Welcome! Please Sign In

https://forms.gle/P6T5Dj6s4hjHxxNC9

Or, use this QR Code
PBIS Tier 1, Day 3B Training
March 1, 2022

Developing Consistent Responses to Problem Behavior

https://www.ycoe.org/pbis
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- George Sugai, University of Connecticut
Acknowledgments

California PBIS Coalition  
www.pbisca.org

Midwest PBIS Network

Northwest PBIS

Nevada PBISTA Center
# Group Agreements

| **Respectful** | • Start and end on time.  
|               | • Listen actively (and without distractions).  
|               | • Mute yourself when not speaking. |
| **Responsible** | • Your participation will result in systems and practices that will benefit all students.  
|                | • Participate in live or virtual discussions and activities.  
|                | • Practice self care.  
|                | • Give your full attention. |
| **Committed** | • Expect to begin tasks that will need to be finished later.  
<p>|              | • Expect committed trainers that will provide feedback and encouragement and meet you where you are. |</p>
<table>
<thead>
<tr>
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<td>School-Wide Information System</td>
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# Training Objectives

**Teams will:**

- Develop a basic understanding of the function of behaviors
- Begin to define/differentiate between Staff Managed (non-recorded), Minor (recorded) and Major Behaviors
- Begin to develop a Behavior Flowchart as part of your site's continuum of responses to problem behavior
- Begin to develop an Office Discipline Referral (ODR) form compatible with SWIS
- Understand Data Systems readiness requirements
The Tier 1 Action Plan continues to guide your work.

Continue to document your work in your Team Handbook.

Be sure that you are working from your team’s Action Plan and Handbook.
In the chat:

Which best describes how you are feeling today & why?
Collaborative Worktime

**Review Action Plan Tasks & Handbook**

With your team, review the Action Plan Tasks (19-23) from Day 3A. Be ready to share out progress and questions.
Identifying Problem Behaviors

TFI Items related to this section:

• **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 address office-managed versus staff-managed problems.
Defining Problem Behaviors

Remember that the purpose of PBIS is to make schools:

More effective
More equitable

And is for ALL students.
Defining Problem Behaviors

• The SWIS developers have definitions for problem behaviors.
• The definitions are clear, observable, and can be measureable.
• Establish alignment with SWIS definitions and make modification as needed (it’s okay to keep SWIS definitions).

If you are not using SWIS, you will still need to define behaviors for consistency across your site.
1.13: Tier 1 team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision-making.
Responding to Problem Behavior

Bigger, tougher consequences are **not** what we mean by a Consequence System
Consistency is Key – Not Severity

- It is less important what the consequence is, than that something is reliably done.

- How staff respond or what consequence is used is less important than the certainty that something will be done, even something relatively brief such as redirection or re-teaching.

- Responses to inappropriate behaviors are always:

  1. Calm  
  2. Consistent  
  3. Brief  
  4. Immediate  
  5. Respectful
Alternative Consequences

- Student receives individualized instruction specifically related to the student’s problem behavior.
- Have student demonstrate the “right” way
- Provide student with the opportunity to make it right
- Student is given time to reset, could possibly do something like a “Think Sheet”
- Student apologizes or compensates for loss, damage, or injury; community service.
Exclusionary Discipline

What the Research Says:

Research has shown that discipline practices that remove students from their usual classroom setting may result in adverse outcomes for students and the community.

- **Lower Academic Achievement**
  - There is a negative relationship between school suspension and school-wide academic achievement.

- **Less Likely to Graduate**
  - A single suspension in middle school increases the risk for non-graduation.

- **Justice System Involvement**
  - A student who is suspended or expelled is 3 times more likely to be in contact with the juvenile justice system the following year.

**Alternative Disciplinary Placements**

- 50% of students who received alternative placement in elementary school were placed in juvenile detention within 4 years.
- 43% of students who received alternative placement in middle school were placed in juvenile detention within 2 years.

**Out-of-school suspension is LEAST effective for students with...**

- Emotional or behavioral difficulties
- Aggression
- Hyperactivity
- Poor social skills
- Negative experiences with school, academics
Exclusionary practices are adult behaviors that:

- May provide temporary relief
- Do not support students in meeting behavioral expectations
- May incentivize repeated use of exclusionary practices
Behavior Flowchart

You teams will spend time reviewing Actions Taken and how they fit within your Behavior Flowchart.

NOTE: Expectation for completing flowchart – approximately 3 months.
**Collaborative Worktime**

**Action Item 23:**
Actions taken, in response to problem behavior, are defined and documented in Team Handbook.
1.12 Discipline Data: Tier 1 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.

1.13: Tier 1 team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision-making.
Data-Based Decision Making

Data helps us ask the right questions, 
*It does not provide the answers.*

Use data to:
- Identify and refine problems
- Define the questions that lead to solutions

Data helps place the ‘problem’ in a **context** rather than upon the students.
Planning for Data and Data Systems

Questions to consider:

- Are we collecting the right information?
  - What, where, when, who, why
- Is data collection efficient?
  - Less than 60 seconds to fill out, 30 seconds to input
- Do we get data in a graphic format?

- Can we prepare the data in advance, draft a Precision Problem Statement, and have ready for our team meeting?
- Are data used for decision making by all?
  - Presented to faculty monthly
  - Whole school, small group, individual student data
<table>
<thead>
<tr>
<th>Question</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>What</td>
<td>What problem behavior is occurring?</td>
</tr>
<tr>
<td>How Often</td>
<td>Is this an ongoing problem, new problem, old problem, small-group problem, school-wide (big) problem?</td>
</tr>
<tr>
<td>Where</td>
<td>In which locations does the problem more likely occur?</td>
</tr>
<tr>
<td>Who</td>
<td>How many students and which sub-groups are more likely to engage in the problem?</td>
</tr>
<tr>
<td>When</td>
<td>What times of day or days of week does the problem most likely occur?</td>
</tr>
<tr>
<td>Why</td>
<td><strong>In the context above, what function of behavior is being served?</strong></td>
</tr>
</tbody>
</table>
# Primary Versus Precision Statement

<table>
<thead>
<tr>
<th>Primary Statements</th>
<th>Precision Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Too many referrals.”</td>
<td>“There are more behavior referrals for aggression on the playground than last year. These are most likely to occur during first recess, with a large number of students, and the aggression is related to getting access to the new playground equipment.”</td>
</tr>
<tr>
<td>“September has more suspensions than last year.”</td>
<td></td>
</tr>
<tr>
<td>“Gang behavior is increasing.”</td>
<td></td>
</tr>
<tr>
<td>“The cafeteria is out of control!”</td>
<td></td>
</tr>
<tr>
<td>“Student disrespect is off the hook!”</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What</th>
<th>Where</th>
<th>When</th>
<th>Who</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Data-Based Decision Making

Make better decisions based on data

• Respond *consistently* to problem behavior
• Regularly monitor *patterns of problem behavior* across the school
• Identify *contexts* (e.g., locations, grade levels, schedules) where more support is needed
• Understand *why* problem behaviors continue (i.e., perceived motivation or function of the behavior)
• Reduce referral *disproportionality* by race, ethnicity, disability, gender, and other characteristics
Continuum of Decision Making

- **Universal**—primary prevention, provided to all students, effective for approximately 80%.
- **Secondary**—targeted, small group 15% of student population.
- **Tertiary**—intensive, individualized, 5% of student population.

All specialized interventions are more effective and more durable with universal, school-wide behavioral expectations as a foundation.
System Problem v. Student Problem

System problem:

10 or more students (10% for small schools) showing problem behavior in a single setting.

Tier 1 team uses SWIS data to identify system issues

Less than 10 students, individual students showing problem behavior across multiple settings.

May require Tier 2 or Tier 3 interventions
PBIS Sustainability and Data

Schools report administrative support, staff buy-in, fidelity, and data to be enablers of PBIS implementation. Common barriers to PBIS sustainability are resources, turn-over, fidelity, and staff buy-in.

The frequency that data are presented to all school staff is the single factor most related to high PBIS sustainability.

The School-Wide Information System (SWIS) is a web-based decision system used to improve behavior support in education by providing staff with **accurate**, **timely**, and **practical** information for making decisions about the school environment/climate.
• **1.12 Discipline Data**: Tier 1 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.

• **1.13**: Tier 1 team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision-making.
What Is the Purpose of the Office Discipline Referral form? (ODR)

As an Intervention?

Or, to collect data?
Essential Elements

Your Office Discipline Referral Form should include:

Who?
When?
What?
Details
With whom?
Why?
Action Taken
Where?
SWIS Users:

Essential fields should be in this order for easy data entry:

1. Referral Type (Major or Minor)
2. Student Name
3. Grade
4. Referring Staff
5. Date AND Time
6. Location of Incident
7. Problem Behavior
8. Perceived Motivation
9. Others Involved
10. Action Taken
### SWIS Users – Referral Compatibility Checklist

**SWIS Referral Form Compatibility Checklist**

<table>
<thead>
<tr>
<th>Compatibility Item</th>
<th>Date</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does a form exist that is SWIS compatible for SWIS data entry that includes the required categories (listed below)?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>a. Student name</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>b. Student's grade level</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>c. Referring staff member</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>d. Date of incident</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>e. Time of incident</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>f. Location of incident</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>g. Problem Behavior</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>h. Perceived Motivation</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>i. Others involved</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>j. (Optional) Restraint/Seclusion</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>k. Actions Taken</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>l. (Optional) Notes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>m. (Optional) Custom Fields</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>2. Does a set of definitions exist that clearly defines all categories on the office discipline referral form?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>3. Does a clear distinction between problem behaviors that are staff managed versus office managed exist?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>4. Is the referral process documented and available for staff reference?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Next review date:
Building your ODR

- Identify locations to include in your referral forms
- Define “Others Involved”

<table>
<thead>
<tr>
<th>Locations</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Rooms (Art)</td>
<td>The area used for art classes and activities.</td>
</tr>
<tr>
<td>Bathroom Facilities (Bath)</td>
<td>The area used by students for taking care of personal needs.</td>
</tr>
<tr>
<td>Bus (Bus)</td>
<td>The area inside the bus.</td>
</tr>
<tr>
<td>Cafeteria (Caf)</td>
<td>The area used for bus loading and unloading.</td>
</tr>
<tr>
<td>Cafeteria (Cafeteria)</td>
<td>The area used for breakfast and lunch.</td>
</tr>
<tr>
<td>Classrooms (Class)</td>
<td>The area designated for instructional purposes.</td>
</tr>
<tr>
<td>Computer Lab (Comp)</td>
<td>The area used for computer classes and activities.</td>
</tr>
<tr>
<td>Gym (Gym)</td>
<td>The area used for physical education activities.</td>
</tr>
<tr>
<td>Mailroom (Mail)</td>
<td>The area designated for passing from one activity class to another.</td>
</tr>
<tr>
<td>Library (Library)</td>
<td>The area designated for research and study.</td>
</tr>
<tr>
<td>Locker Rooms (Locker)</td>
<td>The area used by students to prepare for and complete physical education classes and/or sporting events.</td>
</tr>
<tr>
<td>Main Room (Main)</td>
<td>The area used by students for music activities (e.g., music class, band, orchestra).</td>
</tr>
<tr>
<td>Off-Campus</td>
<td>The location for problem behavior event occurs off the school property boundary that is not listed.</td>
</tr>
<tr>
<td>Office (Office)</td>
<td>The area used for student and staff for the primary school business and management.</td>
</tr>
<tr>
<td>Other Locations (Other)</td>
<td>The location for problem behavior event occurs in a location that is not listed.</td>
</tr>
<tr>
<td>Parking Lot (Park)</td>
<td>The area used for parking vehicles during school hours.</td>
</tr>
<tr>
<td>Playground (Play)</td>
<td>The outside area used for recess breaks.</td>
</tr>
<tr>
<td>School Event/Activity (Field Trip)</td>
<td>The location for student activity that occurs in and/or out of school.</td>
</tr>
<tr>
<td>Stadium</td>
<td>The area used for athletic special events.</td>
</tr>
</tbody>
</table>

**Use Document 132 from your Action Plan**

<table>
<thead>
<tr>
<th>Others Involved</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>None (None)</td>
<td>Student engages in problem behavior incident alone.</td>
</tr>
<tr>
<td>Other (Other)</td>
<td>Student engages in problem behavior with person not listed above.</td>
</tr>
<tr>
<td>Peers (Peers)</td>
<td>Student engages in problem behavior incident with peer(s).</td>
</tr>
<tr>
<td>Staff (Staff)</td>
<td>Student engages in problem behavior incident with staff.</td>
</tr>
<tr>
<td>Substitute (Substitute)</td>
<td>Student engages in problem behavior incident with substitute.</td>
</tr>
<tr>
<td>Teacher (Teacher)</td>
<td>Student engages in problem behavior incident with teacher.</td>
</tr>
<tr>
<td>Unknown (Unknown)</td>
<td>It is unclear if any others were involved in incident.</td>
</tr>
</tbody>
</table>
Building your ODR

- Must include Perceived Motivation!

<table>
<thead>
<tr>
<th>Perceived Motivation</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avoid Adult (Avoid a)</td>
<td>Student engages in problem behaviors to avoid adult(s).</td>
</tr>
<tr>
<td>Avoid Peer(s) (Avoid p)</td>
<td>Student engages in problem behaviors to avoid peer(s).</td>
</tr>
<tr>
<td>Avoid Tasks/Activities (Avoid task)</td>
<td>Student engages in problem behaviors to avoid tasks and/or activities.</td>
</tr>
<tr>
<td>Obtain Adult Attention (Ob a attn)</td>
<td>Student engages in problem behaviors to get attention from adult(s).</td>
</tr>
<tr>
<td>Obtain items/Activities (Ob itm)</td>
<td>Student engages in problem behaviors to get items/activities.</td>
</tr>
<tr>
<td>Obtain Peer Attention (Ob p attn)</td>
<td>Student engages in problem behavior(s) to gain attention of peer(s).</td>
</tr>
</tbody>
</table>

Must include these six on your referral.
Perceived Motivation

When filling out the behavior referral form, I do not have to be 100% sure of the motivation...

But I should consider what happens before and after the misbehavior.

How will you train staff about Perceived Motivation?
Office Discipline Referrals and SWIS

In a Remote Setting

Being away from the classroom does not mean losing track of student behavior. Continue using SWIS by:

• Updating/modifying your current Behavior Flowchart, and,
• Updating/modifying your Office Discipline Referral forms
• Use SWIS custom fields to track remote locations (video meeting, chat room, etc.) and/or behaviors specific to online learning
• Use paperless referrals
• [https://www.pbisapps.org/About-Us/Pages/Paperless-Referral-Workflows-are-Here.aspx](https://www.pbisapps.org/About-Us/Pages/Paperless-Referral-Workflows-are-Here.aspx)
Action Item 24: Office Discipline Referral form completed to include all essential elements.

Examples you could use:
Document 134
Document 134H (High School)
## SWIS Account Users

Sites will identify SWIS users for specific training. Work with your Regional Coach/Trainer.

<table>
<thead>
<tr>
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<th>Role</th>
</tr>
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<tbody>
<tr>
<td><em><em>SWIS Admin</em> FT</em>*</td>
<td>The role of SWIS Administrator is typically limited to one or two school/facility personnel who are responsible for managing the SWIS account (e.g., PBIS team leader, school administrator, administrative professional).</td>
</tr>
<tr>
<td><em><em>Data Entry</em> FT</em>*</td>
<td>The role of data entry is typically limited to one or two staff members who enter referral data, maintain person records, enter school days &amp; enrollment, and/or monitor data integrity.</td>
</tr>
<tr>
<td><strong>Data Analyst FT</strong></td>
<td>The role of data analyst is typically limited to one or two individuals who are responsible for monitoring data integrity and generating SWIS reports for decision-making team(s) within the school/facility or district (e.g., PBIS team leader, administrator, school psychologist, special education representative, district coach).</td>
</tr>
<tr>
<td><strong>Referral Entry Only</strong></td>
<td>The role of Referral Entry Only (REO) allows staff access to log in for the purpose of completing the electronic referral form. Referrals are then assigned to another staff member or submitted for Review by a trained user with Admin or Data Entry access.</td>
</tr>
</tbody>
</table>
Google Activity Slides

**SWIS Account Users**

Note: not all PBIS team members will be assigned a role, nor go through the additional SWIS training.

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<tr>
<td>FT</td>
<td></td>
</tr>
<tr>
<td>Data Analyst</td>
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</tr>
<tr>
<td>FT</td>
<td></td>
</tr>
</tbody>
</table>
Training Your Staff

- Find a link to shortened slides in your Action Plan:
- Modify/edit slides to fit your site:
  - Add your Classroom Handbook
  - Use LCAP, attendance, or other data to tell your story
- Use PBIS Staff Professional Development in your Team Handbook to outline training
Action Item 25: PBIS Staff Professional Development Plan completed and documented in Tier 1 Handbook, staff trained on Day 3 content
### Review of Training Objectives

**Teams will:**

- Develop a basic understanding of the function of behaviors
- Begin to define/differentiate between Staff Managed (non-recorded), Minor (recorded) and Major Behaviors
- Begin to develop a Behavior Flowchart as part of your site’s continuum of responses to problem behavior
- Begin to develop an Office Discipline Referral (ODR) form compatible with SWIS
- Understand Data Systems readiness requirements
## Tier 1 Training Sequence

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Please a minute to fill out our Feedback Form!

Feedback
https://forms.gle/BnTJYxVw98dsH3B8A

See you on April 7, 2022 @ 3:00-5:00PM for PBIS Tier 1 Day 4A