

# 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>





# Who is in the room today?



Patwin Elementary



WAGGONER ELEMENTARY



Plainfield

Small School with Big Expectations

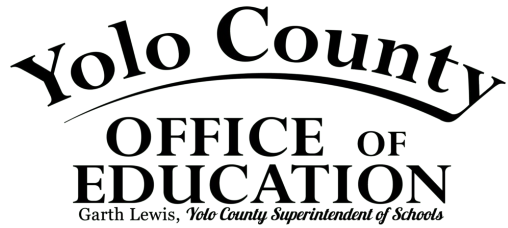


Virtual  
Academy



Beamer Park

Preparing and empowering all students for a future of endless possibilities



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Director, Teaching & Learning

**Unfilled**

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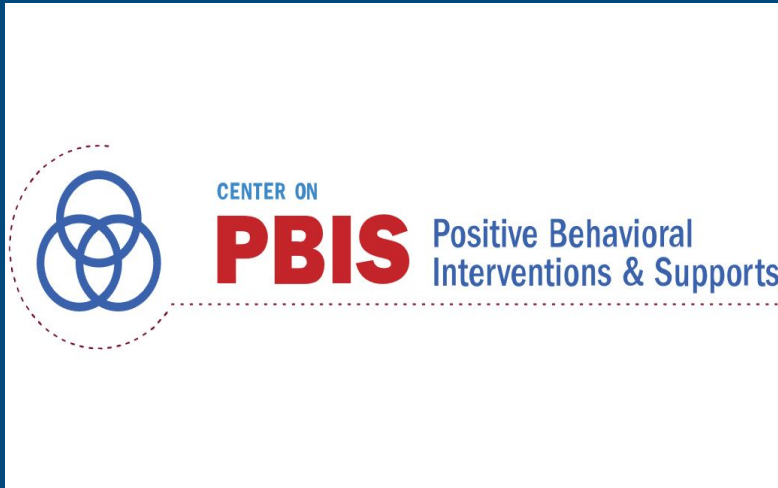
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# Acknowledgments



Center on PBIS  
[www.pbis.org](http://www.pbis.org)

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- Tim Lewis, University of Missouri
- Kent McIntosh, University of Oregon
- Brandi Simonsen, University of Connecticut

Senior Advisors:

- Robert Horner, University of Oregon
- George Sugai, University of Connecticut

# Acknowledgments



California PBIS Coalition  
[www.pbisca.org](http://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.
- Expect committed trainers that will provide feedback and encouragement and meet you where you are.



# Tier 1 Training Sequence

<input type="checkbox"/>	Day	Content
<input type="checkbox"/>	1	Overview, Team Development, Behavioral Expectations
<input type="checkbox"/>	2	Lesson Plans, Posters, Acknowledgement System
	3	Function of Behavior, Responding to Problem Behavior, Consequence Systems
	4	PBIS and the Classroom, Kickoff,
	SWIS	School-Wide Information System

# Training Objectives

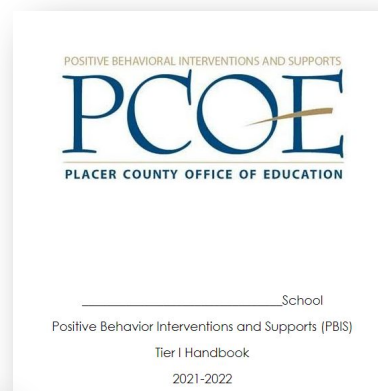
## Teams will:

- ✓ 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

# Action Plan and Team Handbook

- 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.

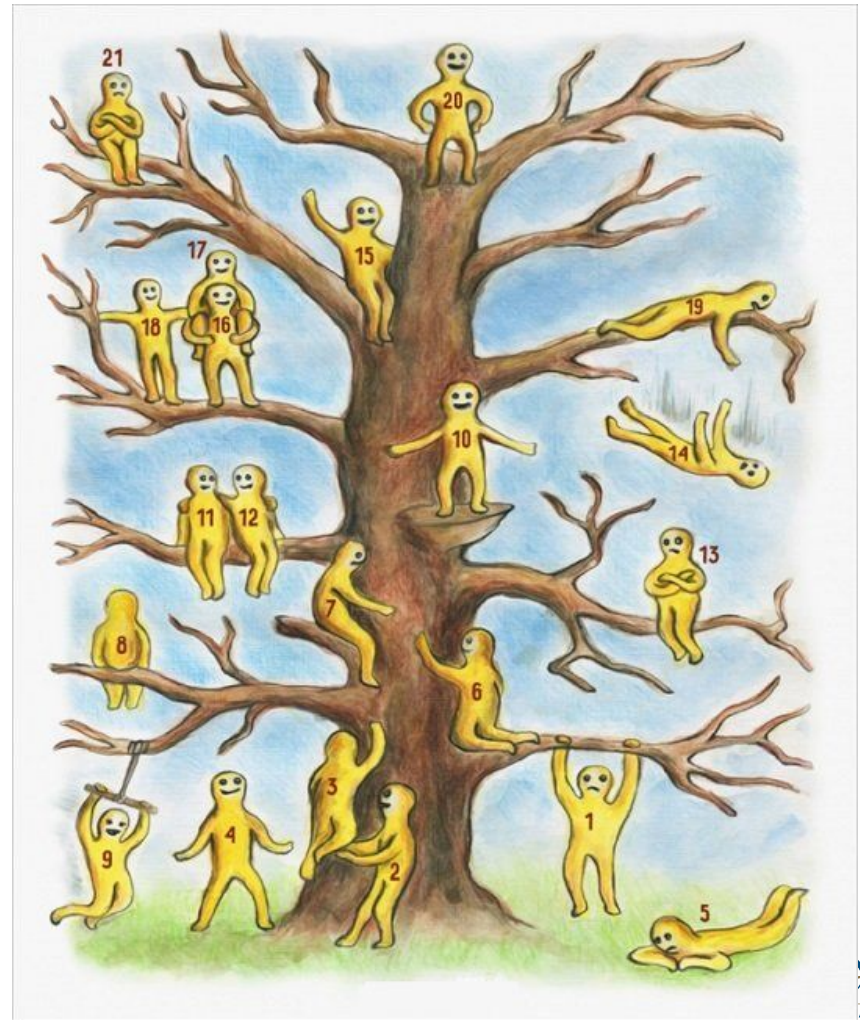
Return to Top		2021-2022 PBIS Tier 1 Action Plan:		
Focus	Action Item #	Action Item	Reference Documents/Links	Who
Tier 1 Teaming	1	Tier 1 Handbook downloaded, copied and shared with PBIS Tier 1 Team Members.	<a href="#">113 PBIS Tier 1 Team Handbook</a>	
	2	Team member roles assigned and documented in your Tier 1 Handbook.	<a href="#">102 PBIS Tier 1 Team Handbooks</a> <a href="#">103 TIPS Team Member Responsibilities</a>	
	3	Team Purpose created and documented in your Tier 1 Handbook.	Your Tier 1 Handbook	
	4	Team Agreements created and documented in your Tier 1 Handbook.	Your Tier 1 Handbook	
Defining Behavior Expectations	5	Elements of Culture - activity presented to Staff	<a href="#">106 Elements of Culture</a>	
	6	3-5 Schoolwide Expectations created and documented in Tier 1 Handbook.	<a href="#">108 Behavior Matrix Template</a> <a href="#">109 Behavior Matrix Example</a>	
	7	Schoolwide Behavioral Matrix completed and documented in your Tier 1 Handbook.	<a href="#">108 Behavior Matrix Template</a> <a href="#">109 Behavior Matrix Example</a>	



# Opening check-in

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.

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# Identifying Problem Behaviors

TFI Items related to this section:

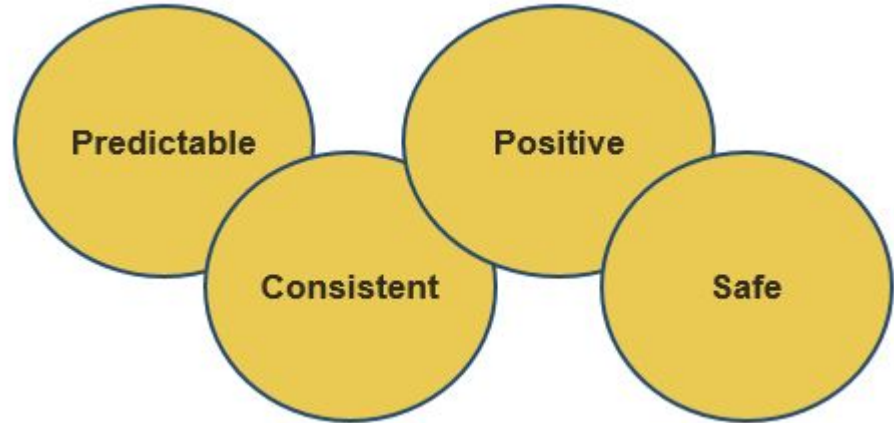
- **1.5 Problem Behavior Definitions:** School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for address office-managed versus staff-managed problems.

# 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.

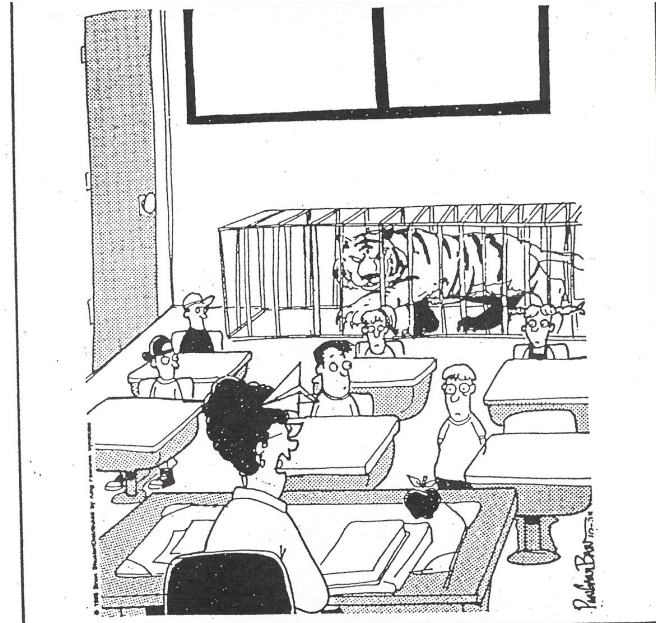


# Responding to Behaviors – Actions Taken

- **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



"Well, Timmy, it looks like you've just earned yourself  
10 minutes in the cage with Mr. Whiskers."

# 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

**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”**

# 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 & 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

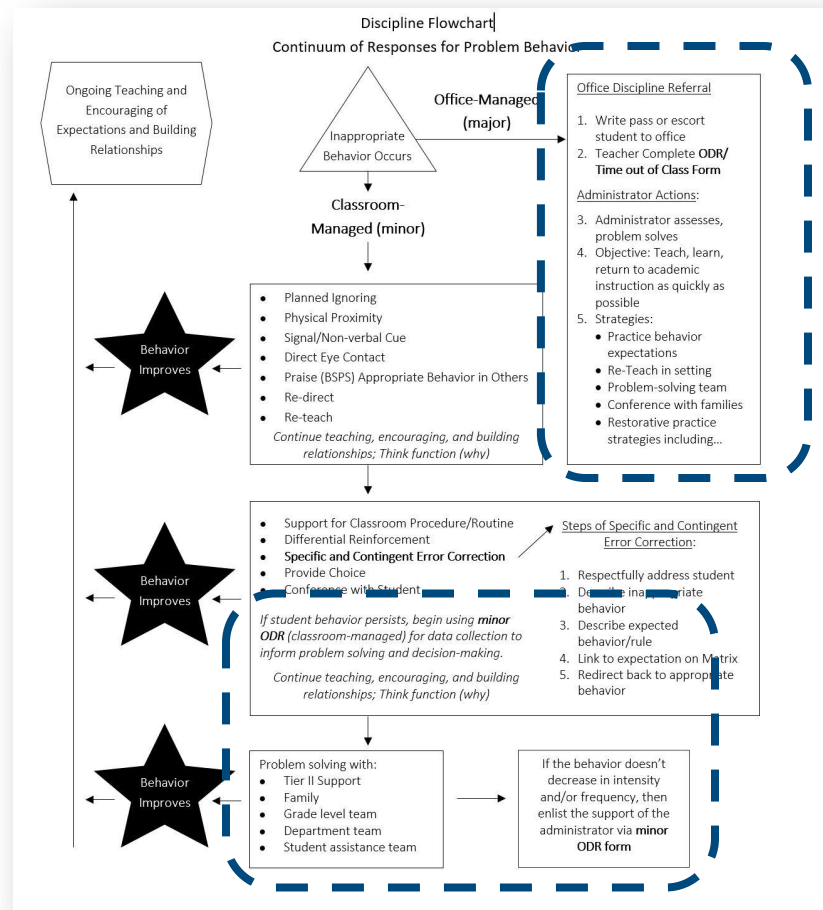


Document  
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# Behavior Flowchart

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

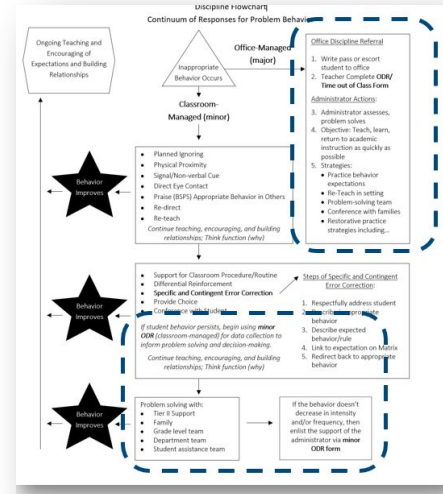
NOTE: Expectation for completing flowchart – approximately 3 months.



# Collaborative Worktime

## Action Item 23:

Actions taken, in response to problem behavior, are defined and documented in Team Handbook.



Doc. 137

Action Taken	Definition
Alternative Placement (Alt Placement)	Consequence for referral results in student being placed in a different educational setting
Bus Suspension (Bus susp)	Consequence for referral results in 1-3 day period when student not allowed on the bus.
Community Service (Comm svc)	Consequence for referral results in involvement in community service activities or projects.
Conference with Student (Conf)	Consequence for referral results in student meeting with administrator, teacher, and/or parent (in any combination).
Expulsion (Expul)	Consequence for referral results in student being dismissed from school for one or more days.
Individualized Instruction (Instruct)	Consequence for referral results in student receiving individualized instruction specifically related to the student's problem behaviors.
In-School Suspension (In-sch susp)	Consequence for referral results in a period of time spent away from scheduled activities/classes during the school day.
Loss of Privilege (Loss priv)	Consequence for referral results in student being unable to participate in some type of privilege.
Other Action Taken (Other)	Consequence for referral results in administrative decision that is not listed. Staff using this area will specify the administrative action taken.
Out-of-School Suspension (Out-sch susp)	Consequence for referral results in a 1-3 day period when student is not allowed on campus.
Parent Contact (Parent)	Consequence for referral results in parent communication by phone, email, or person-to-person about the problem.
Restitution/Community Service (Restitution)	Consequence for referral results in apologizing or compensating for loss, damage, or injury; community services.
Additional Attendance/Saturday School (Sat Sch)	Consequence for referral results in student attending classes on a Saturday.
Time in Office (Office)	Consequence for referral results in student spending time in the office away from scheduled activities/classes.
Time Out/Detention (Detent)	Consequence for referral results in student spending time in a specified area away from scheduled activities/classes.
Action Pending (Act Pen)	Consequence for referral is pending. Referral will be modified when "action taken" is determined.
Other (Other)	Action taken not listed above.

Team  
Handbook



# Data Systems

## TFI Items related to this section:

- **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



# Planning for Data and Data Systems

Question	Description
<input type="checkbox"/> What	What problem behavior is occurring?
<input type="checkbox"/> How Often	Is this an ongoing problem, new problem, old problem, small-group problem, school-wide (big) problem?
<input type="checkbox"/> Where	In which locations does the problem more likely occur?
<input type="checkbox"/> Who	How many students and which sub-groups are more likely to engage in the problem?
<input type="checkbox"/> When	What times of day or days of week does the problem most likely occur?
<input type="checkbox"/> <b>Why</b>	<b><u>In the context above</u>, what function of behavior is being served?</b>

# Primary Versus Precision Statement

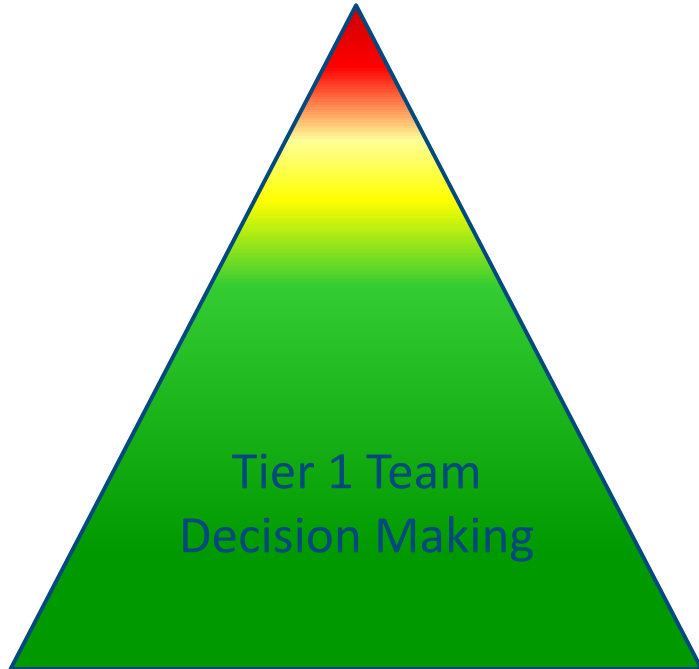
Primary Statements		Precision Statement		
“Too many referrals.”		“There are <b>more behavior referrals for aggression</b> on the <b>playground</b> than last year. These are most likely to occur during <b>first recess</b> , with a <b>large number of students</b> , and the aggression is <b>related to getting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

# 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



Tertiary—intensive, individualized  
5% of student population



Secondary—targeted, small  
group 15% of student  
population



Universal—primary prevention  
provided to all students,  
effective for approximately  
80%

*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.

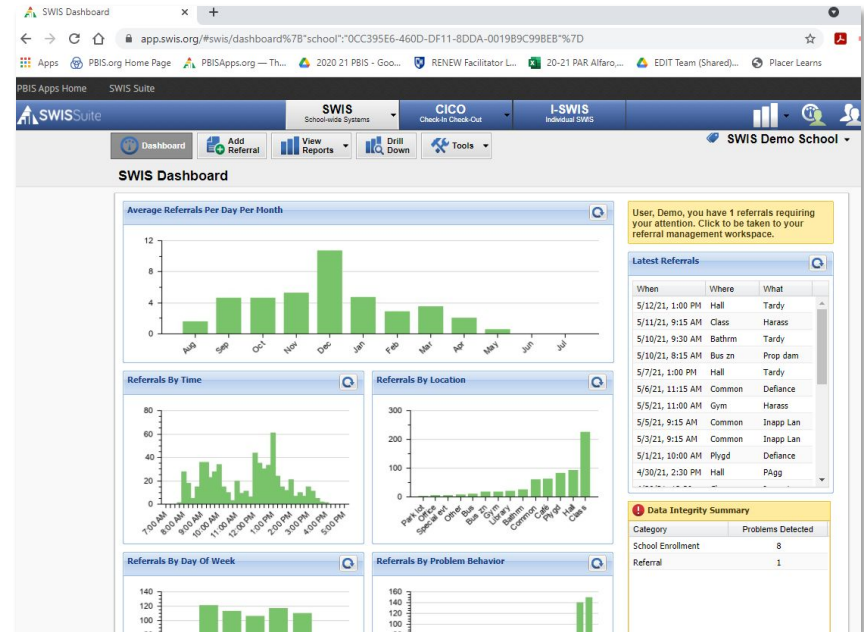


*McIntosh, K., Kim, J. R., Pinkelman, S., Rasplica, C., Berg, T. & Strickland-Cohen, M. K. (under review).*

*McIntosh, K., Predy, L., Upreti, G., Hume, A. E. & Mathews, S. (2014).*

# PBIS - SWIS

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.



# Office Discipline Referral Form

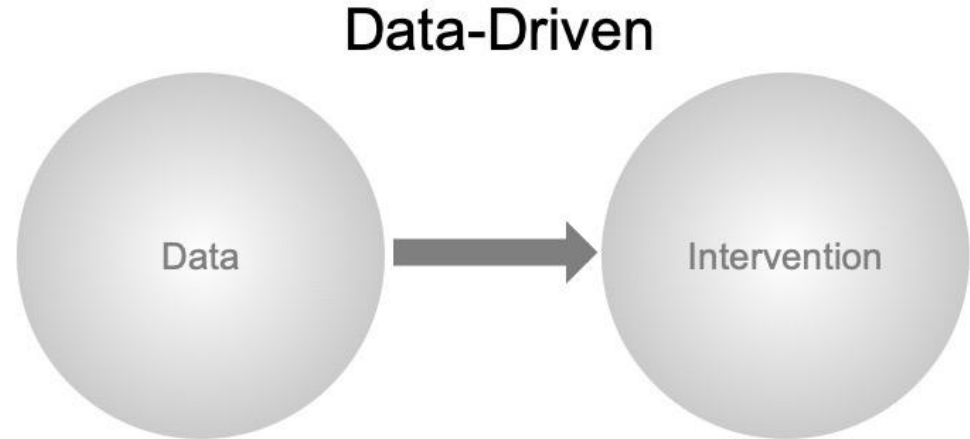
## TFI Items related to this section:

- **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?

With whom?

Details

Where?

Why?

Action Taken

SWIS Office Referral Form Example 4

**Office Referral Form**

Name: _____ Date: _____ Time: _____ Teacher: _____ Grade: K 1 2 3 4 5 Referring Staff: _____		<b>Location</b> <input type="checkbox"/> Classroom <input type="checkbox"/> Playground <input type="checkbox"/> Bathroom <input type="checkbox"/> Other <input type="checkbox"/> Hallway <input type="checkbox"/> Cafeteria <input type="checkbox"/> Library
--	--	---

Minor Problem Behavior	Major Problem Behavior	Perceived Motivation
<input type="checkbox"/> Defiance <input type="checkbox"/> Disruption <input type="checkbox"/> Disrespect <input type="checkbox"/> Physical Contact <input type="checkbox"/> Tardy <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Property Misuse <input type="checkbox"/> Dress Code <input type="checkbox"/> Electronic/Tech. Violation <input type="checkbox"/> Other _____	<input type="checkbox"/> Defiance <input type="checkbox"/> Disruption <input type="checkbox"/> Disrespect <input type="checkbox"/> Abusive Language <input type="checkbox"/> Harassment <input type="checkbox"/> Fighting <input type="checkbox"/> Electronic/Tech. Violation <input type="checkbox"/> Property Damage <input type="checkbox"/> Lying/ Cheating <input type="checkbox"/> Dress Code <input type="checkbox"/> Inappropriate Display of Affection <input type="checkbox"/> Other _____	Obtain: <input type="checkbox"/> Peer Attention <input type="checkbox"/> Adult Attention Avoid <input type="checkbox"/> Peer Attention <input type="checkbox"/> Adult Attention <input type="checkbox"/> Item/Activity

**Action Taken**

<input type="checkbox"/> Time Out/Detention <input type="checkbox"/> Conference with Student <input type="checkbox"/> Loss of Privileges <input type="checkbox"/> Parent Contact <input type="checkbox"/> Individualized Instruction	<input type="checkbox"/> In-School Suspension (____ hours/day) <input type="checkbox"/> Out-of-School Suspension (____ hours) <input type="checkbox"/> Action Pending <input type="checkbox"/> Other _____
--	---

Others involved in incident:  None  Teacher  Substitute  Unknown  
 Peers  Staff  Other \_\_\_\_\_

**Other Comments:**  
\_\_\_\_\_  
\_\_\_\_\_

I need to talk to the students' teacher  I need to talk to the administrator

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# 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

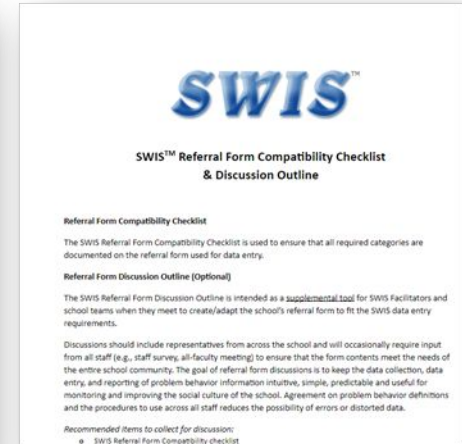
SWIS Office Referral Form Example 4

**Office Referral Form**

Name: _____ Date: _____ Time: _____ Teacher: _____ Grade: K 1 2 3 4 5 Referring Staff: _____		<b>Location</b> <input type="checkbox"/> Classroom <input type="checkbox"/> Hallway <input type="checkbox"/> Playground <input type="checkbox"/> Cafeteria <input type="checkbox"/> Bathroom <input type="checkbox"/> Library <input type="checkbox"/> Other _____
<b>Minor Problem Behavior</b> <input type="checkbox"/> Defiance <input type="checkbox"/> Disruption <input type="checkbox"/> Disrespect <input type="checkbox"/> Physical Contact <input type="checkbox"/> Tardy <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Property Misuse <input type="checkbox"/> Dress Code <input type="checkbox"/> Electronic/Tech. Violation <input type="checkbox"/> Other _____	<b>Major Problem Behavior</b> <input type="checkbox"/> Defiance <input type="checkbox"/> Disruption <input type="checkbox"/> Disrespect <input type="checkbox"/> Abusive Language <input type="checkbox"/> Harassment <input type="checkbox"/> Fighting <input type="checkbox"/> Electronic/Tech. Violation <input type="checkbox"/> Property Damage <input type="checkbox"/> Lying/ Cheating <input type="checkbox"/> Dress Code <input type="checkbox"/> Inappropriate Display of Affection <input type="checkbox"/> Other _____	<b>Perceived Motivation</b> Obtain: <input type="checkbox"/> Peer Attention <input type="checkbox"/> Adult Attention <input type="checkbox"/> Item/Activity Avoid: <input type="checkbox"/> Peer Attention <input type="checkbox"/> Adult Attention <input type="checkbox"/> Item/Activity
<b>Action Taken</b>		
<input type="checkbox"/> Time Out/Detention <input type="checkbox"/> Conference with Student <input type="checkbox"/> Loss of Privileges <input type="checkbox"/> Parent Contact <input type="checkbox"/> Individualized Instruction		<input type="checkbox"/> In-School Suspension (____ hours/days) <input type="checkbox"/> Out-of-School Suspension (____ hours/days) <input type="checkbox"/> Action Pending <input type="checkbox"/> Other _____
Others involved in incident: <input type="checkbox"/> None <input type="checkbox"/> Teacher <input type="checkbox"/> Substitute <input type="checkbox"/> Unknown <input type="checkbox"/> Peers <input type="checkbox"/> Staff <input type="checkbox"/> Other _____		
Other Comments: _____ _____		
<input type="checkbox"/> I need to talk to the students' teacher <input type="checkbox"/> I need to talk to the administrator		
Parent Signature: _____		Date: _____

# SWIS Users – Referral Compatibility Checklist

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



Use Document 132  
from your Action Plan

# Building your ODR

- Identify locations to include in your referral forms

Locations	Definition
Art Room (Art)	The area used for art classes and activities.
Bathroom/Restroom (Bathrm)	Areas used by students for taking care of personal needs.
Bus (Bus)	The area inside the bus.
Bus Loading Zone (Bus zn)	The area used for bus loading and unloading.
Cafeteria (Caftr)	The area used for breakfast and lunch.
Classroom (Class)	Areas used for instructional purposes.
Commons/Commoun area (Common)	Areas shared by students and staff for specific activities.
Computer Lab (Comp)	Area used for group computer classes and activities.
Gym (Gym)	Areas used for physical education activities.
Hallway/Breezeway (Hall)	Areas designated for passing from one activity/class to another.
Library (Library)	The area designated for research and study.
Locker Room (Locker rm)	The area used by students to prepare for and complete physical education classes and/or sporting events.
Music Room (Music rm)	The area used by students for music activities (e.g., music class, choir, band).
Off-Campus	An area beyond the property boundary of the school and not affiliated with a school activity.
Office (Office)	The area used by school staff for primary school business and management.
Other Location (Other)	The location for problem behavior event occurs in a location that is not listed.
Parking Lot (Park lot)	Areas used for parking vehicles during school hours.
Playground (Playgd)	The outside area used for recess breaks.
Special Event/Assembly/Field Trp (Special evt)	Areas used for infrequent activities that occur in and/or out of school.
Stadium	Area used for athletic/special events.

- Define “Others Involved”

Others Involved	Definition
None (None)	Student engages in problem behavior incident alone.
Other (Other)	Student engages in problem behavior with person not listed above.
Peers (Peers)	Student engages in problem behavior incident with peer(s).
Staff (Staff)	Student engages in problem behavior incident with staff.
Substitute (Substitute)	Student engages in problem behavior incident with substitute.
Teacher (Teacher)	Student engages in problem behavior incident with teacher.
Unknown (Unknown)	It is unclear if any others were involved in incident.

Use Document 132 from your Action Plan

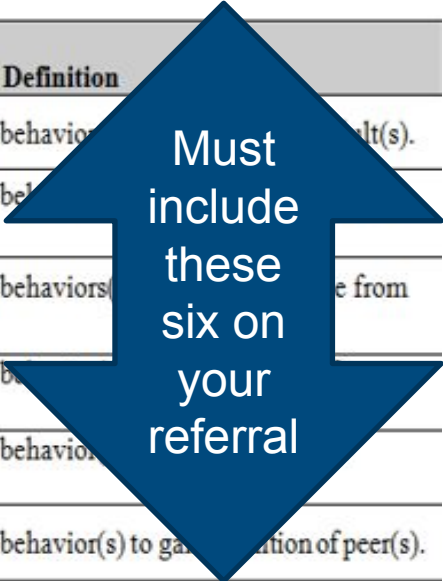




# Building your ODR

- Must include Perceived Motivation!

Perceived Motivation	Definition
Avoid Adult (Avoid a)	Student engages in problem behavior to avoid adult(s).
Avoid Peer(s) (Avoid p)	Student engages in problem behavior to avoid peer(s).
Avoid Tasks/Activities (Avoid task)	Student engages in problem behaviors to avoid tasks and/or activities.
Obtain Adult Attention (Ob a attn)	Student engages in problem behavior to gain attention of adult(s).
Obtain items/Activities (Ob itm)	Student engages in problem behavior to gain items and/or activities.
Obtain Peer Attention (Ob p attn)	Student engages in problem behavior(s) to gain attention of peer(s).



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>

# Collaborative Worktime

## *Action Item 24:*

Office Discipline Referral form  
completed to include all essential  
elements.

SWIS Office Referral Form Example 4

**Office Referral Form**

Name: _____ Date: _____ Time: _____ Teacher: _____ Grade: K 1 2 3 4 5 Referring Staff: _____	<b>Location</b> <input type="checkbox"/> Classroom <input type="checkbox"/> Hallway <input type="checkbox"/> Playground <input type="checkbox"/> Cafeteria <input type="checkbox"/> Bathroom <input type="checkbox"/> Library <input type="checkbox"/> Other _____
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Minor Problem Behavior	Major Problem Behavior	Perceived Motivation
<input type="checkbox"/> Defiance <input type="checkbox"/> Disruption <input type="checkbox"/> Disrespect <input type="checkbox"/> Physical Contact <input type="checkbox"/> Tardy <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Property Misuse <input type="checkbox"/> Dress Code <input type="checkbox"/> Electronic/Tech. Violation <input type="checkbox"/> Other _____	<input type="checkbox"/> Defiance <input type="checkbox"/> Disruption <input type="checkbox"/> Disrespect <input type="checkbox"/> Abusive Language <input type="checkbox"/> Harassment <input type="checkbox"/> Fighting <input type="checkbox"/> Electronic/Tech. Violation <input type="checkbox"/> Property Damage <input type="checkbox"/> Lying/ Cheating <input type="checkbox"/> Dress Code <input type="checkbox"/> Inappropriate Display of Affection <input type="checkbox"/> Other _____	<b>Obtain:</b> <input type="checkbox"/> Peer Attention <input type="checkbox"/> Adult Attention <input type="checkbox"/> Item/Activity <b>Avoid</b> <input type="checkbox"/> Peer Attention <input type="checkbox"/> Adult Attention <input type="checkbox"/> Item/Activity

Action Taken	
<input type="checkbox"/> Time Out/Detention <input type="checkbox"/> Conference with Student <input type="checkbox"/> Loss of Privileges <input type="checkbox"/> Parent Contact <input type="checkbox"/> Individualized Instruction	<input type="checkbox"/> In-School Suspension (____hours/days) <input type="checkbox"/> Out-of-School Suspension (____hours/days) <input type="checkbox"/> Action Pending <input type="checkbox"/> Other _____

**Others involved in incident:**     None     Teacher     Substitute     Unknown  
     Peers     Staff     Other \_\_\_\_\_

**Other Comments:** \_\_\_\_\_

I need to talk to the students' teacher     I need to talk to the administrator

**Parent Signature:** \_\_\_\_\_    **Date:** \_\_\_\_\_

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.

Access Level	Role
<b>SWIS Admin*</b> FT	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).
<b>Data Entry*</b> FT	The role of data entry is typically limited to one or two staff members who enter referral data, maintain person records, enter school days & enrollment, and/or monitor data integrity.
<b>Data Analyst</b> FT	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).
<b>Referral Entry Only</b>	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.

# Google Activity Slides

## *SWIS Account Users*

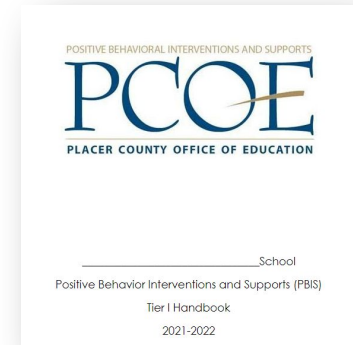
Note: not all PBIS team members will be assigned a role, nor go through the additional SWIS training.

### SWIS Account Users (Note: not all team member will have access)

Access Level	Role
SWIS Admin* FT	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).
Data Entry* FT	The role of data entry is typically limited to one or two staff members who enter referral data, maintain person records, enter school days & enrollment, and/or monitor data integrity.
Data Analyst FT	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).

# 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



Day 3 Condensed Slides					
<i>Rethinking Discipline Article</i>					
<i>Behavior Definitions</i>					
<i>Function of Behavior (perceived motivation)</i>					
<i>Behavior Flowchart</i>					
<i>Referral Form (major vs. minor)</i>					
<i>Actions Taken (Alternative consequences)</i>					

# Collaborative Worktime

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## *Action Item 25:*

PBIS Staff Professional  
Development Plan completed and  
documented in Tier 1 Handbook,  
staff trained on Day 3 content

## Team Handbook

Day 3 Condensed Slides					
<i>Rethinking Discipline Article</i>					
<i>Behavior Definitions</i>					
<i>Function of Behavior (perceived motivation)</i>					
<i>Behavior Flowchart</i>					
<i>Referral Form (major vs. minor)</i>					
<i>Actions Taken (Alternative consequences)</i>					



# 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

<input type="checkbox"/>	Day	Content
<input type="checkbox"/>	1	Overview, Team Development, Behavioral Expectations
<input type="checkbox"/>	2	Lesson Plans, Posters, Acknowledgement System
<input type="checkbox"/>	3	Function of Behavior, Responding to Problem Behavior, Consequence Systems
	4	PBIS and the Classroom, Kickoff,
	SWIS	School-Wide Information System

# 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

