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Application Chapter 2 Kerr / Nelson

The first step would be to present SWPBS in a staff meeting and ask if anyone wants to get involved in the program. Also key staff members might get personal invitations to be a part of the team. Overall, the team should involve members of all facets of the school such as special services, security officer, parent, and student ect.. These people will serve specific purposes.

Step two, is to prepare readiness requirements. Different members volunteer their time in certain tasks to get the word out and vote on certain aspects of SWPBS. The goal would 80% staff approval. As well as staff approval you would want to let the parents know in a newsletter that goes home.

Step three, is to identify coaches and to teach them what a coach does. A coach holds team members accountable and also provides a link between SWPBS trainers and the school-wide team.

Step four, involves professional development and training staff members. At this event you explain the framework of SWPBS to faculty and staff members. You also explain to those at the event why SWPBS works and the steps of implementing it. After that, you explain how to develop observable and measurable outcomes. Then you present the goals which you would like to achieve by SWPBS after one year. After the goal is presented you ask for suggestions on action plans and decide on plans that can be used and developed throughout the year. At the conclusion you remind team members that they should meet once per month.

Step five, involves stamping out universal rules and routines for all students. This can be done in the next team meeting.

Step six, involves presenting the rules and expectations to the students in an assembly.

Step seven, involves looking at the data and seeing if adjustments or changes need to be made in school plans.

The 20% is called the target tier. You need to first need a target intervention team. The next step is a way to identify these 20% of students judiciously. This can be done by screening, reviewing teacher nominations, or reviewing nominations from other sources. After identification is established an intervention needs to be developed to support the student. Common interventions include, Behavior Education Program, Check-in / check-out intervention, and progress monitoring. These interventions at least involve observation and recording such as check lists or report cards. Every once and awhile progress is evaluated to determine effectiveness. After awhile, the intervention might be faded if it is working. Also parents like to know updates on the progress of their children.