

Nebraska PBIS Tier 1

Training Workbook



**Multi-Tiered Systems of Support for Behavior**

***WHY:*** is the component important?

* Research:
  + Implementation of PBIS was significantly associated with increased student academic achievement (Madigan, Cross, Smolkowski, 2016).
  + A meta-analysis of over 200 studies of school-based programs revealed that classroom time spent on social, emotional, and behavioral learning and self-management helped to significantly increase students’ academic performance, interpersonal success, emotional self-control and well-being, and behavioral skills and development. (Durlak, et al., 2011)
  + At-risk and high-risk youth benefit the most from exposure to PBIS (Bradshaw, Waasdorp, & Leaf, 2015).
* What is the ***WHY*** you will share with your school staff?

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***WHAT:*** does the component entail?

* Shared Leadership
* Communication, Collaboration, and Partnerships
* Evidence-Based Practices: Curriculum, Instruction, Intervention and Assessment
* Building Capacity/Infrastructure for Implementation
* Layered Continuum of Supports
* Data-Based Problem Solving and Decision Making

How will you describe MTSS/ Behavior to your staff members & stakeholders (elevator speech)?

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**Using the Tiered Fidelity Inventory for Progress Monitoring and Fidelity**

* 1. **TEAM COMPOSITION**

|  |  |  |
| --- | --- | --- |
| **Feature** | **Possible**  **Data Sources** | **Scoring Criteria** |
| **0 = Not implemented**  **1 = Partially implemented**  **2 = Fully implemented** |
|  | | |
| * 1. **Team Composition**: Tier I team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, I student representation. | * School organizational chart * Tier I team meeting minutes | 0 = Tier I team does not exist or does not include coordinator, school administrator, or individuals with applied behavioral expertise  1 = Tier I team exists, but does not include all identified roles or attendance of these members is below 80%  2 = Tier I team exists with coordinator, administrator, and all identified roles represented, AND attendance of all roles is at or above 80% |

***WHY:*** is the component important?

* Research:
  + Team leadership helps to facilitate rapid and sustained change. (National Institute for Urban School Improvement, 2005)
  + Chenoweth and Everhart (2002) suggest that leadership team members should: represent the diversity of the staff, students, and community; be committed to school-wide change; be respected by colleagues; possess leadership potential; demonstrate effective interpersonal skills; and be able to start projects and “get things done.”
  + Teams can be trained to improve problem solving and, more importantly, improved problem solving has a positive impact on student outcomes (Preston, Cusumano, & Todd, 2015).
* What is the ***WHY*** you will share with your school staff?

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***WHAT:*** does the component entail?

* Team represents ALL of the school staff
* Team includes parents and students (as appropriate)
* Team members have roles and responsibilities
* Team holds meetings minimally monthly
* An administrator attends team meetings 90% +
* The team uses the TIPS meeting agenda

**On-line Resources Folder: 1.1-1.2 Team Composition-** [**https://bit.ly/2MX8OGk**](https://bit.ly/2MX8OGk)

**TASK:** List your team members and who they represent.

NAME- WHO THEY RESPRESENT

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**Working Smarter Team Matrix**

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| **Initiative,**  **Project,**  **Committee** | **Purpose** | **Outcome** | **Target**  **Group** | **Staff**  **Involved** | **Mandatory?** |
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**1.2 TEAM OPERATING PROCEDURES**

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| **Feature** | **Possible**  **Data Sources** | **Scoring Criteria** |
| **0 = Not implemented**  **1 = Partially implemented**  **2 = Fully implemented** |
|  | | |
| * 1. **Team Operating Procedures**: Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan. | * Tier I team meeting agendas and minutes * Tier I meeting roles descriptions * Tier I action plan | 0 = Tier I team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan  1= Tier I team has at least 2 but not all 4 features  2 = Tier I team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan |

**TASK ONE:** Define team member roles and responsibilities.

Facilitator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Minute Taker: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Data Analyst: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Time Keeper: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**TASK TWO:** Establish team purpose, norms and ground rules. Jot your notes here.

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**TASK THREE:** Calendar Meetings.

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| **AUGUST** | **SEPTEMBER** | **OCTOBER** |
| **NOVEMBER** | **DECEMBER** | **JANUARY** |
| **FEBRUARY** | **MARCH** | **APRIL** |
| **MAY** | **JUNE** | **JULY** |

**TASK FOUR:** Familiarize yourself with the TIPS Meeting Minutes Agenda

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| **TIPS Meeting Minutes Agenda** | | | | | | **School:** | |  | |
|  | | | | | | | | | |
|  |  | **Date** | **Time** (begin and end) | **Location** | **Facilitator** | | **Minute Taker** | | **Data Analyst** |
|  | **Today’s Meeting** |  |  |  |  | |  | |  |
|  | **Next Meeting** |  |  |  |  | |  | |  |

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| **Team Members & Attendance** (Place “X” to left of name if present) | | | | | | | | | | | |
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| **Today’s Agenda Items:** | | | | **Agenda Items for Next Meeting** | |
| 1. |  | 4. |  | 1. |  |  |
| 2. |  | 5. |  | 2. |  |
| 3. |  | 6. |  | 3. |  |

**Systems Overview**

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| **Overall Status Tier/Content Area** | **Measure Used** | **Data Collection Schedule** | **Current Level/Rate** |
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| **Date of Initial Meeting:** | | | | | **Date(s) of Review Meetings** | |
| **Brief Problem Description** (e.g., student name, group identifier, brief item description) | | | | |  | |
| **Precise Problem** 🡺  **Statement**  *What? When? Where? Who? Why? How Often?* | **Goal and** 🡺  **Timeline**  *What? By When?* | **Solution** 🡺  **Actions**  *By Who? By When?* | **Identify Fidelity** 🡺  **and Outcome Data**  *What? When? Who?* | **I**  **M**  **P**  **L**  **E**  **M**  **E**  **N**  **T**  **S**  **O**  **L**  **U**  **T**  **I**  **O**  **N**  **S** | **Did it work?**  *(Review current levels and compare to goal)*  **🡻** | |
|  |  |  | *What* ***fidelity*** *data will we collect?*  *What? When? Who?* | ***Fidelity Data****:*  ***Level of Implementation***  ☐ Not started  ☐ Partial implementation  ☐ Implemented with fidelity  ☐ Stopped  Notes: | ***Outcome Data*** *(Current Levels):*  ***Comparison to Goal***  ☐ Worse  ☐ No Change  ☐ Improved but not to goal  ☐ Goal met  Notes: |
|  |
| *What* ***outcome*** *data will we collect?*  *What? When? Who?* |
|  |
| ***Current Levels:*** | ***Next Steps*** | |
|  | ☐ Continue current plan  ☐ Modify plan  ☐ Discontinue plan  ☐ Other  Notes: | |

**Organizational/Housekeeping Task List**

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| --- | --- | --- | --- | --- |
| **Item** | **Discussion** | **Decisions and Tasks** | **Who?** | **By When?** |
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| **Evaluation of Team Meeting (Mark your ratings with an “X”)** | **Our Rating** | | |
|  | Yes | So-So | No |
| 1. Was today’s meeting a good use of our time? |  |  |  |
| 2. In general, did we do a good job of ***tracking*** whether we’re completing the tasks we agreed on at previous meetings? |  |  |  |
| 3. In general, have we done a good job of actually ***completing*** the tasks we agreed on at previous meetings? |  |  |  |
| 4. In general, are the completed tasks having the ***desired effects*** on student behavior? |  |  |  |

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| **Facilitator Responsibilities** |  | **Data Analyst Responsibilities** |
| 1. *Before* meeting, provides agenda items to Minute Taker 2. Starts meeting on time 3. Determines date, time, and location of next meeting 4. Manages the “flow” of meeting by adhering to the agenda 5. Prompts team members (as necessary) with the TIPS problem-solving “mantra”    1. Do we have a problem?    2. What is the precise nature of the problem?    3. Why does the problem exist, and what can we do about it?    4. For problems with existing solution actions       1. What is the implementation status of our solution actions - Not Started? Partially implemented? Implemented with fidelity? Stopped?       2. What will we do to improve implementation of our solution actions?       3. Are implemented solution actions “working” (i.e., reducing the rate/frequency of the targeted problem to our Goal level)? 6. Is active participant in meeting |  | 1. *Before* meeting (items a-c to appear in written Data Analyst’s Report)    1. Describes *potential new problems* with precision (What, Who, Where, When, Why)    2. Provides data (e.g., SWIS Big 5, Custom Reports) concerning the frequency/rate of precisely-defined potential new problems    3. Provides update on *previously-defined problems* (i.e., precise problem statement, goal & timeline, frequency/rate for most recently-completed calendar month, direction of change in rate since last report, relationship of change to goal)    4. Distributes Data Analyst’s Report to team members    5. Asks Facilitator to add potential new problems to agenda for meeting 2. *At* meeting    1. Leads discussion of potential new problems    2. Responds to team members’ questions concerning content of the Data Analyst’s Report; produces additional data on request (e.g., additional Custom Reports) 3. Is active participant in meeting |
|  |  |  |
| **Minute Taker Responsibilities** |  | **Team Member Responsibilities** |
| 1. *Before* meeting    1. Collects agenda items from Facilitator    2. Prepares TIPS Meeting Minutes agenda form, including content from Data Analyst’s Report, as appropriate    3. Prints copies of the TIPS Meeting Minutes form for each team member, or is prepared to project form via LCD 2. *At* meeting, asks for clarification of tasks/decisions to be recorded on TIPS Meeting Minutes form, as necessary 3. Is active participant in meeting 4. *After* meeting, disseminates copy of completed TIPS Meeting Minutes form to all team members within 24 hours |  | 1. *Before* meeting, recommends agenda items to Facilitator 2. *At* meeting, responds to agenda items and    1. Analyzes/interprets data; determines whether a new problem exists    2. Ensures new problems are defined with precision (What, Who, Where, When, Why) and accompanied by a Goal and Timeline    3. Discusses/selects solutions for new problems    4. For problems with existing solution actions       1. Reports on implementation status (Not Started? Partially implemented? Implemented with fidelity? Stopped?       2. Suggests how implementation of solution actions could be improved       3. Analyzes/interprets data to determine whether implemented solution actions are working (i.e., reducing the rate/frequency of the targeted problem to Goal level)? 3. Is active participant in meeting |

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| **Feature** | **Possible**  **Data Sources** | **Scoring Criteria** |
| **0 = Not implemented**  **1 = Partially implemented**  **2 = Fully implemented** |
|  | | |
| * 1. **Behavioral Expectations**: School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place. | * TFI Walkthrough Tool * Staff handbook * Student handbook | 0 = Behavioral expectations have not been identified, are not all positive, or are more than 5 in number  1 = Behavioral expectations identified but may not include a matrix or be posted  2 = Five or fewer behavioral expectations exist that are positive, posted, and identified for specific settings (i.e., matrix) AND at least 90% of staff can list at least 67% of the expectations |

**1.3 BEHAVIORAL EXPECTATIONS**

***WHY:*** is the component important?

* Research:
  + When expectations are clearly visible, students are taught the expectations, get feedback on their performance, they are more likely to engage in desired behaviors (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008).
  + Expectations are positively stated and provide a *common language* for staff to address student behavior (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008).
* What is the ***WHY*** you will share with your school staff?

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***WHAT:*** does the component entail?

* Staff members are involved in the development of the behavior expectations/ matrix
* Umbrella (broad) expectations are 3-5 in number
* Expectations are posted and visible in all areas of the school
* A matrix has been developed with the specific expected behaviors for various locations in the school
* Expected behaviors are stated positively, what *to* do
* Classroom teachers use the umbrella expectations to define their specific classroom expectations
* Parents have been informed about the school behavior matrix
* 90%+ Staff members, students, and parents can state the umbrella expectations for the school
* Expectations apply to both students and staff members

**On-line Resources Folder: 1.3 Behavioral Expectations-** [**https://bit.ly/35sY2Oe**](https://bit.ly/35sY2Oe)

**TASK ONE:** Determine how you will engage staff members and students in creating the umbrella expectations.

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**TASK TWO:** Brainstorm a plan for garnering staff member and student input for the specific rules within the behavior matrix. Jot your notes here for future reference.

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|  | Naschitti Badger Pride | | | | | | |
|  | **All Settings**  **Description: Description: C:\Users\Nikki\Documents\nas2.jpg** |  | **Hallways**  **Description: Description: I:\DCIM\129MSDCF\DSC00078.JPG** |  | **Playground**  **Description: Description: C:\Users\Nikki\Documents\Playground.jpg** |  | **Cafeteria**  Description: Description: I:\DCIM\129MSDCF\DSC00077.JPG |
| **Be Respectful** | **Use kind words and actions**  **Follow adult directions**  **Keep the bubble** | **Be Respectful** | **Keep the bubble**  **Silence** | **Be Respectful** | **Play fairly**  **Take turns**  **Include everyone** | **Be Respectful** | **Use good manners**  **Use whisper voices** |
| **Be Responsible** | **Keep hands, feet, and objects to self.**  **Do Not Interrupt other classes** | **Be Responsible** | **Hands off walls**  **Eyes forward** | **Be Responsible** | **Take care of**  **others** | **Be Responsible** | **Finish eating before playing** |
| **Be Safe** | **Keep shoes tied**  **Clean up after self**  **Do Not enter empty rooms** | **Be Safe** | **Walk to right**  **Walk with teacher**  **Walk slowly** | **Be Safe** | **Use equipment appropriately**  **Follow playground rules** | **Be Safe** | **Keep food on tray**  **Use two hands on tray** |

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|  | **Plain Dealing Middle School Rules by Settings** | | | |
| **Expectations** | **ALL Settings** | **Hallways** | **Cafeteria** | **P.E./Gym/Fields** |
| **R**espectful to all | * Use appropriate voice and language * Listen and follow instructions the first time | * Use appropriate voice and language * Follow adult directions. * Keep hands, feet, and objects to self | * Use appropriate voice and language * Stand in a single-file line without crowding | * Use appropriate voice and language * Line up promptly * Listen and follow adult instructions |
| **O**bey safety rules | * Keep hands, feet, and objects to self. * Use materials appropriately. | * Stay to the right. * Keep walking toward your destination. | * Wash your hands. * Use utensils appropriately. * Keep your area clean. | * Stay in designated areas * Use equipment appropriately. |
| **A**chieve to your highest potential | * Give your best effort. * Ask for help when needed. | * Be on time for all classes. | * Make healthy food choices. | * Show good sportsmanship * Dress out and participate every day |
| **R**esponsibility for one’s own actions | * Have needed materials. * Follow procedures. | * Follow the dress code. | * Have your lunch card ready * Leave the cafeteria when finished eating | * Keep up with your personal belongings |



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| **Lincoln High School** | **Accept Responsibility** | **Be Respectful of Self, Others, and Surroundings** | **Exhibit kindness and show appreciation** |
| Parking Lot | Park in your assigned area.  Drive the posted speed limit. | Open car doors carefully.  Watch for pedestrians. | Stop and let walkers pass especially in inclement weather. |
| Hallway | Walk on the right side of the hallway.  Clear hallway when the first bell rings. | Keep voices to a respectful level.  Pick up materials that spill on the floor.  Notify custodial staff of spills. | Open doors for people with arms full.  Greet strangers and direct them to the office. |
| Bus Zone/Bus | Be at the bus stop on time.  Keep materials with you at all times. | Use a soft voice so others can hear directions.  Pick up materials that spill on sidewalk.  Notify custodial staff of spills. | Thank the bus driver for providing a safe ride. |
| Assemblies | Enter when directed to do so. | Observe quiet time when others are speaking.  Turn off cell phones.  Stand when others enter row to get to seat. | Cheer when appropriate.  Offer lower level seats to elderly and those who can’t climb stairs. |
| Sporting Events | Bring appropriate fan materials. | Pick up materials and dispose of them in the proper containers.  Cheer other team when appropriate. | Cheer when appropriate.  Compliment team members for contributions to school spirit. |
| Cafeteria | Bring the appropriate money for meals. | Keep track of utensils, trays, napkins, etc. and dispose of in the proper containers. | Thank the cafeteria workers for their work. |
| Restrooms | Use the restroom between classes. | Flush the toilet when finished.  Use only the appropriate amount of soap and paper towels. | Notify the custodial staff if anything needs attention. Thank the custodial staff for supplying the needed assistance. |

**TASK THREE:** Practice completing a behavior matrix. Use your “draft” umbrella expectations and identify which specific settings/ locations you will need to address.

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| **Expectation** |  |  |  |  |  |
| **Cafeteria** |  |  |  |  |  |
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| **Feature** | **Possible**  **Data Sources** | **Scoring Criteria** |
| **0 = Not implemented**  **1 = Partially implemented**  **2 = Fully implemented** |
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| * 1. **Teaching Expectations**: Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations. | * TFI Walkthrough Tool * Professional development calendar * Lesson plans * Informal walkthroughs | 0 = Expected behaviors are not taught  1 = Expected behaviors are taught informally or inconsistently  2 = Formal system with written schedules is used to teach expected behaviors directly to students across classroom and campus settings AND at least 70% of students can list at least 67% of the expectations |

**1.4 TEACHING EXPECTATIONS**

***WHY:*** is the component important?

* Research:
  + A dependable system of rules and procedures provides structure for students and helps them to be engaged with instructional tasks (Brophy, 2004)
  + Teaching rules and routines to students at the beginning of the year and enforcing them consistently across time increases student academic achievement and task engagement (Evertson & Emmer, 1982; Johnson, Stoner, & Green, 1996).
* What is the ***WHY*** you will share with your school staff?

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***WHAT:*** does the component entail?

* Lesson plans and teaching tools have been developed for the behavior expectations
* Staff members and students have assisted in the development of lesson plans
* Lesson plans and teaching tools are varied in nature (e.g., video, ppt, skit, song, etc.), short, and engaging
* A strategy has been developed to teach all the students the behavior expectations at the beginning of the school year
* Booster behavior lessons are calendared throughout the school year, minimally once a month
* The lesson plan calendar is flexible and may change based upon data (re-teach the location/ behavior of concern)
* Staff members embed and integrate behavior lessons during instruction

**On-line Resources Folder: 1.4 Teaching Expectations-** [**https://bit.ly/2SXFC5M**](https://bit.ly/2SXFC5M)

**TASK ONE:** Practice developing a behavior lesson plan.

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| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Behavior Lesson Plan | |
| Step 1: *Identify the Expected Behavior* | |
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| Step 2: *Review the Rationale for Teaching the Behavior* | |
|  | |
| Step 3: *Identify a Range of Examples* | |
| *Positive Examples* | *Non- Examples* |
|  |  |
| Step 4: *Activities* | |
|  | |
| Step 5: *Prompt Expected Behavior* | |
|  | |
| Step 6:*Assess Student Progress* | |
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| Classroom Behavior Lesson Plan | |
| Step 1: *Identify the Expected Behavior* | |
| Staff members would review the posted Raven Way expectations they developed for their class. | |
| Step 2: *Review the Rationale for Teaching the Behavior* | |
| To foster a classroom environment where each individual feels respected and able to accomplish academic tasks. | |
| Step 3: *Identify a Range of Examples* | |
| *Positive Examples* | *Non- Examples* |
| * Students take care of personal needs before the bell rings * Students enter on time * Students bring supplies * Students discuss class assignments and participate in activities | * Students ask to use the restroom as soon as they walk in the door * Students come in after the bell * Students are unprepared * Students are on their phones or using their earbuds during instruction |
| Step 4: *Activities* | |
| * Poll students to find out about their employment experience. List those on the board. Ask students to think about what they need/needed to be prepared for their job. * Write your job on the board. Under your job write a list of all the things you must have before you get to work each day (Id, room/office keys, lesson plans, etc.). * Ask students to develop a list of all materials they were required to have before they began working (pencil, paper, etc.). Share these with the class. * Remind students that from 7:15 to 2:30 each day their job is to be a student. Develop a list explaining what a student needs to be prepared for class. This could be put on poster board and displayed throughout the school year. * Have students complete “Behavior in the Workplace” questions and discuss * Role play appropriate behavior | |
| Step 5: *Prompt Expected Behavior* | |
| * Pre-correct students by regularly reminding them of the expectations * Provide verbal acknowledgement or positive reinforcement to students exhibiting expected behavior in the classroom. * Establish classroom reinforcement systems (points, etc.) to acknowledge positive behavior | |
| Step 6:*Assess Student Progress* | |
| Examine behavior data for incidents coming from the classroom.  Have students rate classroom behavior on a Likert Scale and set goals for improvement. | |

## Behavior in the Workplace

Regardless of where you chose to hold a future job, an employer will expect certain types of behavior from his or her employees. Imagine that you run your own business, and answer the following questions.

What types of behavior would an employer expect from an employee? Why?

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How might you recognize an employee who consistently showed dedicated, hard-working behavior?

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Now, transfer this information to your life now, as a student at California City High School. Your “job” while in school is to be a student. What types of behavior are expected of you? What types of behavior do you expect from your teachers? Why?

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| Cafeteria Behavior Lesson Plan | | | | |
| Step 1: *Identify the Expected Behavior* | | | | |
| **Calm** | **Considerate** | | **Motivated** | **Safe** |
| * Use indoor voice * Line up at door * Trash in trash cans | * Keep cafeteria clean * Wait your turn | | * Stand in line quietly * Be respectful to others | * Keep food to yourself * Sit with feet on floor * Walk at all times |
| Step 2: *Review the Rationale for Teaching the Behavior* | | | | |
| We follow the CCMS expectations so that everyone can have a fun and healthy lunch break. | | | | |
| Step 3: *Identify a Range of Examples* | | | | |
| *Positive Examples* | | *Non- Examples* | | |
| * Students say “please” and “thank you” to cafeteria staff members * Students wait in line patiently * Students clean up their area so it is ready for the next person | | * Students are pushing and shoving in the lunch line * There is food all over the floor of the cafeteria * Students “dis” the food as the cafeteria staff members serve them | | |
| Step 4: *Activities* | | | | |
| * In pairs or small groups, students create a “T chart” with labels “Do This/Not That” columns * Have students list examples of behaviors, sounds, sights they should do/hear/see and should not do/hear/see in the cafeteria * Call on students to come to front of the class to demonstrate what the behavior looks like when done properly   For example – Have 3 students come to class. One will pretend to be cashier. Other students pretend to gather all food, put on trays, say “please” and “thank you” when paying, sit down, and eat. Also, students demonstrate good table manners.  For example – Have 1 student model what showing consideration would look like. Then have another student model what respect of property would look like (i.e., sitting appropriately in seat, wiping spills off of tables) | | | | |
| Step 5: *Prompt Expected Behavior* | | | | |
| * Remind students of the cafeteria expectations before they are dismissed from class for lunch * Use the school-wide reinforcement system to acknowledge students for following the CCMS lunchroom expectations | | | | |
| Step 6:*Assess Student Progress* | | | | |
| * Examine behavior data for incidents coming from the cafeteria. * Survey lunchroom staff about cafeteria behavior. * Informally observe your students in the cafeteria for a minute or two every other week. * Conduct a “focus group” with students from each grade level once a semester. Ask students what is going well in the cafeteria and seek feedback for improvement. | | | | |



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| Bathroom Behavior Lesson Plan | |
| Step 1: *Identify the Expected Behavior* | |
| Show students the “Bathroom Behavior” PowerPoint slides | |
| Step 2: *Review the Rationale for Teaching the Behavior* | |
| The purpose of bathroom expectations is to ensure the safety of all students and staff. | |
| Step 3: *Identify a Range of Examples* | |
| *Positive Examples* | *Non- Examples* |
| * Knocking on stall door * Flushing | * Entering without knocking * Leaving toilet unflushed |
| Step 4: *Activities* | |
| * Have the students contribute to the range of examples above * Discuss why it is important to have good hygiene. * Discuss how maintaining a clean environment helps you to take pride in yourself and your school. * Ask students to verbalize school expectations before using the bathroom. * Identify examples of disrespect to property in the bathroom, (graffiti, opening soap dispenser, stopping up toilets, wadding up paper in the sink) and ask students to verbalize appropriate alternatives. * Have a discussion with students about the proper use of bathroom facilities and identify the consequences endured by all as a result of inappropriate use. | |
| Step 5: *Prompt Expected Behavior* | |
| * Praise and give a ROARS ticket to students who you catch using good hygiene and helping to keep the bathrooms clean. * Praise your students when the class as a whole leaves the bathroom and it is clean. * Let your students know that you appreciate that they are doing their part in keeping the school clean | |
| Step 6:*Assess Student Progress* | |
| * Examine Aeries data for incidents coming from the restroom. * Survey staff about restroom behavior. * Spot check restrooms | |

# **Station Rotation Worksheet**

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| **Behavior Expectations Lesson Schedule** |
| **Week 1 (Sept 5)** Basic Behavior Expectations, Classroom, Playground, Bus,  Library, Zero Tolerance, and Substitute Teacher  **Week 2 (Sept 11)** Repeat of Week 1  **Week 3 (Sept 18)** Repeat of Weeks 1 & 2  **Week 4 (Sept 25)** All Common Areas  **Week 5 (Oct 2)** Cafeteria  **Week 6 (Oct 9)** No lessons due because of 3-day week  **Week 7 (Oct 16)** Playground  **Week 8 (Oct 23)** Passing Areas  **Week 9 (Oct 30)** Bathrooms  **Week 10 (Nov 6)** No lessons due because of 3-day week  **Week 11 (Nov 13)** Arrival and Dismissal  **Week 12 (Nov 20)** No Lesson Due to Conferences and No School  **Week 13 (Nov 27)** Bus Safety  **Week 14 (Dec 4)** Common Instructional Areas and Library  **Week 15 (Dec 11)** Special Events and Assemblies  **Week 16 (Dec 18)** Lessons will resume after Winter Break  **Week 17 (Jan 02)** Review Basic Behavior Expectations, Classroom, Playground, Bus,  Library, Zero Tolerance, and Substitute Teacher  **Week 18 (Jan 8)** Repeat of Week 1  **Week 19 (Jan 16)** Repeat of Weeks 1 & 2  **Week 20 (Jan 22)** All Common Areas  **Week 21 (Jan 30)** Cafeteria  **Week 22 (Feb 5)** Playground  **Week 23 (Feb 12)** Passing Areas  **Week 24 (Feb 19**) No lessons/3-day week  **Week 25 (Feb 26)** Bathrooms  **Week 26 (Mar 5)** Arrival and Dismissal  **Week 27 (Mar 12)** Bus Safety  **Week 28 (Mar 19)** Common Instructional Areas and Library  **March 26** Lessons will resume after Spring Break  **Week 29 (Apr 2)** Special Events & Assemblies  **Week 30 (Apr 9)** Restricted Areas  **Week 31 (Apr 16)** Zero Tolerance Behaviors  **April 23** No lessons/Conferences  **Week 32 (Apr 30)** Lesson Review  **Week 33-36** Lesson Review |

**TASK TWO:** Discuss how you might involve staff members and students in the development of lesson plans and teaching tools. Jot your notes here.

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**TASK THREE:** Discuss how, when, where and by whom lessons may be taught at your school. Jot your notes here.

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**1.9 FEEDBACK AND ACKNOWLEDGEMENT**

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| **Feature** | **Possible**  **Data Sources** | **Scoring Criteria** |
| **0 = Not implemented**  **1 = Partially implemented**  **2 = Fully implemented** |
|  | | |
| * 1. **Feedback and Acknowledgement**: A formal system (i.e., written set of procedures for specific behavior feedback that is [a] linked to school-wide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students. | * TFI Walkthrough Tool | 0 = No formal system for acknowledging students  1 = Formal system is in place but is not used by at least 90% of staff and/or received by at least 50% of students  2 = Formal system for acknowledging student behavior is used by at least 90% of staff AND received by at least 50% of students |

***WHY:*** is the component important?

* Research:
  + More than 30 years of research has indicated teacher praise is an effective management strategy for increasing students’ appropriate behavior (Allday, Hinkson-Lee, Hudson, Neilsen-Gatti, Kleinke, & Russel, 2012).
  + Contingent praise is associated with increases in a variety of behavioral and academic skills (Partin, Robertson, Maggin, Oliver, & Wehby, 2010)
  + Reinforcement should happen frequently and at a minimal ratio of five praise statements for every one correction (Gottman, 1998).
* What is the ***WHY*** you will share with your school staff?

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***WHAT:*** does the component entail?

* Staff members can describe the difference between recognition and reinforcement
* The ratio of positive feedback to negative feedback is 5:1 or greater
* A school-wide acknowledgement system has been developed that can be used by ALL staff members
* ALL staff members have been trained in how to deliver and use the school-wide acknowledgement system
* Staff members use the common language of the umbrella expectations when delivering reinforcement
* Reinforcement is specific to the behavior matrix
* There is parity of delivery of reinforcement across staff members
* The acknowledgement system is varied to meet students’ needs
* There is greater emphasis on social/ activity reinforcement than tangibles
* Students have input into reinforcement activities
* Staff members are recognized and acknowledged for their good work
* Staff members may be asked to reinforce specific behavior(s) based on data
* Reinforcement is delivered a higher frequency during specific times of the year
* Data is collected and analyzed regarding who is delivering and who is receiving reinforcement (on-going or via data probes)

**On-line Resources Folder: 1.9 Acknowledging Expectations-** [**https://bit.ly/2SXO5Wr**](https://bit.ly/2SXO5Wr)

**EXAMPLE REINFORCEMENT SYSTEM**

**Warrior Way Cards**

**What are Warrior Way Cards?**

Warrior Way Cards are positive reinforcement tied to our behavior matrix. Warrior Way Cards are for safe, respectful, and responsible behaviors.

**Who can deliver Warrior Way Cards**

All staff members will be given Warrior Way Cards to deliver to students engaged in behaviors on the behavior matrix. These are the behaviors we have been explicitly teaching this year. *Staff members should try to deliver 2 Warrior Way Cards per day, approximately 10 per week.*

**Who can earn a Warrior Way Card?**

Any student engaged in a safe, respectful, or responsible behavior that is listed on the behavior matrix can earn a Warrior Way Card.

**How do staff members deliver a Warrior Way Card?**

Staff members should look for students engaged in behaviors on the matrix. Staff members should be specific when delivering a Warrior Way Card.

Example: “You were respectful when you used a quiet voice while walking in the hallway.”

Non-example: “Good job, here’s a Warrior Way Card. Maybe you’ll win in the drawing.”

**How do Warrior Way Cards work?**

Students will take the Warrior Way Cards to the office and put them in the bucket for the drawing of their choice. Once a month the Warrior Way Cards drawings will be held. Drawings will be for school privileges, including “front of the line” passes, school event tickets, and school pride items. Students must be present to win!

**Other considerations**

Warrior Way Cards should be delivered intermittently and unexpectedly, varying frequency (deliver at a higher rate during difficult times of the year) throughout the year. Occasionally the team may ask staff members to deliver Warrior Way Cards for specific behaviors we need to strengthen based on the discipline data.

Students cannot request a Warrior Way Card. If a student asks for a Warrior Way Card, give them a fist bump, high five, or some other form of acknowledgement, instead.

Warrior Way Cards may not be taken away once delivered. If the student engages in an unacceptable behavior, use an instructional response from our toolbox or complete a referral if the behavior is major.

**TASK:** Discuss your current recognition and acknowledgement systems. Do you have a school-wide plan? Do staff members know and apply the correct steps for delivery of reinforcement. Do you have varying **levels** of reinforcement available? What improvements might you make to your current systems. Jot your notes here.

School-wide reinforcement?

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Systematic delivery across staff?

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Varying levels of reinforcement?

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Areas for improvement? How will you involve staff members and students in either the *development* or *improvement* of your system?

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**100 Free or Inexpensive Rewards for Individual Students**

**Laura Riffel, Ph.D.**

**Elementary Level**

1. Assist the custodian
2. Assist with morning announcements over the PA system
3. Be a helper in another classroom
4. Be featured on a photo recognition board
5. Be recognized during announcements
6. Be the first one in the lunch line
7. Be the leader of a class game
8. Be the line leader or the caboose
9. Be the scout (Person who goes ahead of class to tell the special teacher they are on the way)
10. Be the teacher's helper for the day
11. Borrow the principal’s chair for the day
12. Buzz cut a design in an agreeable male’s head
13. Choose a book for the teacher to read aloud to the class
14. Choose any class job for the week
15. Choose music for the class to hear
16. Choose the game during physical education
17. Choose which homework problem the teacher will give the answer to for a freebie
18. Cut the principal’s tie off and have your picture featured on a bulletin board with the neck part of the tie as the frame. Keep the tip for a souvenir.
19. Dance to favorite music in the classroom
20. Design a class/school bulletin board
21. Design and make a bulletin board
22. Do half of an assignment
23. Draw on the chalkboard
24. Draw on a small white board at desk
25. Draw pictures on the chalkboard while the teacher reads to the class (illustrating the story being read)
26. Duct tape the principal to the wall during lunch or an assembly
27. Earn a free pass to a school event or game
28. Earn a gift certificate to the school store or book fair
29. Earn a pass to the zoo, aquarium, or museum
30. Earn a trophy, plaque, ribbon or certificate
31. Earn an item such as a Frisbee, hula hoop, jump rope, paddleball or sidewalk chalk, which promote physical activity
32. Earn extra computer time
33. Earn extra credit
34. Earn free tutoring time from the teacher (spelling secrets, math secrets, writing secrets)
35. Earn play money to be used for privileges
36. Earn points for good behavior to “buy” unique rewards (e.g. Autographed items with special meaning or lunch with the teacher)
37. Earn the privilege of emailing a parent at work telling of accomplishments
38. Eat lunch outdoors with the class
39. Eat lunch with a teacher or principal
40. Eat lunch with an invited adult (grandparent, aunt, uncle)
41. Eat with a friend in the classroom (with the teacher)
42. Enjoy a positive visit with the principal
43. Enjoy class outdoors for the whole class

Enter a drawing for donated prizes among students who meet certain grade standards

1. Get “free choice” time at the end of the day
2. Get a “no homework” pass
3. Get a drink from the cold water fountain (There is always one fountain that is better)
4. Get a flash cards set printed from a computer
5. Get a video store or movie theatre coupon
6. Get extra art time
7. Go on a walking field trip (earn privilege for whole class)
8. Go to the library to select a book to read
9. Have a drawing lesson
10. Have a free serving of milk
11. Have a teacher read a special book to the entire class
12. Have an extra recess
13. Have teacher share a special skill (e.g. Sing)
14. Have the teacher make a positive phone call home
15. Help in a lower level class
16. Keep a stuffed animal at desk
17. Learn how to do something special on the computer- like graphics or adding sound
18. Learn how to draw something that looks hard, but with help is easy
19. Listen to music while working
20. Listen with a headset to a book on audiotape
21. Make deliveries to the office
22. Name put on scrolling marquee with a specific message “Emily Jones says smile and eat your veggies.”
23. Operate the remote for a PowerPoint lesson
24. Pick a game at recess that everyone plays including the teacher
25. Play a computer game
26. Play a favorite game or puzzle
27. Read a book to the class
28. Read morning announcements
29. Read outdoors
30. Read to a younger class
31. Receive a “mystery pack” (gift-wrapped items such as a notepad, folder, puzzle, sports cards, etc.)
32. Receive a 5-minute chat break at the end of the class or at the end of the day
33. Receive a note of recognition from the teacher or principal
34. Receive a plant, seeds and a pot for growing
35. Receive art supplies, coloring books, glitter, bookmarks, rulers, stencils, stamps, pens, pencils, erasers and other school supplies
36. Receive verbal praise
37. Select a paper back book to take home to read from the teacher’s personal library
38. Sit at the teacher's desk for the day or a set amount of time
39. Sit next to the teacher during story time
40. Sit with a friend at lunch, assembly, etc.
41. Take a free homework pass
42. Take a trip to the treasure box (non-food items such as water bottles, stickers, key chains, temporary tattoos, yo-yo’s, bubbles, spider rings, charms and pencil toppers)
43. Take care of the class animal
44. Take class animal home for school vacation time
45. Take home a class game for a night
46. Teach the class a favorite game
47. Teach the class a math lesson
48. Use colored chalk
49. Use the teacher's chair
50. Walk with a teacher during lunch
51. Watch a video instead of recess
52. Work as the Principal apprentice for 20 minutes
53. Work in the lunchroom
54. Write with a marker for the day
55. Write with a special pen for the day
56. Write with a special pencil for the day

**60 Free or Inexpensive Rewards for Individual Students**

**Laura Riffel, Ph.D.**

**Secondary Level**

1. Adult volunteers to write a job recommendation for the student
2. All school party on the weekend with different venues for all interests: (students with zero ODR’s get to come) Have parents sponsor and chaperone:
   1. Dance area
   2. Basketball area
   3. Game board area
   4. Conversation pit
   5. Graffiti wall (piece of sheetrock painted white with sharpies of various colors)
   6. Karaoke area
   7. Computer animation area
3. Assisting Coach for any sport
4. Assisting PTO to develop ways to reward teachers who go out of their way to help students
5. Chance to go to grade school and teach students about a topic of interest
6. Choosing to do a PowerPoint for the class on a particular subject of interest
7. Choosing what assignment the class does for homework
8. Designing theme for school dance, ice cream social, game night
9. Dress as the school mascot during a game
10. Earning the chance to be the water/towel person at a sporting event
11. Earning the chance to do stagecraft for any school performance (lights, stage design, props)
12. Earning the chance to scoreboard assist at a game
13. Eating lunch with a preferred adult
14. Free entrance to a dance
15. Free entrance to a football, basketball, etc. game
16. Free library pass to research a topic of interest
17. Getting a postcard in the mail telling parents what teachers admire most about their child
18. Getting to apprentice at one of the business partners with the school (grocery store, bank, etc.) on the weekend.
19. Getting to buzz cut a design in the principal’s hair (custodian’s hair)
20. Getting to cut the principal’s tie off (use loop to frame student’s face on a bulletin board of fame)
21. Getting to duct tape the principal to the wall
22. Getting to scoop food at the cafeteria for a lunch period (social opportunity)
23. Getting to shoot a video about the school’s expectations to show on CC TV
24. Hall pass to leave class 5 minutes early and go by the coldest water fountain
25. Help from an adult of choice on a class they are struggling with (Free tutoring)
26. Homework free night
27. Learning how to do something of interest on the computer (animation, graphics, CAD)
28. Learning how to play chess
29. Learning how to play sports even if they didn’t make the team
30. Learning how to run the light board or sound booth for a school performance
31. Let student make a bulletin board in the front hall highlighting an event of choice
32. Make the morning announcements
33. Office aid for a period
34. Opportunity to be part of a brainstorming adult team at the school
35. Opportunity to eat lunch outdoors at a special table
36. Opportunity to eat lunch with a parent or grandparent at a special table
37. Opportunity to introduce the players over the PA during a home game
38. Opportunity to shadow business owner for a day- credit for writing about the experience
39. Opportunity to shadow the principal for an hour or the day
40. Opportunity to take care of lab animals in Science class
41. Opportunity to wear jeans instead of school uniform for a day
42. Principal grills hotdogs for students who have 0 tardies in the month & this student helps
43. Privilege of leaving book in class overnight instead of having to lug to locker
44. Privilege of seeing embarrassing photo of adult that no one else sees (Senior Portrait)
45. Reserved seating at a school play for student and five friends
46. Send home a postcard about positive things the student has done this week
47. Serve as a student ambassador if visitors come to the school
48. Serving as a “page” for a local politician for the day
49. Serving as a door greeter for a parent night at school with a badge of honor to wear
50. Singing karaoke during lunch (approved songs)
51. Sit at score table in basketball game
52. Sit in score box at a football game
53. Sitting in the teacher’s chair for the period
54. Special parking preference for a day
55. Special recognition at any school event- Guest DJ one song at dance etc.
56. Special seating at lunch table with friends
57. Student gets to pick which problem the teacher will make a freebie answer on homework
58. Student plans spirit week activity for one of the days (hat day, sunglasses etc.)
59. Teacher aid for special needs classroom
60. Teaching special needs student how to play a game

**35 Free or Inexpensive Rewards for Adults in the Building**

1. Adult gets to pick what the topic for a faculty meeting is going to be
2. Adult gets to rent the principal’s chair for the day
3. At Family Math Night all the adults are highlighted in a video montage
4. Bulletin board highlighting staff of the day showing treasures provided by their family (surprise) If you have about 90 staff members one every other day would work
5. Dim the lights in the staff lounge and get a volunteer masseuse to come provide 5 minute neck rubs during planning periods- Play restful music
6. Donut day- These donuts are in honor of Peggy’s contribution to the PTO
7. During morning announcements highlight something that an adult in the building did and tell why
8. Duty free lunch period
9. Find a beauty school and get someone to volunteer to come in and do 5 minute manicures
10. Flowers on the desk from someone’s garden (with permission)
11. Get a donation of a shopping cart to keep at the school for adults bringing in huge loads of supplies
12. Golden plunger award from custodian for classroom that was the cleanest
13. Golden spatula award from cafeteria staff for most polite class of the week
14. GOOSE- Get Out Of School Early- No staying for the 30 after
15. Have the principal make up a rap song about being cool in school and perform it on the CCTV for the school- Staff of the Day get to be background dancers
16. Limo ride to school and home for staff of the day- This sounds weird but funeral parlors will sometimes provide this service for free if they aren’t using the cars that day- Don’t Tell rule applies
17. Mini-fridge for a week in the adults’ office area filled with his or her favorite drink
18. Once a month host an ice cream social with a “sister”- “brother” school. Alternate schools each month and let teachers tour getting ideas from each other on lesson plans, bulletin boards, etc. I Spy something great I’d like to duplicate
19. Permission to leave the building at lunch time for lunch off campus
20. Plan a big faculty meeting or inservice at someone’s house – with a pool and a grill instead of sitting on the little dot seats in the cafeteria
21. Principal and staff member trade jobs for a day
22. Postcard sent home detailing something admired in the adult
23. Preferred parking space
24. Principal institutes a pineapple upside down day- Everyone comes in and is assigned a different job for half a day- Everyone has to have their job description or lesson plans written down step by step
25. Principal kidnaps a class after PE or recess and take them somewhere else. Send a messenger to the teacher telling him or her to put their feet up for 20 minutes. Teach a lesson to the class on something of interest to you- American History- Art etc.
26. Principal leaves love notes on adults’ desks – not the 6:00 news kind- the kudos kind
27. Principal takes over morning or afternoon duty for an adult in the building
28. Principal writes lesson plans for teacher for one period
29. PTO designs 4 strokes for every poke lanyard for all adults in the building
30. PTO takes turns baking a casserole once a week for an adult “gotcha” receiver
31. Scrape ice off windshield of Staff of the Day’s car
32. Sneak into the school over the weekend and write a note on each classroom white board telling them to “Have a Great Week”
33. Special table outdoors for teachers to enjoy sunshine during lunch
34. Surprise an adult in the building by letting two or three students wash their car- be careful on this one though- There are also services that come on sight and wash cars for a fee- possibly PTO could sponsor
35. Valet parking for a day

**The 7 Features of Active Supervision**

|  |  |  |
| --- | --- | --- |
|  | **Feature** | **Elements/Components** |
| 1. | Movement | a. Constant  b. High rate  c. Randomized  d. Targets known problem areas |
| 2. | Scanning | a. Constant  b. Targets both appropriate and inappropriate behaviors  c. Targets known problem areas  d. Uses both visual and aural cues  e. Increases opportunities for positive contact |
| 3. | Positive Contact | a. Friendly, helpful, open demeanor  b. Proactive, non-contingent  c. High rate of delivery |
| 4. | Positive Reinforcement | a. Immediate  b. Contingent on behavior  c. Consistent (with behavior and across staff)  d. High rate |
| 5. | Instructional Responses | a. Immediate  b. Contingent on behavior  c. Non-argumentative, non-critical  d. Specific to behavior  e. Systematic: correction, model, lead, test, and retest  f. Consistent (with behavior and across staff) |
| 6. | Immediate and Contingent Delivery of Aversive Consequences (Punishers) | a. Neutral, businesslike demeanor  b. Non-argumentative, non-critical  c. Consistent (with behavior and across staff)  d. Fair: non-arbitrary |
| 7. | Team Directed Data-based Decision Making and Intervention Implementation | a. Administrative buy-in and support  b. Regular weekly meetings  c. Intervention and behavior data collection and analysis  d. Inter-staff participation and communication  e. Part of a school-wide behavior support program |

**Correction Sequence Example** (from Smith, S. G., Wendt, A. F., Sprague, J., Carraway, N., and Marquez, B., (2004). *Systematic supervision: A multimedia training program*. On DVD and VHS. IRIS Media, Eugene, OR).

Here’s how the 2-minute rule correction sequence works. Let’s say the supervisor is in the hallway on her way out to recess and Billy comes blasting by. The school rule is “no running in the hallways.” Here’s what the supervisor should do.

She would say something (using a calm, respectful voice) like, “Hold on Billy. You are running. Tell me the rule about hallways? Usually Billy would tell her the rule, but if he either can’t or won’t, the supervisor would tell him the expectation and have him repeat it: “Oh yeah! Walk in the breezeways.” The supervisor would then ask why (“Because it’s Safe!”) or remind them that it is a safety issue, connecting the rule to the “big idea” schoolwide rules.

Then the supervisor would ask Billy to go back a little distance and demonstrate walking or some other positive practice. This is a classic instructional consequence sequence. Total time for completion – about 1 minute or so.

Now, let’s suppose the supervisor stops Billy and asks him what the rule is, to go back and walk, and Billy is passively defiant – just doesn’t cooperate or comply - or perhaps overtly disrespectful saying something like, “Forget it you jerk,” or “I’m not doing it!”

What does the supervisor do then? Well, let’s take a look at the behavior. The supervisor is calm, reasonable, and respectful in confronting the problem behavior and interacting with Billy, and he reacts with refusal, non-compliance – ignoring the request or perhaps kind of socially withdrawing.

Or the student reacts by being overtly defiant, disrespectful, or confrontational. Either way, it’s very clear that the supervisor don’t have a “running in the hallway” problem and the supervisor is most likely not going to be able to correct the original behavior in two minutes or less, much less satisfactorily deal with the subsequent defiant behavior, without resorting to lengthy and extreme measures such as arguing, intimidation, or threats of punishment or direct punishment.

Billy is exhibiting “red flag” behavior that says he needs additional supports – the kind provided by the principal, dean, counselor, school psychologist, or other designated staff resources. Furthermore, this is a problem that should not be dealt with in the hallway or other common areas where there are other students present if at all possible.

Ok! Now think back to the first example of Billy in the breezeway. The supervisor stopped him and he was compliant – doing what the supervisor asked. What should take place now?

All too often that is the end of it as far as adults are concerned. But let’s think about what just happened. The supervisor has “busted” Billy and he may angry or upset and probably embarrassed. Here is what it looks like: Billy is pulled them aside and busted for running when the rule is to walk. Now the supervisor asks him to stand there and tell the supervisor the rule and then to go back to show the supervisor how it should be done.

When students are compliant, supervisors need to acknowledge it! Remember, we are striving for a 4 to 1 ratio of positive interactions to negative or corrective interactions. This is the perfect time to finish this corrective consequence in a positive, reinforcing manner.

After Billy complies, the supervisor should tell him, “Thank you Billy. You showed a lot of character. I appreciate the way you respectfully followed directions. I am proud of you, you should be proud of yourself. Here’s a bronco-buck for being so respectful!”

The supervisor should be sincere – if a behavior is important enough for her to consequate, it’s flip-side is important enough for her to acknowledge. The acknowledgement should be designed to reward or reinforce student compliance and the positive practice of the expected behavior. Acknowledgement should include praise, perhaps a tangible (like a bronco-buck or a jolly rancher), pared with specific, positive, and sincere adult attention for appropriate behavior, and then further pared with a prompt to self-reinforce.

After all, what is our goal in terms of behavior for our students? It is to self-manage their own behavior. Some kids already do this – it will not hurt to acknowledge them anyway. The rest of the kids need our help and support to learn to successfully self-manage their behavior.

Any consequence that will successfully and effectively change behavior needs to be based on the positive support and acknowledgement of expected, appropriate behavior

Smith, S. G., Wendt, A. F., Sprague, J., Carraway, N., and Marquez, B., (2004). *Systematic supervision: A multimedia training program*. On DVD and VHS. IRIS Media, Eugene, OR.

**Common Area Supervisor’s Self-Assessment Checklist**

Name: Date:

After at least a 15 to 30 minute recess period in which you where directly engaged in supervising students, take a few minutes and answer the following questions. Answer as accurately as you can, this is for your own use.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Not at all | Seldom | About half the time | Often | Constantly |
| 1 | 2 | 3 | 4 | 5 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Active Supervision Features** |  |  | **(circle one)** |  |
| 1 | I move through all areas under supervision. | 1 | 2 | 3 4 | 5 |
| 2 | I achieve close proximity with most students present in the total area being supervised. | 1 | 2 | 3 4 | 5 |
| 3 | I scan the more distant parts of the area while supervising. | 1 | 2 | 3 4 | 5 |
| 4 | I initiate prosocial contact with students engaged in appropriate behaviors. | 1 | 2 | 3 4 | 5 |
| 5 | I have more positive interactions with students than corrective, instructional, or negative interactions (4 to 1). | 1 | 2 | 3 4 | 5 |
| 6 | I consistently use a system of positive reinforcement for acknowledging appropriate student behavior. | 1 | 2 | 3 4 | 5 |
| 7 | I know and teach/reteach common area behavioral rules and expectations to all students two or more times a year. | 1 | 2 | 3 4 | 5 |
| 8 | I correct or provide consequences for inappropriate student behavior quickly and consistently. | 1 | 2 | 3 4 | 5 |
| 9 | I use a calm, controlled, business-like, and respectful tone when correcting inappropriate student behavior. | 1 | 2 | 3 4 | 5 |
| 10 | I recognize and acknowledge student cooperation when the student is compliant during the correction of an inappropriate behavior. | 1 | 2 | 3 4 | 5 |
| 11 | I use a behavior log to record and share information concerning problem behaviors and what was done to correct them. | 1 | 2 | 3 4 | 5 |
| 12 | I attend regularly scheduled supervisor “team” meetings to discuss behavior and behavioral issues and plan interventions and supports with my colleagues. | 1 | 2 | 3 4 | 5 |

**It is not a job evaluation – it is not a valid tool for assessing job performance**

Use this self-assessment to determine your use of various key systematic supervision features and strategies and identify those areas in which you might want to increase or maintain your level of effort or attention.

# **Systematic Supervision Checklist for Supervisors**

Supervisor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



Observer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Active Supervision Features** | **Circle One** |
| 1. Supervisor moves through all areas under supervision. | 1 2 3 4 5 |
| 2. Supervisor achieves close proximity with most students present in the total area being supervised. | 1 2 3 4 5 |
| 3. Supervisor appears to scan more distant parts of area being supervised. | 1 2 3 4 5 |
| 4. Supervisor initiates prosocial contact with students engaged in appropriate behaviors. | 1 2 3 4 5 |
| 5. Supervisor has more positive interactions with students than corrective, instructional, or negative interactions (4 to 1). | 1 2 3 4 5 |
| 6. Supervisor consistently uses a system of positive reinforcement for acknowledging appropriate student behavior. | 1 2 3 4 5 |
| 7. Supervisor knows and teaches/reteaches common area behavioral rules and expectations to all students several times a year (2 or more). | 1 2 3 4 5 |
| 8. Supervisor corrects, or provides consequences for inappropriate student behavior quickly and consistently. | 1 2 3 4 5 |
| 9. Supervisor uses a calm, controlled, business-like, and respectful tine when correcting inappropriate student behavior. | 1 2 3 4 5 |
| 10. Supervisor recognizes and acknowledges students cooperation when the student is compliant during the correction of an inappropriate behavior. | 1 2 3 4 5 |
| 11. Supervisor uses a behavior log to record and share information concerning problem behaviors and what was done to correct them. | 1 2 3 4 5 |
| 12. Supervisor attends regularly scheduled supervisor team meetings to discuss behavior and plan interventions and supports. | 1 2 3 4 5 |

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| **Feature** | **Possible**  **Data Sources** | **Scoring Criteria** |
| **0 = Not implemented**  **1 = Partially implemented**  **2 = Fully implemented** |
|  | | |
| * 1. **Problem Behavior Definitions**: School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems. | * Staff handbook * Student handbook * School policy * Discipline flowchart | 0 = No clear definitions exist, and procedures to manage problems are not clearly documented  1 = Definitions and procedures exist but are not clear and/or not organized by staff- versus office-managed problems  2 = Definitions and procedures for managing problems are clearly defined, documented, trained, and shared with families |

**1.5 PROBLEM BEHAVIOR DEFINITIONS**

***WHY:*** is the component important?

* Research:
  + Research consistently has shown that systematic correction of student academic and social behavioral errors and performance feedback have a positive effect on behavior. (JJ/SE Shared Agenda, Tools for Promoting Educational Success and Reducing Delinquency, NASDSE & NDRN, Washington, DC: January 2007)
  + Error corrections that are direct, immediate, and end with the student displaying the correct response are highly effective in decreasing undesired behaviors (errors) and increasing future success rates (Kalla, Downes, & vann de Broek, 2001)
  + When teachers are inconsistent in their enforcement of expectations, students become uncertain about what those expectations are and that the expectations apply to them (Evertson, Emmer, & Worsham, 2003).
  + Zero-tolerance policies increased the number of youths being “pushed out” (suspended or expelled) with no evidence of positive impact on school safety (Losen, 2014).
  + Students suspended one time were twice as likely to drop out of school and twice as likely to be arrested than students who had not been suspended (Balfanz, Byrnes, & Fox, 2015).
  + Unlike punitive approaches which rely on deterrence as the sole preventative measure for misconduct, Restorative Justice uses community-building to improve relationships, thereby reducing the frequency of punishable offenses while yielding a range of benefits (Gregory et al., 2016).
* What is the ***WHY*** you will share with your school staff?

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***WHAT:*** does the component entail?

* Clear definitions exist for problem behavior, siting school specific examples/ nonexamples for clarity when necessary
* Staff members have been involved in delineating staff-managed versus administrator-managed managed behavior
* An office referral form has been developed that meets the SWIS Referral Form Compatibility Checklist (if not using the paperless referral option)
* A referral process/ flowchart has been developed
* ALL staff members have been trained in the referral process
* ALL staff members have been trained in completing the referral form
* Staff members have a “toolbox” of strategies to use for staff-managed behavior
* Responses to behavior are instructional and restorative, versus punitive, in nature
* Staff members employ the referral process in a consistent manner
* Family members have been informed about the referral process

**On-line Resources Folder: 1.5-1.6 Problem Behavior Definitions-** [**https://bit.ly/2T1RqEh**](https://bit.ly/2T1RqEh)

**Office Referral Form**

|  |  |
| --- | --- |
| Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Grade: K 1 2 3 4 5  Referring Staff: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Location**  ◻ Classroom ◻ Hallway  ◻ Playground ◻ Cafeteria  ◻ Bathroom ◻ Library  ◻ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |  |  |  |
| --- | --- | --- | --- |
| **Minor Problem Behavior** | **Major Problem Behavior** | | **Possible Motivation** |
| ◻ Defiance  ◻ Disrespect  ◻ Physical Contact  ◻ Tardy  ◻ Inappropriate Language  ◻ Property Misues  ◻ Dress Code  ◻ Electronic Violation  ◻ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | ◻ Defiance  ◻ Disrespect  ◻ Abusive Language  ◻ Harassment  ◻ Fighting  ◻ Electronic Violation  ◻ Property Damage  ◻ Lying/ Cheating  ◻ Dress Code  ◻ Inappropriate Display of Affection  ◻ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Get:  ◻ Peer Attention  ◻ Adult Attention  ◻ Item/Activity  Avoid  ◻ Peer Attention  ◻ Adult Attention  ◻ Item/Activity |
| **Action Taken** | | | |
| ◻ Time Out/Detention  ◻ Conference with Student  ◻ Loss of Privileges  ◻ Parent Contact  ◻ Individualized Instruction | | ◻ In-School Suspension (\_\_\_\_\_\_\_hours/days)  ◻ Out-of-School Suspension (\_\_\_\_\_\_\_hours/days)  ◻ Action Pending  ◻ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

|  |  |
| --- | --- |
| **Others involved in incident**: | ◻ None ◻ Teacher ◻ Substitute ◻ Unknown  ◻ Peers ◻ Staff ◻ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Other Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

◻ I need to talk to the students’ teacher ◻ I need to talk to the administrator

**Parent Signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Sample Behavior Response Process**























**TASK:** Discuss your current office referral process. Do you have definitions for problem behavior? Do you have a flowchart? Is the system clear? Do staff members follow the system? What improvements do you need to make? How will you engage staff members in the process? Jot your notes here for future reference.

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**1.6 DISCIPLINE POLICIES**

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| **Feature** | **Possible**  **Data Sources** | **Scoring Criteria** |
| **0 = Not implemented**  **1 = Partially implemented**  **2 = Fully implemented** |
|  | | |
| * 1. **Discipline Policies:** School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently. | * Discipline policy * Student handbook * Code of conduct * Informal administrator interview | 0 = Documents contain only reactive and punitive consequences  1 = Documentation includes and emphasizes proactive approaches  2 = Documentation includes and emphasizes proactive approaches AND administrator reports consistent use |

**TASK:** Discuss your current discipline policies. Do they include proactive, instructive, and/ or restorative approaches, or just punitive responses? Jot your notes here for future reference.

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**Against the Use of the Response Cost Strategy of the** 

**Red, Yellow, and Green Flip Charts**

Written by

Laura A. Riffel, Ph.D.

Many people ask me how I feel about the red, yellow, and green strips where children flip their card if they produce misbehaviors. Typically, the set up is that all students start on green and every time they misbehave they have to flip their chart. Most of the teachers interviewed have the students miss their recess if they get flipped to red. Most of the time, the children who end up on flipping their card to red are the very children who NEED to go outside and run during recess. The teacher does not realize they have caused their own pain in this case.

I personally am against the use of these charts for several reasons: 1) Public Display, 2) Defeatism and 3) Punishment redemption.

**Public Display**

A public display of who is appropriate and who is not appropriate would be like posting grades in the hallway. In my opinion it is a gross violation of privacy. Any visitor to the room has instant access to private information.

**Defeatism**

Many children who are continually singled out as the “bad” student accept that role and provide supporting documentation to fulfill that role. If I feel like a zero; I will behave as a zero.

**Punishment and Redemption**

The United States houses 5% of the world population and 25% of the world population of incarcerated. If the threat of jail and loss of freedom does not stop 25% of the world population from engaging in criminal activities, then why do some teachers believe taking away recess will stop inappropriate behavior? Response cost and punishment work for 75% of us, but for 25% of the world it doesn’t work. Typically, the children whose behavior we wish to target for change are in the 25% so it is a futile attempt at changing their behavior.

**Discussion**

On numerous occasions, this researcher has been called into a school to assist with a child whose behaviors are impeding his or her learning or that of others. When observations were completed, it was discovered the root of continued behavioral issues stemmed from the child’s perceived loss of a privilege and their negative reaction regarding that loss. Three cases will be discussed:

1. A sixth grade student who was basically known as public enemy number one in the school was engaging in many disruptive behaviors. These behaviors became so disruptive the school called in a behavioral specialist. After observing the student for a day and interviewing the staff, the behavior specialist interviewed the student. When the student was asked why he engaged in these behaviors his response was this: “I’ve been a student at this school since Kindergarten. When you enter Kindergarten here you know that the sixth graders get to go to the zoo on a class field trip in May. I’ve been looking forward to that trip since I was in Kindergarten. In October, I messed up and got in a fight with another student. The principal told me that I didn’t get to go on the field trip in May now. So, I figure what else do I have to lose?” When adults take away the one thing kids have to look forward to like field trips and recess, they just gave the student permission to be as bad as they want to be.
2. A third grade girl had been a model student since preschool. Suddenly, her third grade teacher implemented the red, yellow, and green flip chart and was very stringent about behaviors earning yellow and red flips. The girl daily had to flip her chart for the following behaviors: 1) not having her feet flat on the floor, 2) erasing too much, 3) not putting her name on her paper. The mother reported having to take her daughter to the doctor for frequent vomiting, diarrhea, and weight loss. In this case the child was a “good” child as reported by more than three years of previous teachers, and became clinically stressed when unrealistic expectations were placed on her using a public display of her behavior.
3. The third case involves a mother contacting me and bragging about the successful implementation of the flip chart for her son. From August through April the student remained on green each day, thus the mother believing this was working for her child. In April, the distraught mother called proclaiming “help” her son was on yellow three days in a row. I asked her if she had asked him why he was on yellow, she replied no and told me she would call me back. She called a few minutes later and said, “You are not going to believe what he said.” I said, “Oh, I bet I have a good idea.” She went on to tell me this, “He told me that he was tired of sitting and he figured out that if he had one behavior he could get up and walk around the room and yet still not miss out on recess so he was doing something to get himself to flip a card each day when he wanted to get up and walk around.” Bingo, the child had figured out the system.

**Research**

**Same Results**

The Porteus Maze Test was given to sixty children in the fourth grade (Porteus,1965). The first series was given as a baseline, and the second series was administered under one of four different experimental conditions: control, response cost, positive reinforcement, or negative verbal feedback.

Response cost and positive reinforcement, but not negative verbal feedback, led to significant decreases in the number of all types of qualitative errors in relation to the control group. The reduction of non-targeted as well as targeted errors provides evidence for the generalized effects of both techniques equally. If both work equally, then why employ the one with the potential for public display, defeatism, and punishment redemption? Positive reinforcement is just as effective and produces less stress producing protocols for children.

**Decreased Critical Statements and Increased Praise Statements**

Three behavior management strategies were investigated for efficacy as used in a Head Start classroom (Tiano, et.al, 2005). The three strategies included: (a) techniques currently used by the teacher, (b) response cost, and (c) the Level System (token economy). This study used an ABACA single subject withdrawal design with follow-up where all conditions were implemented until stability was reached. Classroom behavior was evaluated by both behavioral observation and teacher report. Children's and teacher's behavior were examined. No conclusions could be made concerning the efficacy (i.e., inappropriate behavior) of the techniques. However, Teachers used more labeled praise statements and lower critical statements during the Level System condition than all other conditions. Shores, Gunter, Jack (1993) indicate we can improve behavior by 80% by pointing out what one student is doing correctly.

**Overgeneralization of a Special Education Technique**

With the exception of the Salend and Henry study (1981), research on response- cost systems has been limited to special education classrooms (Spencer, et. al., 1988). The red, yellow, and green flip chart system is a response cost system applied to a typically developing class of which there is limited research on its effectiveness.

**Conclusion**

What does work? Token economies work with most children and allow the educational staff to label appropriate behavior; which increases appropriate behavior (Shores, Gunter, & Jack, 1993; Horner & Sugai, 2005). If a child exhibits behavior impeding their learning or that of others, the educational staff can then have a discussion with the child about the targeted behavior and have them earn extra tokens for the preferred payoff. In other words, if a child is working on a token economy and 5 tickets equals 15 minutes on the computer, a preferred activity, and then the child has a behavioral learning opportunity ( a misbehavior), the staff should use the following intervention: “It’s a bummer that you chose to throw paper towels on the ceiling in the bathroom. We have discussed how this is not respecting others and property and we have a plan for how we will conduct ourselves in the restroom the next time. Due to this behavioral learning opportunity you will have the opportunity to earn six tickets instead of 5 to earn your computer time. I believe behavior change can be effectively mastered when we up the ante requirement for inappropriate behavior rather than taking away a previously earned privilege such as recess or field trips.

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| **Feature** | **Possible**  **Data Sources** | **Scoring Criteria** |
| **0 = Not implemented**  **1 = Partially implemented**  **2 = Fully implemented** |
|  | | |
| * 1. **Professional Development**: A written process is used for orienting all faculty/staff on 4 core Tier I SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance. | * Professional development calendar * Staff handbook | 0 = No process for teaching staff is in place  1 = Process is informal/unwritten, not part of professional development calendar, and/or does not include all staff or all 4 core Tier I practices  2 = Formal process for teaching all staff all aspects of Tier I system, including all 4 core Tier I practices |

**1.7 PROFESSIONAL DEVELOPMENT**

**TASK:** Review your professional development calendar. How/ when/ where will you engage your staff members in professional development regarding PBIS? Be sure to begin with philosophy and the WHY of PBIS for your school during the planning year, as well as how to gain faculty input in the development of all aspects of the plan. Determine how you will involve all team members in the professional development activities.

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Other TFI Indicators

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| **Feature** | **Possible**  **Data Sources** | **Scoring Criteria** |
| **0 = Not implemented**  **1 = Partially implemented**  **2 = Fully implemented** |
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| * 1. **Classroom Procedures**: Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within **classrooms** and consistent with school-wide systems. | * Staff handbook * Informal walkthroughs * Progress monitoring * Individual classroom data | 0 = Classrooms are not formally implementing Tier I  1 = Classrooms are informally implementing Tier I but no formal system exists  2 = Classrooms are formally implementing all core Tier I features, consistent with school-wide expectations |

\*You will be working towards this indicator during the first year of implementation

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| **Feature** | **Possible**  **Data Sources** | **Scoring Criteria** |
| **0 = Not implemented**  **1 = Partially implemented**  **2 = Fully implemented** |
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| * 1. **Faculty Involvement**: Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months. | * PBIS Self-Assessment Survey * Informal surveys * Staff meeting minutes * Team meeting minutes | 0 = Faculty are not shown data at least yearly and do not provide input  1 = Faculty have been shown data more than yearly OR have provided feedback on Tier I foundations within the past 12 months but not both  2 = Faculty are shown data at least 4 times per year AND have provided feedback on Tier I practices within the past 12 months |

\*You should be working on gaining faculty involvement in all aspects of the development of the Tier 1 plan during the planning year. Following initial implementation, you will have to determine how you will formally garner faculty input at least annually.

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| **Feature** | **Possible**  **Data Sources** | **Scoring Criteria** |
| **0 = Not implemented**  **1 = Partially implemented**  **2 = Fully implemented** |
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| * 1. **Student/Family/Community Involvement**: Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months. | * Surveys * Voting results from parent/family meeting * Team meeting minutes | 0 = No documentation (or no opportunities) for stakeholder feedback on Tier I foundations  1 = Documentation of input on Tier I foundations, but not within the past 12 months or input but not from all types of stakeholders  2 = Documentation exists that students, families, and community members have provided feedback on Tier I practices within the past 12 months |

\*You should be working on gaining student/ family/ community involvement in all aspects of the development of the Tier 1 plan during the planning year. Following initial implementation, you will have to determine how you will formally garner student/ family/ community input at least annually.

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| **Feature** | **Possible**  **Data Sources** | **Scoring Criteria** |
| **0 = Not implemented**  **1 = Partially implemented**  **2 = Fully implemented** |
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| * 1. **Discipline Data**: Tier I team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student. | * School policy * Team meeting minutes * Student outcome data | 0 = No centralized data system with ongoing decision making exists  1 = Data system exists but does not allow instantaneous access to full set of graphed reports  2 = Discipline data system exists that allows instantaneous access to graphs of frequency of problem behavior events by behavior, location, time of day, and student |

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| **Feature** | **Possible**  **Data Sources** | **Scoring Criteria** |
| **0 = Not implemented**  **1 = Partially implemented**  **2 = Fully implemented** |
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| * 1. **Data-based Decision Making**: Tier I team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision-making. | * Data decision rules * Staff professional development calendar * Staff handbook * Team meeting minutes | 0 = No process/protocol exists, or data are reviewed but not used  1 = Data reviewed and used for decision-making, but less than monthly  2 = Team reviews discipline data and uses data for decision-making at least monthly. If data indicate an academic or behavior problem, an action plan is developed to enhance or modify Tier I supports |

\*You will begin using your data and the problem-solving process during the initial implementation year. The TIPS format will help you stay on track with your data and solution development plan.

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| **Feature** | **Possible**  **Data Sources** | **Scoring Criteria** |
| **0 = Not implemented**  **1 = Partially implemented**  **2 = Fully implemented** |
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| * 1. **Fidelity Data:** Tier I team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually. | * School policy * Staff handbook * School newsletters * School website | 0 = No Tier I SWPBIS fidelity data collected  1 = Tier I fidelity collected informally and/or less often than annually  2 = Tier I fidelity data collected and used for decision making annually |

\*Your team should establish your assessment tools and calendar for administration. The team should score the TFI 1-2 times during the initial implementation year and at least annually after. The Self-Assessment Survey (SAS) should be administered annually.

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| **Feature** | **Possible**  **Data Sources** | **Scoring Criteria** |
| **0 = Not implemented**  **1 = Partially implemented**  **2 = Fully implemented** |
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| * 1. **Annual Evaluation**: Tier I team documents fidelity and effectiveness (including on academic outcomes) of Tier I practices at least annually (including year-by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format. | * Staff, student, and family surveys * Tier I handbook * Fidelity tools * School policy * Student outcomes * District reports * School newsletters | 0 = No evaluation takes place, or evaluation occurs without data  1 = Evaluation conducted, but not annually, or outcomes are not used to shape the Tier I process and/or not shared with stakeholders  2 = Evaluation conducted at least annually, and outcomes (including academics) shared with stakeholders, with clear alterations in process based on evaluation |

\*Your team should develop an annual action plan based on multiple data sources (TFI, SAS, school-made surveys, focus groups, ODR data, academic data) and should share celebrations and the action plan with stakeholders.