Maintaining Momentum: 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

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

Designing School-Wide Systems for Student Success

Lesson Two

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

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>% of Participants who: Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use New Skills in the Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Training Components</strong></td>
<td><strong>Demonstrate Knowledge</strong></td>
</tr>
<tr>
<td>Theory &amp; Discussion</td>
<td>10%</td>
</tr>
<tr>
<td>Plus Demonstration in Training</td>
<td>30%</td>
</tr>
<tr>
<td>Plus Practice and Feedback</td>
<td>60%</td>
</tr>
<tr>
<td>Plus Coaching in the Classroom</td>
<td>95%</td>
</tr>
</tbody>
</table>

Joyce and Showers, 2002

http://pbismissouri.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)

"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!
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**

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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.

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Student Voice in Montana
Montana Data: Belonging

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

Montana Data: Heroes

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

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."

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

Recognizing
Recognizing the expected behaviors
Panther Power Tickets

Admit One

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

Level One
Level Two
Level Three

$.50 Lunch Item
Parking Pass
Prom Ticket 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?
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!