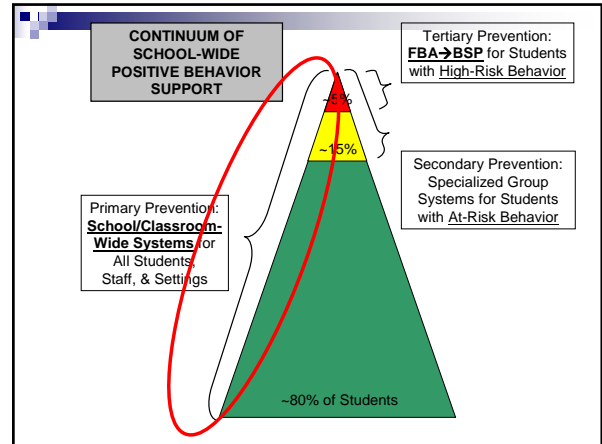


School-Wide PBS: Expanding Universal Interventions

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Universal System Implementation Team Roles/Responsibilities

- Things you discuss should be things that impact all student or all staff
 - Should not be talking about individual students
- Different systems/teams need to be in place to deal with individual students (yellow & red zone)
 - Small schools might combine teams, but be diligent in maintaining universal system

PBS Team: Roles & Responsibilities

- Team Role
 - 1) Maintain/Sustain SW-PBS – SET 80/80
 - Do all the things you did last year to maintain implementation
 - Focus on ongoing implementation & improvement of current programs
 - Use Data to Guide Decision Making
 - Discipline data, SET data, TIC data, etc....
 - 2) Ongoing Development of Green Zone interventions
 - 3) Big Picture/ Agenda Planning for SW-PBS

1. Maintaining & Sustaining an Effective Universal System

The Logistics

Universal Systems Implementation

- Foundational components:
 - School Rules & Posters
 - Lesson plans
 - Schedule for teaching expectations
 - Acknowledgment system
 - Example tickets & description of system
 - Responding to Misbehavior
 - Discipline referral system
 - Classroom v. Office Managed Behavior
 - PBS Handbook
 - Staff Participation & Buy-in
 - & More

Planning & Preparing: Start first with maintaining the Basics

- Start the Year off Right (Summer Planning)
 - Have fun with the Kick-off/ make it memorable
 - get staff & students excited
 - Develop good habits early – set the tone for the year
 - Create a common language in the school

Few positive SW expectations defined, taught, & encouraged



Reminder at Recess



Teaching Schedule

1st Day of School

	School Tour	Cafeteria	Recess Lesson	Recess
8:30 - 8:50	2 nd	5 th	3 rd	
8:50 - 9:10	5 th	2 nd	(8:50 - 9:05)	
9:10 - 9:30	3 rd		K, 1 st , & 4 th	(9:25 - 9:40)
9:30 - 9:50		3 rd	(9:10 - 9:25)	K, 1 st , & 4 th
9:50 - 10:10	4 th		2 nd & 5 th	
10:10 - 10:30		4 th		2 nd & 5 th
10:30 - 10:50				3 rd

Expectations & behavioral skills are taught & recognized in natural context



Ongoing Training & Booster Sessions

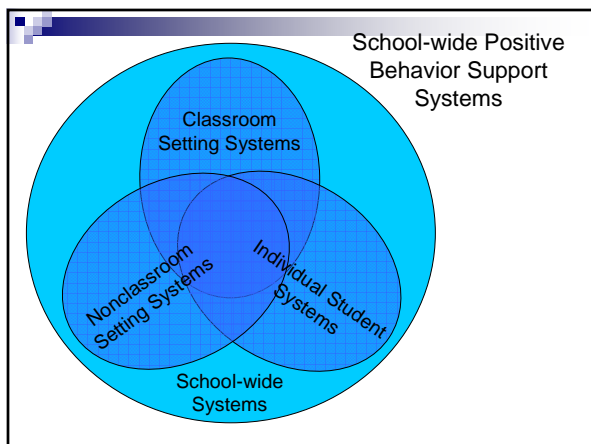
- Teach, Re-teach, PreTeach, Practice, & Reinforce
 - Teaching Behavioral Expectations should be more than 1 day/1 assembly, make part of every day for the first 2-3 weeks
 - Booster sessions throughout the year as needed
 - Should include teaching and reinforcement using tickets & assemblies

EBS Dates	
Wed. Sept 5:	First Day of School Playground & Cafeteria stations (8:40 - 11:15)
Thurs. Sept 6:	Hallways & Lines station (8:40 - 11:40) Classroom follow up on Wed. stations (afternoon)
Fri. Sept 7:	Follow up on Thurs. station Library Station (12:35-2:10) Back to School Picnic (evening)
Mon. Sept 10:	Recess Rodeo (morning) Library station (afternoon)
Tues. Sept 11:	Bathroom station Follow up on Library station
Wed. Sept 12:	Posters due for contest
Thurs. Sept 13:	EBS Assembly
Tues. Sept 18:	Parent Curriculum/EBS Night (6:30-8:00)



- ### Tasks
1. Prepare for first week
 - a) Do you have a schedule of training to move all grade levels through non-classroom settings, etc?
 - b) Plan for assembly – skit, etc....
 2. Materials
 - a) Rules posters
 - b) Lesson plans
 - c) Acknowledgment tickets
 - d) Referral forms
 - e) PBS Handbooks
 3. Pre-Service Development
 - a) Time at staff meeting to train or review SW-PBS systems
 4. Schedule your monthly PBS team meetings for year

2. Ongoing Development of Green Zone



- ### Use Data to Identify Target Areas for Development & Develop an Action Plan
- Discipline Referral data
 - Location, Type of Problem Behavior, Time of Day, Ethnicity (proportionality)
 - Attendance data
 - SET data
 - Team Implementation Checklist
 - PBS Survey data
 - Academic Data

Challenge

- As schools become more sophisticated in PBS implementation & utilize data to guide decisions they become more specific in their needs
- It becomes more difficult to provide training to multiple schools because of the more specific & more variable needs

Some ideas for Continuing Dev't of the Universal System

- a) Behavior Management/Classroom Support
 - 1) ABC Training
 - 2) How to Respond to problem behavior
 - 3) Precorrection
- b) Social Skills/Violence Prevention training
- c) Bullyproofing
- d) Data based decision making
 - 1) Ethnicity
- e) Systematic Supervision – improving common areas
- f) Parent Involvement
- g) Academic systems
- h) Transportation
- i) Guest/Substitute Teacher supports

Expanding Opportunities through Reg'l Planning -- Multnomah ESD

Topic Area
MESD
See locations below
Teri Lewis-Palmer (TLP) or Chris Borgmeier (CB)
Training ABC's to Staff
10/18 - PCRC & 2/7 - EHYC
8-12:00 CB
Bullyproofing
10/23 & 1/22 - FBCG
8-12:00 TLP
Defusing Anger & Aggression
10/30 & 1/29 - FBCG
8-12:00 TLP
Classroom Support
11/6 - FBCG & 2/12 - FBCG
8-11:30 & 12:00-3:30 TLP

Effective Staff Development

Avoid "Train & Hope"

- Identify **specific targets/goals**
- Have staff **role play & practice** those behaviors
- Have staff set specific individual goals
- **Follow-up** w/ practice & goals at subsequent meetings

Build on the model of Initial SW-PBS Implementation

- Team based leadership
 - Throughout development & implementation
- Ongoing effort; Continuing focus
 - PBS minute in staff meetings
- Think about how to set up staff to successful & sustained use of strategies
- Data based Decision Making to monitor outcomes & implementation

Non-example Action Plan Strategies

- Purchase & distribute classroom management curriculum/book
- Discuss at faculty meeting
- Bring in CM expert for next month's ½ day in-service
- Observe in effective classroom
- Observe & give feedback

What is likelihood of change in teacher practice?

(Sugai, 2006)

Example Action Plan Strategies

- + Build on SW System
- + Use school-wide leadership team
- + Use data to justify
- + Adopt evidence based practice
- + Teach/practice to fluency/automaticity
- + Ensure accurate implementation 1st time
- + Regular review & active practice
- + Monitor implementation continuously
- + Acknowledge improvements

(Sugai, 2006)

Set aside time for staff to focus on PBS Implementation

- Use inservice time to provide examples of PBS implementation
 - Identify a small number of objectives/goals & train to fluency rather than introducing many things briefly
- If assigning tasks, set time aside for staff/teams to work on tasks
 - May be good to do away from school site – remove distractions of being at school

SW-PBS Examples Advanced Implementation of Universal System

Some ideas for Continuing Dev't of the Universal System

- a) Behavior Management/Classroom Support
 - 1) ABC Training
 - 2) How to Respond to problem behavior
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 - 1) Ethnicity
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- f) Parent Involvement
- g) Academic systems
- h) Transportation
- i) Guest/Substitute Teacher supports

Extending School-wide Programs

- Increased Parent Involvement & knowledge of PBS
 - Have a parent join the SW-PBS team
 - Build SW PBS into Back to School Open House
 - Let the parents experience PBS in action
 - Teach rules, model lesson for parents
 - How to safely and responsibly drop your child off at school in the morning
 - Introduce acknowledgement system & 5:1 ratio (it's not just for kids!)
 - Increase involvement of parent volunteers in PBS implementation at school
 - Include PBS in Newsletter & on website

Increase Participation of Substitute Teachers & Volunteers in PBS

Setting Substitute Teachers up for Success

■ Sub packets

- provide a folder & brief introduction to SW-PBS program in school
 - Introduce them to the language & routines of your school
 - Build time for teachers to develop & periodically update their essential information sheet for substitute teachers to use
 - Schedule
 - Routines
 - Emergency info.
 - Individual Student Supports - Behavior Plans & Important Info.
 - Etc.
- make acknowledgment tickets for substitute teachers a different color w/ add'l value

Increase Participation of Substitute Teachers & Volunteers in PBS

When introducing yourself...

please review the School-wide Rules:

- Be Safe, Responsible & Respectful
- & these specific behavioral expectations & routines.....

I also encourage you to hand out 2 of the attached **Caught You Being Good Tickets** within the first hour you are in the classroom... when you do so tell the students which of the rules they are following & label the specific behavior that they are being acknowledged for.

"Wow, you are being so **Responsible**... thank you for having your **materials ready and getting to work right away**... here is a **Thunderbird Ticket** for your good work."

Great Student Reporting Form for _____ Date: _____

Teacher Name

Dear Substitute Teacher,
Thank you for teaching my classes today. Our theme signs posted in the classroom and around the school say:

- G**reat Staff and Students
- R**espect Others and Property
- M**ake Safe and Responsible Choices
- S**trive for Success

I would like to have you recognize at least 3 students today who stand out in a positive, responsible way. Please give them a red T-Bird Award, and give me their names below so that I may also recognize them when I return. Thank you!

Great Students Today Were:




- | | |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

Step	What	When	Who
1.	Form is given to substitutes	At check in	Head Secretary
2.	T-Bird Awards are given to substitutes	At check in	Head Secretary
3.	Substitutes fill in names of exceptional students	Throughout day	Substitute Teachers
4.	Form is left on desk or put in teacher's box	3:30 PM	Substitute Teachers
5.	Students receive recognition for their exemplary behavior	Next day	Teacher

Collaborate with:

- After-School programs
 - Extend systems to after-school
 - Continue with Common Language
 - Rules & expectations
 - Acknowledgement system
- Busses & transportation
 - Invite transportation to participate in PBS Fair
 - Have busses come to school to teach & role play expectations on bus
 - Many transportation systems have also developed 'Bus Bucks' or their own acknowledgment system

REYNOLDS SCHOOL DISTRICT TRANSPORTATION Student Expectations

BUS	Safe	Responsible	Respectful
 <p>Waiting for Bus</p>	<ul style="list-style-type: none"> • Stay behind white line or off the street. • Keep hands, feet and objects to self • Hold the hand rail when entering bus 	<ul style="list-style-type: none"> • Follow adult directions • Wait in line 	<ul style="list-style-type: none"> • Greet the bus driver (smile) • Be respectful Of property & others
 <p>Entering the Bus</p>	<ul style="list-style-type: none"> • Hold the Handrail • Use inside voice 	<ul style="list-style-type: none"> • Be seated quickly 	<ul style="list-style-type: none"> • Keep arms length between you & the person in front
 <p>Riding the Bus</p>	<ul style="list-style-type: none"> • Follow adult directions • Stay seated and keep aisles clear • Keep hands & objects inside the bus 	<ul style="list-style-type: none"> • Remember to keep food and drink in your bag • Use garbage cans or take it with you 	<ul style="list-style-type: none"> • Keep hands, feet and objects to self • Ask permission to open and close windows • Use appropriate language and tones • Use a quiet voice
<p>Exiting the Bus</p>	<ul style="list-style-type: none"> • Leave seat by seat • Move to safe location 10 ft from bus • Use handrail 	<ul style="list-style-type: none"> • Stay seated till the door opens • Take belongings with you • Listen & follow directions 	<ul style="list-style-type: none"> • Close windows if you open one



Common Areas

Cafeteria, Recess
Hallways. etc.

Actively Involve Assistants in SW-PBS

- First... make sure all assistants are trained and actively involved in SW-PBS implementation
 - Participating in dev't & teaching of expectations in settings
 - Access & learn how to utilize acknowledgement system
 - Understand referral process
- Challenges:
 - Assistants not available for staff meetings – need to find ways to reach them
 - Also nice to have assistant represented on PBS team if possible

PBS Resources for Ongoing Development

- <http://www.lookiris.com/>
 - Systematic Supervision video
- <http://www.pacificnwpublish.com/>
 - Cafeteria Discipline
 - On the Playground
 - Start On Time! Safe Transitions & Reduced Tardies

Do NOT Train & Hope

- Be strategic about how to use videos and similar tools to REALLY affect change
- Caution against simply showing a video without developing a longer term plan guiding implementation of identified practices
 - Set specific targets for implementation
 - Prompts to support implementation
 - Ongoing, regular feedback regarding implementation
 - Follow-up trainings/Regular review
 - Review setting data

Ravenswood City School District Yard Duty Supervisor Checklist *Be Safe, Be Responsible, Be Respectful*

1. Am I wearing my vest?	Y	N
2. Do I have my first aid kit-fannie pack?	Y	N
3. Am I roaming throughout my assigned supervision zone?	Y	N
4. Am I scanning my entire assigned zone?	Y	N
5. Have I positively interacted with at least half of the students in the area?	Y	N
6. Did I have at least 4 positive for every 1 negative student contact?	Y	N
7. Did I respond to negative behavior by teaching the correct behavior?	Y	N
8. Did I respond to minor rule violations quickly and quietly?	Y	N
9. Did I follow procedures for handling major rule violations?	Y	N
10. Did I acknowledge at least 10 different students for following school rules?	Y	N

Overall Score Overall Score (# yes) 10

9-10 "yes" = Excellent Supervisor
7-8 "yes" = So-so Supervisor
<7 "yes" = Improvement needed

Match targeted practices with observation/evaluation forms for Supervisors

Embedding Bully-proofing in SW-PBS

Scott Ross & Rob Horner
University of Oregon

Main Ideas

- Bullying behavior typically is rewarded (maintained) by the "victims" or "bystanders"
 - Social attention
 - Social recognition
 - Social status
 - Access to physical items/ preferred activities
- Bullying behavior is seldom maintained by adult attention

4 Steps to Bully-proofing

- Step #1: Establish a social culture
- Step #2: Teach a school-wide “stop” signal
 - a) Teach how to use the “Stop Signal”
 - b) Teach “walk away”
 - c) Teach “getting help”
 - Teach roles for
 - Aggressor, Victim, Bystander & Adult
- Step #3: Focus on Role of Adults
- Step #4: Individual Student Support

Bully Proofing requires change in both **Student** and **Adult** behavior

- **Student Skills**
 - If someone is not respectful, say “stop” and walk away.
 - If you see someone else being disrespectful, say “stop” and remove person being abused.
 - If disrespect continues tell an adult.
 - If someone says “stop” to you..... Stop.
- **Adult Skills**
 - Pre-correct prior to high-risk activities.
 - If student comes to you with compliant ask:
 - Did you say “stop?”
 - Did you walk away?
 - When talking with child who was aggressive ask
 - “did they say ‘stop?’ ... if they did, then
 - “did you stop?”

Supporting Classroom Systems

Classroom Supports

- Session on 10:30 Wed. morning with more specific information
- ABC Training for all Staff
 - Offered next Session

Support for Teachers & Assistants

- <http://www.behaviorassociates.org/>
 - Defusing Anger & Aggression video
- Support for Teachers & Assistants
- <http://www.pacificnwpublish.com/>
 - Coaching Classroom Management
 - ParaPro: Supporting the Instructional Process

Do NOT Train & Hope

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- Caution against simply showing a video without developing a longer term plan guiding implementation of identified practices
 - Set specific targets for implementation
 - Prompts to support implementation
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ABC Training for Staff

Presentation next 12:45

Reasons Student Commonly Misbehave

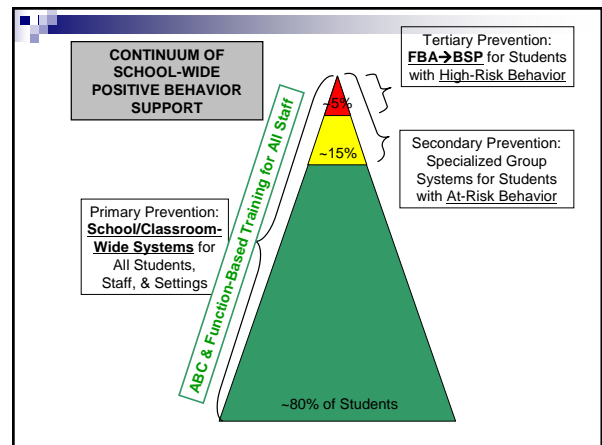
- Student(s) don't know expectations
- Student(s) don't know how to exhibit expected behavior
- Student is unaware he/she is engaged in the misbehavior
- Misbehavior is providing student with desired outcome:
 - Obtaining attention from adults/peers
 - Escape from difficult task or non-desired activity

GREEN ZONE

YELLOW & RED ZONE

ABC & Function-Based Support?

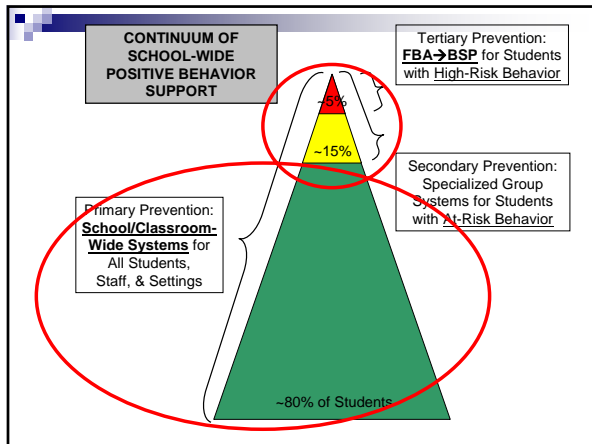
- FBS is using an assessment of the purpose or function of student behavior to inform our Behavioral Interventions
 - Interventions should be based on the Function of Student Behavior
 - When we arbitrarily select interventions (without basing them on the function of student behavior) we often choose interventions that can make the student problem behavior worse, or more resistant to change
 - i.e. Time out for a student who is acting out to avoid math problems



Tasks

- Identify areas for development in your school
 - Provide information to District PBS Coach, so coach can help to organize training on desired content areas
- Develop a plan for providing effective staff development to guide school change (use initial SW PBS implementation as a model)
 - Identify details to include in an effective Staff Development model
 - Limit "Train and Hope"

3. Big Picture/ Guiding the Ship



- ## Broad Tasks
- Provide Leadership in Planning Implementation of Yellow & Red Zone Systems
 - Requires infrastructure development
 - Administrative Participation – School & District
 - Long term planning/development
 - Who/What/Where/When
 - Provide training to staff
 - Overview of Yellow & Red Zone systems
 - Check-In/Check-Out
 - FBA/BSP
 - Staff Roles and Responsibilities in Implementation

- ## Bigger Picture PBS Implementation Yellow & Red Zone
- If PBS Team is involved in “Guiding the Ship” you need to know where we’re going and why we’re going there