PBIS/AMP Update

October 2019

Our District's Strategic Plan states

> Sweetwater County School District #1 will nurture a positive learning climate and culture.

> - Promote positive behaviors and relationships among students, staff, families and the community.
> - Ensure schools are safe and secure.
> - Proactively support physical, mental and emotional health.

As we will strive to ensure fidelity of Tier 1 PBIS implementation, expanded Tier 2/3 implementation and align District practices, we will be including all staff in the PBIS/AMP Updates. During the 2019-2020 school year these monthly updates will be sent out district-wide. A large portion of the information contained within this update is taken directly from

Motive, Motivate, Motivation: Why Are My Students Doing That?! (n.d.). Retrieved from https://www.pbisapps.org/community/Pages/Motivation-of-Problem-Behavior.aspx.

If you have questions or I can be of assistance please don't hesitate to call or email.

Tina Johnson
Academic and Behavior Coordinator
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Within this newsletter

1. We will review
   - The importance of identifying the function of a student's behavior
   - District 2018-2019 SWIS data in relation to selecting Perceived Motivation
   - SWIS Perceived Motivation Guidelines
2. There is a list of SWIS "to dos" included. These are required and should be completed ASAP. We want to ensure that, each school as well as the district, can generate accurate reports.

"THE GOAL IS TO TURN DATA INTO INFORMATION, AND INFORMATION INTO INSIGHT"
-CARLY FIORINA, FORMER CEO OF HP
EverythingSupplyChain.com

How do you know how to stop a problem behavior if you don't know what is maintaining it in the first place?

A student's reason for acting out are rooted in one of two motivations: getting something or avoiding something. Identifying what sustains a student's problem behavior – avoiding or getting something - is critical when deciding how to improve a student's social and academic outcomes.
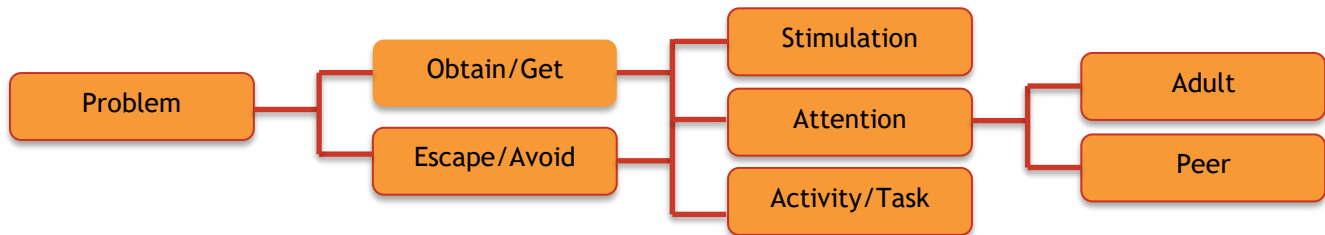
During the 2018-2019 school year, there were 541 minor/major discipline referrals entered into SCSD #1 SWIS system listing "unknown" as the perceived motivation for a student's behavior.
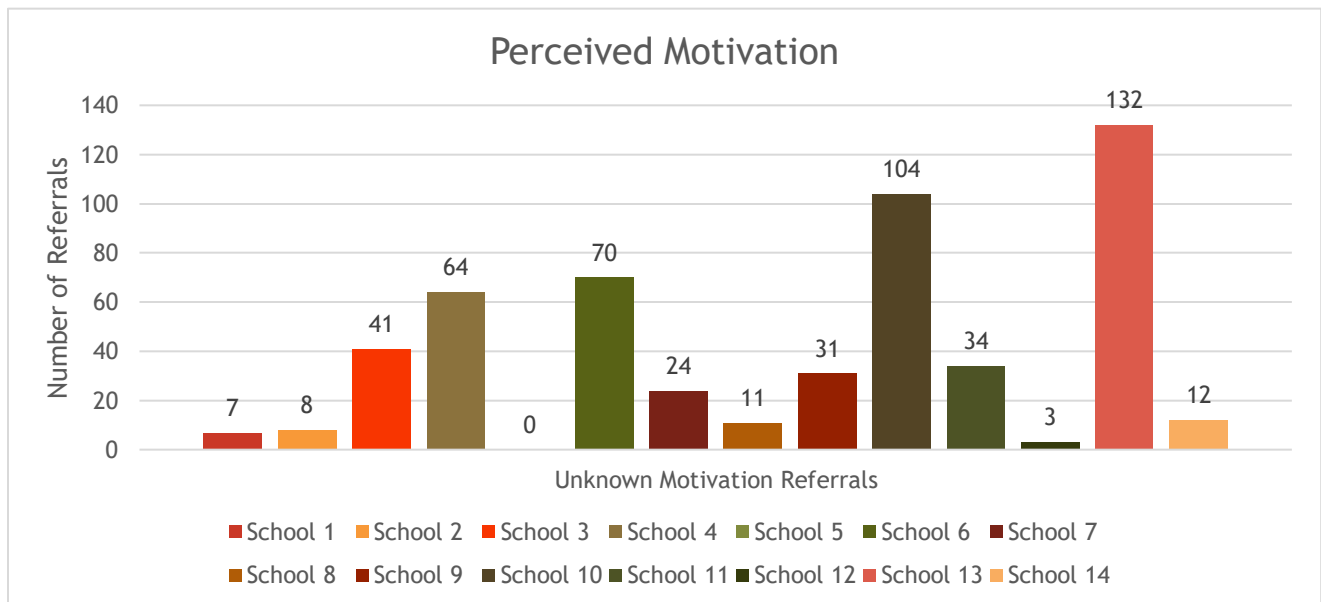
Why take your best guess?

A classroom teacher, AMP, IEP, Behavioral Team, will look for patterns in behavior. One referral does not create an intervention or plan…but each referral adds pieces of information necessary for understanding the function of a student's behavior. It is better to take your "best guess" of perceived motivation then leave this information out of a referral. When we arbitrarily select interventions (without basing them on the function of student behavior) we often choose interventions that can make the student problem behavior worse, or more resistant to change. Such as

- Time out for a student who is acting out to avoid math problems
- Giving a 'talking to' a student who is engaging in problem behavior to get adult attention

SWIS Motivation Guidelines

The following is intended as an example, it is taken directly from the PBIS website and provides guidelines for staff and building level teams in determining the "Perceived Motivation" when completing a SWIS referral or drafting a summary statement.

Obtaining Adult Attention

- Do you find yourself often needing to redirect the student?
- Does the problem behavior often seem to occur when you are working with others?

- Do you need to provide one-on-one assistance to get the student back on-task?
- Do problem behaviors occur when you have stopped interacting with the student?
- If a student stops a behavior but then repeats it, they likely want adult attention.
- You find that you are often annoyed by the behavior.
- Common attention seeking behaviors:
  - Quarrel with peers
  - Tell wild tales
  - Can really "make an entrance"
  - Throw things/tantrums
  - Make excessive noises
  - Talk excessively
  - Fretful; whines and pouts
  - Works only when teacher is near
  - Tattles
  - Frequently leaves seat
  - Uses baby talk or clowns around
  - Asks irrelevant questions

Obtaining Peer Attention
- When the behavior occurs, does the class verbally respond/laugh at the student?
- Does the behavior usually happen when peers are around to witness it?
- Does the behavior stop when peers are not paying attention to the student?

Obtaining Items/Activities
- Does the behavior give the student access to a preferred activity/situation/setting?
- Does the behavior occur when the student is denied something or disciplined?
- Does the behavior stop after giving the student what they wanted or asked for?

Avoiding Adults
- Does the problem behavior occur more with one adult and not another?
- Does the student attempt to physically put space between you and him or her?

Avoiding Peers
- During conflict, do peers leave the student alone if (s)he engages in the behavior?
- Do problems stop when peers leave the student alone?

Avoiding Tasks/Activities
- Does the behavior typically occur and persist when you make a request?
- Does the problem behavior happen only in certain academic activities?
- Will the student stop the behavior if you stop making requests of them?
- Will the behavior stop at the end of an academic activity?
- Common avoiding behaviors
  - Say they are "dumb"
  - Won't try
  - Act fearful or panicky
  - Act helpless
  - Withdraw
  - Give up easily
  - Claim illness
  - Not work unless teacher is close
  - Often say, "I can't do it"
  - Cry
  - Cling to adults
  - Be poor achievers

Again, please keep in mind, one referral does not create an intervention or plan…but each referral adds pieces of information necessary for understanding the function of a student's behavior. It is better to take your best guess than it is to leave this information out. When completing a referral, please select a perceived motivation: obtaining adult attention, obtaining peer attention, obtaining items/activities, avoiding adults, avoiding peers, avoiding tasks/activities.

PBIS/SWIS To Dos and How Tos
- October 18th is the end of the first quarter. It is a district expectation that SWIS data be shared at a minimum once a quarter. A straightforward way of accomplishing this is to print your school's Core Reports and complete a data review utilizing these reports. These reports include; average referrals, location, problem behavior, time, student, day of the week, and grade. If you

require assistance in generating these reports you can send Tina S. and I an email or this SWIS video explains the process: https://www.pbisapps.org/Resources/Pages/Generate-and-Print-Reports-How-To.aspx

- It is important that we ensure our student and staff are entered **accurately** into SWIS. Please pass this email on to the individual that completes your data entry. If your data entry person does not know how to make corrections have them email Tina S. or myself. Secretaries have the ability to download the necessary information from PowerSchool. This information can then be cross checked with SWIS under the Person Management Tab.
  - o Check the **spelling** of student names prior to entering them into the system. Please use their "real" name as it is spelled in PowerSchool
  - o Students who have moved and have the opportunity to return to your school should be marked inactive. Please don't just leave them sitting in the system as active.
  - o Students who have graduated to a new school 5-6, 7-8, 9-12 or graduated should be **archived**. They do not have the opportunity to return to your school.
  - o Students should be entered under their **WISER ID** and **not** their School ID.
  - o Staff should be entered under the number that is listed on their **badge**.

PBIS/SWIS upcoming events

- Tina Searle and I are available for SWIS building or team level drill downs. Please don't hesitate to email both of us if we can be of assistance.
- Second AMP training will be held November 19th from 1:00 to 4:00 in the CAB Boardroom.