

PBIS Social Skills

May 17, 2018

Presenters:

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Memorial School Demographic Data

- Memorial School is located in Winchendon, MA, about an hour north of Worcester, Ma
- Massachusetts Department of Education classifies the school as a High Needs School due to lower socioeconomic status
- Pre-K through 2nd grade school of 350 students
- High level of students with DCF involvement, living in foster care, high levels of unemployment, low levels of education
- Many of our students struggle with social skill development

PBIS History at Memorial School

- We are currently in year 5 of implementation
- Staff buy-in during year one based on--- Self Assessment Survey
72% staff buy-in
- Year 5 staff buy-in based on ---- SAS
97%
- Can be attributed to developing a professional learning community centered on reducing daily behaviors at school and allowing teachers to teach. Additionally, the sharing of data on a monthly basis and adjusting our action plan as needed

School PAWS Matrix: Memorial School Students Will Practice Safety, Accept Responsibility, Work Hard, and Show Respect.

	Classrooms	Hallways	Bathroom	Cafeteria	Playground	Bus Dismissal
Practice Safety I will . . .	Move safely Use my personal space bubble Use materials correctly	Move safely Use my personal space bubble Check my laces	Move safely Use my personal space bubble Keep my feet on the floor	Move safely Use my personal space bubble Sit down to eat	Move safely Use my personal space bubble Stay in playground area	Move safely Use my personal space bubble Keep belongings to myself
Accept Responsibility I will . . .	Cooperate Clean up after myself Follow the group plan Use time efficiently Stay on task	Cooperate Clean up after myself Use a silent “micro” wave to greet others Stay in line	Cooperate Clean up after myself Be quick Flush	Cooperate Clean up after myself Help others clean up Raise my hand	Cooperate Clean up after myself Share and take turns Use equipment safely Include others	Cooperate Clean up after myself Be prepared: Be dressed for the weather Have all my stuff for home
Work Hard I will . . .	Use my brain to control myself Be a problem solver Do my best Support others	Use my brain to control myself Be a problem solver Face forward Stay in line	Use my brain to control myself Be a problem solver Knock if needed Wash my hands	Use my brain to control myself Be a problem solver Take time to eat Try something new	Use my brain to control myself Be a problem solver Practice good sportsmanship	Use my brain to control myself Be a problem solver Face forward Stay in line
Show Respect I will . . .	Use the correct voice volume Use whole body listening Wait my turn Be kind and polite	Use the correct voice volume Use whole body listening Keep my hands down Be kind and polite	Use the correct voice volume Use whole body listening Wait my turn Be kind and polite	Use the correct voice volume Use whole body listening Wait my turn Be kind and polite	Use the correct voice volume Use whole body listening Wait my turn Be kind and polite	Use the correct voice volume Use whole body listening Keep my hands down Be kind and polite

Tier 1



Tier 1



Voice Levels	
5	outside 
4	front of class or presentation 
3	normal voice 
2	small group and partners 
1	whispering 
0	no talking 



Tier 2 Implementation

- Developed and Implemented during year 3 of PBIS Initiative
- Allowed a standardized way to address our students with the greatest behavioral challenges.
- Data analysis and behavioral need led to infusion of PBIS initiative with a social skills curriculum

Social Skills

- Decided to use the Social Thinking Curriculum by Michelle Garcia Winner.
- PBIS lessons and initiatives are infused with the Social Thinking Curriculum and vice versa
- The Social Thinking Curriculum has become a part of our PBIS culture and School Matrix.
- The synthesis of the two initiatives has also improved our staff buy-in, student behavior and overall school culture

Social Skills and Tier 1

- In addition to teaching expected behaviors and PAWS expectations to all of our students, social skills class lessons are taught to all students. All students are taught social skills through a rotating schedule. Students attend social skills classes as part of the Unified Arts schedule.
- Topics include:
 - Whole Body Listening
 - Following the group plan
 - Little problem, big problem
 - Growth Mindset

Tier 1

- Students receive explicit instruction from Speech Pathologist and School Counselor
- All staff are aware of the Curriculum and are taught the common language at staff meetings
- Data driven, evidence base materials
- Social skills lessons change during the year based on teacher input (for particular classes) and analysis of the ODR data (by PBIS team and staff meetings)
- Expected behaviors are taught and modeled and are a focus of the first 4 weeks of school. They are re-taught as needed throughout the school year.
- Use of positive language when re-teach is necessary.
- Second Grade Mentors are chosen to help support PreK and K as positive role models.

Tier 1 Data

- From the 2015 -2016 school year until today we have reduced our overall number of ODRs from 4.2 per day to 1.85 per day
- Reduction in ODRs allows teachers to focus on delivering high quality instruction to students
- Inclusion of parental input through surveys and feedback received during open house and parent teacher conferences conferences further drives the refinement of our program

Tier 2

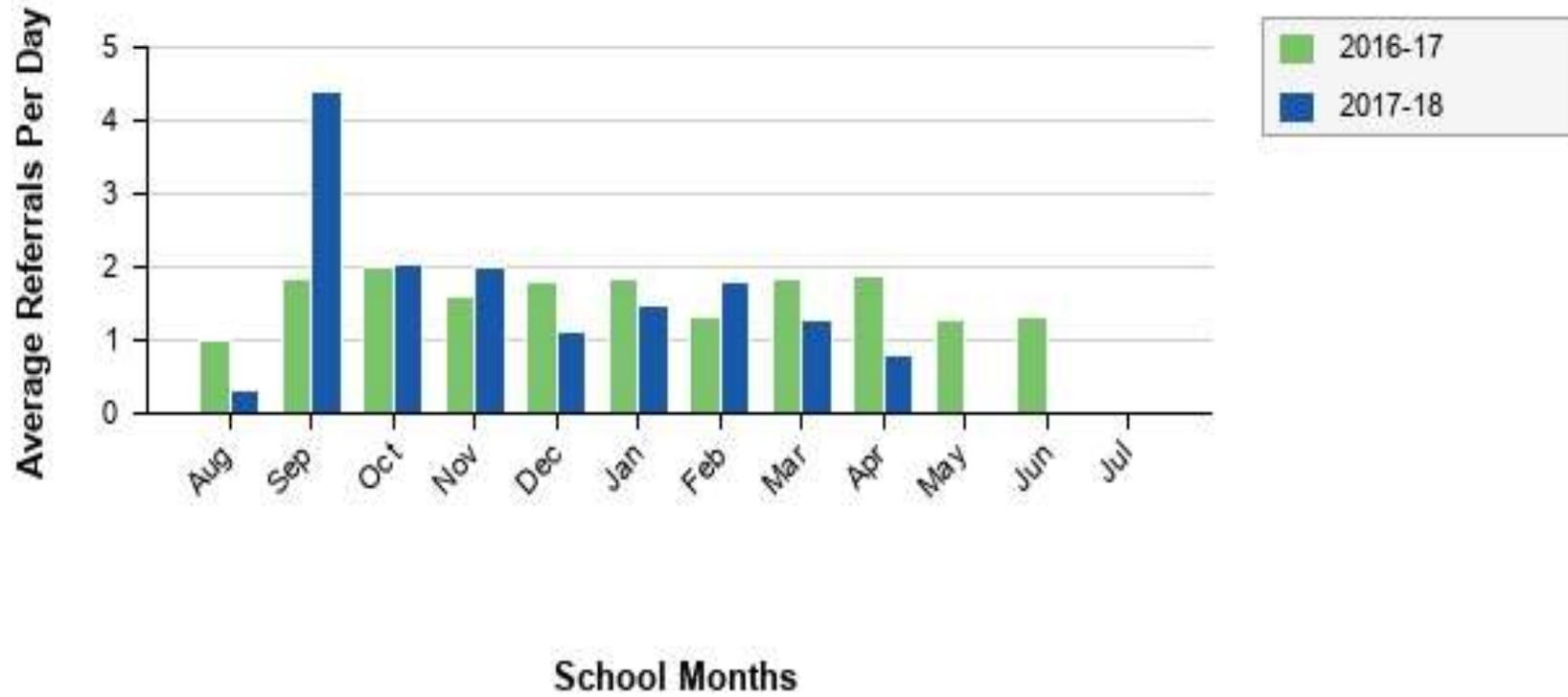
- Monthly Tier 2 meetings to discuss student outcomes
- All tier 2 students have a clear plan to address behavior. Parental input and approval is always sought
- All tier 2 students have in school or in home therapy and monthly intensive care coordination meetings (with outside providers and School) are conducted at school with the parent present
- These students receive a specialized weekly social skills group with same aged peers (small group)
- Further receive lunch groups (2/3 students) with school adjustment counselor or school psychologist

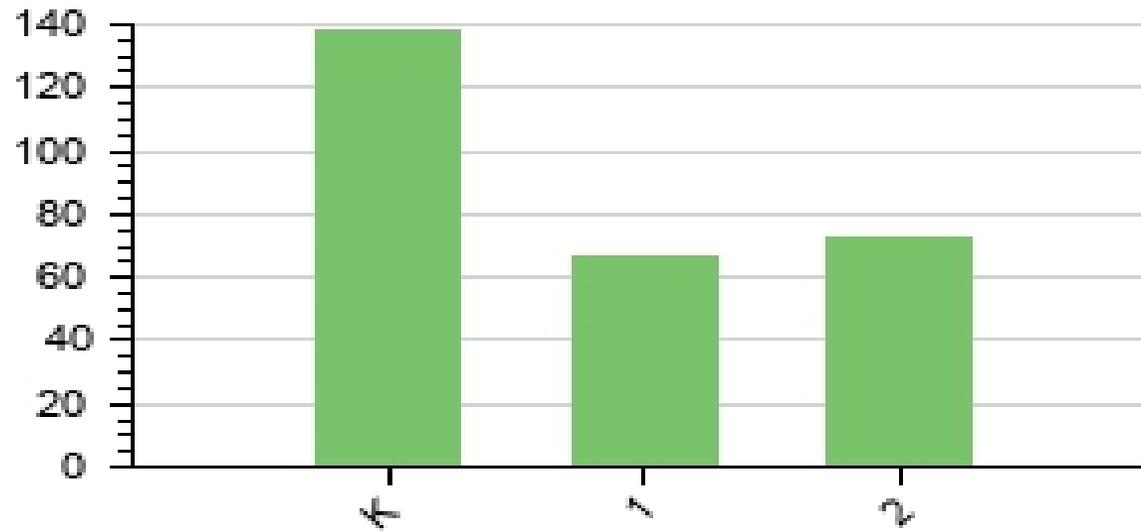
Tier 2

- Currently the data shows that 5% of our students fall into the tier 2 category
- Which means that 95% of our students are responding to Tier 1 interventions

Average Referrals Per Day Per Month - Multi-Year

All, 2016-17 - 2017-18





Data Table		
Grade	Frequency	Proportion
K	138	49.82%
1	66	23.83%
2	73	26.35%
Totals:	277	100%

Social Skills

- The development of the process is a team approach. Collaborating with all staff members on the language, teaching of skills, re teaching, and implementation has been our goal- developing a professional learning culture centered on teaching students to be successful is a major component of the program
- Choosing a developmentally appropriate social skills Curriculum has also been a benefit for the staff and the students
- Applying the expectations across all settings in the school continues to pay dividends

Social Skills

- Development of a student screening tool – we use our Tier 2 referral system, but also offer inclusion in the specialized groups through SPED referrals, teacher parent/referral, and analysis of the data
- Utilizing the expertise in our building has allowed us to expand our group offerings to include anxiety reduction and psycho educational groups for parents
- Administrative approval and participation has been critical – having conversations regarding the importance of the program with your building Principal cannot be understated. Using the data to ensure that the system is working is an integral part in staff participation

Social skill areas

- Data driven decision making regarding social skill lessons to be implemented
- At the start of each school year we teach or PBIS lesson for the first six weeks of school.
- Then we teach lesson on whole body listening, following the group plan, anger, bullying, etc. we have chosen to break the school year into 6 week cycles of teaching various lessons that all build upon each other.
- Data analysis and teacher input allows us to research certain lessons to certain groups of students, individual classes, or grade levels

Social Skills

- All of our data review of student progress includes behavioral, academic, attendance, and available perceptions data
- Meetings occur monthly to make needed adjustments to students plans or instruction to classrooms or grade levels.
- Teachers are always involved in the planning process and can reconvene the team sooner if needed
- Parents are included in meetings for Tier 2 students in order to address any changes made to plans

Professional Development

- At the start of each school year the PBIS team is allowed a few hours to review the data from the previous year with the entire staff and to discuss changes being made to Curriculum and implementation for the upcoming school year.
- Staff is allowed input and to learn the language of change that we are implementing
- Day 1 of each school year starts with the teaching of expected behaviors.

Systems wide approach

- We have been sharing our successes with the other schools in district and have begun the work of aligning the curriculum from pre-k through 8th grade.
- We have been able to present to other schools in surrounding towns and have had them to visit our school. During these visits the team that arrives is able to observe, ask questions, and we have developed professional working relationships with other districts to share ideas
- We have presented to our superintendent and a few members of the school committee as well.

Using research

- The ever changing nature of student behavior has been grounded in the research that is available regarding PBIS.
- We also use the latest research in the fields of cognitive behavioral therapy and dialectical behavioral therapy to further inform our decision making process regarding the content of our social skills Curriculum
- Our newest professional research initiative has led us to Carol Dweck and the research that she conducts in the field of Growth Mindset. Using this research we have utilized books, videos, worksheets, to define growth mindset and perseverance, in order to develop these skills in our students

School & District Improvement Plan

- Linking our initiative to our current school and district improvement plan adds to the level of staff buy in and implementation

- Add school improvement plan objectives

- **District Objective #3:**

- Assessment and Data: Use assessment and data to implement effective curriculum, instruction, and interventions to meet the academic and social-emotional needs of all students. (*See: Turnaround Practice 3: Student-Specific Supports and Instruction to All Students*)

- **District Objective #4:**

- School Climate and Culture: Support school leaders to maintain a climate and culture that provides safe and respectful environments for students and opportunities for a collaborative and professional culture among teachers that supports increasing student achievement. (*See: Turnaround Practice 4: School Climate and Culture*)

Mission and Core Values

Memorial and Toy Town Elementary Schools strive to create a community where students, teachers and parents communicate and work cooperatively to maximize our students' academic and social success.

Memorial School's Core Values:

PAWS*

Practice Safety

- Keep Hands and Feet to Yourself
- Use Quiet Voice
- Use Materials Correctly
- Walk
- Include Others

Accept Responsibility

- Be honest in your work
- Think before you act in order to make good choices
- Take ownership of your actions
- Use kind words
- Listen to others
- Share and take turns

Work Together

- Be honest with yourself and others
- Active, whole body listening
- Be kind, caring and courteous and support others
- Acknowledge others and be an active listener
- stand up and accept differences

Toy Town's Core Values:

STARS

Safe Together

- Keep a safe environment
- Use classroom materials for their intended use
- Always walk
- Keep hands and feet to yourself
- Use quiet voices

Accountable

- Be prepared to learn
- Take responsibility for your own actions
- Complete tasks on time

Respectful

- Speak at appropriate times and with appropriate voice
- Respect others and their property
- Be respectful of yours and others academic responsibilities
- Use appropriate language and respectful tone
- Be polite, use manners
- Express appreciation
- Acknowledge others

Current Research

- <https://www.rwjf.org/en/library/articles-and-news/2015/07/new-research--children-with-strong-social-skills-in-kindergarten.html>
- This article highlights the importance of social skills training in kindergarten and highlights the importance of those skills to higher education and success in early childhood
- The study also highlights the need to educate every child in the area of social skills in order for students to be as successful as possible

Questions and contact information

- Thank you to NEPBIS for affording us the honor to speak today
- Thank you to Martha Wally and Susannah Everett for the trainings, technical assistance and wisdom

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