

Missouri Schoolwide Positive Behavior Support

Schoolwide Positive Behavior Support Team Workbook



2010 – 2011

Missouri Schoolwide Positive Behavior Support (MO SW-PBS)

Missouri Schoolwide Positive Behavior Support is a partnership among the Missouri Department of Elementary and Secondary Education (DESE), The University of Missouri-Columbia (MU) Center for Schoolwide Positive Behavior Support and the Office of Special Education Programs (OSEP) Center on Positive Behavioral Interventions and Supports, University of Oregon and Connecticut.

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These training materials are a product of the partnership and have been developed to assist schools in their efforts to improve school climate and schoolwide positive behavior support for all students. This *Missouri Schoolwide Positive Behavior Support Team Workbook* has been created by using the format and content of the OSEP Center on PBIS *Getting Started Workbook* Ver. December 15, 2008 and making revisions to make the materials “fit” for Missouri SW-PBS. Missouri Schoolwide Positive Behavior Support is grateful to the OSEP Center on Positive Behavioral Interventions and Supports for granting permission to use their great work and allowing it to be “Missourized”.

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How Should I Use this Workbook?

The purpose of this workbook is to provide implementers of a Schoolwide Positive Behavior Support (SW-PBS) approach with a user-friendly supplement to formative training and implementation.

Who should use this workbook?

- **Trainers, Consultants, Coaches, and Facilitators** – to support their efforts to implement SW-PBS at the school and district level
- **Coordinators, Teams, and Administrators** – to provide an overview of the SW-PBS content and process to others
- **School and District Implementation Leadership Teams** – to support and guide their development, implementation, and monitoring of SW-PBS

How is this workbook organized?

Each chapter generally has the following organizational features:

- An **introduction** that provides rationale, definitions, “big ideas,” and steps to consider
- **Activity worksheets** that guide decision making, implementation, and product development
- **Action planning** that structures commitments to follow-up activities and tasks
- **Included at the end of each chapter** are the necessary (a) tools and instruments, (b) supporting stand-alone information and activities, and (c) materials referenced in the chapter.

The **Table of Contents** serves as a summary and roadmap to the organization of the content and process of SW-PBS. Overall, the chapter sequence approximates the typical order in which SW-PBS trainers, coordinators, and coaches guide school leadership teams through the practices and processes of SW-PBS.

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C	Missouri SW-PBS Preparation Checklist	A checklist to guide SW-PBS teams in assessing their current status, determining items to add to their Action Plan and identifying suggested artifacts and documents to evaluate outcomes. Evaluation items may be turned into goals on the Action Plan.
D	Self-Assessment Survey (SAS), Schoolwide Section Only	The Schoolwide Section of the SAS is used by the SW-PBS Leadership Team to do action planning if the staff SAS survey summary is not available.
E	Missouri SW-PBS Emerging Checklist	A checklist to guide schools currently implementing with student based on the Benchmarks of Quality for action planning.
F	Missouri SW-PBS Decision Making Model	The systematic process MO–SWPBS encourages schools to use for decision making.

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8D	Classroom Rules Writing Activity Worksheet	A template to assist in the development of effective classroom expectations and rules
8E	Classroom Expectations and Rules Survey	A tool for assessing effectiveness of classroom expectations and rules

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Schoolwide Positive Behavior Support *Fast Facts*

Frequently Used Acronyms

- **DESE** - Missouri Department of Elementary and Secondary Education
- **EBD** – Emotional/behavior disorder
- **IEP** – Individual Education Plan
- **ODR** – Office Discipline Referral
- **OSEP** – Office of Special Education Programs
- **PBIS** – Positive Behavioral Interventions and Supports -or- Positive Behavioral and Instructional Supports
- **PBS** – Positive Behavior Support (also referred to as Effective Behavior and Instruction Support – EBIS; Effective Behavior Support – EBS; and PBIS)
- **Primary/Universal/Tier 1 Interventions** –Interventions that are for all students
- **RtI** – Response to Intervention
- **SAS** – Self-Assessment Survey
- **Secondary/Targeted Group/Tier 2 Interventions** – Interventions for a selected group of students
- **SET** – Schoolwide Evaluation Tool
- **SSS** – School Safety Survey
- **SWIS** – Schoolwide Information System
- **SW-PBS** – Schoolwide Positive Behavior Support
- **Tertiary/Specialized Individualized/Tier 3 Interventions** – Interventions that are specifically developed for an individual student
- **TIC** – Team Implementation Checklist

Did you know?

- As of Fall 2009, over 10,000 schools with an enrollment of 5.5 million students are implementing PBS.
- PBS is the only approach to addressing behavior that is specifically mentioned in the Individuals with Disabilities Education Act (IDEA).
- In a July 31, 2009, letter to Chief State School Officers, U.S. Education Secretary Arne Duncan described PBIS as an approach for states to consider when developing and/or reviewing current policies and guidelines regarding the use of restraints and seclusion in schools and ensuring a safe environment for all students.
- PBS is research-based and benefits include:
 - Increased attendance
 - More positive and peaceful environments as reported by students and staff
 - Increased academic achievement
 - Reduced behavior referrals and school disruptions
 - Increased positive interactions among students