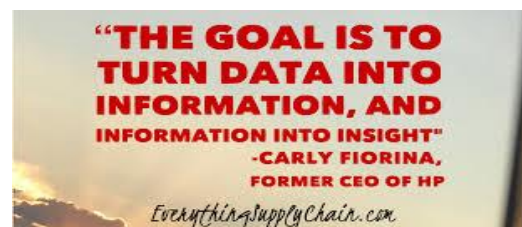


PBIS/AMP Update

November 2019

Within this newsletter

1. We will explore the importance of using consistent behavioral/discipline procedures to ensure data is accurate and useful.
2. We will examine first quarter district ODRs (Office Discipline Referrals) utilizing the
 - Location
 - Problem Behavior
3. 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



A large portion of the information contained within this update is taken directly from *Consistent Process Reliable Data = Better Results. (n.d.). Retrieved from <https://www.pbisapps.org/community/Pages/Consistent-Process-Reliable-Data--Better-Results.aspx>.*

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

Tina Johnson

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Using Consistent Procedures...

Utilizing data when dealing with difficult student behavior and/or adapting school routines requires the four components listed below working effectively together to create a reliable system.

1. Definitions for problem behaviors
2. A consistent referral process
3. A referral form to document the event
4. Proactive strategies for responding to behaviors

When consistent processes are developed, stakeholders are trained, and every adult agrees to **uniformity** within these four components, then data may be consistently and effectively utilized.

Consistent Procedure Number One - Defining Behavior Expectations

One of the first steps in our efforts to teach/manage student behavior is developing an operational definitions for behaviors. An operational definition of behavior is a tool for understanding and managing behaviors in a school setting. Keep in mind, it can be very difficult to describe a behavior without being subjective or personal. Staff have their own perspectives and expectations which can, even inadvertently, become part of a behavior definition. An explicit operational definition makes it possible for two or more staff members to identify the same behavior when observed, even when it

occurs in very different settings. With common definitions of behaviors, students, parents and staff will be prepared to teach, model and understand expectations. In addition, teachers will have a stronger guide for dealing with behaviors. Schools should have definitions of all expected minor/major student behaviors. An example is listed below

Minor Physical Contact/Horseplay - Student engages in low intensity physical contact or horseplay without intending to do harm: playing too rough at recess, shoving)

With an effectively written behavior definition, all staff members should be able to observe a behavior and assign the appropriate label.

Consistent Procedure Number Two - A Consistent Referral Process

A consistent referral process is exceedingly important in creating a positive learning environment in schools. It provides staff with clear expectations for students, and protocols to follow if disciplinary action is needed. It defines when to handle behaviors in the classroom and when to send a student to the office. A consistent process strengthens and supports PBIS by creating school-wide expectations for students in common areas, such as the cafeteria, hallway, playground and bus. Many schools develop this process through a Behavior Flow Chart. The below is an example from a SCSD #1 school.

Classroom Managed Behaviors Intensity Level 1 Behaviors	Classroom Managed Behaviors Intensity Level 2 Behaviors	Administrator Managed Behaviors Intensity Level 3 Behaviors
<ul style="list-style-type: none"> Distracting others Inappropriate tone and/or volume of voice Leaving seat without permission Making noises Not following directions Off-task behavior Not listening/paying attention Rough play Talking out of turn Talking to neighbors/others without permission Tattling 	<ul style="list-style-type: none"> Disrespecting staff – arguing, inappropriate tone or volume Cheating Lying Profanity Leaving the classroom without permission Spitting Teasing and/or pestering Any persistent and continued disruption to the classroom learning environment after it has been addressed with classroom interventions 	<ul style="list-style-type: none"> Abusive/inappropriate language Fighting/Assault/Policy JFCI Vandalism Theft Weapons/Policy JFCJ Bullying Intimidation Harassment (physical and nonphysical) Serious threats of violence Drugs/alcohol/tobacco Disrespect/continued willful disobedience Stealing Cheating/forgery Bomb Threat Technology violation Display of profane language Gambling/extortion Any persistent and continued disruptions to the classroom learning environment after Behavior Sheets have already been given for this offense
The teacher addresses the misbehavior with classroom interventions and consequences.	The student is given a reteach by the classroom teacher, parents are called, incident is reported in teacher log.	The student will be sent to the principal with a referral.
	After 3 Behavior Sheets, the parent must conference with the teacher. The next incident could be sent to the principal with a referral.	<ul style="list-style-type: none"> Conference with the principal Disciplinary actions will follow as the administrator deems appropriate

Consistent Procedure Number Three - A Referral Form to Document an Event A referral form isn't a punishment!

It turns out, it's really hard to punish someone with a piece of paper. A referral form tells a small story about a student's behavior that someone saw and how that person and/or administrator reacted to it.

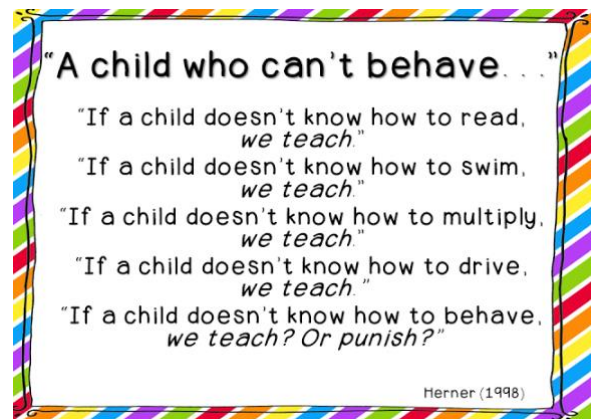
It is a piece of data. According to research, it's a good measure for predicting teacher perceptions, student perceptions, chronic behavior issues, and academic outcomes.

What	Why
All district schools utilize a common referral form (JFC) for Office Discipline Referrals (ODRs)	Student discipline is a critical factor in maintaining a safe environment for students and staff. It is equally important that students be given due process and that Policy JFC be followed.
Many district schools have implemented a minor referral form for classroom level referrals (minors)	The PBIS process emphasizes constructive interventions as an alternative to punitive discipline. Documenting minor referral incidences allows teacher/school teams to be proactive in supporting students.
School Wide Information System (SWIS)	SWIS is a web-based information system designed to collect and summarize student/school behavior data for decision making. When used with fidelity, it allows the school/district to compare referrals reliably to other referrals collected at the school/district.

Consistent Procedure Number Four - Proactive Strategies for Responding to Behavior

PBIS is an approach schools can use to improve school safety and promote positive behavior. At its heart, PBIS calls on schools to teach students about behavior, just as they would teach about any other subject—such as reading or math. Proactive PBIS strategies are interventions which are used on an ongoing basis in an attempt to reduce the likelihood of occurrence of challenging behaviors. They are preventative and usually deal with the conditions that precede the behavior. The following are examples of proactive strategies

- Behavioral expectations are posted, taught, reviewed and known by every student
- Positive relationships are established with all students
- Organizing a productive classroom (minimal effort to pay attention, easy flow in/out of room, optimal seating arrangement, limit distractions, etc.)
- Positive greetings at the door to precorrect and establish positive climate occurs
- Transitions are taught and managed well
- Independent seatwork is limited for skill fluency practice and managed effectively when used
- Competent communication with all students is observed (reprimands/corrective statements are delivered in a non-threatening way)
- Teaching, modeling, and reinforcing desired prosocial classroom skills (following directions the first time, actively listening, waiting patiently, sharing with others, etc.)
- Teacher mobility and proximity control is used (Keeps students alert by tracking the teacher and teacher uses proximity control as a method to redirect problem behavior)
- A motivation system to reward desirable behavior is in place
- Goal setting and performance feedback is routine



- Visual schedule of classroom activities is used
- Cuing systems to release and regain student attention and foster high student engagement is used
- Five positive comments, gestures, and interactions to every one correction, reprimand, or negative interaction (5 to 1 ratio)
- Smiling and being nice!
- Providing students with numerous opportunities to respond to teacher questions (choral responding, random asking of students, etc.) and interact with classmates over learning content (pair-share)

Sharing data

Within our district, each school is required to share SWIS data on a quarterly basis. The following quote is taken from an article on PBISApps. It stresses the correlation between sharing data and successful implementation.

Share Your Data, Build Momentum: Sustaining Practices Together

When tackling any initiative, sustaining its implementation should always be a goal. When you focus on ways to continue the practice long after its first appearance in your building, you turn a flash-in-the-pan initiative into something more deeply rooted with lasting impact. Think about what you would do in your building, right now, to make your behavior support practices last in the long run. Got an idea? Are you curious what the research suggests? Share your data!

A recent study of 860 schools across 14 states (McIntosh, Kim, Mercer, Strickland-Cohen, & Horner, 2015) looked at the schools' demographics as well as the teams' actions to see which factors increased the likelihood of sustained SWPBIS implementation. Turns out, it was the team's actions, specifically how often it shared data with all school staff, that had the most significant impact on whether the school sustained its implementation. There is still more research to be done, but regularly sharing data is a practice PBISApps recommends to all schools.

It is always a good time to remember the positive impact sharing data with staff can have on achieving the valued outcomes in your building. When the whole school understands the goals and sees progress from the efforts, everyone is more likely to embrace the interventions implemented to meet those goals. The best way to share data is the way that feels most natural, leads to effective decisions, and offers opportunities for everyone to engage in planning.

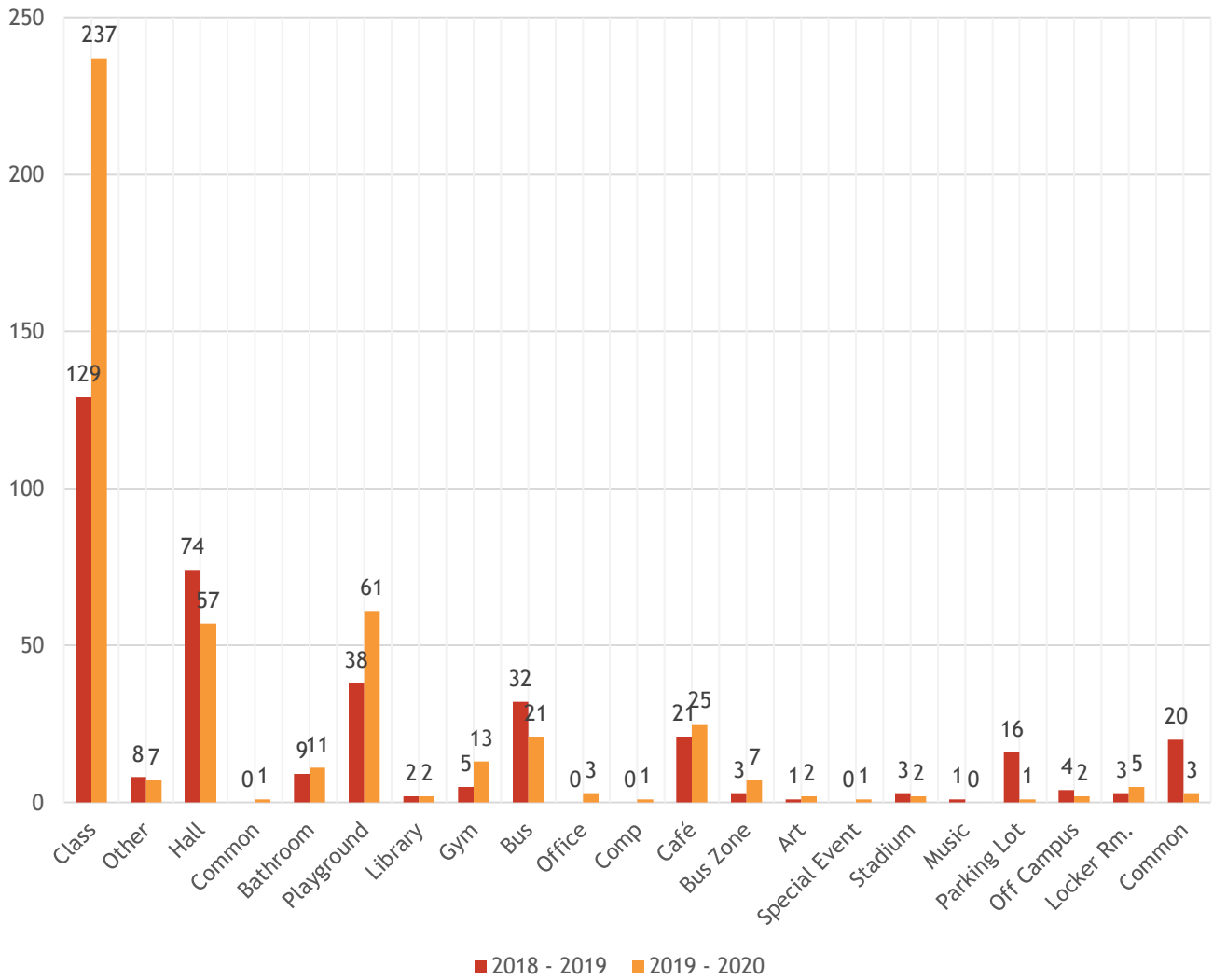
Please take a moment and read the entire article

<https://www.pbisapps.org/community/Pages/Sustaining-Implementation-Together.aspx>

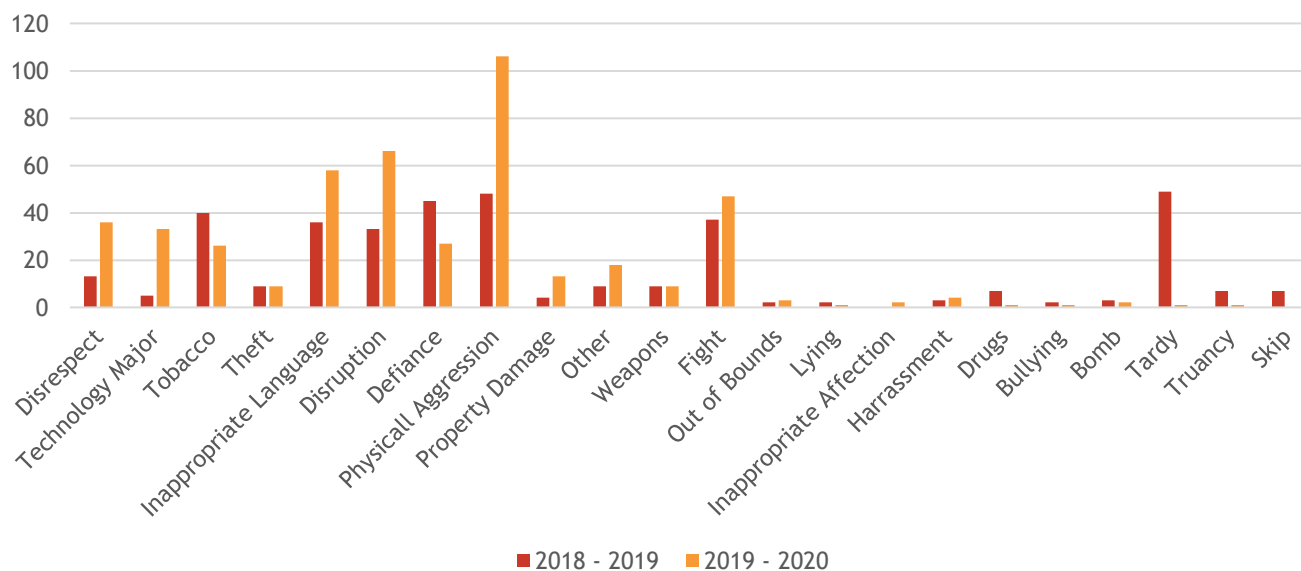
District SWIS Data

The following two graphs share district first quarter data by location and problem behavior. ODRs stands for Office Discipline Referrals. ODRs are referrals that violate Policy JFC and are dealt with by an administrator. The graphs include data from all district schools and examines 18-19 and 19-20 data.

ODRs by Location



ODRs by Problem Behavior



As we examine behavioral/disciplinary data, we must ask ourselves if we have a Red Flag Item? The increase in Physical aggression would be considered a Red Flag Item. We **then** have to drill down and ask

1. Who is responsible for the increase?
 - a. A particular school
 - b. A particular grade level(s)
 - c. A particular student
 - d. Etc.
2. What behaviors are constituting Physical Aggression? What exactly are students doing?
3. When is the behavior occurring?
 - a. Before school
 - b. After school
 - c. At recess
 - d. At lunch
 - e. Etc.
4. Where is the behavior occurring?
 - a. The classroom
 - b. Playground
 - c. Common areas
 - d. The bus
 - e. The bus loading area
 - f. Etc.
5. Why is the behavior occurring?
 - a. Obtain peer attention
 - b. Avoid tasks/activities
 - c. Obtain Items/activities
 - d. Obtain adult attention
 - e. Avoid adult
 - f. Avoid peers

The district, a school, an AMP Team, an IEP Team, a Behavioral Team, or a classroom teacher must drill down to understand the who, what, when, where and why necessary to establish an actionable behavior pattern. One referral does not create an intervention or plan...but each referral adds pieces of information necessary for understanding the reasons for behavior and how to best correct the environment or the behavior itself.

Celebrations

- Eastside, Farson, Northpark and Black Butte have taken the steps to implement paperless SWIS minor referral entries. Farson, Northpark and Black Butte are up and running. Eastside will go live on January 9th. Pilot Butte is also preparing to make this transition and should be ready to go soon.



PBIS/SWIS To Dos and How Tos

- October 18th was 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.
 - Check the **spelling** of student names prior to entering them into the system. Please use their “real” name as it is spelled in PowerSchool
 - 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.
 - 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.
 - Students should be entered under their **WISER ID** and **not** their School ID.
 - 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.