Student Voice:
Meaningful student involvement in PBIS
Important Websites

Session slides:
goo.gl/QgIM0x

Backchannel chat for questions now or later. . .
todaysmeet.com/StudentVoiceGood
BWN Video
Chris Good

- Administrator for Red Deer Public Schools
- Implemented PBIS at 3 different district schools (2 elementary and 1 middle school)
- Focused on giving students a voice in all three schools
- SWIS Facilitator for RDPSD
- First Principal of Ecole Barrie Wilson Elementary School
Goals for the day . . .

1. Tell you a little about the schools I have worked with
2. Explain why we implemented PBIS
3. Explain why meaningful student involvement is so important in successful PBIS systems
4. Give specific examples how students “set the direction” for PBIS in schools at different grade levels
5. Share results of how using student input is improving student outcomes
Three Schools - One Goal

- Create a positive school culture through increased student involvement.

- Ecole Barrie Wilson School - Brand new 400 student K-5 school in fast growing neighbourhood

- Ecole Central Middle School - Diverse 500 student school serving a high needs student population

- Ecole Oriole Park School - Established K-5 PBIS school in diverse neighbourhood
Why we needed PBIS?

- Need to create a positive school culture and build a school identity
- School staff spending increasing amount of time on behaviour issues
- Concerns about increase in out of school suspensions
- School needed program to address concerns about student behaviour
- Concerns that student behaviour was negatively impacting academic achievement
Why PBIS?

- Success of other schools, strong research base for PBIS
- System of clear and consistent multi-tiered interventions
- Inclusive of ALL students in the school, in particular students in special education programs
- Ability to build responsive systems that are contextual to school needs
- Clear and systematic approach to student interventions to counter often inconsistent societal messages
• Students are becoming increasingly disengaged from schools and we need to give them a voice in reforms to increase engagement (Smyth, 2006)
• Wanted to get students more engaged in school programs
• By gathering input from and involving students in PBIS we move from things being “done to them” to “working with them”
• If PBIS is a school wide program then we need input from all members of the school community. This includes staff, parents and above all else STUDENTS
Why is student voice important?

- Students are becoming increasingly disengaged from schools and we need to give them a voice in reforms to increase engagement (Smyth, 2006)

- Increasing student voice in schools helps create a shift towards a more positive school climate (Mitra, 2003)

- By gathering input from and involving students in PBIS we move from things being “done to them” to “working with them”

- If PBIS is a school wide program then we need input from all members of the school community. This includes staff, parents and above all else STUDENTS
Why student voice is important?

- Giving students a voice in school priorities and reforms is an effective way to improve student outcomes (Mitra, 2006)

- Student input into school systems and messages is the critical factor in student engagement

- Giving students a VOICE ensures student friendly language and actions

- Kids listen to Kids
What does student voice look like?

- Meaningful student involvement at all tiers
- Student input into school policies
- Students ensure student friendly language and messaging
- Opportunities for students to provide feedback
- Student leadership thrives when student voice is heard in meaningful ways
Ecole Barrie Wilson School

Story of our implementation . . .
Once we knew our student population we sought their input in imagining our school . . .
Our school culture will be focused on: “The Wilson Ways” which will be a list of 3-5 student social competencies which we will expect students to exhibit at all times. If you could pick the Wilson Ways what would they be?

Give us your answer:  goo.gl/ncPFS
EBWS Wilson Ways

- Be Respectful
- Be Responsible
- Be Resilient

PBIS team then worked with students to create School Matrix
Teaching the Wilson Ways

- Weekly B3 lessons every Monday morning
- 40 minute lessons taught by school administration
- Adding student voice through student written and produced videos for B3 lessons

B3 Video
B3 Lesson Format

B3 lessons have 3 sections each with student voice included:

1. Talking:
   - Discuss examples of what being respectful looks like at school

2. Seeing:
   - Video of examples/non-examples
   - Videos are written and produced by students

3. Practice:
   - Role play a disagreement with two people and assist them in resolving their disagreement respectfully
   - Have each of your students give a sincere compliment to at least one person. Then discuss how it made them feel as well as how the other person felt.
Wilson Ways Crew

- Older students who mentor younger students at recess

- Some training in peer mediation

- Older students provide targeted support for younger students at recess
Ecole Central Middle School

- 500 student, Grade 6-8 school in Red Deer, Alberta, Canada.
- Central is a very diverse school which has students from all areas of the city
- Initial implementation of PBIS went well, still experiencing difficulty with bullying behaviours
Central Middle School STARS team
Student team began with implementation of BP-PBS at Central
To increase chances of successful implementation of BP-PBS we wanted to get student input and ensure their voice was heard
BP-PBS – What is it?


1. **Stop**: Let the person know you want them to stop by using the CMS stop signal (too far)

2. **Walk**: If the disrespect does not stop you should walk away.

3. **Talk**: If you tell the other student to stop and then walk away and if the disrespect still does not stop, you need to talk to an adult.
PBIS Student team is formed

- Started with a small cohort of future school leaders and introduced the BP-PBS program to them
- Positive Feedback, students believed BP-PBS could work in our school
- Student buy in would depend on level of student involvement
- Creation of PBIS student team to help with design and implementation
Steps towards implementation:

• Program presented to SWPBS student team, suggestions for implementation:
• Students need to play a major role in presenting Stop, Walk and Talk to students
• Older grade 8 students present the program to increase student “buy in”
• Three grade 8 students selected to present the Stop, Walk and Talk to student body
• Students debate and select CMS stop signal “too far”
Students work with school administration to plan and prepare student presentation.

• Focus of presentation was that BP-PBS was developed by students for students
• Students need to use program appropriately or they would be letting themselves down
• Students were taught when to use and when not to use the stop signal
• Framed within previously taught behaviour expectations
Outcomes of BP-PBS @ CMS

Implemented in Fall 2008:

Incidents of Verbal & Physical Aggression
Outcomes of SWPBS Implementation – Middle School

Students take on a larger role . . .

• After successful implementation of BP-PBS, school staff and students decided to make the PBIS student team permanent
• Merged with the student leadership team to form the STARS Team

Succeed
Trust
Achieve
Respect
Share
Role of STARTS team

- **Production Crew** - a group of STARS students making videos to teach school-wide expectations
- **Peer Mentor Team** – older students trained in peer mentoring through Alberta Teachers Association to work with younger students
- **Public Relations Team** - students making gold cards, bulletin boards, welcoming new students, staff appreciation, writing blurbs for the newsletter, etc.
- **Community Team** - working at Loaves & Fishes (all students on team will do this), making Christmas cards for our community neighbors, Food Bank drive, or other social action projects
School #3 Ecole Oriole Park School

- 500 student K-5 school with very diverse student population
- Established school where PBIS is part of the school culture
- Staff saw need to get students more involved in PBIS systems
- Need to recognize and promote student voice in PBIS systems
- Led to the development of the Student Respect Team
École Oriole Park School
Behavioral and Academic Interventions at All Tiers

Academic Systems

Tertiary
- IEPT
- BSP
- LAT/EA Support
- Assistive Technology

Secondary
- Classroom Modifications
- Assistive Technology
- Success Club
- Literacy Support
- LAT/EA Support

Universal
- Guided Reading
- Classroom Instructional Strategies
- Assistive Technology

Behavioral Systems

Tertiary
- BSP
- IEPT
- Family School Wellness
- Classroom Accommodations

Secondary
- Check in/Check out
- Mentors
- School Counsellor
- Classroom Accommodations

Universal
- School Matrix
- Classroom Climate/Management
- LGH (Respect Lessons)
- Student Respect Team
- Supervision
- School Theme
School Themes

• Student Respect Team helps to build and promote school wide themes
• Promoting respect by developing a sense of citizenship locally and globally
• According to the recent Canadian survey among parents/guardians of 13-17 year olds, as well as 13-17 year olds themselves, almost half of both samples polled feel that today's youth generation has more of an ability to help others and the world than today's adult generation. (Canada's Youth: The 2012 Power to Change survey)
“Make the world a little bit better”

Planting lupins at the school and in the community.

“Me to We”

Supporting Tools for Africa 2011-2012 goal.

Showing what Respect means through Art. 2012-13
Respect Learning

• One way we have reinforced respect for others is by promoting the START (Students and Teachers are Reading Together) program.
• Every available adult in the school reads with a “selected” student for one month.
• Grade Five Student Leaders read with younger students as well.
Growing the Green Elementary Outcomes

Triangle Data Graph
All Referrals & Minors

Legend:
- Red: Students with 6+ Referrals
- Yellow: Students with 2-5 Referrals
- Green: Students with 0 or 1 Referrals

% of Students

School Year
- 200910
- 201011
- 201112
## Outcomes

### Alberta Education Accountability Pillar Report Card – October 2013

<table>
<thead>
<tr>
<th>Measure</th>
<th>Oriole Park School</th>
<th>Alberta</th>
<th>Measure Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current Result</td>
<td>Prev Year Result</td>
<td>Prev 3 Yr Average</td>
</tr>
<tr>
<td>Safe and Caring</td>
<td>90.8</td>
<td>87.7</td>
<td>88.6</td>
</tr>
<tr>
<td>Citizenship</td>
<td>88.4</td>
<td>83.6</td>
<td>84.7</td>
</tr>
</tbody>
</table>
# Academic Outcomes

## Alberta Education Accountability Pillar Report Card – May 2013

<table>
<thead>
<tr>
<th>Measure</th>
<th>Oriole Park School</th>
<th>Alberta</th>
<th>Measure Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current Result</td>
<td>Prev Year Result</td>
<td>Prev 3 Yr Average</td>
</tr>
<tr>
<td>Program of Studies</td>
<td><strong>93.3</strong></td>
<td>90.4</td>
<td><strong>89.8</strong></td>
</tr>
<tr>
<td>Education Quality</td>
<td><strong>96.1</strong></td>
<td>92.4</td>
<td><strong>93.0</strong></td>
</tr>
<tr>
<td>PAT: Acceptable</td>
<td><strong>89.7</strong></td>
<td>91.7</td>
<td><strong>86.3</strong></td>
</tr>
<tr>
<td>PAT: Excellence</td>
<td><strong>25.6</strong></td>
<td>10.7</td>
<td><strong>16.3</strong></td>
</tr>
</tbody>
</table>
Maximizing Your Session Participation

When Working In Your Team

Consider 4 questions:

– Where are we in our implementation?
– What do I hope to learn?
– What did I learn?
– What will I do with what I learned?
Where are you in the implementation process?

Adapted from Fixsen & Blase, 2005

**Exploration & Adoption**

- We think we know what we need so we are planning to move forward (evidence-based)

**Installation**

- Let’s make sure we’re ready to implement (capacity infrastructure)

**Initial Implementation**

- Let’s give it a try & evaluate (demonstration)

**Full Implementation**

- That worked, let’s do it for real and implement all tiers across all schools (investment)
- Let’s make it our way of doing business & sustain implementation (institutionalized use)
Questions?

Chris Good – chris.good@rdpsd.ab.ca

Google+

todaysmeet.com/StudentVoiceGood