

School-wide PBIS Framework

ACTIVITIES

Center on Positive Behavioral Interventions and Supports
University of Oregon

Adapted by The May Institute, Inc.
Technical Assistance Center Partner
OSEP Center on Positive Behavioral Interventions & Supports

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**Activity 1a: TEAM PROFILE:
Establishing Team Membership and Getting Started**

School	
Name: _____ Level: Elem, Mid/Jr., Senior, Other _____	
City: _____ State: _____	
District: _____	
Team Member Name by Role	
Principal: _____	Teacher: _____
Teacher: _____	Teacher: _____
Teacher: _____	Parent: _____
Counselor: _____	Teacher: _____
Teacher: _____	Student: _____
Special Educator: _____	Other: _____
Other: _____	Other: _____
Coaching	
Name: _____ e-mail: _____	
Contact Telephone: _____	
Agreements for Getting Started	
Dates for next two team meetings: _____	
Date for presentation to entire staff: _____	
Date for completion of Fidelity Measure (BoQ / TIC / SET / EBS) _____	
Dates for collection and summarization of office discipline data: _____	
Date for completion of action plan: _____	

Example Committee Review Form

Initiative, Committee	Purpose	Outcome	Target Group	Staff Involved	SIP/SID
Attendance Committee	Increase attendance	Increase % of students attending daily	All students	Eric, Ellen, Marlee	Goal #2
Character Education	Improve character	Improve character	All students	Marlee, J.S., Ellen	Goal #3
Safety Committee	Improve safety	Predictable response to threat/crisis	Dangerous students	Has not met	Goal #3
School Spirit Committee	Enhance school spirit	Improve morale	All students	Has not met	
Discipline Committee	Improve behavior	Decrease office referrals	Bullies, antisocial students, repeat offenders	Ellen, Eric, Marlee, Otis	Goal #3
DARE Committee	Prevent drug use		High/at-risk drug users	Don	
PBS Work Group	Implement 3-tier model	Decrease office referrals, increase attendance, enhance academic engagement, improve grades	All students	Eric, Ellen, Marlee, Otis, Emma	Goal #2 Goal #3

**Actions Needed for
Establishing Team Membership and Committee Review**

Action	Person(s)	Date
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		

Activity 2: School Status & Commitment: PBS Survey Summary

School: _____

Date: _____

Use the PBS Survey Tally page and the PBS Survey Summary Graph to develop an accurate summary & determine initial focus area priorities

For each system area, follow the steps as outlined below	Overall Perception			
	School-wide	Non-classroom	Classroom	Individual Student
1. Use <i>PBS Survey Summary Graph</i> to rate overall perspective of EBS implementation & circle High, Med. or Low	High Med Low	High Med Low	High Med Low	High Med Low
2. Using <i>PBS Survey Tally Pages</i> , list three major strengths	a. b. c.	a. b. c.	a. b. c.	a. b. c.
3. Using the <i>PBS Survey Tally pages</i> , list three major areas in need of development. 4. For each system, circle one priority area for focusing development activities	a b. c.	a. b c	a. b. c.	Targeted group or Individual interventions a. b. c.
5. Circle or define activities for this/next year's focus to support area selected for development	a. Organize a team b. Define/teach school rules c. Define consequence systems for appropriate & inappropriate behavior d. Define a measurement system linked to school improvement goal e. Establish communication cycles with other school teams f. Develop implementation plan	a. Define/teach routines b. Supervisor booster training & feedback sessions c. Data management d. Maintain team & communication cycle with other school teams e. Develop implementation plan	a. Define/teach routines/ link with school wide rules b. Classroom staff boosters & feedback sessions for creating effective strategies/materials c. Data management d. Maintain team & communication cycle with other school teams e. Develop implementation plan	a. Process for referral & support plan design, implementation & monitoring b. Plan to develop & use FBA to support skills c. Data management d. Maintain team & communication cycle with other school teams e. Develop implementation plan
6. Specify system(s) to: sustain (S) & develop (D).				
7. Use the <i>PBS Annual Action Planning form</i> for determining management, design & implementation activities in the selected focus areas.				

**PBIS Component 1:
Statement of Purpose**

The statement of purpose describes the explicit focus, values, and outcomes of the school's discipline system.

Guidelines

- (1) State positively and succinctly
- (2) Focus on all staff, all students, and all settings
- (3) Focus on academic and behavioral outcomes

Example
<p><i>G. Ikuma Elementary School</i></p> <p><i>Purpose Statement</i></p> <p><i>G. Ikuma School is a community of learners. We are here to learn, grow, and become good citizens.</i></p>

Activity 3: Common Approach / Statement of Purpose

What is your statement of purpose for your school-wide discipline system?

PBIS Component 2:**Clearly defined, positively stated behavioral expectations**

Behavioral expectations are rules that provide a focus for consistent communications, and support an efficient verbal community in which all members have clear understandings of what is expected of themselves and others.

Rules on Rules

- (1) Expectations are applied to all students and all adults, and in all settings.
- (2) Limit to 5 or fewer rules.
- (3) All rules should be stated positively.
- (4) All expectations should be comprised of a few common words.

Example
At G, Ikuma School, we <ul style="list-style-type: none">• Respect ourselves• Respect property• Respect others• Respect learning

Activity 4: Identifying School-wide Behavioral Expectations

What are the stated behavioral expectations in your school?	
1.	
2.	
3.	
4.	
5.	

Example School-wide Expectations Matrix

	All Settings	Hallway/ Walkway	Playground	Bathroom	Cafeteria
Respect Ourselves	Be on task Give your best	Walk	Have a plan	Wash your hands Flush	Eat your own food
Respect Others	Share Help others Hands & feet to self	Use whisper voices	Include others Share equipment Take turns	Respect privacy Use whisper voices	Let others join table Use quiet voice
Respect Property	Recycle Clean up Take only what you need	Keep areas clean	Pick up litter Use equipment properly	Keep areas clean Report Problems	Clean up table Stay seated until turn to leave

Activity 5: Develop School-wide Expectations Matrix

School-wide Rules/ Expectations	Typical Settings/ Contexts				

Identifying Positive School-wide Expectations

When identifying 3-5 positive school-wide expectations (a.k.a., rules, character traits, values), consider the following guidelines:

Guidelines

Yes	No	?	1. Linked to social culture of school (e.g., community, mascot)
Yes	No	?	2. Considerate of social skills and rules that already exist
Yes	No	?	3. 3 – 5 expectations
Yes	No	?	4. 1 – 3 words per expectation
Yes	No	?	5. Positively stated
Yes	No	?	6. Comprehensive in scope (school-wide)
Yes	No	?	7. Mutually exclusive (minimal overlap)
Yes	No	?	8. Contextually/culturally appropriate (e.g., age, level, language)
Yes	No	?	9. Agreement by >80% of faculty and staff
Yes	No	?	10. Communicated to stakeholders (e.g., families, community members, district administrators)
Yes	No	?	11. Included in school publications (e.g., handbook, posters, newsletters)

**Actions Needed for
Identifying Positive School-wide Expectations**

Action	Person(s)	Date
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		

PBIS Component 3:
Procedures for teaching behavioral expectations

School-wide behavioral expectations are taught in the same manner as academic skills; (a) show/ tell/ model, (b) guided practice, and (c) monitor and positively reinforce in natural context.

Guidelines for teaching behavioral expectations

- (1) Develop positively stated behavioral definition for each behavioral expectation.
- (2) Specify observable behavior examples for each expectation in typical school settings.
- (3) Contrast positive and negative behavior examples.
- (4) Teach in natural settings.
- (5) Practice in controlled and natural settings.
- (6) Provide prompts (reminders and pre-corrections for display of behaviors in natural contexts and settings).
- (7) Provide feedback (corrections and positive acknowledgements) for displays of behaviors in natural contexts and settings.
- (8) Continuously evaluate effectiveness, efficiency, and relevance of instruction and curriculum.

Example Lesson Plan 1: Cafeteria

Topic: School-wide rules & expectations for the cafeteria **Grades:** PreK – 6th **Time Req'd:** 30 mins

<p>Objectives: With 90% accuracy, students will identify each of the school-wide behavioral expectations for the cafeteria when these expectations are read or role-played in situations.</p>
<p>Materials: Written situations Written copy of school-wide behavioral expectations for the cafeteria Index cards</p>
<p>Preparation: Write a series of situations (some examples provided) Write school wide rules and corresponding behavioral expectations on index cards (obtain these from the behavior grid specific for the Cafeteria)</p>
<p>Procedure: Students read and act out situations from the list of situations. Students raise an index card showing the school-wide behavioral expectations for the cafeteria that corresponds to each situation read or role-played. Allow students time to share personal experiences that correspond to the school-wide behavioral expectations. <i>Direct Instruction:</i> The teacher initially explains to the students what they would like them to do. <i>Modeling:</i> The teacher models the behavioral expectation or assigns a student to do it. <i>Role-Play:</i> Students role-play the given situations.</p>
<p>Assessment: Students learn and retain school-wide behavioral expectations to 90% accuracy and are able to provide examples of their own.</p>
<p>Follow-up: Instruct students to draw a picture of a situation, explain it to the students' in the cafeteria, and identify which school-wide behavioral expectation applies to it. Cafeteria workers can reinforce specific expectations on the day (or day after) the lesson plan is implemented – this can be done in the cafeteria by the cafeteria workers.</p>

Suggested Situations for the Cafeteria:

Be Respectful

Situation: Jared has a hard time keeping his voice down in the cafeteria. Sometimes he yells across the table to talk to his friend.

Question: What could Jared do differently to be respectful to his fellow students and to the cafeteria staff?

Be Kind

Situation: Tonya and her classmates were waiting in line for their food. Sarah bumped into Tonya so she said mean things to her classmate and other students started joining in. Sarah began to make threats against Tonya and the other students.

Question: What could Tonya or the other students have done differently to prevent a possible fight from occurring?

Be Responsible

Situation: Stephanie dropped some of her lunch and napkins on the floor without picking them up.

Question: How could Stephanie be more responsible in the cafeteria?

Be Safe

Situation: James is very playful with his friends at the table. He accidentally poked Sean in the eye while they were playing.

Question: What does James need to remember while sitting at the lunch table with his friends?

Example Teaching Expected Behaviors Lesson Plan 2

Lakeview Procedures and Expectations Lesson Plan

SETTING: GYM		
PROCEDURES:		
<ul style="list-style-type: none"> • Enter the gym quietly • Wait for the teacher to give instructions • Walk to assigned area 		
EXPECTATIONS:		
Be Safe	Be Responsible	Be Respectful
<ul style="list-style-type: none"> • Be in control of your body • Use equipment properly 	<ul style="list-style-type: none"> • Return equipment to bins • Follow directions the first time 	<ul style="list-style-type: none"> • Support others with kind words • Let others join your game
TEACHING EXAMPLES: (Teachers model via skits, positive and negative examples).		
POSITIVE EXAMPLES:	NEGATIVE EXAMPLES:	
<ol style="list-style-type: none"> 1. Walk into the gym using a quiet voice. 2. Let another student become involved in an existing game. 3. Use encouraging words like “good job,” or “nice try.” 4. Run and play games within limits or boundaries. 	<ol style="list-style-type: none"> 1. Walk into the gym, but yell across gym to a friend. 2. Let another student join, but never give him or her a turn. 3. Using put-downs or inappropriate language. 4. Run and play games on or around bleachers and other off-limit areas. 	
STUDENT ACTIVITIES:		
<ol style="list-style-type: none"> 1. Students observe teachers model expectations. 2. Students act out positive examples of expectations. 3. Teachers act out more examples and then have students decided whether examples are positive or negative via “thumbs up” and “thumbs down.” 4. In small groups, students generate their own positive examples of appropriate behaviors and act them out. 5. In these same groups, students create posters of appropriate actions to use while in the gym. 6. Posters are judged by Behavior Support Team, and “winning” posters from each grade level are posted on the walls of the gym. 		
AFTER THE LESSON:		
<ul style="list-style-type: none"> • At the end of the period, pre-correct for tomorrow’s expectations • Remind students about expectations. 		

- “Catch students being good” with specific praise statements and “Lion’s Loot” tickets.

Activity 6: Developing Lesson Plans to Teach Behavioral Expectations
Format Example 1

Location: _____

Grades: _____ **Time Required:** _____

Objectives:
Materials:
Preparation:
Procedure: <i>Direct Instruction</i> <i>Modeling</i> <i>Role-Play</i>
Assessment:
Follow-up:

Activity 6: Developing Lesson Plans to Teach Behavioral Expectations

Format Example 2

SETTING:		
PROCEDURES:		
<ul style="list-style-type: none"> • • • 		
EXPECTATIONS:		
•	•	•
•	•	•
TEACHING EXAMPLES:		
POSITIVE EXAMPLES:	NEGATIVE EXAMPLES:	
1.	5.	
2.	6.	
3.	7.	
4.	8.	
STUDENT ACTIVITIES:		
1.		
2.		
3.		
4.		
5.		
6.		
AFTER THE LESSON:		
•		
•		
•		

Activity 7: Create a Schedule to Teach School-wide Behavioral Expectations

Outline a set of activities, including the lessons you have developed, to teach staff and students the school-wide behavioral expectations and rules you have developed for each location. Include brief descriptions of the activities (school-wide assembly, grade-level lesson plan, etc.) and the dates and times they are to be completed.

Dates / Times	Who (Students/ Staff)	Expectation Lesson

Developing Plan for Teaching School-wide Expectations

When identifying lesson plans for teaching school-wide expectations (a.k.a., rules, character traits, values), consider the following guidelines:

Guidelines

- | | | | |
|-----|----|---|--|
| Yes | No | ? | 1. Considerate of main school settings and contexts (e.g., classroom, common areas, hallways, cafeteria, bus) |
| Yes | No | ? | 2. Considerate of lessons that already exist |
| Yes | No | ? | 3. Specification of 2-3 positive observable behavioral examples for each expectation and each setting/context |
| Yes | No | ? | 4. Involvement by staff, students, families in development |
| Yes | No | ? | 5. Schedule for initial instruction |
| Yes | No | ? | 6. Schedule for regular review, practice, follow-up instruction |
| Yes | No | ? | 7. Procedures for providing instruction to new faculty, staff, students |
| Yes | No | ? | 8. Procedures for informing others (e.g., families, community, district administrators, substitute teachers & staff) |
| Yes | No | ? | 9. Agreement by >80% of faculty and staff |
| Yes | No | ? | 10. Included in school publications (e.g., handbook) |

**Actions Needed for
Developing Plan for Teaching School-wide Expectations**

Action	Person(s)	Date
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		

PBIS Component 4:
Continuum of Procedures for Encouraging Behavioral Expectations

If the newly taught and acquired behaviors are to be strengthened, occur more often in the future, and maintain over time, students must receive positive feedback/ acknowledgements for their displays of those behaviors.

Guidelines for encouraging behavioral expectations

- (1) Move from
 - a. Other to self-delivered
 - b. Frequent to infrequent
 - c. Predictable to unpredictable
 - d. Tangible to social
- (2) Individualize as much as possible to accommodate individual differences and diversity
- (3) Build on positive person-to-person relationships
- (4) Strive for a ratio of 6-8 positive interactions for every 1 negative (corrective) interaction
- (5) Label the behavior for which the positive acknowledgement is intended.

Example at G. Ikuma School

Positive Reinforcement Procedures					
What	When	By Whom	How Often	How Many	Where
<i>Verbal praise</i>	<i>Continuously & contingently whenever a student displays behavior related to school-wide behavioral expectations</i>	<i>All staff</i>	<i>As often as possible</i>	<i>No maximum number per teacher</i>	<i>Anywhere at school</i>
<i>Positive Office Referrals (See form)</i>	<i>Whenever a student provides an exemplary display of a school-wide behavioral expectation</i>	<i>All staff</i>	<i>Each occurrence</i>	<i>5-6 per day per teacher</i>	<i>Anywhere at school</i>
<i>“Gotchas” (see slip)</i>	<i>Continuously & contingently whenever a student displays behavior related to school-wide expectations in <u>non-classroom settings</u></i>	<i>All staff, but especially supervisors, teacher assistants, cafeteria workers, bus drivers & administrators</i>	<i>As often as possible</i>	<i>No maximum per teacher</i>	<i>Non-classroom settings: hallways, bus loading areas, bus, playgrounds, common areas, cafeteria, etc.</i>

<p><i>Classroom acknowledgements (see individual classroom management plans)</i></p>	<p><i>Continuously & contingently whenever a student displays behavior related to school-wide expectations in <u>classroom settings</u></i></p>	<p><i>All classroom teachers, teaching assistants</i></p>	<p><i>At least hourly</i></p>	<p><i>No maximum per classroom</i></p>	<p><i>Classroom settings during instruction, transitions, unstructured activities, etc.</i></p>
<p><i>“Substitute Specials” (see slip)</i></p>	<p><i>Whenever a substitute teacher observes any student engaged in a behavior related to school-wide expectations</i></p>	<p><i>All substitute teachers</i></p>	<p><i>At any time</i></p>	<p><i>At least 3 every hour</i></p>	<p><i>Anywhere at school, but especially in classrooms</i></p>
<p><i>“Office Specials” (bumper sticker, school pencil, store discount coupons, lunch with Principal, etc.)</i></p>	<p><i>Whenever office staff recognize students for especially noteworthy behavioral growth, progress, or displays</i></p>	<p><i>Office staff: Principal, Assistant Principal, Counselor, Secretaries, Office Assistants, etc.</i></p>	<p><i>At any time</i></p>	<p><i>At least one per grade level per day</i></p>	<p><i>Anywhere at school</i></p>

Activity 8: Acknowledgement Procedures (Format structure 2)

TYPE	WHAT	WHEN	WHERE	WHO
<p>Immediate/High Frequency In the moment, predictable (e.g., Gotchas, Paws, High Fives)</p>	<p>Students:</p> <p>Adults:</p>			<p>All students, All adults</p>
<p>Redemption of high frequency (e.g., school store, drawings)</p>	<p>Students:</p> <p>Adults:</p>			<p>All students, All adults</p>
<p>Intermittent/Unpredictable (e.g., surprise homework completion treat, random use of gotchas in hallway)</p>	<p>Students:</p> <p>Adults:</p>			<p>All students, All adults</p>
<p>Long-term School-wide Celebrations (school-wide not individually based) FOR: Ex: ODR reduction, school-wide target met for certain setting/behavior area ACTIVITY: (e.g., ice cream social, dance, game day)</p>	<p>Both Together</p>			<p>All students, All adults</p>

Developing Plan for Encouraging School-wide Expectations

When identifying procedures for encouraging and strengthening school-wide expectations (a.k.a., rules, character traits, values), consider the following guidelines:

Guidelines

Yes	No	?	1. Easy and quick form of acknowledgement (e.g., object, event) for all staff members to use
Yes	No	?	2. Considerate of strategies/procedures that already exist
Yes	No	?	3. Contextually appropriate name for acknowledgements
Yes	No	?	4. Back- or follow-up acknowledgements
Yes	No	?	5. Schedule for daily, weekly, monthly, quarterly, feedback to students and staff
Yes	No	?	6. Use by all staff (e.g., office, security, supervisors, bus drives)
Yes	No	?	7. Schedule for initial introduction of acknowledgements
Yes	No	?	8. Schedule for regular boosters or re-implementation of acknowledgements
Yes	No	?	9. Procedures for providing orientation to new faculty, staff, students
Yes	No	?	10. Procedures for informing others (e.g., families, community, district administrators, substitute teachers & staff)
Yes	No	?	11. Agreement by >80% of faculty and staff
Yes	No	?	12. Included in school publications (e.g., handbooks)
Yes	No	?	13. Instruction and practice pairing acknowledgements with positive social
Yes	No	?	14. Means for keeping track of number of acknowledgements versus number of disciplinary or corrective actions for rule violations
Yes	No	?	15. Schedule and procedures for regular review and enhancement of acknowledgments

**Actions Needed for
Developing Plan for Encouraging and Strengthening Student Use of
School-wide Expectations**

Action	Person(s)	Date
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		

PBIS Component 5:
Continuum of Procedures for Discouraging Problem Behaviors

Procedures for responding to problem behaviors should be designed to communicate to and teach students, staff, and family members what behaviors represent violations of school-wide behavioral expectations. Severity, consequences, and behavioral supports should be indicated.

Guidelines

- (1) Define and teach directly rule violations
 - a. in observable terms
 - b. with examples
 - c. along a continuum of increasing severity
- (2) Develop clear distinctions between problem behaviors that are managed by staff/classroom teacher and by office/administrative staff
- (3) Develop an office discipline referral, behavior incident recording sheet, or tracking system that provides minimum information about
 - a. Who violated rule (name, grade)
 - b. Who observed and responded to the rule violation
 - c. When (day, time) the rule violation occurred
 - d. Where the rule violation occurred
 - e. Who else was involved in the problem situation
 - f. What was the possible motivation or purpose of the problem behavior
 - g. What school-wide behavioral expectation was violated

(4) Establish procedures for preventing and responding to students with repeated rule violations

- a. Pre-referral intervention or behavior support team
- b. Data-decision rule for initiating positive behavior support
- c. Pre-correction intervention to prevent future occurrences of problem behavior
- d. Formal procedures for teaching, practicing, and reinforcing positively prosocial behaviors to replace problem behavior
- e. Adult mentor/advocate

(5) Assign corrective consequences based on the purpose/motivation (function) of the problem behavior

- a. Access / get attention, activities, objects, etc.
- b. Escape/avoid attention activities, objects, etc.

Example at G. Ikuma School

Procedures for Rule Violations at G. Ikuma School

“Rule violations” are any behaviors that are not examples of stated school-wide behavioral expectations.

Level	Definition	Examples	Procedures
Minor	Behaviors that do not require administrator involvement, do not significantly violate rights of others, do not put others at risk or harm, or are not chronic	<ul style="list-style-type: none"> ○ Minor inappropriate language ○ Late to class ○ Unprepared for instruction ○ Inappropriate use of gum, hats, backpacks 	<ol style="list-style-type: none"> 1. Inform student of rule violated 2. Describe expected behavior 3. Complete minor incident slip, and give to homeroom teacher 4. Debrief event and re-teach appropriate school-wide behavioral expectations (homeroom teacher) 5. If third incident, process as major rule violation, inform parent (homeroom teacher) and develop pre-correction intervention

<p>Major</p>	<p>Behaviors that require administrator involvement, significantly violate rights of others, put others at risk or harm, or are chronic</p>	<ul style="list-style-type: none"> o Profanity, verbal harassment o Noncompliance/ insubordination o Physical aggression, harassment o Stealing o “3-peats” (3rd occurrence of minor rule violation) 	<ol style="list-style-type: none"> 1. Inform student of rule violated 2. Describe expected behavior 3. Complete office discipline referral form 4. Take student to office immediately <ol style="list-style-type: none"> a. Review specifics of event while entering information into data base b. Determine appropriate consequence c. Develop plan for completing consequence d. Inform parent e. Develop pre-correction intervention 5. If 3rd major rule violation, complete referral to Student Success Team <ol style="list-style-type: none"> a. Complete functional behavioral assessment b. Develop behavior intervention plan
<p>District</p>	<p>Behaviors that violate district, city, and/or state policy or laws</p>	<ul style="list-style-type: none"> o Illegal substances o Dangerous weapons o Vandalism, destruction of property o Physical injury to others 	<ol style="list-style-type: none"> 1. Inform student of violated rule 2. Describe expected behavior 3. Complete office discipline referral form 4. Take student to office immediately <ol style="list-style-type: none"> a. Inform parent b. Convene Student Success Team c. Review specifics of event while entering information into data base d. Determine and implement appropriate consequences 5. Develop individualized positive behavior support plan <ol style="list-style-type: none"> a. Complete functional behavioral assessment b. Develop behavior intervention plan

Activity 9a: What Continuum of Procedures for Discouraging Problem Behaviors Are in Place in Your School?

Name/Level	Definition	Examples	Procedures

Activity 9a: Major/Minor Worksheet (Format Example 2a)

Directions: Identify (and define) which behavioral infractions are major/minor offenses. Remember, major infractions are office-managed, whereas, minor infractions are managed in the classroom.

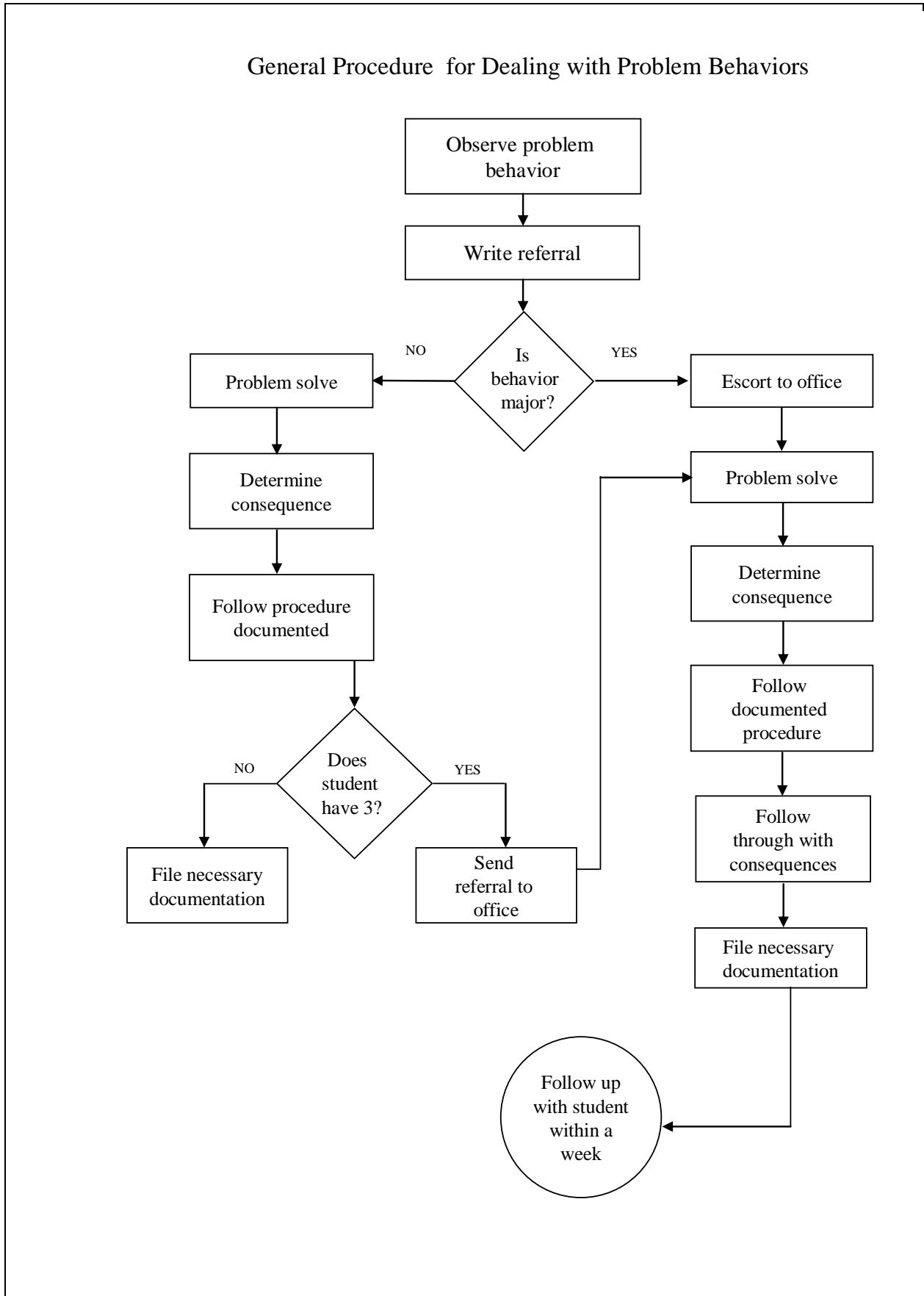
Minor Infractions (Classroom)	Major Infractions (Office)
<p>Example: Name Calling: When one student calls another student/teacher by a name other than his or her accepted name or nickname with the intent to cause the other person to feel bad.</p>	<p>Example: Aggression: If student hits, kicks, scratches, pokes, pinches, throws things, or otherwise intentionally attempts to cause harm or physical irritation to another student, teacher, or assistant. Aggression does not include self-defense, which has its function as protection, and not intent to harm.</p>

Activity 9b: Discipline Ladder (Format Example 2b)

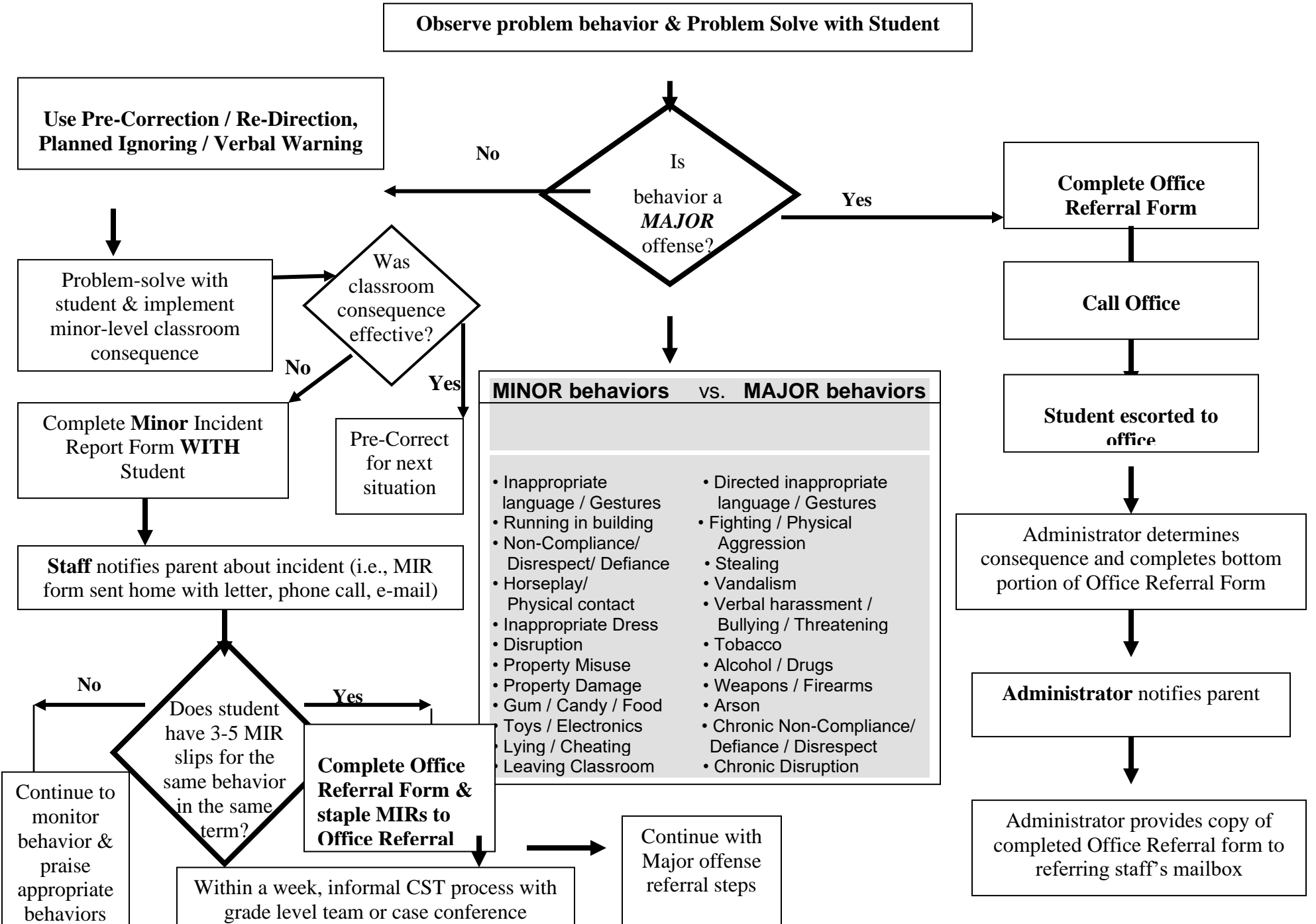
Directions: Complete the following form by identifying the consequences that will be utilized for minor and major infractions.

Minor Infraction	Major Infractions
<p>Example:</p> <ol style="list-style-type: none"> 1. Verbal warning that includes a corrective teacher interaction: “Remember, we need to be safe in the hallways, so we walk instead of run.” 2. Written warning: includes a flip on the color discipline system (move from green to yellow) 3. “Thought Process” Worksheet during recess time (also includes phone call home to parents) 4. Minor infraction is coded as Major Infraction and submitted to the office for further action 	<p>Example:</p> <ol style="list-style-type: none"> 1. Student Conference 2. Parent Conference 3. After school detention 4. In school suspension 5. Out of school suspension <p>**these may not be used as a hierarchy of responses due to seriousness of infraction and district policy**</p>

Example Procedural Flow Chart (Todd, 2002)



Example Procedural Flowchart 2: Israel Putnam Elementary School
 Student Problem Behavior Management Process



**Activity 9b: Develop Flow Chart for
when Rule Violations (Problem Behaviors) are Observed**

Minor Incident Report Form Example

Minor Incident Form	
Student: _____ Staff: _____ Grade: ____ Date: _____ HR Teacher: _____	
Location <input type="checkbox"/> Arrival/Dismissal <input type="checkbox"/> Assembly <input type="checkbox"/> Bathroom <input type="checkbox"/> Bus <input type="checkbox"/> Cafeteria <input type="checkbox"/> Classroom <input type="checkbox"/> Hallway <input type="checkbox"/> Playground <input type="checkbox"/> Other _____ _____	“Egg-cellent Behavior” Violation: <input type="checkbox"/> Respect for self <input type="checkbox"/> Respect for others <input type="checkbox"/> Respect for school
Behavior <input type="checkbox"/> Disrespect <input type="checkbox"/> Disruption <input type="checkbox"/> Gum Chewing <input type="checkbox"/> Inappropriate Dress <input type="checkbox"/> Non-Aggressive/Hands on <input type="checkbox"/> Property Misuse <input type="checkbox"/> Running <input type="checkbox"/> Toys/Electronics <input type="checkbox"/> Unprepared <input type="checkbox"/> Other _____ _____	Action Taken <input type="checkbox"/> Verbal Warning <input type="checkbox"/> Parent Contact (Phone Call or Note Sent Home) <input type="checkbox"/> Parent Meeting <input type="checkbox"/> Time out / TO in other classroom <input type="checkbox"/> Loss of Privilege <input type="checkbox"/> Clean up duty <input type="checkbox"/> Apology (Written or Verbal) <input type="checkbox"/> Other _____

Developing Plan for Discouraging Violations of School-wide Expectations

When developing procedures for discouraging violations of school-wide expectations consider the following guidelines:

Guidelines

1. Specification of Rule Violations Definitions

- | | | | |
|-----|----|---|--|
| Yes | No | ? | a. Contextually appropriate labels/names |
| Yes | No | ? | b. Definitions represent continuum of severity (e.g., minor, major, illegal) |
| Yes | No | ? | c. Definitions comprehensive in scope (school-wide) |
| Yes | No | ? | d. Mutually exclusive |

2. Specification of Procedures for Processing Rule Violations

- | | | | |
|-----|----|---|---|
| Yes | No | ? | a. Agreement regarding office staff versus teacher/staff responsibilities |
| Yes | No | ? | b. Office discipline form for tracking discipline events |
| Yes | No | ? | c. Agreement regarding options for continuum of consequences |
| Yes | No | ? | d. Data decision rules for intervention and support selection |

3. Implementation of Procedures

- | | | | |
|-----|----|---|--|
| Yes | No | ? | a. Use by all staff (e.g., office, security, supervisors, bus drivers) |
| Yes | No | ? | b. Schedule for teaching to student and staff members |
| Yes | No | ? | c. Schedule for regular review of use and effectiveness |
| Yes | No | ? | d. Procedures for providing orientation to new faculty, staff, students |
| Yes | No | ? | e. Procedures for informing others (e.g., families, community, district administrators, substitute teachers & staff) |
| Yes | No | ? | f. Agreement by >80% of faculty and staff |
| Yes | No | ? | g. Included in school publications (e.g., handbooks) |
| Yes | No | ? | h. Means for keeping track of number of acknowledgements versus number of disciplinary or corrective actions for rule violations |
| Yes | No | ? | i. Schedule and procedures for regular review and enhancement of acknowledgments |
| Yes | No | ? | j. Schedule for daily, weekly, monthly, quarterly feedback to students and staff |

**Actions Needed for
Developing Plan for Discouraging Student Violation of
School-wide Expectations**

Action	Person(s)	Date
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		

PBIS Component 6: Procedures for Record-keeping and Decision Making

To ensure the effective, efficient, relevant, and sustained implementation of a school-wide discipline system, school staff members must receive information that is accurate, timely, and easily available to guide decision making. In general, a record keeping and decision making system must have (a) structures and routines for data collection, (b) mechanisms for data entry, storage, and manipulation, and (c) procedures and routines for review and analysis of data.

General Decision Making Considerations

In general, schools regularly must consider, for example, the following questions:

- (1) What practice should we adopt to address our needs?
 - a. What evidence supports the effectiveness of this practice?
 - b. What evidence suggests that this practice is appropriate for our school? Can this practice be modified for the unique features of our school?
 - c. What can we learn from other schools that have used this practice?
- (2) Is adequate progress being made (effectiveness)?
- (3) Are current practices being implemented with high fidelity or accuracy (efficiency)?
- (4) What elements of a practice can be eliminated and still maintain the same level of progress (efficiency)?
- (5) What practices should be modified to improve progress (effectiveness)?
- (6) Do students, staff members, parents, and/or community members support the use of current practices and their impact?

Guidelines

Record keeping and data decision making systems must be effective, efficient, and relevant.

- (1) Develop data collection procedures that are integrated into typical routines (e.g., office discipline referrals, attendance rolls, behavior incident reports).
- (2) Regularly assess the accuracy of data collection procedures.
- (3) Limit data collection to information that answers important student, classroom, and school questions.
- (4) Establish specific structures and routines for staff members to receive weekly/monthly data reports about the status of school-wide discipline.
- (5) Precede all decision making efforts with, “What do our data indicate?”
- (6) Use teams to review data and develop data-based action plans.
- (7) Establish specific data-decision rules to guide review of data.
- (8) Develop data storage and management procedures that
 - a. Can be managed accurately by 2-3 staff members at any time
 - b. Consume no more than 1% of the time available in a school day
 - c. Can summarize data in an efficiently, timely, and graphically informative manner.

Example of Data Decision System for Office Discipline Referrals at G. Ikuma School

At G. Ikuma School, office discipline referral data are reviewed at least monthly by school administrators and the school-wide discipline leadership team. Data are entered in a web-based computer system for easy storage, manipulation, and reporting (School-Wide Information System²).

Question	Data Type
<i>What is overall status of school-wide discipline in our school?</i>	<i># of office discipline referrals per day per month</i>
<i>What problem behaviors are we seeing?</i>	<i># & type of problem behaviors (minor, major, and illegal)</i>
<i>Where are problem behaviors being seen?</i>	<i># & location of problem behavior occurrences</i>
<i>When are problem behaviors being observed?</i>	<i># & time of day of problem behavior occurrences</i>
<i>Which students are displaying problem behaviors?</i>	<i># of office discipline referrals by student</i>
<i>Which grades/teachers are observing problem behaviors?</i>	<i># of office discipline referrals by grade and teacher</i>

²School-Wide Information System (SWIS)TM is a web-based information system designed to help school personnel to use office referral data to design school-wide and individual student interventions. SWISTM was developed and is managed by the OSEP Center for Positive Behavioral Interventions and Supports at the University of Oregon. For more information about SWISTM, go to www.swis.org

**Actions Needed for
Developing Plan for Recording-Keeping and Decision-Making**

Action	Person(s)	Date
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		

Activity 11: Non-Classroom Settings

Target Setting: _____

Identify problematic features of setting:

Identify possible solutions:

- A) *Defined expectations:*

- B) *Plans for teaching expectations:*

- C) *Routines;*

- D) *Physical environment:*

- E) *Supervision*

- F) *Changes to student/staff behaviors:*

Actions Needed for Implementing School-wide Behavior Support Plan

Action	Person(s)	Date
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
(10)		
(11)		