Maintaining School-wide PBS Momentum: 25 years of Lessons Learned

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First Week of Term One...

Design a vocabulary lesson:
• Assess current level
• Explicitly teach new terms
• Practice opportunities w/ feedback
  • During lesson
  • Independent work
• Test for mastery & provide feedback

Starting Point....
• We cannot “make" students learn or behave
• We can create environments to increase the likelihood students learn and behave
• Environments that increase the likelihood are guided by a core curriculum and implemented with consistency and fidelity

Lesson One
• Be prepared for the next “big thing” by continuing to implement the SW-PBS logic
  • Problem solving framework
  • Build a continuum of supports
Bullying
Trauma

Poverty
Vaping

Fetal Alcohol Syndrome
Academic Benchmarks

High Function Autism / ASD
DeVos bears & "alternative facts" math

Diets to cure ____________

Fidget Spinners

Zero Tolerance
National Core Standards

Social Competence & Academic Achievement

Supporting Staff Behavior
Supporting Student Behavior
Supporting Decision Making

OUTCOMES
SYSTEMS
DATA
PRACTICES

"Well, thank God we all made it out in time. . . . Course, now we're equally screwed!"
Designing School-Wide Systems for Student Success

Academic Systems
- Intensive, Individual Interventions
  - Instructional Focus
  - Measurement based
  - High Intensity

- Targeted Group Interventions
  - Small Group (10-30)
  - High efficacy
  - Rapid response

- Universal Interventions
  - All students
  - Alternative, proactive

Behavioral Systems
- Intensive, Individual Interventions
  - Instructional Focus
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Universal School-Wide Features
- Clearly define expected behaviors (Rules)
  - All Settings
  - Classrooms
- Procedures for teaching & practicing expected behaviors
- Procedures for providing specific positive feedback
- Procedures for responding to problem behaviors
- Procedures for data-based decision making
- Family Awareness and Involvement

The colloquial/common understanding of Intrinsic Motivation:
"motivation that comes from inside an individual"
"the person choosing to do something for themselves"

The RESEARCH definition of Intrinsic Motivation:
"doing something because it is inherently interesting or enjoyable, with no expectation of it leading to a separable outcome."

J. Payne, APBS 2016
Extrinsic Motivation
(4 subtypes of Extrinsic Motivation)

<table>
<thead>
<tr>
<th>Regulatory style (type of motivation)</th>
<th>External regulation</th>
<th>Introjection</th>
<th>Identification</th>
<th>Integration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associated processes</td>
<td>Salience of rewards/punishments, compliance, Reactance</td>
<td>Ego involvement, Focus on approval from self or others</td>
<td>Conscious valuation of activity, Self endorsement of goals</td>
<td>Hierarchical synthesis of goals, Congruence of values with wider group</td>
</tr>
<tr>
<td>Locus of control/ regulation (Who is in charge?)</td>
<td>External</td>
<td>Somewhat External</td>
<td>Somewhat Internal</td>
<td>Internal</td>
</tr>
<tr>
<td>Typical thoughts</td>
<td>Someone else is making me do it, it's not what I want to do</td>
<td>It's important to someone I care about and I want to do it for them</td>
<td>It's important to my own values</td>
<td>I do it because the activity is congruent with the values I share with a wider group, and will lead to things happening to benefit that group</td>
</tr>
<tr>
<td>Example</td>
<td>Someone working a job they don't really like because they are being paid and can see how it pays off</td>
<td>Washing your partner's car because you know they like clean cars and it will make them feel good</td>
<td>A marathon runner training hard to run a marathon they won't win because they value hard work and fitness</td>
<td>A teacher working hard to teach their class because they want to make a difference to society</td>
</tr>
</tbody>
</table>

Example of Extrinsic motivation #1

Example of Extrinsic motivation #2

Example of Extrinsic motivation #3

"I hated every minute of training, but I said, "Don't quit. Suffer now and live the rest of your life as a champion." - Muhammad Ali"
Example of Extrinsic motivation # 4

Apply Logic of SW-PBS to Address Major Behavioral Infractions

Saturday “School”? 
Saturday School

Lesson Two

• Behavioral “Experts” work to put yourself out of business
• Focus all Professional Development and Technical Assistance to build team/school “expertise”

PD to Build Capacity

Skill Based Staff Development   Teacher Practices w/ Feedback   Change in Student Outcomes   Change in Teacher Beliefs

Connections to Mental Health and Community Agencies

www.pbis.org/school/mental-health/interconnected-systems

Guskey, 1986
Lesson Three

• Who “owns” Tier II?
• No single school has enough expertise and resources to build comprehensive Tier II/III supports

Build District/Region Tier II/III System

• Data-based student identification
  • # of behavior infractions
  • Teacher referral
  • Screening
• Limit range of practices
  • Self-management
  • Social Skill Instruction
  • Academic Supports
• Use the Tiered Fidelity Inventory to design Systems

Lesson Four

• It is still all about the classroom
Starting Point
Favorite elementary school teacher

Creating Supportive Environments

• Inviting atmosphere / Friendly & Helpful
• Connections / relationships between:
  • Staff-staff
  • Staff-students
  • Students- adults

Is your school a place where you would want your own child to attend?
Setting Up Your Classroom

Establishing expectations (Kameenui & Simmons, 1990):
- What do I want my classroom to look like?
- How do I want children to treat me as a person?
- How do I want children to treat one another?
- What kind of information or values do I want to communicate to students about being an adult, an educator, a woman or a man in today’s society?
- How do I want children to remember me when the last day of school ends and I am no longer part of their daily lives?
- How can I change my instruction to help pupils develop the skills I am trying to teach?

Bottom line = ask yourself if students have pre-requisite and requisite skills to succeed based on each of your answers – if not, teach and practice

Classroom Universal Essential Practices

1. Classroom expectations & rules defined and taught (all use school-wide, create classroom examples)
2. Procedures & routines defined and taught
3. Continuum of strategies to acknowledge appropriate behavior in place and used with high frequency (4:1)
4. Continuum of strategies to respond to inappropriate behavior in place and used per established school-wide procedure
5. Students are actively supervised (pre-corrects and positive feedback)
6. Students are given multiple opportunities to respond (OTR) to promote high rates of academic engagement
7. Activity sequence promotes optimal instruction time and student engaged time
8. Instruction is differentiated based on student need

Challenge is to insure everyone implementing best practice with fidelity and intensity to match behavioral challenges
**Classroom Systems**

- Teach
  - Brief in-service, single topic focus
- Practice (performance feedback)
- Peer coaching
- Principal walk through
- Direct observation / data collection

**Universal School-wide Classroom Examples**

- **15% Tier 3 Goal 5%**
- **16% Tier 2 Goal 15%**
- **69% Tier 1 Goal 80%**

- 57 students with 9+ Referrals

- 1712 referrals
Data-Practices-Systems

- Self-assessment / Review of behavioral infractions
- Literacy block
  - Teacher led small group
  - Independent work
  - Student work group
- Clear procedures & routines
  - Taught & practiced

Post Intensifying Tier I + Classrooms

16 Students with 9+ Referrals

- 7% Tier 3
  - Goal 5%
- 10% Tier 2
  - Goal 15%
- 83% Tier 1
  - Goal 80%

516 Referrals

Supporting and Responding to Behavior
Evidence-Based Classroom Strategies for Teachers

HIGH-LEVERAGE PRACTICES IN SPECIAL EDUCATION
Lesson Five

• Engage families, students, and the community in the PBS process

Increasing Family Involvement
Benton Elementary School

Background

• Title school
• Small population, transient
• Low attendance at school functions, conferences, volunteering “reluctant families”
• Very small PTA
• Informed about PBS activities weekly through newsletters
Applying the logic of PBS

• Family “Buzz Passport”

• Combine family activities with school activities

• Outcome: Kids spend time with parents – parents involved with school – Family enjoys a pizza!
End of the year

- Over 70 passports validated
- Noted increased attendance at conferences, PTA, Chili Fun Night, Sock Hop, assemblies, Family nights, "McTeachers Night," lunch at school with kids, volunteering, school zoo trip

Muludja - Western Australia

- Cane Toad Hunt

- Community input - reworked expectation terms and descriptions

Student Voice

- Member of the SW-PBS Team
- Connect points to existing student leadership groups
- Student goal setting & progress monitoring
- Students as exemplars
- SW-PBS is something we do WITH students not to them
The Kindness Project

As with PBL and student leadership, a 3-tier model has been developed as a framework to nurture kindness at the school.

The Year of Kindness

Student Voice in Montana
### Survey Statements

<table>
<thead>
<tr>
<th>Survey Statements</th>
<th>Total in Agreement</th>
<th>Gender</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>6</td>
</tr>
<tr>
<td>Enjoy being at school.</td>
<td>59%</td>
<td>41%</td>
<td>63%</td>
</tr>
<tr>
<td>Students enjoy working with classmates.</td>
<td>65%</td>
<td>35%</td>
<td>67%</td>
</tr>
<tr>
<td>School is boring.</td>
<td>43%</td>
<td>57%</td>
<td>38%</td>
</tr>
<tr>
<td>Enjoy participating in extra-curricular activities.</td>
<td>69%</td>
<td>31%</td>
<td>77%</td>
</tr>
<tr>
<td>Students feel safe at school.</td>
<td>55%</td>
<td>45%</td>
<td>62%</td>
</tr>
<tr>
<td>Learning can be fun.</td>
<td>25%</td>
<td>75%</td>
<td>74%</td>
</tr>
</tbody>
</table>
**Student Panel**

- What is the panel?
- Humor
- Student Involvement in decisions
- Less focus on rules and more focus on success

**Starting Off**

- One male and female per grade
- Diverse
  - Clubs
  - Sports
  - Fine arts
  - Practical arts
  - Ethnicity
  - Socioeconomic

**Teaching**

Teaching the expected behaviors

**Videos**

- Chicken cyber-bullying
- Lunch Card Monster
- Bathroom Expectations
- Classroom Expectations
Bathroom Expectations

- Hush
- Flush
- Wash
- Rush

Panther Power Tickets

Admit One

Panther Power Ticket
Good for one regular ballgame
Or one 50th item from the MGHS Cafe
Or collect tickets to trade in for other options (see back)

Level One
- $.50 lunch item
- Game pass

Level Two
- Parking pass
- Homework pass

Level Three
- Prom ticket drawing
- Yearbook drawing
Final Lesson

• Don’t forget, schools are collections of individuals who are on very “lean schedules of reinforcement”

Recognize Colleagues

Build in Social Events

Celebrate Success
Maintaining Implementation with Fidelity is Hard Work

So Why Bother?

Additional Impact of School-Wide PBS: Students on IEPs

- Schools implementing SW-PBS with fidelity have a lower mean percentage of students with IEPs
- Students with IEPs attending schools participating in SW-PBS have a higher average attendance rate
- On average, more students with disabilities spend 80% or more of their educational day in inclusive settings in schools participating in SW-PBS
Final Thoughts

Remember, Building a Complete Continuum is a Marathon not a Sprint

All of us will have set-backs on the journey

Remember to bring the kids along
No matter how tempting..... Stay Positive!

PBIS: Celebrating Positive & Safe Learning Environments

Hilton Chicago
720 S. Michigan Avenue

Registration opens April 3rd.
For more information, visit the Upcoming Events page at www.pbis.org in March.

SAVE THE DATE
October 4-5, 2018