

Maintaining School-wide PBS Momentum: 25 years of 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



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



Zero Tolerance
National Core Standards
High Function Autism / ASD

DeVos bears & "alternative facts" math

Bullying **Trauma**

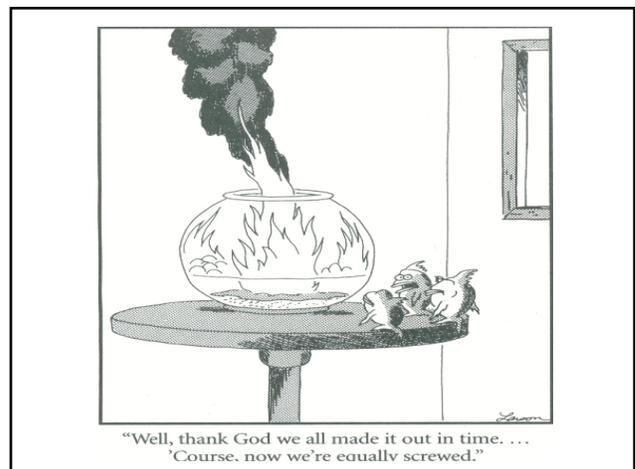
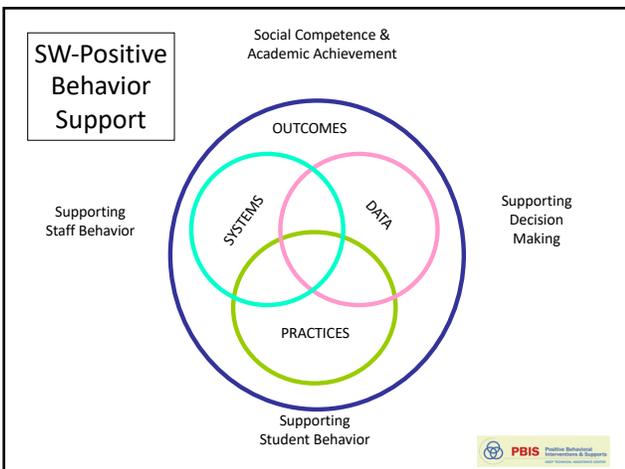
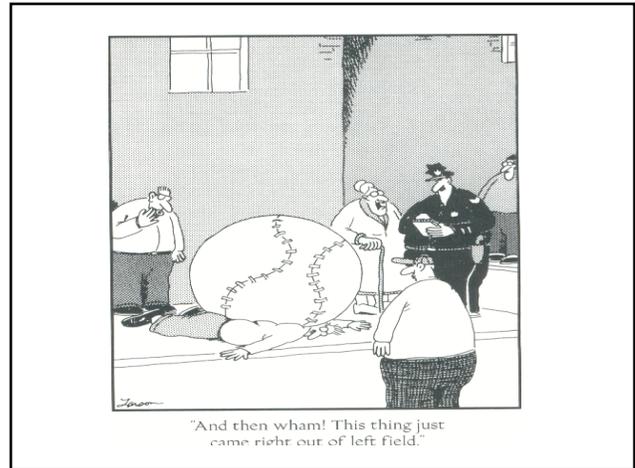
Academic Benchmarks

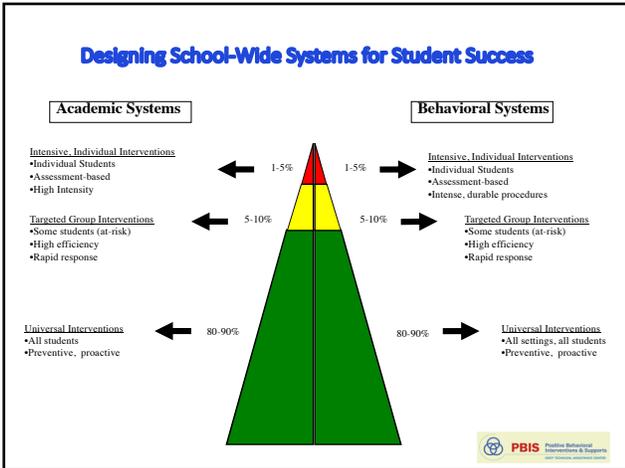
Fetal Alcohol Syndrome

Poverty **Vaping**

Diets to cure _____

Fidget Spinners





- ### 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**
- Positive Behavioral Interventions & Supports



The colloquial/common understanding of Intrinsic Motivation:

“motivation that comes from **inside an individual**”
 “the person choosing to do something for themselves”

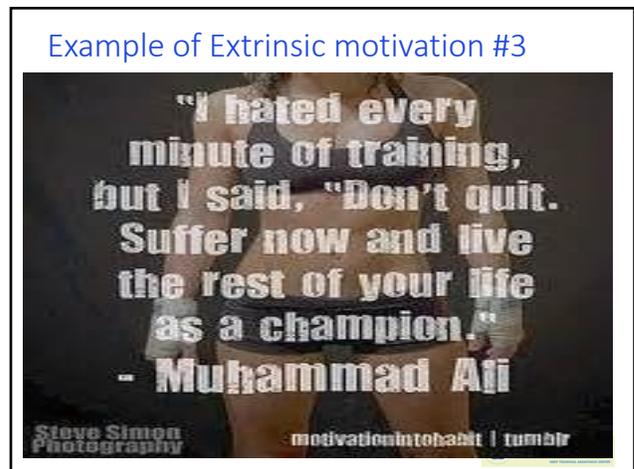
The RESEARCH definition of Intrinsic Motivation:

“doing something because it is **inherently interesting or enjoyable**, with no expectation of it leading to a **separable outcome**.”

J. Payne, APBS 2016

Positive Behavioral Interventions & Supports

Regulatory style (type of motivation)	Extrinsic Motivation (4 subtypes of Extrinsic Motivation)			
	External regulation	Introjection	Identification	Integration
Associated processes	Saliency of rewards/punishments, compliance, Reactance	Ego involvement. Focus on approval from self or others	Conscious valuing of activity. Self endorsement of goals	Hierarchical synthesis of goals. Congruence of values with wider group
Locus of control/regulation (Who is in charge?)	External	Somewhat External	Somewhat Internal	Internal
Typical thoughts	"I do this because someone or something is making me. As soon as that stops, I stop"	"I am doing this because it's important to someone I care about and I would like to please them"	"I do this because I think it is important - my action fits my own values"	"I do this because the action is congruent with the values I share with a wider group, and will lead to things happening to benefit that group"
Example	Someone working a job they <u>don't</u> really like because it pays well	Washing your partner's car because you know they love a clean car and it will make them feel good	A marathon runner training hard to run a marathon they won't win because they value hard work and fitness	A teacher working hard to teach their class because they want to make a difference to society



Example of Extrinsic motivation # 4



Apply Logic of SW-PBS to Address Major Behavioral Infractions



Saturday School

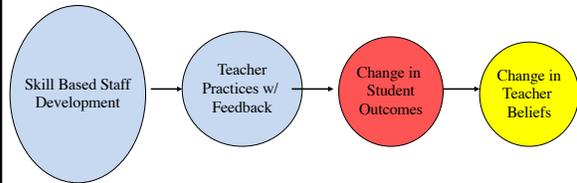


Lesson Two

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



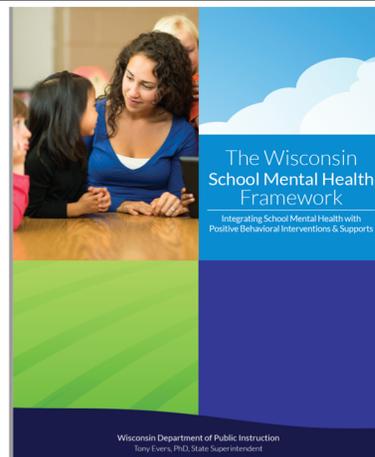
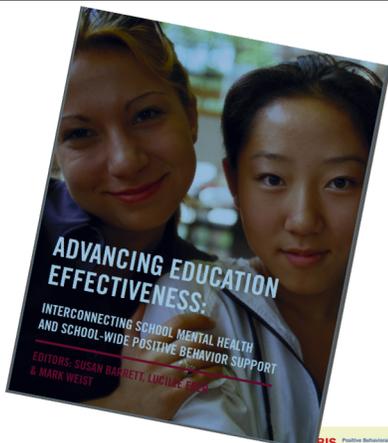
PD to Build Capacity



Guskey, 1986

Connections to Mental Health and Community Agencies

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



<https://dpi.wi.gov/spw/mental-health/framework>



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

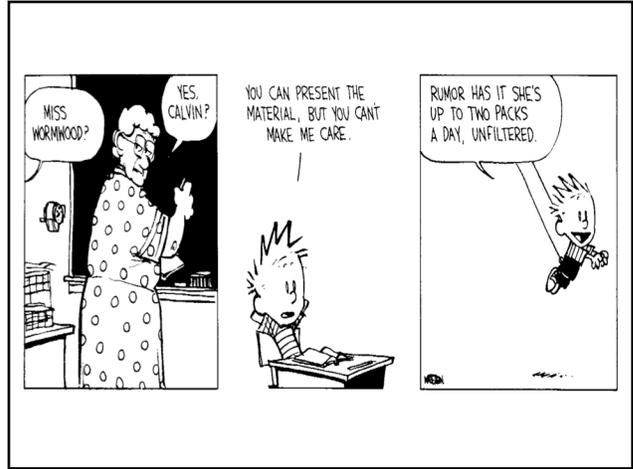


Classroom Universal Essential Practices

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



Behavior Support Framework | moswpbs@missouri.edu

MO SW-PBS Missouri School Wide Positive Behavior Support

Home About Tier 1 Tier 2 Tier 3 Topics SI Profile Q

Improving outcomes for all students.

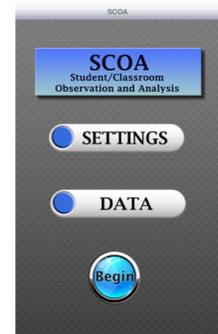
Positive, proactive, preventative behavior supports.

New to MO SW-PBS?

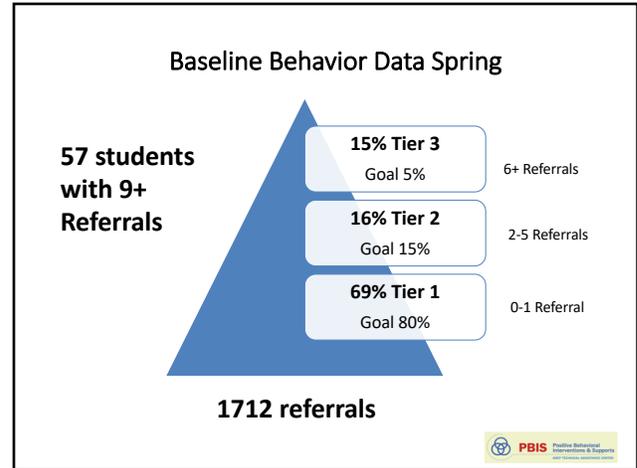
Tier 1 Overview
 Tier 1 Readiness
 Tier 1 Effective Classroom Practices
 Tier 1 Courses
 Tier 1 Workbook & Resources
 Tier 1 Data Tools

Classroom Systems

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

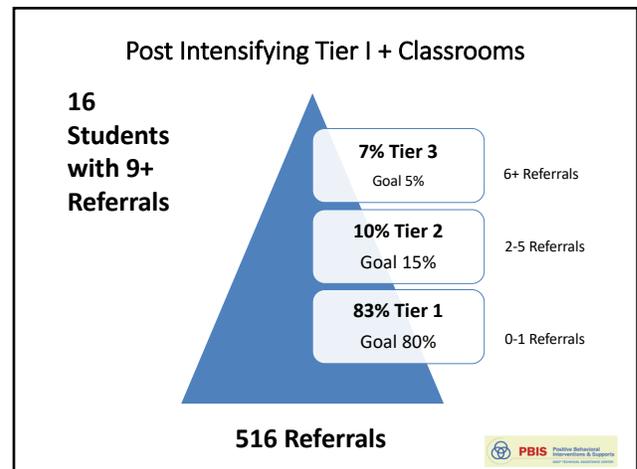


Universal School-wide Classroom Examples



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



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

The cover features a large blue semi-circle on the left containing a photograph of a man and a woman cheering with their arms raised. To the right, a horizontal strip shows a classroom of diverse students working at their desks.

HIGH-LEVERAGE PRACTICES
IN SPECIAL EDUCATION

The cover features three small inset photographs showing students and teachers in various educational settings. The title is prominently displayed in large, bold letters.

Logos for Council on Exceptional Children, CEEDAR, and PBIS are visible at the bottom.

Lesson Five

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



Aligning and Integrating Family Engagement in Positive Behavioral Interventions and Supports (PBIS)
Concepts and Strategies for Families and Schools in Key Contexts

pbis.org
"Current Topics"

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





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!



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: _____

<p>GREEN Activities - Choose at least one - <i>These activities take place at Benton</i></p> <ul style="list-style-type: none"> <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 <p>Authorized Staff initials: _____ Date _____</p>  <p>BEE a Safe, Respectful Learner!</p>	<p>BLUE Activities - Choose at least one - <i>These activities take place in school and with family involvement</i></p> <ul style="list-style-type: none"> <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.  <p>BEE a Safe, Respectful Learner!</p>	<p>RED Activities - Choose three activities - <i>These activities take place outside of school, with family involvement</i></p> <ul style="list-style-type: none"> <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.  <p>BEE a Safe, Respectful Learner!</p>
---	--	---

<p>GREEN Activities - Choose at least one - <i>These activities take place at Benton</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Attend Family Dinner Night on December 13 <input type="checkbox"/> Attend "Benton Family Night" at Daniel Boone Regional Library <input type="checkbox"/> Volunteer to help PTA at Sock Hop on February 10, 2006 <input type="checkbox"/> Attend a PTA Board Meeting  <p>BEE a Safe, Respectful Learner!</p>	<p>BLUE Activities - Choose at least two - <i>These activities take place in school and with family involvement</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Have breakfast or lunch with your child at school. <input type="checkbox"/> Take 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.  <p>BEE a Safe, Respectful Learner!</p>	<p>RED Activities - Choose at least three - <i>These activities take place in school, and with family involvement</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Contribute treats to your child's classroom Winter Party <input type="checkbox"/> Eat dinner together as a family and discuss each person's day. <input type="checkbox"/> Play a card or board game together. <input type="checkbox"/> Work on a homework assignment together.  <p>BEE a Safe, Respectful Learner!</p>
---	--	--

<p>GREEN Activities - Choose at least one -</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attend "McTeacher's Night," on Tuesday, March 7, 2006 (McDonald's on Bus Loop 70) <input type="checkbox"/> Attend "Math Night" at Benton on Monday, April 24, 2006 <input type="checkbox"/> Parent help or contribute food for Festival of the Arts on Thursday, May 18, 2006 <input type="checkbox"/> Attend Honors Day Assembly at Benton (Date to be Announced) <input type="checkbox"/> Be a Parent Helper on Field Day (Date to be Announced)  <p>BEE a Safe, Respectful Learner!</p>	<p>BLUE Activities - Choose at least two -</p> <ul style="list-style-type: none"> <input type="checkbox"/> Have breakfast or lunch with your child at school. <input type="checkbox"/> Go to Daniel Boone Regional Library to check out a book together. <input type="checkbox"/> Provide a family photo for the "Benton Family Bulletin Board" at school. <input type="checkbox"/> Have a "No TV/No Video Games" night at home. <input type="checkbox"/> Attend Benton Family Night at CIG's Pizza (March 11, April 18, or May 16)  <p>BEE a Safe, Respectful Learner!</p>	<p>RED Activities Record at least three activities you've shared as a family:</p> <ul style="list-style-type: none"> <input type="checkbox"/> _____  <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%	71%	67%	71%	68%	69%
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%	62%	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%	58%	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%	

Survey Statements	Total in Agreement	Gender		Grade							
		Male	Female	6	7	8	9	10	11	12	
		Students respect teachers.	46%	46%	44%	62%	48%	41%	41%	41%	43%
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 who can help.	59%	58%	59%	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%	

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%	70%	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%	

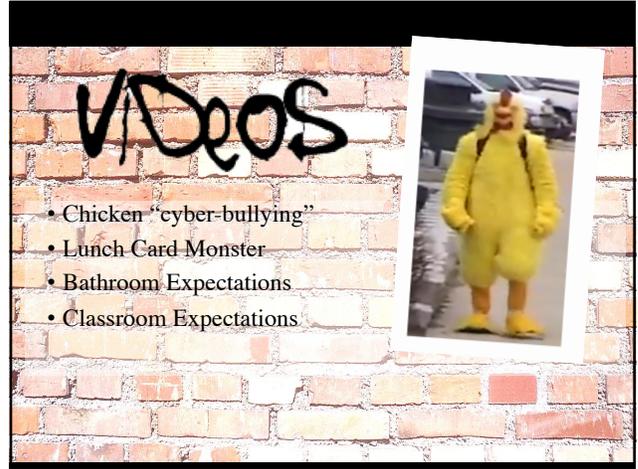
Survey Statements	Total in Agreement	Gender		Grade							
		Male	Female	6	7	8	9	10	11	12	
Students have a voice in decision making at school.	46%	46%	47%	64%	54%	46%	44%	38%	35%	35%	
I see myself as a leader.	64%	64%	64%	66%	64%	63%	61%	62%	64%	67%	
Other students see me as a leader.	36%	36%	35%	37%	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%	

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



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



Final Lesson

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



Recognize Colleagues

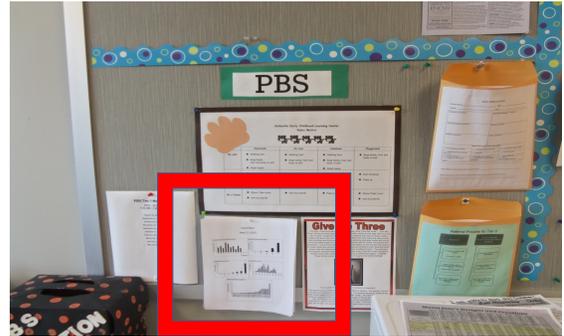




Build in Social Events



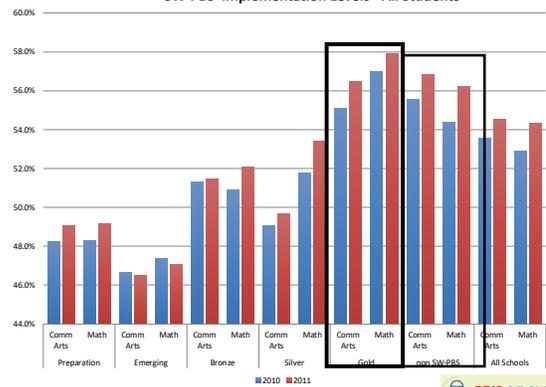
Celebrate Success

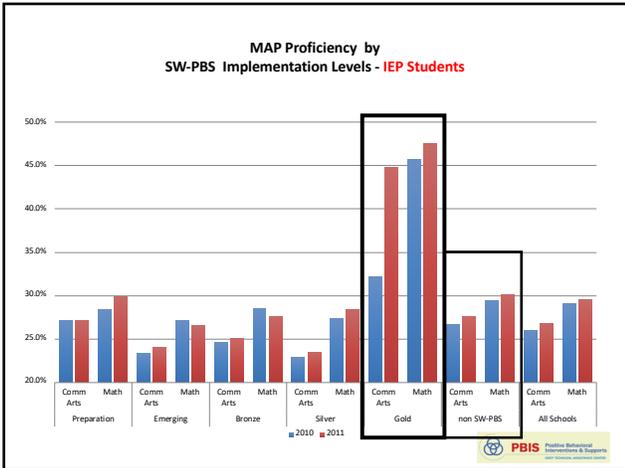


Maintaining Implementation with Fidelity is Hard Work

So Why Bother?

MAP Proficiency by SW-PBS Implementation Levels - All Students





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.

This two-day forum for school, state, district, and regional Leadership Teams and other professionals has been designed to increase the effectiveness of PBIS implementation.

Sessions are organized by strands that support initial through advanced implementation in a full range of education settings, and assist state level planning to improve school quality and student success. Featuring sessions specific to Juvenile Justice, Alternative Educational Settings, Mental Health, and Family partnerships.



SAVE THE DATE

October 4-5, 2018

OSEP Technical Assistance Center on PBIS | 2018 PBIS Leadership Forum | Chicago, IL