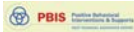


## Maintaining Momentum: Lessons Learned

Tim Lewis, Ph.D.  
University of Missouri

*OSEP Center on Positive  
Behavioral Intervention & Supports*  
pbis.org

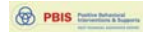
*Missouri SW-PBS*  
pbissmissouri.org



## First Week of Term One...

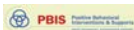
*Design a vocabulary lesson:*

- Assess current level
- Explicitly teach new terms
- Practice opportunities w/ feedback
  - During lesson
  - Independent work
- Test for mastery & provide feedback



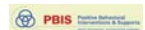
## Universal Common Practices & Supporting Systems for Academics

*Need similar common practices  
& supporting systems for  
behavioral supports*

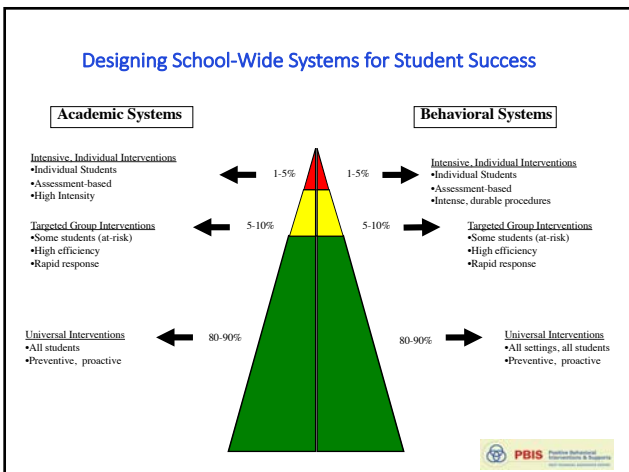
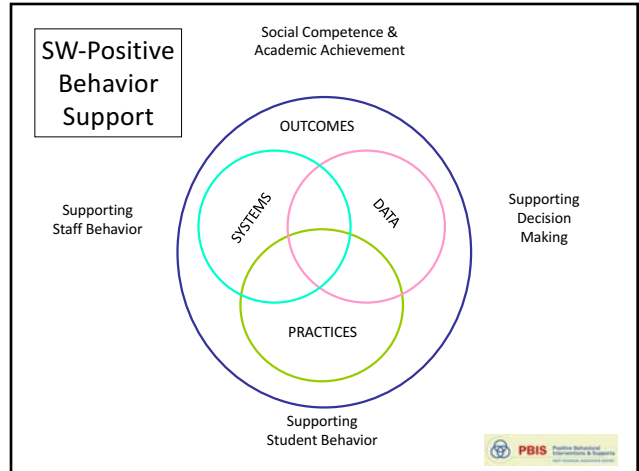


## Lesson One

- Be prepared for the next “big thing” by continuing the PBL logic
  - Problem solving framework
  - Build a continuum of supports



Zero Tolerance  
 National Core Standards  
 High Function Autism / ASD  
 Bullying  
 Trauma  
 Fetal Alcohol Syndrome  
 Academic Benchmarks  
 Poverty  
 Vaping  
 Diets to cure \_\_\_\_\_  
 Fidget Spinners

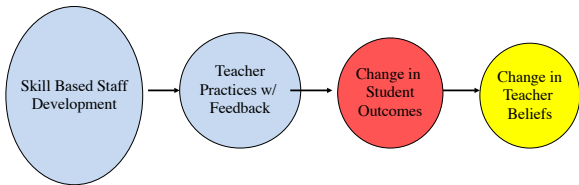


**Lesson Two**

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

PBIS Positive Behavioral Interventions & Supports

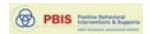
## PD to Build Capacity



Guskey, 1986

## Lesson Three

- No one owns Tier II
- No single school has enough expertise and resources to build effective Tier II/III supports

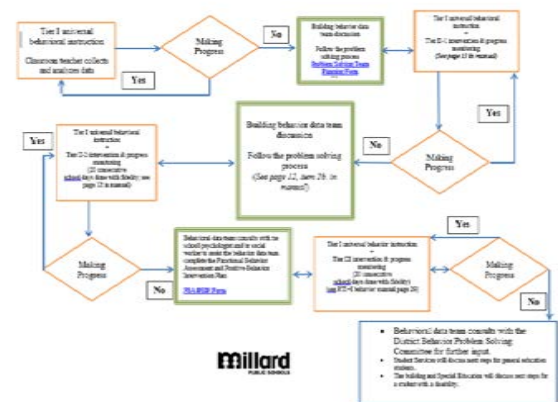


## Build District/Region Tier II/III System

- 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

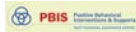


Rid-I Behavior Tiered Problem Solving Process Flowchart



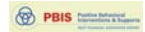
## Lesson Four

- It is still all about the classroom



## Starting Point

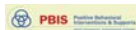
Favorite primary school teacher



## 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):

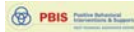
- What do I want my classroom to look like?
- How do I want children to treat me as a person?
- How do I want children to treat one another?
- What kind of information or values do I want to communicate to students about being an adult, an educator, a woman or a man in today's society?
- How do I want 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*

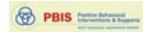


### Classroom Universal Essential Practices

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

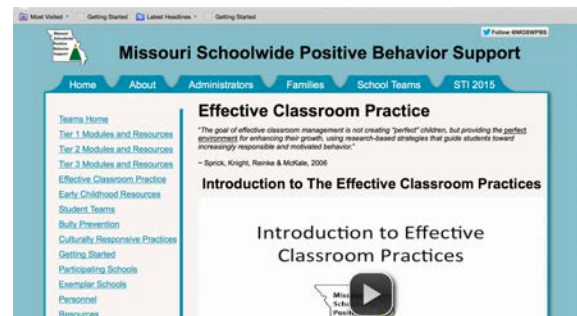


### Effective Professional Development

Training Components	OUTCOMES (% of Participants who: Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use New Skills in the Classroom)		
	Demonstrate Knowledge	Demonstrate New Skill in Training	Use New Skills in Classroom
Theory & Discussion	10%	5%	0%
Plus Demonstration in Training	30%	20%	0%
Plus Practice and Feedback	60%	60%	5%
Plus Coaching in the Classroom	95%	95%	95%

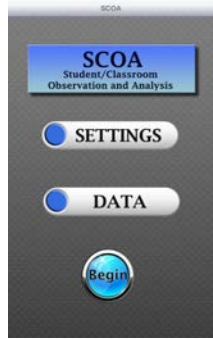
Joyce and Showers, 2002

<http://pbissmissouri.org/educators/effective-class-practice>



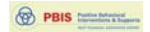
## Classroom Systems

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



## Lesson Five

- Engage families, students, and the community in the PBL process



### Aligning and Integrating Family Engagement in Positive Behavioral Interventions and Supports (PBIS)

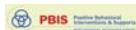
Concepts and Strategies for Families and Schools in Key Contexts



edited by  
Mark D. Weist  
S. Andrew Garbarz  
Kathleen Lynne Lane  
Don Kincaid

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

“Current Topics”



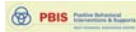
## Increasing Family Involvement

Benton Primary School



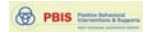
## Background

- 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!



**Just 2 Easy Steps to Earn a Pizza For Your Family:**

**Step 1:**  
Adult family member(s) attend at least one (1) Activity from the GREEN Column. Have Passport initialed by authorized Benton staff member at that activity.

**Step 2:**  
As a family, choose two (2) activities from the BLUE Column and three (3) activities from the RED Column. Enjoy these activities with your child(ren) at times of your choosing.

\*\*\*\*\*


**Step 3:**  
When Steps 1 and 2 are complete, an adult family member must present this Passport to be validated by authorized Benton staff. Then, place Passport in drop box by the Office. (see below)

The coupon for your Free Pizza will be mailed to your home address.  
(one coupon per family)

• **Validation Opportunities:** •  
Tuesdays 8:15 - 8:45 a.m.  
Thursdays 3:45 - 4:15 p.m.  
Deadline for Passport validation is November 18, 2005

Validated by: \_\_\_\_\_  
Date: \_\_\_\_\_

**Family Buzz Passport**









**Benton Elementary School**  
1410 Hinkson Av.  
Columbia, MO 65201  
Ph. 214-3610

**1st Trimester**  
Sept. 19 - Nov. 18, 2005

Child's Name: \_\_\_\_\_

Other Benton students: \_\_\_\_\_


<b>GREEN Activities</b> - Choose at least one - <small>These activities take place at Benton</small>	<b>BLUE Activities</b> - Choose at least one - <small>These activities take place in school and with family involvement</small>	<b>RED Activities</b> - Choose three activities - <small>These activities take place outside of school, with family involvement</small>
<input type="checkbox"/> Attended Back-to-School Night (Sept. 13) <input type="checkbox"/> Attend Parent-Teacher Conference (Nov. 17-18) <input type="checkbox"/> Pre-arrange with your child's teacher a time to visit the classroom. <input type="checkbox"/> Attend PTA Meeting Authorized Staff initials: _____ Date: _____	<input type="checkbox"/> Have breakfast or lunch with your child at school. <input type="checkbox"/> Go on a your choice of a family outing. <input type="checkbox"/> Provide a family photo for the "Benton Family Bulletin Board" at school. <input type="checkbox"/> Have a "No TV" night at home.	<input type="checkbox"/> Have your child(ren) read a story to the family. <input type="checkbox"/> Eat dinner together as a family and discuss each person's day. <input type="checkbox"/> Play a board game together. <input type="checkbox"/> Go for a walk together in your neighborhood or a park.
		
BEE a Safe, Respectful Learner!	BEE a Safe, Respectful Learner!	BEE a Safe, Respectful Learner!

<p><b>GREEN Activities</b> - Choose at least one - <i>These activities take place at Benton</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Attend Family Dinner Night on December 13</li> <li><input type="checkbox"/> Attend "Benton Family Night" at Daniel Boone Regional Library</li> <li><input type="checkbox"/> Volunteer to help PTA at Sock Hop on February 10, 2006</li> <li><input type="checkbox"/> Attend a PTA Board Meeting</li> </ul>  <p>BEE a Safe, Respectful Learner!</p>	<p><b>BLUE Activities</b> - Choose at least two - <i>These activities take place in school and with family involvement</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Have breakfast or lunch with your child at school.</li> <li><input type="checkbox"/> Take a family outing: _____</li> <li><input type="checkbox"/> Provide a family photo for the "Benton Family Bulletin Board" at school.</li> <li><input type="checkbox"/> Have a "No TV" night at home.</li> </ul>  <p>BEE a Safe, Respectful Learner!</p>	<p><b>RED Activities</b> - Choose at least three - <i>These activities take place in school, and with family involvement</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Contribute treats to your child's classroom Winter Party</li> <li><input type="checkbox"/> Eat dinner together as a family and discuss each person's day.</li> <li><input type="checkbox"/> Play a card or board game together.</li> <li><input type="checkbox"/> Work on a homework assignment together.</li> </ul>  <p>BEE a Safe, Respectful Learner!</p>
---	--	--

<p><b>GREEN Activities</b> - Choose at least one -</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Attend "McTeacher's Night," on Tuesday, March 7, 2006 (McDonald's on Bus Loop 7th)</li> <li><input type="checkbox"/> Attend "Math Night" at Benton on Monday, April 24, 2006</li> <li><input type="checkbox"/> Parent help or contribute food for Festival of the Arts on Thursday, May 18, 2006</li> <li><input type="checkbox"/> Attend Honors Day Assembly at Benton (Date to be Announced)</li> <li><input type="checkbox"/> Be a Parent Helper on Field Day (Date to be Announced)</li> </ul>  <p>BEE a Safe, Respectful Learner!</p>	<p><b>BLUE Activities</b> - Choose at least two -</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Have breakfast or lunch with your child at school.</li> <li><input type="checkbox"/> Go to Daniel Boone Regional Library to check out a book together.</li> <li><input type="checkbox"/> Provide a family photo for the "Benton Family Bulletin Board" at school.</li> <li><input type="checkbox"/> Have a "No TV/No Video Games" night at home.</li> <li><input type="checkbox"/> Attend Benton Family Night at CCI's Pizza (March 11, April 18, or May 16)</li> </ul>  <p>BEE a Safe, Respectful Learner!</p>	<p><b>RED Activities</b> Record at least three activities you've shared as a family:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> _____</li> <li><input type="checkbox"/> _____</li> <li><input type="checkbox"/> _____</li> <li><input type="checkbox"/> _____</li> <li><input type="checkbox"/> _____</li> <li><input type="checkbox"/> _____</li> </ul>  <p>BEE a Safe, Respectful Learner!</p>
--	--	--

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



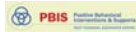
- Community input – reworked expectation terms and descriptions





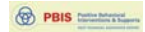
## Student Voice

- 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*



# KINDNESS PROJECT

## PLUMPTON EDUCATION COMMUNITY

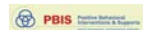


## The Kindness Project



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

## Student Voice in Montana



Survey Statements	Total in Agreement	Gender		Grade							
		Male	Female	6	7	8	9	10	11	12	
School is a welcoming and friendly place.	71%	70%	71%	77%	74%	67%	71%	68%	69%	70%	
I feel accepted for who I am at school.	71%	75%	67%	78%	71%	68%	70%	68%	71%	72%	
Teachers make an effort to get to know me.	57%	59%	55%	72%	63%	55%	51%	48%	52%	54%	
I have difficulty fitting in at school.	20%	19%	21%	24%	22%	21%	20%	18%	18%	17%	
Teachers care about my problems and feelings.	51%	49%	53%	69%	56%	49%	43%	42%	44%	47%	
I am proud of my school.	62%	61%	63%	76%	67%	57%	64%	59%	54%	53%	
I am a valued member of my school community.	46%	47%	46%	56%	51%	45%	41%	40%	43%	47%	
I think bullying is a problem at my school.	44%	41%	47%	53%	51%	50%	38%	37%	36%	35%	

### Montana Data: Belonging

*"Students don't drop out because they can't do math. Students drop out because they don't belong"*

Survey Statements	Total in Agreement	Gender		Grade							
		Male	Female	6	7	8	9	10	11	12	
Students respect teachers.	46%	48%	44%	62%	48%	41%	41%	41%	43%	47%	
My parents care about my education.	95%	95%	95%	97%	97%	96%	95%	94%	94%	92%	
I have a teacher who is a positive role model for me.	76%	73%	80%	83%	76%	73%	71%	72%	78%	81%	
Teachers care about me as an individual.	56%	55%	56%	66%	59%	53%	49%	48%	54%	57%	
Teachers care if I am absent from school.	54%	53%	54%	65%	58%	51%	50%	48%	50%	52%	
If I have a problem, I have a teacher with whom I can talk.	56%	53%	58%	65%	58%	53%	49%	50%	55%	60%	
Teachers respect students.	66%	64%	67%	80%	71%	64%	62%	58%	58%	61%	
Students respect each other.	36%	40%	33%	44%	36%	31%	37%	34%	37%	37%	

### Montana Data: Heroes

*"Heroes build trust in others and belief in oneself"*

Survey Statements	Total in Agreement	Gender		Grade							
		Male	Female	6	7	8	9	10	11	12	
I enjoy being at school.	56%	52%	59%	66%	59%	54%	56%	50%	51%	49%	
Teachers enjoy working with students.	66%	65%	67%	80%	70%	63%	61%	59%	61%	64%	
Teachers make school an exciting place to learn.	45%	45%	46%	65%	51%	42%	39%	37%	38%	39%	
School is boring.	40%	45%	36%	25%	36%	41%	43%	47%	48%	49%	
I enjoy participating in my classes.	68%	67%	69%	79%	72%	65%	65%	62%	63%	64%	
Teachers have fun at school.	50%	50%	50%	63%	55%	49%	46%	43%	44%	47%	
Learning can be fun.	75%	72%	78%	81%	75%	72%	72%	73%	75%	78%	

### Montana Data: Fun and Excitement

*"It is about students becoming so engaged in what they are learning they stop watching the clock and looking out the window"*

Survey Statements	Total in Agreement	Gender		Grade							
		Male	Female	6	7	8	9	10	11	12	
Students have a voice in decision making at school.	46%	46%	47%	64%	54%	46%	44%	38%	35%	35%	
I see myself as a leader.	64%	64%	64%	66%	64%	63%	61%	62%	64%	67%	
Other students see me as a leader.	36%	36%	35%	37%	34%	35%	33%	34%	37%	41%	
Teachers encourage students to make decisions.	73%	72%	74%	80%	78%	72%	70%	70%	69%	70%	
Teachers are willing to learn from students.	53%	52%	53%	67%	59%	53%	48%	45%	44%	45%	
I am a good decision maker.	69%	70%	70%	70%	69%	67%	69%	70%	72%	73%	
I know the goals my school is working on this year.	46%	46%	47%	64%	54%	47%	43%	37%	37%	37%	

### Montana Data: Leadership & Responsibility

*"With leadership comes responsibility"*

# STUDENT PANEL

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

# BENEFITS

- Students feel more ownership of the SW-PBS initiative
- Students want a direct impact on their school
- Creates a positive school climate
- Builds social skills for life
- The Student Panel bridges the GAP between student and teacher
- Builds unity within a school

# 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

### The Stallstreet Journal

March 29/April 11      MGRS 538-996      Volume 1, Issue 4

Make sure to be on time to class. It's a new quarter! If you sometimes forget to wake up you will be able to attend the second session. Do T only Party brought to you by the Positive Behavior Support team. ☺

**Would you rather...**

Be able to go to summer school or not?

OR

Take a course up in Poo?

**Important Dates**

- March 29-4:30 pm: The Poo! Breakfast Room in Commons
- April 1: International Poo! in Commons
- April 4: 4:30 pm: Yearly Poo! Breakfast Room in Commons
- April 7: 4:30 pm: Yearly Poo! Breakfast Room in Commons
- April 8: 9:00 am: Yearly Poo! Breakfast Room in Commons
- April 9: 9:00 am: Yearly Poo! Breakfast Room in Commons
- April 10: 9:00 am: Yearly Poo! Breakfast Room in Commons
- April 11: 9:00 am: Yearly Poo! Breakfast Room in Commons

**People spend at least 3 years of their lives on the toilet.**

**Katie Deane, Cash Deane, Jesse Cooper, and Steve Kay pose for a quick picture at the 1st Quarter Attendance party.**

**Remember: Poo is less than five weeks away!**

**Brought to you by your favorite Poo! organizing committee members and parents at all times.**

**Missed This Issue? We'll get you, my pretty, and your little dog too!**

**Last Issue's Answer: Henry Poo! and The Chamber of Secrets**

## Recognizing

Recognizing the expected behaviors



## Panther Power Tickets

**Admit One** **Admit One**

Panther Power Ticket

Good for one regular ballgame  
Or  
One .50 item from the MGHs Café  
Or  
collect tickets to trade in for other options (see back)

Level One	Level Two	Level Three
\$.50 lunch item	Parking Pass	Prom Ticket Drawing
Game Pass	Homework Pass	Yearbook Drawing

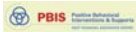
## Community awareness

Making the community aware of the Student Panel's actions

## Final Lesson

- Don't forget, schools are collections of individuals who are on very "lean schedules of reinforcement"

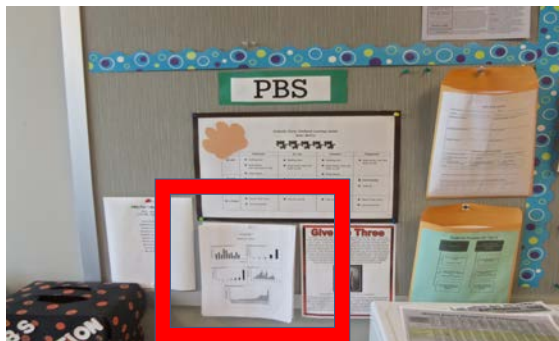
## Recognize Colleagues



## Build in Social Events

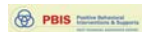


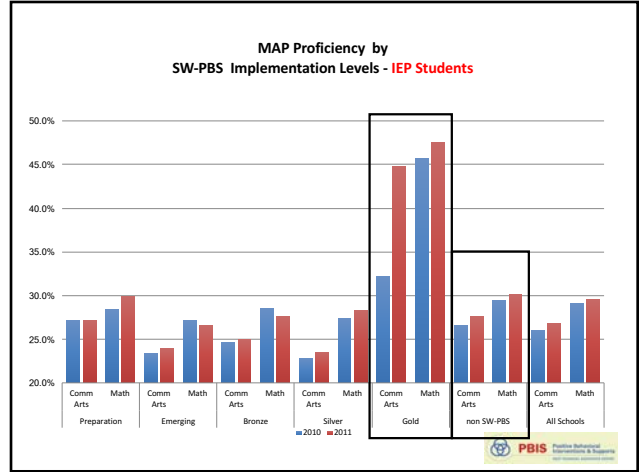
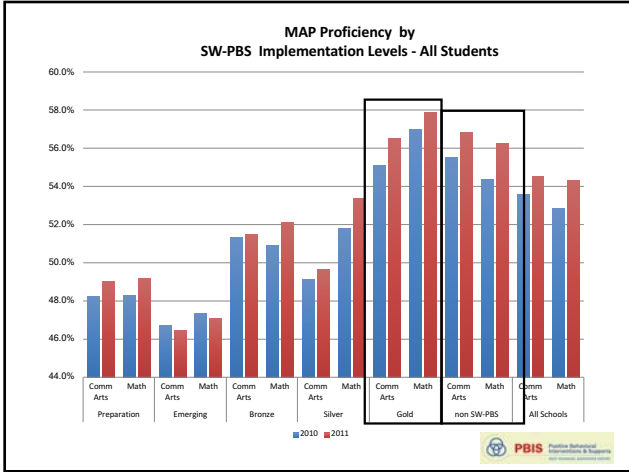
## Celebrate Success



Maintaining  
Implementation with  
Fidelity is Hard Work

So Why Bother?

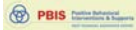




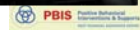
## Final Thoughts

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!

