Welcome to the REACH MS Webinar Series

Mrs. Cathy Jensen
REACH MS
Mississippi’s State Personnel Development Grant
Starting off the year on the “right foot”... with PBIS

April 12, 2011 4:30
The Phoenix Process

1. Evaluate
   ◦ Communicate
2. Set Goals
3. Action Plan
   ◦ Month by Month
   ◦ Re-introducing it
4. Just do it!
1. EVALUATE
1. Evaluate

- Benchmarks of Quality
- Month by Month activities
- Office Discipline Referrals/Other data
- Staff and stakeholder surveys
### School-wide Benchmarks of Quality
#### TEAM MEMBER RATING FORM

**Directions:** Place a check in the box that most accurately describes your progress on each benchmark:

<table>
<thead>
<tr>
<th>Critical Elements</th>
<th>Check One</th>
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**PBS Team**
- 1. Team has broad representation
- 2. Team has administrative support
- 3. Team has regular meetings (at least monthly)
- 4. Team has established a clear mission/purpose

**Faculty Commitment**
- 5. Faculty are aware of behavior problems across campus (regular data sharing)
- 6. Faculty involved in establishing and reviewing goals
- 7. Faculty feedback obtained throughout the year

**Effective Procedures for Dealing with Discipline**
- 8. Discipline process described in narrative format or depicted in graphic format
- 9. Process includes documentation
- 10. Discipline referral form includes information useful in decision making
- 11. Behaviors defined
- 12. Major/minor behaviors are clearly identified/understood
- 13. Suggested array of appropriate responses to minor (non-office-managed) problem behaviors
- 14. Suggested array of appropriate responses to major (office-managed) problem behaviors

**Data Entry & Analysis Plan Established**
- 15. Data system to collect and analyze ODR data
- 16. Additional data collected (attendance, grades, faculty attendance, surveys)
- 17. Data entered weekly (minimum)
- 18. Data analyzed monthly (minimum)
- 19. Data shared with team and faculty monthly (minimum)

**Expectations & Rules Developed**
- 20. 3-5 positively stated school-wide expectations posted around school
- 21. Expectations apply to both students and staff
- 22. Rules developed and posted for specific settings (where problems are prevalent)
- 23. Rules are linked to expectations
- 24. Staff feedback/involvement in expectations/rule development
Evaluate Benchmarks of Quality

Ask each question as it applies...

- Do we have that in place, does it need improvement, or not in place?
- Everything could be improved—Nothing is perfect.
- Could we do it better with fewer resources?
## Monthly Activity Schedule

<table>
<thead>
<tr>
<th></th>
<th>All Students/Staff (“Green”)</th>
<th>Students w/PBS Needs (“Yellow/Red”)</th>
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| **Monthly**          | • Conduct SWPBS leadership team meeting to review data and progress on action plan activities, and plan new activities, as needed.  
                      | • Report to staff on status of SWPBS.                                                        | • Report to staff on status of students on secondary and tertiary behavioral intervention plans. |
| **Weekly**           |                                                                                             | • Review progress of students on secondary and tertiary intervention plans.                        |
|                      |                                                                                             | • Nominate/review new students who might need individualized PBS                                |
|                      |                                                                                             | • Send parents progress report                                                                   |
| **Daily**            |                                                                                             |                                                                                                  |

Sugai, 2007
Evaluate Month by Month Activities

- How did it go?
- Did it decrease misbehavior?
- Did it increase appropriate behavior?
- Did it make us more “positive”?
- How will we make it better, or is it better not to do it again?
- Could we do more with less?
Office Discipline Referrals

The “Big Five”

1. Office Discipline Referrals by Month
   (Total number of school days in the month divided by the number of ODRs from that month)

2. Office Discipline Referrals by Location

3. Office Discipline Referrals by Time of Day

4. Office Discipline Referrals by Problem Behavior

5. Office Discipline Referrals per Student
• Describe the data trend based on the "Big 5" ODR's.

• Hypothesize the possible functions (or why?) of the data trend.

• List the possible interventions to address the trend. The intervention selection should become a part of your Action Plan.

• Describe the data trend after implementing the intervention. Was the intervention successful?

• If the intervention was successful, describe how it can be continued. If it wasn't, select a different intervention?
Evaluate Staff and Stakeholder Surveys

- [www.surveymonkey.com](http://www.surveymonkey.com) ***FREE***
- 5–10 questions, allow for feedback
  - Do you think PBIS is working?
  - Is our school more positive than before PBIS?
  - Is respect still a problem at our school?
  - What challenges did you face implementing PBIS?
  - How did PBIS make your life easier?
  - What could we do to make our PBIS better?
Communicate Your Results

- Report your ODR and survey results to staff, students, family members, community members, board members, etc.
- SHOUT IT FROM THE HILL TOPS
Why Communicate????

- It will help continue the need for change!!!
- It will silence some of your “Negative Nellies”!!!
- It will help people feel included and a part of the change!!!
- It will make people want to still do it in the fall!!!
- BECAUSE WE SAID SO!!!!!!!!!
2. Set Goals
Goals

- School Improvement Goals
- Suggestions
  - Reduce the number of ODRs (which in turn increases the amount of instructional time)
  - Increase the number/percent of students with 0–1 ODRs
  - Increase the amount of staff satisfied/respected/positive
How to write a goal

- Has to be measurable, meaningful & attainable

- Behavior, Conditions, Criteria
  - Ex. During the 2011–2012 school year, Sunny Grove Middle School will increase the percentage of students with only 0–1 ODRs to 85%.
2. ACTION PLAN
Look at all that you Evaluated

- What from the BOQ still needs improvement or to be put in place?
- What from what you did last year do you want to continue— with improvements?
- What does your ODR data suggest as ways to pre-correct problems for this next school year?
- What information can you use from the surveys to be more inclusive of others ideas and improve?
- What are your goals?
School-wide Positive Behavior Support: 
Action Planning Guide

Date: _________ District: __________________ District PBS Coordinator: ____________________

School: __________________________ Address: ____________________________________________

Phone: __________________________ Fax: ______________________________________________

PBS Coach(es): ____________________________________________

Years of Participation in PBS: ________________

Principal: __________________________ Email: _______________________________________

Asst. Principal: ______________________ Email: ______________________________________

Our Team Meetings are Regularly Scheduled on:

Day of Week: __________________________ Time of Day: ____________________________

Location: ____________________________ Length of Meeting: _________________________

Establish a Team Goal or Purpose:

Team Members

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<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
<th>Team Role</th>
<th>Phone</th>
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School-wide Positive Behavior Support: Specific Action Plan

Include the development, implementation, and management activities of your plan. All critical elements should be addressed within your action plan.

<table>
<thead>
<tr>
<th>Critical Element</th>
<th>Action/Activity</th>
<th>Who is responsible?</th>
<th>When will it be started?</th>
<th>When will it be completed?</th>
<th>When will it be evaluated?</th>
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Critical Elements

1. PBS Team established (membership, meeting times, leader, roles, mission)
2. Faculty commitment is obtained and maintained throughout the school year
3. Basic behavioral principles taught/reviewed with staff
4. Existing discipline data system is meaningful, data entered weekly and analysis plan established
5. Discipline referral form compatible with SWIS
6. Behaviors defined and categorized (minor/major)
7. Discipline referral process established and flow chart developed
8. Disaster Recovery Plan integrated into overall safety and PBS plans
9. Consequences hierarchy developed (for classroom and office)
10. Expectations developed (3-5 positive stated)
11. Rules developed for specific settings
12. Lesson plans developed for teaching expectations/rules
13. Reward/recognition program established (what, when, how)
14. Plans developed for training staff and students and involving families and communities
15. Implementation plan established (what’s going to happen, when, how)
16. Evaluation of PBS activities (How are we doing? What needs to be modified, maintained, or terminated?)
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|                |                                                                                             | • Nominate/review new students who might need individualized PBS                                    |
|                |                                                                                             | • Send parents progress report                                                                    |
| **Daily**      |                                                                                             |                                                                                                    |
The Key Elements for Developing SWPBS Activities

- What is the desired outcome of the activity?
- What is the activity going to be? (e.g., rotation station, video, classroom instruction, assembly, etc.)
- Where is the activity going to happen?
- When is the activity going to happen?
- Who is responsible for planning and implementing?
- What is the plan for rewarding appropriate behavior?

All activities should correlate with the expectations and rules, and be supported by the data needs
3. Just do it!
Teaching & Reinforcing

- Define Simply
- Adjust for Efficiency
- Monitor & Acknowledge Continuously
- Model
- Practice In Setting

Sugai, 2007
Introducing PBIS

- TEACHING
  - Expectations
  - Rules
  - Consequences/ODR process
  - Reinforcement System
Who needs the introduction?

- All staff
- All students
- All family members
- Community members

- Substitute Teachers, Visitors, Volunteers, New Students, New Staff
1. Introductions
How do we introduce
Expectations and Rules to students & staff?

- Pep Rallies
- Rotation Stations
- Video/Newscasts
- Student PBS spokespeople
- Themed kick-offs (e.g. Luaus, Round-Ups, breakfast for staff, play a game, song & dance, skits, etc.)
Don’t forget to introduce it to your family members!

- Open houses
- Family Nights
- Sports events & student performances
- Newsletters
- Videos
- Websites
- Invitation to faculty introduction
Don’t ever do the exact same thing, the same way, with the same people
  ◦ If you do, PBIS will die
  ◦ It will then become just another program– yuck!
PBIS is a living, breathing process, that changes as we change.
Thank you for coming...

- If you have any questions or comments you can email me at cjensen@smail.anc.edu
- Join our next webinar on September 28 at 4:30 on Using your Data for Change
- You will receive an email requesting that you complete a 6 question evaluation. Please respond to our evaluation on Monkey Survey by going to this web address
  - http://www.surveymonkey.com/s/reachmswebinar