

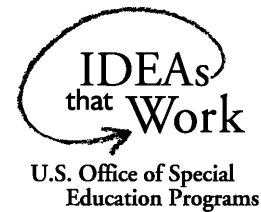
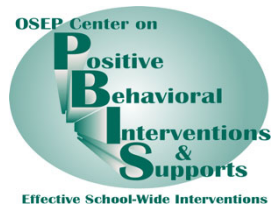
# School-wide Positive Behavior Support

## Getting Started<sup>1</sup>

Center on Positive Behavioral Interventions and Supports

University of Oregon

(Ver. June 30, 2004)



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<sup>1</sup> This presentation is supported in part by the OSEP Center on Positive Behavioral Interventions and Supports (<http://pbis.org>). The Center is supported by a grant from the Office of Special Education Programs, with additional funding from the Safe and Drug Free Schools Program, US Department of Education (H326S98003). Opinions expressed herein are those of the authors and do not necessarily reflect the position of the US Department of Education, and such endorsements should not be inferred.

# SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT

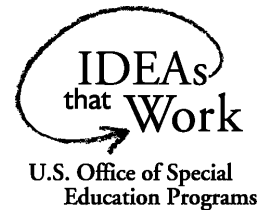
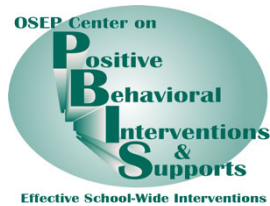
OSEP Center on Positive Behavioral Interventions and Supports<sup>2</sup>

University of Oregon

[www.pbis.org](http://www.pbis.org)

The OSEP Center on Positive Behavioral Interventions and Supports is grateful to the students, educators, administrators, families, support providers, researchers, and teacher trainers who have worked tirelessly to improve educational outcomes for all students and who have contributed to our understanding of the critical practices and systems of positive behavior support.

These training materials have been developed to assist schools in their efforts to improve school climate and positive behavior support for all students. Photocopying, use, and/or sale of these materials is forbidden without expressed written permission by the OSEP Center for Positive Behavioral Interventions and Supports. To obtain a personal copy of these materials, contact the Center at 541-346-2505, [pbis@oregon.uoregon.edu](mailto:pbis@oregon.uoregon.edu), or [www.pbis.org](http://www.pbis.org).



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## **“Getting Started” with School-wide PBS**

(Sugai, 6/30/03)

The purpose of these worksheets is to organize initial tasks for getting started with practices and systems of school-wide PBS. These worksheets provide a set of completion guidelines, worksheets, and action planning form.

These materials have been developed to assist teams in their initial efforts to establish school-wide positive behavior support practices and systems. Completion of each activity will be facilitated by a PBS trainer, coordinator, or coach, and will consist of a “mini”-action plan that will contribute to the final team action plan for the first year of implementation. Teams also should reference other training materials to assist them.

## Establishing Team Membership and Getting Started

To establish a school-wide leadership team, complete the following team profile, and complete the agreements for getting started:

<b>School</b>	
Name: _____	Level: El, Md/Jr, Sr, other _____
City: _____	State: _____
District: _____	
<b>Team Member Name by Role</b>	
Principal: _____	Teacher: _____
Teacher: _____	Teacher: _____
Teacher: _____	Teacher: _____
Counselor: _____	Parent: _____
Classified: _____	Classified: _____
Special Educator: _____	Student: _____
Other: _____	Other: _____
Other: _____	Other: _____
<b>Coaching</b>	
Name: _____	Email: _____
Contact Telephone: _____	
<b>Agreements for Getting Started</b>	
Dates for next two team meetings: _____	
Date for presentation to whole staff: _____	
Date for completion of EBS Self-Assessment Survey: _____	
Date for collection and summarization of office discipline data: _____	
Date for completion of action plan: _____	

**Actions Needed for  
Establishing Team Membership and Getting Started**

Action	Person(s)	Date
1.		
2.		
3.		
4.		
5.		
6.		

## Identifying Positive School Wide Expectations

When identifying 3-5 positive school-wide expectations (a.k.a., rules, character traits, values), consider the following guidelines:

### Guideline

- |          |   |
|----------|---|
| Yes No ? | 1. Linked to social culture of school (e.g., community, mascot).                              |
| Yes No ? | 2. Considerate of social skills and rules that already exists.                                |
| Yes No ? | 3. 3-5 in number  |
| Yes No ? | 4. 1-3 words per expectation  |
| Yes No ? | 5. Positively stated  |
| Yes No ? | 6. Comprehensive in scope (school-wide)   |
| Yes No ? | 7. Mutually exclusive (minimal overlap)   |
| Yes No ? | 8. Contextually/culturally appropriate (e.g., age, level, language)                           |
| Yes No ? | 9. Agreement by >80% faculty and staff  |
| Yes No ? | 10. Communicated to stakeholders (e.g., families, community members, district administrators) |
| Yes No ? | 11. Included in school publications (e.g., handbook, posters, newsletters)                    |

School-wide Expectations
1.
2.
3.
4.
5.

**Actions Needed for  
Identifying Positive School Wide Expectations**

Action	Person(s)	Date
1.		
2.		
3.		
4.		
5.		
6.		





## Developing Plan for Teaching School-wide Expectations

When developing lesson plan for teaching school-wide expectations, consider the following guidelines:

### Guideline

- |     |    |   |   |
|-----|----|---|---|
| Yes | No | ? | 1. Considerate of main school settings and contexts (e.g., classroom, common areas, hallways, cafeteria, bus)       |
| Yes | No | ? | 2. Considerate of lessons that already exists.  |
| Yes | No | ? | 3. Specification of 2-3 positive observable behavioral examples for each expectation and each setting/context.      |
| Yes | No | ? | 4. Involvement by staff, students, families in development  |
| Yes | No | ? | 5. Schedule for initial instruction   |
| Yes | No | ? | 6. Schedule for regular review, practice, follow-up instruction   |
| Yes | No | ? | 7. Procedures for providing instruction to new faculty, staff, students   |
| Yes | No | ? | 8. Procedures for informing others (e.g. families, community, district administrators, substitute teachers & staff) |
| Yes | No | ? | 9. Agreement by >80% faculty and staff  |
| Yes | No | ? | 10. Included in school publications (e.g., handbooks)   |

**Actions Needed for  
Developing Plan for Teaching School-wide Expectations**

Action	Person(s)	Date
1.		
2.		
3.		
4.		
5.		
6.		

## Procedures for Encouraging and Strengthening Student Use of School-wide Expectations

When developing procedures for encouraging and strengthening student use of school-wide expectations, consider the following guidelines:

### Guideline

- |     |    |   |  |
|-----|----|---|--|
| Yes | No | ? | 1. Easy and quick form of acknowledgement (e.g., object, event) for all staff members to use.                                      |
| Yes | No | ? | 2. Considerate of strategies/processes that already exists.  |
| Yes | No | ? | 3. Contextually appropriate name for acknowledgements  |
| Yes | No | ? | 4. Back- or follow-up acknowledgements   |
| Yes | No | ? | 5. Schedule for daily, weekly, monthly, quarterly feedback to students and staff   |
| Yes | No | ? | 6. Use by all staff (e.g., office, security, supervisors, bus drivers)   |
| Yes | No | ? | 7. Schedule for initial introduction of acknowledgements.  |
| Yes | No | ? | 8. Schedule for regular boosters or re-implementation of acknowledgements  |
| Yes | No | ? | 9. Procedures for providing orientation to new faculty, staff, students  |
| Yes | No | ? | 10. Procedures for informing others (e.g. families, community, district administrators, substitute teachers & staff)               |
| Yes | No | ? | 11. Agreement by >80% faculty and staff  |
| Yes | No | ? | 12. Included in school publications (e.g., handbooks)  |
| Yes | No | ? | 13. Instructions and practice pairing acknowledgements with positive social  |
| Yes | No | ? | 14. Means for keeping track of number of acknowledgements versus number of disciplinary or corrective actions for rule violations. |
| Yes | No | ? | 15. Schedule and procedures for regular review and enhancement of acknowledgements.  |

**Actions Needed for  
Developing Procedures for Encouraging and Strengthening Student Use of  
School-wide Expectations**

Action	Person(s)	Date
1.		
2.		
3.		
4.		
5.		
6.		

**Acknowledgements Worksheet**

<b>Consideration</b>	<b>Type of Acknowledgement</b>			
What				
When				
By Whom				
How Often				
How Many				
Where				

## Procedures for Discouraging Violations of School-wide Rules

When developing procedures for discouraging violations of school-wide rules, consider the following guidelines:

### Guideline

- |     |    |   |   |
|-----|----|---|---|
| Yes | No | ? | <b>1. Specification of Rule Violations Definitions</b>  |
|     |    |   | 1.a. Contextually appropriate labels/names  |
| Yes | No | ? | 1.b. Definitions represent continuum of severity (e.g., minor, major, illegal)  |
| Yes | No | ? | 1.c. Definitions comprehensive in scope (school-wide)   |
| Yes | No | ? | 1.d. Mutually exclusive (minimal overlap)   |
| Yes | No | ? | <b>2. Specification of Procedures for Processing Rule Violations</b>  |
|     |    |   | 2.a. Agreement regarding office staff versus teacher/staff responsibilities   |
| Yes | No | ? | 2.b. Office discipline form for tracking discipline events  |
| Yes | No | ? | 2.c. Agreement regarding options for continuum of consequences  |
| Yes | No | ? | 2.d. Data decision rules for intervention and support selection   |
| Yes | No | ? | <b>3. Implementation of Procedures</b>  |
|     |    |   | 3.a. Use by all staff (e.g., office, security, supervisors, bus drivers)  |
| Yes | No | ? | 3.b. Schedule for teaching to students and staff members  |
| Yes | No | ? | 3.c. Schedule for regular review of use and effectiveness   |
| Yes | No | ? | 3.d. Procedures for providing orientation to new faculty, staff, students   |
| Yes | No | ? | 3.e. Procedures for informing others (e.g. families, community, district administrators, substitute teachers & staff)               |
| Yes | No | ? | 3.f. Agreement by >80% faculty and staff  |
| Yes | No | ? | 3.g. Included in school publications (e.g., handbooks)  |
| Yes | No | ? | 3.h. Means for keeping track of number of acknowledgements versus number of disciplinary or corrective actions for rule violations. |
| Yes | No | ? | 3.i. Schedule and procedures for regular review and enhancement of acknowledgements.  |
| Yes | No | ? | 3.j. Schedule for daily, weekly, monthly, quarterly feedback to students and staff  |
| Yes | No | ? | 3.k. Included in school publications (e.g., handbook, posters, newsletters)   |

## Rule Violation Worksheet

	Level			
	I.	II.	III.	IV.
<b>Name/Label</b>				
<b>Definition</b>				
<b>Examples</b>				
<b>Procedures</b>				

### Actions Needed for Implementing School-wide Plan

Action	Person(s)	Date
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		