**Tier I PBIS Implementation Workbook**

**Table of Contents**

|  |  |
| --- | --- |
| **Document** | **Page Number** |
| **Statement of Purpose** | 2 |
| **Critical Elements of CR PBIS** | 3 |
| **Student Engagement at The Site Level /Tier 1 Elements**  **(**[Tiered Flowchart](https://drive.google.com/file/d/15mzosbbkbce9gmaEkkPICgxs6lVq3z-h/view?usp=sharing) **)** | 4-7 |
| **Responsibility Chart: District Behavior Support** | 8-9 |
| **Tier 1 PBIS Team Meeting Agenda**  ([School Climate Initiatives: Year at a Glance](https://docs.google.com/document/d/1RyjSiCAVEFzF4IqXZP2eWDOMLcSUOuwg/edit)) | 10-15 |
| **Tiered Fidelity Inventory** | 14-18 |
| **Creating a Vision** | 19 |
| **Initiative Alignment** | 20 |
| **Expectations/ Rules by Location** | 21-23 |
| **BP PBIS (**[Bully Prevention PBIS](https://drive.google.com/file/d/1Bn9fm1jkb0rJcKcoOKCkNjDWZoCtCC38/view?usp=sharing)) | 24-26 |
| **CW PBIS** | 27-36 |
| **Acknowledgement Plan** | 37 |
| **Error Corrections/ Consequences** | 38-41 |
| **Progressive Discipline** | 42-46 |
|  |  |

**Statement of Purpose:**

Culturally Responsive Positive Behavior Interventions and Supports (CR PBIS) is an approach by which organizations may establish and/or enhance school culture that integrates issues such as gender, race, ethnicity, language, socioeconomics, rules of conduct and social interactions. The starting point is developing a common vision with all stakeholders and clearly communicating that vision so that campus-driven systems are established in an equitable manner. As a result, CR PBIS and a commitment to its successful implementation, becomes a reflection of common beliefs and experiences. Overall, campus driven systems- based on the critical elements of the approach- help to promote positive, predictable, consistent and safe schoolwide and classroom environments. The continuum of supports, in particular, allow schools to address a diverse range of student needs.

**LCAP and CR PBIS:**

PBIS is an evidence-based alternative means of correction that supports Goal 3 of Palm Springs Unified School District’s Local Control Accountability Plan (LCAP): Healthy and Safe Learning Environment. The priority area of improving school culture through PBIS has been shown to improve academic, behavioral, and social-emotional goals for targeted groups of students including foster youth, English Language Learners, African American students and students with special needs. (2015-2016 PBIS Service Plan: Orange County Department of Education) Additionally, PBIS is linked to a reduction in discipline disproportionality in schools implementing with fidelity. Teaching clear expectations for behavior and integration with academic systems are key features of PBIS that show a statistically significant reduction in discipline disproportionality. (McIntosh et al., 2014).

The PBIS approach, when practiced in a culturally responsive manner, validates and affirms the student’s cultural identity. When implemented with fidelity, PBIS has been linked to desired outcomes including:

* Improved student engagement
* Improved student academic performance
* Improved student attendance
* Increased student perception of safety and satisfaction at school
* Reduction on office discipline referrals, suspensions and expulsions

|  |  |
| --- | --- |
| **Critical Elements of CR PBIS:**   * Representative PBIS Leadership Team * Common behavior purpose & approach to behavior management * Clear set of positive SW and CW expectations and behaviors * Procedures for teaching expected behavior (SW & CW) * Continuum of procedures for discouraging inappropriate behavior * Procedures for ongoing data-based monitoring & evaluation                                     (Sugai, et al., 2008) | https://lh3.googleusercontent.com/6mrBWSZADm6Uuw4gHvWUdmQpl17El9vij00hjZNP8hWa_eA8GTsgqo003Pnq7EHmCTpwsCVa0OWZAHibiQkCGd7L_plIo1XLWg9IJJLEEjM8v0Abldz84LZupYd2hyoE9tns_UQ |

Student Engagement at the Site Level

Because Palm Springs Unified School District values highly engaging learning opportunities and instruction that is tailored to student needs, as well as a culture that is welcoming and inclusive, PSUSD staff must use evidence-based interventions based on the student’s needs to ensure success for all students. The focus should be on reinforcing the appropriate behavior.  Staff will use Other Means of Correction within a continuum of consequences to discourage inappropriate student behavior, when reinforcement isn’t successful. In-school and out-of-school suspension shall be imposed only when other means of correction fail to bring about proper conduct or the student’s presence causes a danger to persons, *except* where suspension for a first offense is permitted by 48900.5.

It is the expectation that school staff ensures that Other Means of Correction are preventatively and proactively planned. Core features in schoolwide, classroom-based and individual systems include:

|  |  |
| --- | --- |
| **Required Feature** | **Examples** |
| Leadership Team | Schoolwide: Representative school team includes an administrator, someone with behavior expertise and a family member- also includes student representation at the secondary level. The team meets monthly to analyze discipline data and behavior interventions; uses a variety of data to problem solve  *Alignment with: MTSS\*, Culturally Responsive Practices, SEL, MH* |
| Behavioral Expectations by Location (Clearly Communicated and Positively Stated) | Schoolwide:  3-5 socially valid schoolwide expectations are modeled and taught by all staff, in all settings; rules based on expectations are posted in corresponding locations throughout the school  Classroom: Classroom rules based on schoolwide expectations are developed (with student input) by grade level or departme  *Alignment with: MTSS\*, Culturally Responsive Practices* |
| Active Staff Supervision | Schoolwide:  Students are actively supervised by a variety of staff including administrators during passing periods, lunch, recess and before/after school. Staff positively interacts with students.  Classroom: Staff promotes active supervision by moving, scanning and interacting with students- providing ongoing feedback including pre corrections and positive acknowledgements.  Individual Student: School teams use data to determine when to increase supervision in certain areas, during students’ unstructured times and other times throughout the school day  *Alignment with: MTSS\*, Culturally Responsive Practices, Restorative Practices* |
| Procedures for Teaching Expectations and Social Skills | Schoolwide:  Behavior errors are regarded as instructional opportunities for staff to teach/reteach behaviors necessary to be successful in the school setting regardless of previous learning and without disrespecting families’ beliefs. When expectations differ between home/community and school, staff validates, affirms, builds and bridges differences through situational appropriateness as well as emphasizing the purpose of having the expectation at school. The leadership team has developed a plan for teaching social skills in the classroom.  Classroom: Teachers follow school plan for teaching social skills and integrates social skills lesson into academic curriculum where applicable.  Individual Student: Designated interventionists provide increased social skills instruction and practice for fluency in small groups and at the individual student level.  *Alignment with: MTSS\*, Culturally Responsive Practices, Restorative Practices, SEL, MH* |
| Acknowledgement System | Schoolwide:  Staff provides frequent, specific, and sincere acknowledgements for appropriate behavior and praise students for meeting and/exceeding expectations to increase the likelihood that student display of appropriate behavior becomes habitual.Schoolwide acknowledgements should include a range of predictable and unpredictable long term, intermittent and ongoing social and tangible incentives.  *Classroom:* Staff should strive to maintain a ratio of 4 positive acknowledgements for every correction provided immediately following behavior. To emphasize relevance, staff should include a social and/or academic benefit with the acknowledgement or praise statement.  Individual Student: Opportunities for positive reinforcement should be increased for students who have not responded well to universal and small group interventions to reduce intensity and frequency of inappropriate school behaviors.  *Alignment with: MTSS\*, Culturally Responsive Practices, Restorative Practices, SEL, MH* |
| Intervention Plan | Schoolwide & Classroom:  Staff uses function based interventions that are positive, restorative and instructional to support students as they work toward meeting expectations. Staff establish and use a criteria for tiered supports to identify students in need of intensive supports.  Individual Staff: Staff use agreed upon criteria for supports to identify students in need of intensive supports and follows protocol for developing, monitoring and evaluating behavior intervention plans and Tier 3 support plans.  *Alignment with: MTSS\*, Culturally Responsive Practices, Restorative Practices, SEL, MH* |
| Continuum of Consequences | Schoolwide, Classroom & Individual Staff:  Discipline policies ensure that inclusionary practices are used whenever possible and that exclusionary practices are used with discretion. Universal definitions for inappropriate school behaviors are clearly communicated by staff to students and families. Teams actively seek feedback from families and the community on discipline policies and attempt to align disciplinary procedures with community expectations. The referral policy clearly distinguishes office managed vs. classroom managed behaviors and procedures describe proactive, instructional and restorative responses to behavior. Procedures are consistently implemented.  *Alignment with: MTSS\*, Culturally Responsive Practices, Restorative Practices, SEL, MH* |
| Ongoing Data Monitoring and Evaluation | Schoolwide:  Teams regularly disaggregate their discipline data as an effective and objective way to assess and monitor equity in student outcomes. Teams are purposeful in examining inequitable outcome data first from a systems lens, before viewing it as an issue with an individual student or family. (Source: PBIS Culturally Responsive Companion) Teams problem solve and set goals with staff to improve schoolwide and classroom practices.  *Classroom:* Staff use a variety of data (academic, attendance, anecdotal, discipline, surveys, etc) when making decisions about meeting the needs of students.  Individual: Continuous progress monitoring takes place to ensure that interventions are consistently provided at the frequency, intensity and duration planned for the student and for the purpose of evaluating the overall effectiveness of the intervention.  *Alignment with: MTSS, Culturally Responsive Practices, Restorative Practices, SEL, MH* |

|  |  |  |
| --- | --- | --- |
| **Required Feature** | **Evidence: Current Practice** | **Barriers: What challenges do we need to overcome to better serve our school community?** |
| Leadership Team |  |  |
| Behavioral Expectations by Location (Clearly communicated and positively stated) |  |  |
| Active Staff Supervision |  |  |
| Procedures for Teaching Expectations and Social Skills |  |  |
| Acknowledgement System |  |  |
| Intervention Plan & Continuum of Consequences |  |  |
| Ongoing Data Monitoring & Evaluation |  |  |

Alignment with: MTSS\*, Culturally Responsive Practices, Restorative Practices, SEL, MH / \*MTSS denotes the integration of Academic RTI, social skills and PBIS.

***Responsibility Chart: District Behavior Support***

|  |  |  |  |
| --- | --- | --- | --- |
| **CR PBIS**  **(Culturally Responsive Practices within the PBIS framework)** | **INTERVENTION COORDINATOR (BEHAVIOR)** | **BEHAVIOR ANALYST** | **STUDENT SERVICES TOSA** |
| Representative teaming for problem solving using discipline data (facilitation of meetings, coaching support) | X       (Tier 1 & Tiers 2-3\*) | X       (Tiers 2-3\*)  \*Includes development of BIPs and BSPs and progress monitoring |  |
| Guidance and training for counselors, behavior paras, deans and support staff (expectations, acknowledgements,  social skills instruction,interventions, consequences, data collection)/ Includes on site coaching | X | X  (Orientation with Behavior Paras/ support with data collection) |  |
| Technical and coaching support with acknowledgement systems including PBIS Rewards | X |  | **X** |
| Monitor and evaluate implementation effectiveness through use of classroom and schoolwide walkthroughs (twice a year) and Tiered Fidelity Inventory (at least yearly) | X |  |  |
| Coordinate communication across district | X | **X**  (Liaison between district behavior support team and special education) |  |
| Training, coaching and support for CW PBIS at Tier 1 & Tier 3 Levels | X |  | **X** |
| **T- MTSS**  **(Trauma Informed Practices within the MTSS framework)** | **INTERVENTION COORDINATOR (BEHAVIOR)** | **BEHAVIOR ANALYST** | **STUDENT SERVICES TOSA** |
| Representative teaming for problem solving using a variety of data with an emphasis on: increasing awareness and skills to become a trauma sensitive school, focus on physical, social, emotional and academic safety and the a focus on the holistic needs of students and staff (facilitation of meetings, coaching support) | X       (Tier 1 & Tiers 2-3) | X              (Tiers 2-3\*)  \*Includes development of BIPs and BSPs and progress monitoring |  |
| Guidance and training for counselors, behavior paras, deans and support staff (expectations, acknowledgements,  social skills instruction, interventions, consequences, data collection)/ Includes on site coaching | X | X  (Orientation with Behavior Paras/ support with data collection) |  |
| Monthly discipline review including follow-up communication with admin | X |  | X |
| Ongoing Performance Improvement and Evaluation using MTSS Recommendations from The National Council of Behavioral Health | X |  |  |
| Teacher support with creating and maintaining trauma sensitive classrooms | X |  |  |
| Coordinate communication across district | X | X  (Liaison between district behavior support team and special education) |  |

**Tier 1 PBIS Team Meeting Agenda**

**Today’s Meeting:    Location:         Time:**

**Next Meeting:          Location:            Time:**

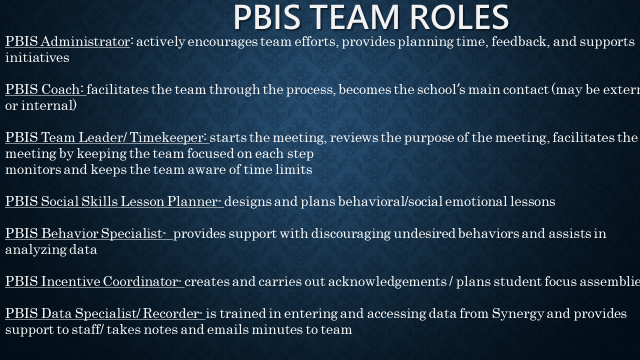
|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Team Members and Roles** (Place “X” to left of name if present) | | | | | | | | | | | |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |

|  |
| --- |
| **Team Agreements** |
| 1. Speak freely and openly but always respectfully.  (Safety) 2. Come prepared. Limit cell phone use. (Respect) 3. Be on time. Bring any materials needed. (Responsibility) 4. Listen to understand, not just reply. (Ready to Learn) |

|  |
| --- |
| **Today’s Agenda Items** (Place “X” to left of item after completed): |
| 1. Celebrations (3-5 min.) |  |
| 2. Review of Norms/Agreements:  (3-5 min.)/ *Are we all able to fully commit to our working agreements before we begin?* |  |
| 3. Discipline Data Discussions  (25-30 minutes)   * Discipline Data Review * Precise Problem Statements * Review of Action Plan with Goal Setting |  |
| 4. CW PBIS Next Steps (10 min) |  |
| 5. Reflection of Progress (3-5 minutes) |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Precise Problem Statement**  **(What, When, Where, Who, Why, How Often)** | **Solution Actions**  **(Prevent, Teach, Reinforce, Enforce)** | **Who?** | **By When?** | **Goal & Timeline** | **Fidelity of Imp.** | **Effectiveness of Solution** |
| O |  | p |  |  | ☐ Not started  ☐ Partial imp.  ☐ Imp. w/fidelity  ☐ Stopped | ☐ Worse  ☐ No Change  ☐ Imp. but not to Goal  ☐ Imp. & Goal met  Current rate/level per \_\_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_ |
|  |  |  |  |  | ☐ Not started  ☐ Partial imp.  ☐ Imp. w/fidelity  ☐ Stopped | ☐ Worse  ☐ No Change  ☐ Imp. but not to Goal  ☐ Imp. & Goal met  Current rate/level per \_\_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_ |

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

****

**PBIS TIER 1 *SUGGESTED* MONTHLY TEAM MEETING AGENDA ITEMS**

**“YEAR AT A GLANCE”**

|  |  |
| --- | --- |
| **Month** | **PLANNING FOCUS** |
| Before Students Return | **- Calendar monthly PBIS School-wide Team meetings for the school year**  **- Calendar whole staff data discussion meetings for the school year**  **- Plan for staff, student, parent kick-offs** |
| August | **- Calendar social skills lessons & schedule time to teach**  **- Review action plan**  **- Inform staff of PBIS team members and their roles/responsibilities. Also inform staff of current action plan.**  **- Revisit staff and student acknowledgement plan/system (ongoing, intermittent, long-term)** |
| September | **- Conduct staff discipline data discussions and create goals for improvement**  **- Conduct PBIS Team walkthrough and provide feedback to grade levels**  **- Conduct Fall Booster (voluntary workshop for staff new to site)**  **- Plan for transition to SWIS** |
| October | **- Review discipline data and monitor progress of goals. Plan SW or grade level celebration when goal is realized.**  **- Conduct Fall Booster (workshop for staff new to site)**  **- Survey staff re: one or more elements of PBIS, provide feedback to staff and plan on using input to improve practices, communication, etc.** |
| November | **- Conduct staff discipline data discussions and create goals for improvement** |
| **December** | **- Review discipline data and monitor progress of goals. Plan SW or grade level celebration when goal is realized.**  **- Plan for re-teaching of SW expectations 1st day back from winter break.** |
| January | **- Conduct staff discipline data discussions and create goals for improvement**  **- Conduct PBIS Team walkthrough and provide feedback to grade levels** |
| February | **- Review discipline data and monitor progress of goals. Plan SW or grade level celebration when goal is realized.**  **- Conduct TFI w/in team and share results with staff.**  **- Plan for spring booster.** |
| March | **- Conduct staff discipline data discussions and create goals for improvement**  **- Plan for re-teaching of SW expectations 1st day back from spring break.** |
| April | **- Review discipline data and monitor progress of goals. Plan SW or grade level celebration when goal is realized.**  **- Survey staff re: one or more elements of PBIS, provide feedback to staff and plan on using input to improve practices, communication, etc.**  **- Plan for team membership changes for next year**  **- Review Action Plan and begin to set goals for next year** |
| May /June | **- Conduct staff discipline data discussions and create goals for improvement**  **- Conduct TFI w/in team and share results with staff.** |

***Tiered Fidelity Inventory (TFI)***

Directions: The TFI is intended to be completed by members of a school’s System Planning Team, with the active presence and guidance of an external [district] SWPBIS coach. (External Evaluator: Tanisha Taylor/ Intervention Coordinator)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Tiered Fidelity Inventory – Tier 1** | | | | |
| **Tier 1 Subscale and Feature** | **Definition** | **Possible Data Sources** | **Criteria***0=Not implemented; 1=Partially implemented; 2=Fully implemented* | **Score 0, 1, 2** |
| ***TEAMS*** |  |  |  |  |
| 1.1 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, (e) 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 |  |
| 1.2 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 |  |
| ***IMPLEMENTATION*** |  |  |  |  |
| 1.3 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 |  |
| 1.4 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 |  |
| 1.5 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 share with families |  |
| 1.6 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 |  |
| 1.7 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 |  |
| 1.8 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 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 |  |
| 1.9 Feedback and Acknowledge-ment | 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 * Staff Handbook | 0 = No formal system for acknowledging students  1 = Formal system is in place and is used by at least 90% of staff 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 |  |
| 1.10 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 |  |
| 1.11 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 |  |
| ***EVALUATION*** |  |  |  |  |
| 1.12 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 |  |
| 1.13 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 |  |
| 1.14 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 |  |
| 1.15 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 |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Total Score** | **Items/Points** | **Points Award/Points Possible** | **Percentage of PBIS Implementation** |
| Tier 1 | 1-15 / 30 points | \_\_\_\_\_\_\_\_\_\_\_\_ / 30 |  |

Note: See www.pbisapps.org for Tiers 2 and 3 of the TFI at <https://www.pbisapps.org/Resources/SWIS%20Publications/SWPBIS%20Tiered%20Fidelity%20Inventory%20(TFI).pdf>

***TFI Action Plan:***

**Directions:**

* Complete the following action plan to document steps toward implementation of PBIS.
* See Action Items at the end of each module in the workbook to identify action steps for inclusion in plan.
* Add additional action steps as identified by team.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **TFI Action Planning Form - Tier I Training** | | | | | |
| **School:** | | | **Date Completed:** | | |
| **Instructions:** As a team, review your score for each element and establish an Action Plan. | | | | | |
| Item # | Description | Score | ***What*** work needs to be completed? | ***Who*** will help complete the work? | ***When*** will work be completed by? |
| **1.1** | **Team Composition**   * *Includes an administrator, systems coordinator, family member, and student representation* * *Includes individuals with applied behavioral expertise, coaching expertise, knowledge of student academic and behavior patterns, and knowledge about the operations of the school* |  |  |  |  |
| **1.2** | **Team Operating Procedures**   * *Meets at least monthly* * *Has a regular meeting format/agenda, minutes, defined meeting roles, and current action plan* |  |  |  |  |
| **1.3** | **Behavioral Expectations**   * *3-5 positively stated behavioral expectations* * *Expectations displayed in all settings (e.g., hallways, bathrooms, cafeteria, etc.)* * *Examples by setting/location for student and staff behaviors defined and in place (school teaching matrix)* |  |  |  |  |
| **1.4** | **Teaching Expectations**   * *Academic and social behaviors taught directly to all students in classrooms and across other settings* * *A plan for when to teach and re-teach the expectations throughout the year (e.g., dates on professional development calendar)* * *Lesson plans are created for every setting in school and include: examples and non-examples, variety of teaching strategies, and ways to acknowledge appropriate behavior* |  |  |  |  |

***Creating a Vision (use chart paper and post-its if possible)***

***Source: Midwest PBIS Network***

Guiding Question:

Do you have a vision that compels new ways of thinking and acting?   
Working with your staff or team, discuss your vision of your school:

* Use post-it notes capture your ideas. Add your ideas to the chart paper.
* If you could create the school of your dreams, what would it ***LOOK like and SOUND like*** with a positive, proactive, and instructional approach to discipline?
* What are your intended **OUTCOMES** for your school?
* How will this align with your School Improvement Plan, your Mission & Vision Statements?
* Is this vision consistent with your 3-5 Positively Stated School-Wide Expectations?

|  |  |
| --- | --- |
| *Thinking about our Team Vision/Purpose*  *As a result of our efforts, our school will…* | |
| Look like …  *What will we see?* | Sound like …  *What will we hear?* |
|  |  |
| Achieve these outcomes … | |

***Aligning Teaming Structures = Working Smarter, Not Harder***

***Source: Midwest PBIS Network***

Use the Working Smarter worksheet to complete the next two steps:

**Step 1:** Identify Current Teams (discipline, instruction, climate, school improvement, parent support, etc.) and Initiatives (Second Step, Character Counts, Spirit Committee, etc.)

**Step 2:** Complete the Working Smarter Table

**Step 3:** Based on your results, what committees or initiatives can you eliminate; combine; provide more support? How can you infuse PBIS into your current committees/teams?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Initiative/  Committee/ Team | Purpose and Strategic Goal Supported | Measurable Outcome(s) – Data Based | Target Group | Staff Involved | Overlap? Modify?  Eliminate? |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

***Build Expectations***

***Source: Midwest PBIS Network***

If your school system does not have school-wide expectations, proceed to developing expectations for your school, consider the following activity:

* Each team member gets three sticky notes to record one expectation per sticky note.
* Enter expectations considered in the box below.
* Reach consensus as a team on three to five
* Can you give your school expectations an easy to remember and catchy name?

|  |  |
| --- | --- |
| Expectations Considered | Ideas for the Name of School Expectations |
|  |  |

***Creating a Matrix***

Enter your agreed upon expectations on the matrix below

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Expectations Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Expectations** | **Locations** | | | |
|  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

***Locations***

Guiding Question: What does your map look like?

1. Draw a diagram/map of your school in this box, on chart paper, or use a copy of your school map.
2. Each person identifies 3 top problem locations
3. On the bottom half, identify where, what, who, when, and why.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Map of our school | | | | |
| Where? | What? | When? | Who? | Why are they happening? |
|  |  |  |  |  |

***Rules***

***Source: Midwest PBIS Network***

Using the information from “where”, “what”, “when”, “who” and “why”, begin to identify possible rules for the locations in your school. What problems were identified? What do you want to see instead?

When defining specific behaviors/rules they should be:

1. Observable behaviors – that we can see
2. Measureable – we could actually count the occurrence of the behavior
3. Positively stated – what to do to be successful
4. Understandable – student-friendly language
5. Always applicable – able to accomplish in all settings in the school

Guiding Questions: Are the following expectations or rules?

* Respect self and others
* Walk in the hallways
* Turn in completed assignment
* Be Here, Be Ready
* Keep hands and feet to self
* Don’t run

***Finalizing your School-wide Matrix***

* Consider adding supports for teachers (i.e. conditions for learning)
* Consider adding pro-social skills
* Prepare to share one completed location with the group (e.g., what does Respect look like in the cafeteria?)

***Classroom Rules***

Using the following classroom matrix, define classroom rules and align them to the school-wide expectations. Complete at least one square and prepare to share.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Bully Prevention in Positive Behavior Implementation Checklist  **Moving from Discussion to Action** | | | | |
| This planning guide is designed for use by teams planning to implement bully prevention efforts as part of their existing school-wide positive behavior support program.  The guide defines steps for the school team and district leadership team that will increase the likelihood that the bully prevention effort will be implemented well, sustained, and a benefit to students, families and faculty. | | | | |
| ***School Building Planning Team*** | | | | |
| Action | Criterion | In Place  Partially In Place  Not In place | Who? | By When? |
| 1. Faculty/Staff Readiness | Team defined to lead implementation of BP-PBS |  |  |  |
| All faculty/staff have read the BP-PBS manual |  |  |  |
| School-wide “stop” signal determined |  |  |  |
| All faculty/staff have received BP-PBS orientation training |  |  |  |
| 1. Curriculum Delivery | Schedule developed for student BP training. |  |  |  |
| BP-PBS lessons delivered to all students |  |  |  |
| Plan developed for BP-PBS orientation for students entering during the year. |  |  |  |
| 1. Follow-up | Follow-up lessons scheduled to occur weekly following initial student training. |  |  |  |
| Follow-up lessons delivered at least three times after initial training, including practice in applicable settings. |  |  |  |
| 1. PBIS team | BP-PBS set as a standard item on the PBS team agenda |  |  |  |
| 1. Coaching | Plan developed for coaching and feedback for playground supervisors |  |  |  |
| Coaching for playground, lunch, and hall supervisors provided at least twice, and as needed after. |  |  |  |
| 1. Evaluation/ Monitoring | Quarterly review to assess if BP-PBS is being used as intended (fidelity) |  |  |  |
| Monthly review of office referral and incident reports related to bullying behaviors (aggression, harassment, threats) |  |  |  |
| 1. Social Validity | Review efficiency and impact with families, faculty, students |  |  |  |
| ***District Leadership Team*** | | | | |
| 1. Orientation for New Faculty | Fall orientation for all new faculty |  |  |  |
| 2.District evaluation at least twice a year | Report to District administration or board about (a) number of schools using BP-PBS, (b) fidelity of implementation, (c) impact on student behavior. |  |  |  |
| 3. District Trainer | District has individual(s) trained to conduct staff orientation/training in BP-PBS |  |  |  |

CW PBIS

# Focus: maximize structure and predictability (Teacher and student routines)

|  |
| --- |
| ***Why is this important?***  *Structure and predictability have a positive effect on student learning and behavior as it lays the foundation for order and safety in the classroom.* |
| ***What does this involve?***   |  |  | | --- | --- | | ***Teacher Routines***   * *Adequately supervising all areas of classroom* * *Clearly stated, positively written CW rules based on SW expectations* * *Clearly communicated objectives based on prominently displayed schedule* * *Clutter-free physical space that promotes inclusion, academic excellence and academic engagement* * *Effective beginning and ending routines* * *Preplanning (all materials in easily accessible areas, test equipment before you use it)* * *Post up-to-date procedures, emergency information/lesson plans, schedules, birthdays, seating plan and student work* | ***Student Routines***   * *Seating arrangements that encourage order, active participation and continuous learning* * *A variety of verbal/non-verbal attention signals that promote smooth transitions* * *Clear understanding of “What To Do When I Am Done”* * *Effective expectations for small group collaboration* | |
| ***Where do I start?***   |  | | --- | | ***Before School Starts***   * *Arrange furniture for easy traffic flow and unobstructed teacher view.* * *Designate staff and student areas (areas for student belongings).* * *Determine CW rules based on SW expectations.* * *Identify/determine student routines and how staff will teach/enforce expectations.* | | ***Beginning of the Year***   * *Systematically teach CW rules in context.* * *Explicitly teach procedures (getting materials, attention signals)* * *Minimize disruptions caused by high traffic areas.* * *Arrange for a “cool down” area that is as unobtrusive as possible.* | | ***Throughout the Year***   * *Evaluate physical layout and modify as needed.* * *Reteach and review CW rules for routines in context.* * *Maximize proximity to minimize inappropriate behaviors.* | |

Video Resource: <https://www.youtube.com/watch?v=KlDKozdpQm8>

CW PBIS

# Focus: Positively stated Rules (based on schoolwide expectations)

|  |
| --- |
| ***Why is this important?***  *Students need to know what staff expects of them so that they can meet expectations.* |
| ***What does this involve?***   |  |  | | --- | --- | | ***Teacher Routines***   * *Teach rules in context of routines* * *Consistently teach, model, review, reinforce and enforce rules* * *Clearly communicate academic and behavioral objectives before each lesson* * *Evaluate effect of instruction during and after the lesson and modify as needed* | ***Student Routines***   * *Verbally/nonverbally demonstrate understanding of expectations for given assignment* * *Self-correction and supportive peer-correction occur when students make behavioral errors* | |
| ***Where do I start?***   |  | | --- | | ***Before School Starts***   * *Be clear on schoolwide expectations.* * *Be cognizant of developmental appropriate behaviors that have social validity.* * *Identify/determine student routines and how staff will teach/enforce expectations.* * *Review the following Teach Like A Champion techniques: Right is Right, No Opt Out and SLANT to maintain high expectations for student behavior.* | | ***Beginning of the Year***   * *Involve students in defining norms/rules.* * *Choose rules that sufficiently cover all situations.* * *Obtain student commitment to support norms/rules.* * *Prominently post norms/rules and provide a copy to all students and their families.* | | ***Throughout the Year***   * *Explicitly teach students how to “rebound” (self regulate) when a behavior error is made.* * *If you notice patterns of behavior errors, routinely precorrect.* * *Teach engaging lessons to promote appropriate display of social skills, using examples and non-examples and with opportunities to practice and receive feedback.* | |
|  |

Video Resource: <https://www.youtube.com/watch?v=AOH1nQOLq-s>  (2nd grade)

CW PBIS

# Focus: Reinforcement of appropriate student behavior        (Acknowledgements & Praise)

|  |
| --- |
| ***Why is this important?***  *Reinforcement of appropriate behavior promotes a positive school culture. Providing frequent, specific, and sincere acknowledgements for appropriate behavior increases the likelihood that student display of appropriate behavior becomes habitual.* |
| ***What does this involve?***   |  |  | | --- | --- | | ***Teacher Routines***   * *Maintain 4 verbal acknowledgements for every correction (4:1)* * *Provide acknowledgement, praise statement or reward immediately* ***following*** *behavior* * *Include a social and/or academic benefit with the acknowledgement or praise statement to emphasize relevance* | ***Student Routines***   * *Routinely acknowledge and/or praise classmates and teacher* | |
| ***Where do I start?***   |  | | --- | | ***Before School Starts***   * *Be clear on difference between bribes and rewards. Bribes are delivered before student engages in the behavior. Rewards are behavior-contingent and occur after the student successfully engages in the behavior. Avoid bribing students.* * *Develop a system to maintain 4:1* * *Familiarize yourself with reinforcing social and tangible student acknowledgements.* | | ***Beginning of the Year***   * *Use a variety of ways to reinforce student behavior (verbal acknowledgements, praise statements, token economies, group contingencies, behavior contracts)* * *Plan a classroom reward plan with students that includes immediate, intermittent and long term rewards.* | | ***Throughout the Year***   * *Observe impact of reinforcement and adjust delivery of feedback (private vs. public, verbal vs. written) according to student characteristics such as age or preference* * *Provide a variety of ways for students to reinforce one another’s work, behavior, talents and ideas  (mystery compliment box, shout outs, peer editing) \*Also, see technique 35 of Teach Like A Champion.\** | |

              Video Resource: <https://www.youtube.com/watch?v=vI8YQxobOy8>

CW PBIS

# Focus: Active student engagement

|  |
| --- |
| ***Why is this important?***  *Active student engagement supports on task behavior while decreasing disruptive behavior.* |
| ***What does this involve?***   |  |  | | --- | --- | | ***Teacher Routines***   * *Facilitate student learning* * *Match student need and instruction (choose engagement strategies that best facilitate mastery of learning objective vs. teaching the way instructor feels most comfortable)* * *Ensure that instruction and student assignments are highly rigorous and relevant* * *Vary student participation format (oral, written, gestural)* * *Check for understanding multiple times throughout a lesson and use a range of formative assessment strategies* | ***Student Routines***   * *Interact within the classroom in a variety of ways (T-C, T-S, S-S, S-T, S-C)\** * *Respond to instruction in a variety of ways* * *Collaborate with classmates on meaningful tasks*   *\*Teacher-Class, Teacher-Student, Student-Student, Student-Teacher, Student-Class)* | |
| ***Where do I start?***   |  | | --- | | ***Before School Starts***   * *Familiarize yourself with evidence based instructional and participation strategies and include strategies in the lesson plan.* | | ***Beginning of the Year***   * *Survey students to determine students’ strengths, preferences, dominant intelligence and learning styles. Modify accordingly without compromising rigor.* * *Read IEPs and 504 plans to plan for accommodations and modifications.* | | ***Throughout the Year***   * *Double Plan (Technique 10 of Teach Like A Champion)* * *Ensure that instruction and student assignments are highly rigorous and relevant* |     Video Resource: <https://www.teachingchannel.org/videos/direct-instruction-lesson-tips> (9th Grade AP English) |

CW PBIS

# Focus: Supervision

|  |
| --- |
| ***Why is this important?***  *Teacher accessibility is a critical element of all teaching methods, including the facilitation of cooperative learning experiences. As the teacher moves throughout the learning environment, scanning and interacting with students, the teacher promotes accountability, provides student support as needed and maintains ongoing mutual feedback to guide instruction.* |
| ***What does this involve?***   |  |  | | --- | --- | | ***Teacher Routines***   * *Active and continuous supervision (includes passing periods, transitions, direct and guided instruction, small group collaboration, independent work)* * *Move and scan around the learning environment* * *Interact briefly with individual students/ Provide non contingent attention (acknowledge effort and improvement, make connections to prior learning, student interests, etc,)* | ***Student Routines***   * *Students effectively solve problems through productive interactions, teamwork and interdependence.* * *Students provide constructive feedback to the teacher and other students during the learning process.* | |
| ***Where do I start?***   |  | | --- | | ***Before School Starts***   * *Decide upon several routes to move around the classroom.* * *Familiarize yourself with Technique 11: Draw the Map, Technique 15: Circulate and Technique 40: Sweat the Details of Teach Like A Champion.* | | ***Beginning of the Year***   * *Vary the pattern of movement as you move around the classroom to supervise.* * *As you supervise during instruction, solicit input from students about the effectiveness of teaching and adjust accordingly. (Was the explanation clear? Do you need more time? What other resources may I provide?)* * *Get to know the general demeanor of your students. As you supervise, discreetly inquire when students show cause for concern.* | | ***Throughout the Year***   * *Observe students and monitor to maximize productivity.* * *Show a genuine interest in student responses.* * *Keep a clipboard with paper and/or sticky notes. Listen for and record insightful student ideas shared during partner and small group discussions then share with the class/ Write encouraging statements and give to students.* * *Consistently monitor during passing period and greet students as they enter the classroom.* | |

              Video Resource: <https://www.youtube.com/watch?v=Nmm3XbVs084>

CW PBIS

# Focus: correction

|  |
| --- |
| ***Why is this important?***  *Behavior error corrections that are direct, immediate and consistent are likely to result in display of student behaviors that meet expectation.* |
| ***What does this involve?***   |  |  | | --- | --- | | ***Teacher Routines***   * *Identify the context, modify the context when needed, conduct behavior rehearsals, provide strong reinforcement and prompt expected behaviors. (pre correct)* * *Deliver specific error corrections to respond to behavior errors (be brief, respectful but unequivocal)* | ***Student Routines***   * *Ample opportunity to practice skill* * *Consistently reflects on behavior (verbally and/or writing)* * *Consistently self regulates and self monitors* | |
| ***Where do I start?***   |  | | --- | | ***Before School Starts***   * *Develop intervention strategies by function of student behavior.* * *Work collaboratively to develop consequences for classroom managed behaviors.* * *Inform families of commonly used interventions and consequences and solicit input.* | | ***Beginning of the Year***   * *Communicate behavioral expectations at the beginning of every lesson and provide student feedback.* * *Solicit student input on consequences for classroom managed behaviors and modify as appropriate.* * *Post behavioral expectations and consequences in classroom.* | | ***Throughout the Year***   * *Clarify appropriate behaviors using observable, measurable language.* * *During community circles, use restorative questioning to address classroom issues. Allow for natural consequences as much as possible.* * *Reflect on practices to reduce bias by acknowledging cultural differences among students.*  Video Resource: <https://www.youtube.com/watch?v=blyX1UEJF8M> | |

***Designing Your Acknowledgement System***

**Considerations:**

* Consider various ideas for acknowledging both staff and students.
* Complete acknowledgement matrix for staff and students (high frequency, intermittent, long term).
* Share the acknowledgement list with all the stakeholders (staff and students alike).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **School-wide Acknowledgement Matrix** | | | | |
| TYPE | WHAT | WHEN | WHERE | WHO |
| **Immediate/High Frequency**  In the moment, predictable**,** Delivered at a high rate for a short period  (e.g., Gotchas, Paws, High Fives) | STUDENTS:  ADULTS: |  |  |  |
| **Redemption of High Frequency**  *(e.g., school store, drawings)* | STUDENTS:  ADULTS: |  |  |  |
| **Intermittent/ Unpredictable** *(e.g., surprise homework completion treat, lottery/drawing, random use of gotchas in hallway)* | STUDENTS:  ADULTS: |  |  |  |
| **Mid-term class-wide and/or school-wide Celebrations** (e.g. DJ Fridays, Extra Recess) | STUDENTS:  ADULTS: |  |  |  |
| **Long-term School-wide Celebrations (school-wide not individually based)**  **FOR**: e.g. school-wide target met for certain setting/behavior area  ACTIVITY: (e.g., ice cream social, dance/yoga, game day, assemblies) | BOTH TOGETHER: |  |  |  |

**Staff Managed\*** Flowchart for Discouraging Inappropriate Behavior

**Start Here!**

(\*For Behaviors Categorized As Minor/ Non-Office Managed)

Ongoing Teaching and Strategies to Encourage Appropriate Behavior and Build Relationships:

Instruction of Behavior

Specific Praise

Preventative Prompts

Individual Reinforcers

Group Contingencies and Reinforcers

Proactive Circles

**Helpful Hint:**

To prevent escalation of behaviors,

Think function (why)

Allow time and space for the student to comply.

Use calming techniques to stay regulated (teacher).

Behavior

Improves

Inappropriate

Behavior Occurs

**Classroom-Managed Behavior (minor)**

**Helpful Hint:**

For the Student Who Is Avoiding Work:

Review schedule.

Lighten the load.

Offer choice.

Check with the student frequently.

Increase feedback and/or other reinforcers.

Build in breaks.

Allow for an option to request for break.

Planned Ignoring

Physical Proximity

Signal/Non-verbal Cue

Direct Eye Contact

Praise (BSPS) Appropriate Behavior in Others

Re-direct

Re-teach

*Continue teaching, encouraging, and building relationships;* ***Think function (why)***

Support for Classroom Procedure/Routine

Differential Reinforcement

**Specific and Contingent Error Correction**

Provide Choice

Conference with student using affective

statements and restorative questions

*If student behavior persists, begin using* ***minor ODR*** *(classroom-managed) for data collection to inform problem solving and decision-making.*

*Continue teaching, encouraging, and building relationships; Think function (why)*

Behavior

Improves

**Helpful Hint:**

Steps of Specific and Contingent Error Correction:

Respectfully address student

Describe inappropriate behavior with rationale

Ask student to communicate the appropriate behavior.

Ask student to show the correct/expected behavior.

Reinforce the correct/expected behavior.

Behavior

Improves

Problem solving with:

Tier II Support

Family

Grade level team

Department team

Student assistance team

If the behavior doesn’t decrease in intensity and/or frequency, then enlist the support of the administrator/ appropriate support staff via **major ODR form.**

*Considerations for Consequences (See* [Interventions and Consequences: Behavior Flowchart](https://docs.google.com/document/d/1dvHTBxCVqRdeI-8dU3YV9DKrnW674P0c/edit))

*(Adapted from Missouri PBIS New Team Workbook Chapter 6)*

* Discuss the following 3 selections with your team, (e.g., jigsaw activity, silent reading and group discussion).

**CONSEQUENCES ARE NOT PUNITIVE.** Consequences paired with teaching of the alternative or desirable behavior can heighten behavior change. Effective consequences result in greater learning and often involve learning tasks or opportunities directly related to the inappropriate behavior. In this manner, they are similar to what we do when students are not making academic progress. We find additional practice or activities to help them learn. Role-play or practice, reflecting on the behavior and the alternative, arranging a situation for the student to demonstrate the skill, and making amends for behavior that impacted others are all wonderful learning-based consequences. Effective consequences maintain student dignity and invite the student to take responsibility for his/her behavior and be a part of the solution.

Even though consequences for inappropriate behavior are intended to be educational, they are also mildly aversive. That is, they require effort and should leave little incentive to repeat the inappropriate behavior.

Thoughts …

**CONSISTENCY, NOT SIZE IS IMPORTANT.** It is not the size of the consequence that promotes behavior change, but the certainty that something will be done. This is a common misunderstanding as educators often look for a bigger consequence – that big one that will stop the behavior. When students passing in the hallways see that all educators consistently stop students to address the same violations of procedures, they will more likely use the expected behavior. It is important to note that increasingly harsh consequences can lead to antisocial behavior. An overemphasis on punishment focuses the attention of the student on the looming consequence and limits their consideration of the effect their behavior has on others or themselves (Alberto & Troutman, 2012).

Thoughts …

**CONSEQUENCES SHOULD BE SELECTED INDIVIDUALLY.** Consequences are best when they are selected to fit the individual, the specific behavior and setting, the frequency, or the severity of the behavior. What fits one may not fit another. For the middle school student who was rude to a substitute, perhaps having her determine how students should treat guest teachers and then teaching her peers is a powerful consequence. For the student having difficulty getting along at recess with a peer, planning an activity that they can successfully do together might be effective. In both of these examples the standard of respect is being consistently upheld, but the consequences are personalized.

Schools often get caught up in a desire to be fair. Fairness and consistency is achieved through clear expectations and standards that are upheld for all. Consequences in upholding those standards may be different as appropriate for the student. Fairness doesn’t mean that everyone gets the same thing. Fairness means that everyone gets what they need in order to be successful and meet the standard.

Thoughts …

***Activity 5: Considerations for Alternatives to Suspension***

*Peterson, R. L. (2005). Ten alternatives to suspension. Impact: Feature Issue on Fostering Success in School and Beyond for Students With Emotional/Behavioral Disorders, 18(2).*

Host environments that support positive behavior, positive interactions, appropriate instruction, and active supervision use:

* Problem solving and contracting to remind student to engage in problem solving process and to identify reinforcers and consequences
* Restitution
* Re-teaching or instruction on topics related to student behavior
* Family involvement to help problem solve and identify ways to increase communication
* Counseling
* Community service
* Behavior monitoring, self-management strategies
* Coordinated behavior plans based on hypothesized function of the behavior
* Appropriate in-school suspension (e.g., includes academic tutoring, explicit instruction on skill-building, clearly defined procedure for returning to class contingent on progress and/or behavior
* Mediation (e.g. peer mediation)

Thoughts …

*What are you already using as alternatives to suspension?*

*What considerations might be appropriate for your school community?*

***Activity 6: Discipline Flowchart and Process for handling Major Office Discipline Referrals***

Review the guiding question below. Fill in the corresponding boxes in the Discipline Flowchart Template in Activity 3.

**Guiding Questions for Major ODRs:**

* Is the current discipline policy and flowchart/process documented in the staff handbook?
* What are the teacher expectations for Major ODRs?
* What procedure does the office/dean/administrator follow for a Major Discipline Referral?
* What is the main goal of the office/dean/administrator when addressing a major behavior?

Review the additional guiding questions below. Consider adding action steps to your overall action plan:

**Guiding Questions for Implementing the Flowchart in your School:**

* Do all staff members know what to do when they observe a minor behavior?
* Do all staff members know what to do when they observe a major behavior?
* Is there consistency among the staff in how they address and process behaviors?
* When and how will you introduce all staff to the discipline flowchart?
* How will staff reference the flowchart when it is needed?
* Who/how will you teach the *continuum of strategies to respond to inappropriate behavior* to all staff?
* How will you ensure all staff follow the discipline flowchart?

**Progressive Discipline Matrix for DISTANCE LEARNING**

Level 1: Behavior that is disruptive to the school environment of student/others and is generally managed with a brief intervention by an adult present in the setting. (Behaviors are NOT California Ed Code Violations.)

|  |  |  |  |
| --- | --- | --- | --- |
| **Level 1 Behavior:** | **Definition** | **Intervention Options** | **Consequence** |
| Academic Dishonesty | Taking credit for work that is not done by the student (cheating on tests, plagiarizing); forging signatures on school related documents | * Increase prevention strategies * Offer environmental supports * Brief conference with student. * Teach social skills. * Make home contact | * Confiscate item. * Logical consequences * Student designs a plan to repair harm |
| Disrespect/Name Calling | Showing a lack of courtesy exhibited through insults and/or displaying a disregard for the emotional wellbeing of another | * Redirect, Reteach * Clarify expectations * Identify and modify environmental factors. * Identify function of behavior and teach replacement behaviors * Provide opportunity to self monitor/ chart behaviors * Arranged/facilitated meeting with student to restore righteousness with individuals affected by student’s behavior | * Brief Time Out w/ Reflection Sheet * Disable participant video and/or mute participant * Clarify expectations during student conference in breakout session 1:1 |
| Disruption of school operations/activities (Low intensity) | Low intensity behavior that is brief includes verbal and nonverbal behavior that disrupts a few students (noises, movements, tapping pencils) | * Redirect, Reteach, Provide Choice * Provide environmental supports * Increase prevention strategies * Determine when disruptions occur and their function (attention, escape, transitions etc.) * Increase reinforcers * Make home contact * Virtual Check In/Check Out | * Clarify expectations during student conference in breakout session 1:1 * Disable participant video and/or mute participant * Brief time out in waiting room with clearly communicated expectations for student during time out (reflection questions) |
| Dress Code Violation | Wearing clothing or items inconsistent with dress code policy | * State expectation. * Offer/Provide environmental supports | * Clarify expectations (verbally/ whole group, send personal message in chat) * Disable participant video |
| False Information/Allegations | Providing untruthful information with the intent to deceive | * Student completes reflection sheet. * Brief conference with student to clarify expectations. * Teach social skills. * Make home contact | * Logical consequences * Restorative Chat (at a time other than synchronous instruction) |
| Lack of Participation/ Refusing to Work | Failing to start and/or complete assigned work; failing to engage in instructional/ school related activity and/or task | * Redirect, Reteach, Provide Choice * Provide environmental supports * Review schedule. * Lighten the load. * Offer choice. * Check with the student * frequently. * Increase feedback and/or * other reinforcers. * Build in breaks. * Allow for an option to   request for break. | * Loss of privilege * Logical Consequences |
| Leaving Class w/o Permission | Failing to remain in assigned class; unauthorized exit from classroom | * Identify and modify environmental factors. * Redirect, Reteach, Provide Choice * Determine when behaviors occur and their function (attention, escape, transitions etc.) * Increase reinforcers | * Loss of privilege * Logical Consequences * Home Coontact |
| Misuse of technology | An electronic device refers to a computer or a computer like device, including a cell phone, that is used for audio, video or text communication.  Appropriate use of technology involves authorized access according to the direction of the staff member for educational purposes. Use for any other purpose is prohibited except when specifically required to implement a student’s current and valid IEP and/or when a staff member allows usage (for health related reasons and/or in emergency situations). | * Identify and modify environmental factors. * Increase feedback and/or * other reinforcers. * Brief conference with student. | * Disable participant video and/or mute participant * Clarify expectations during student conference in breakout session 1:1 * Loss of privilege |
| Profanity (not directed at others) | Derogatory and or confrontational language not directly to another person (may include profanity, racial and/or sexist insults) | * State expectation * Assess child’s level of escalation. * Use response strategies to de-escalate. * Determine when disruptions occur and their function (attention, escape, transitions etc.) * Make home contact. * Restorative Chat * Teach replacement behavior. | * Clarify expectations during student conference in breakout session 1:1 * Disable participant video and/or mute participant * Brief time out in waiting room with clearly communicated expectations for student during time out (reflection questions) |

**Level 2**: Behavior that is unresponsive to a variety of documented, targeted interventions over a 2-6 week time frame (minimum); Behavior has become chronic and/or has increased in intensity; Behavior may occur across a variety of times and settings throughout the day.

|  |  |  |  |
| --- | --- | --- | --- |
| **Level 2 Behavior:** | **Definition** | **Intervention Options** | **Consequence** |
| Bullying (all forms**)/ 48900 r ;** Harassment **48900 o**; Intimidation **48900 o**;  Creating a Hostile Environment | Use of verbal and/or nonverbal language or other actions (includes negative or derogatory comments based on race, religion, age, sexual orientation and/or preference,disability, national origin and/or personal matters)  that students can be reasonably expected to know is hurtful or discriminatory/ FOR SEXUAL HARASSMENT SEE LEVEL 3  Bullying: When an individual or a group of people with perceived power, repeatedly and intentionally cause hurt or harm to another person or group of people who feel helpless to respond. Bullying continues over time is often hidden from adults and will probably continue if no action is taken  Intimidation: Verbal, nonverbal and/or written acts committed to coerce and/or instill fear for the purpose of gaining control  Creating a Hostile Environment: conduct that is severe, pervasive or persistent so as to interfere with a student’s wellbeing and ability to learn; a victim may also be someone who is reasonably affected by conduct directed toward another individual | * Engage in restorative chat. * Closely monitor unstructured time * Make home contact. * Referral to counselor * Student led behavior contract * Targeted social skills training * 2 by 10 Relationship Building * Adult mentor/ Check and Connect | * Remove privilege * Disable participant video and/or mute participant * Brief time out in waiting room with clearly communicated expectations for student during time out (reflection questions) |
| Willful Defiance/ Insubordination | Defiance: failure to comply to staff safety related request or directives  Insubordination: persistent lack of cooperation; refusal to report to detention and/or serve consequences given by school authority | * Assess child’s level of escalation. * Use response strategies to de-escalate. * Offer environmental supports * Brief conference with student * Referral to Counselor * Immediately report student leaving campus to appropriate staff * Alternative Programming * 2 by 10 Relationship Building * Virtual Check In/Check Out | * Disable participant video and/or mute participant * Brief time out in waiting room with clearly communicated expectations for student during time out (reflection questions) * Reverse suspension |
| Inappropriate Language and/or Profanity (specifically directed at others)  **48900 i (if profanity is habitual)** | Derogatory and or confrontational language spoken directly to another person (may include profanity, racial and/or sexist insults) | * State expectation * Assess child’s level of escalation. * Use response strategies to de-escalate. * Determine when disruptions occur and their function (attention, escape, transitions etc.) * Make home contact. * Restorative Chat * Teach replacement behavior. | * Disable participant video and/or mute participant * Brief time out in waiting room with clearly communicated expectations for student during time out (reflection questions) * Reverse suspension * Harm Circle Facilitated by Someone Not Directly Involved in Situation |

**Level 3:** Education Code violation(s) and/or extreme behavior that causes a danger to property or people; significantly disrupts the learning environment

|  |  |  |  |
| --- | --- | --- | --- |
| **Level 3 Behavior:** | **Definition** | **Intervention Options** | **Consequence** |
| Disruption of school operations/activities (High intensity) **48900 (k)**; | High intensity behavior that significantly interrupts the learning process and creates unsafe situations for the health and wellbeing of staff and/or students  Defiance: failure to comply to staff safety related request or directives | * Assess child’s level of escalation. * Use response strategies to de-escalate. * Offer environmental supports * Brief conference with student * Referral to Counselor * Immediately report student leaving campus to appropriate staff * Alternative Programming * Check In/Check Out | * Disable participant video and/or mute participant * Brief time out in waiting room with clearly communicated expectations for student during time out (reflection questions) * Reverse suspension * Harm Circle Facilitated by Someone Not Directly Involved in Situation * Remove from Class Meeting/Assign on Opportunity to Learn |
| Obscene Act  **48900 i** | Use of verbal and/or nonverbal language or other actions (including wearing and/or possessing  items with indecent or offensive messages or images, exposing private body parts, engaging in consensual sexual acts, viewing and/or offering to show pornography to others) that students can be reasonably expected to know is strongly offensive, immodest and/or indecent | * Approach student and state expectation/directive * Provide structured choice * Brief conference with student/Restorative Chat * Make home contact * Teach replacement behavior. | * Disable participant video and/or mute participant * Brief time out in waiting room with clearly communicated expectations for student during time out (reflection questions) * Reverse suspension * Harm Circle Facilitated by Someone Not Directly Involved in Situation * Remove from Class Meeting/Assign on Opportunity to Learn |
| Possession of controlled substance, Intent to Sell & Under the Influence of alcohol and/or controlled substance **48900 (c)** | Refers to drug use, possession, intent to sell/sales - includes inhalants, marijuana and cocaine, drug paraphernalia and look-alike drugs and synthetics - NOT to be used for prescription controlled substances or over the counter medication use/possession against school policy. | * Engage in restorative chat. * Student led behavior contract * Make home contact. * Specialized and individual instruction/intervention * Adult mentor/ Check and Connect * Alternative Programming * Re entry Conference | * Insight Referral * Bridges referral * Reverse suspension * Harm Circle Facilitated by Someone Not Directly Involved in Situation * Remove from Class Meeting/Assign on Opportunity to Learn * Recommendation for expulsion |
| Possession of an imitation firearm  **48900 (m)** | Willful, malicious destruction and/or defacement of school or personal property without consent of the owner | * Brief conference with student. * Identify behavior skill deficit and provide corrective teaching. * Make home contact * Restitution Contract | * Restitution * Harm Circle Facilitated by Someone Not Directly Involved in Situation * Remove from Class Meeting/Assign on Opportunity to Learn * Recommendation for expulsion |
| Possession of a weapon and/or explosive device **48900 (b)** | Possession, use or distribution of firearm, weapon, or explosive device as defined in district policy and regulations  Explosive devices: Possession or use of pyrotechnic devices on school property. Includes but not limited to devices such as fireworks and smoke/stink bombs | * Contact administration and/or police. * Closely monitor unstructured time. * Identify function of behavior and teach replacement behaviors * Specialized and individual instruction/intervention * Re entry circle w/ restorative contract | * Notify Law Enforcement * Harm Circle Facilitated by Someone Not Directly Involved in Situation * Remove from Class Meeting/Assign on Opportunity to Learn * Recommendation for expulsion |
| Raising A False Alarm; Inciting a Disturbance; Making a Terroristic Threat **48900.7** ; Bomb Threat | Actions that cause school officials to forecast a substantial disruption of or material interference with school activities, such as inciting a riot and/or pulling a fire alarm  Bomb Threat: Verbal, electronic or written threat to detonate an incendiary or explosive device to cause property damage or injuries, whether or not such a device actually exists  Terroristic Threat: Verbal, electronic or written threat to commit a crime- even if there is no intent of carrying out threat- which will result in death, great bodily injury to another or property damage in excess of one thousand dollars | * State expectation * Student completes reflection sheet * Contact administration. * Make home contact * Restorative Conference * Teach replacement behavior. * Closely monitor unstructured time. * Re entry Circle w/ Restorative Contract | * Notify Law Enforcement * Harm Circle Facilitated by Someone Not Directly Involved in Situation * Remove from Class Meeting/Assign on Opportunity to Learn * Recommendation for expulsion |
| Sexual Harassment **48900.2**  ; Hate Violence **48900.3 /**Involvement | Sexual Harassment: Unwanted sexual advances, requests for sexual advances and/or other verbal, visual and/or physical contact of a sexual nature/ may include other forms of prohibited conduct  Hate Violence: Involvement in actions committed because of a victim’s race, color, religion, nationality, country or origin, ancestry, disability or sexual orientation | * State expectation. * Provide environmental supports * Brief conference with student * Student completes reflection sheet. * Increase prevention strategies * Make home contact * Refer to counselor * Restorative contract * Alternative Programming * Specialized and individual instruction/intervention | * Notify Law Enforcement * Harm Circle Facilitated by Someone Not Directly Involved in Situation * Remove from Class Meeting/Assign on Opportunity to Learn * Recommendation for expulsion |