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

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As Educators....
• 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

What to do when horrific things happen in our schools or community?
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

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

Build District/Region Tier 2 & 3 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**

**Resources** - pbismissouri.org

**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%

- 6+ Referrals
- 2-5 Referrals
- 0-1 Referral

- 1712 referrals

Baseline Behavior Data Spring

- 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

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**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

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**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.
Student Voice in Montana

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Survey Statements

- Students respect teachers.
- My parents care about my education.
- I have a teacher who is a positive role model for me.
- Teachers care about me as an individual.
- Teachers care if I am absent from school.
- Teachers respect students.
- Students respect their school.

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Survey Statements

- I enjoy being at school.
- I enjoy working with students.
- Teachers make school an exciting place to learn.
- School is boring.
- I enjoy participating in my classes.
- Teachers care for a school.
- Learning can be fun.

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Survey Statements

- Students have a voice in decision making at school.
- I see myself as a leader.
- Other students see me as a leader.
- Teachers encourage students to make decisions.
- Teachers are willing to learn from students.
- I am a good decision maker.
- I know the goals my school is working on this year.

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Survey Statements

<table>
<thead>
<tr>
<th>Total in Agreement</th>
<th>Male</th>
<th>Female</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students respect teachers</td>
<td>48%</td>
<td>45%</td>
<td>45%</td>
<td>47%</td>
<td>44%</td>
<td>46%</td>
<td>44%</td>
<td>44%</td>
<td>37%</td>
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<tr>
<td>My parents care about my education</td>
<td>87%</td>
<td>90%</td>
<td>85%</td>
<td>87%</td>
<td>90%</td>
<td>89%</td>
<td>93%</td>
<td>86%</td>
<td>72%</td>
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<tr>
<td>I have a teacher who is a positive role model for me</td>
<td>56%</td>
<td>53%</td>
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<td>55%</td>
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<td>47%</td>
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<tr>
<td>Teachers care about me as an individual</td>
<td>60%</td>
<td>55%</td>
<td>60%</td>
<td>59%</td>
<td>56%</td>
<td>53%</td>
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<td>Teachers care if I am absent from school</td>
<td>54%</td>
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<tr>
<td>Teachers respect students</td>
<td>60%</td>
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<td>71%</td>
<td>64%</td>
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<td>67%</td>
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<tr>
<td>Students respect their school</td>
<td>30%</td>
<td>40%</td>
<td>42%</td>
<td>44%</td>
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<tr>
<td>I enjoy being at school</td>
<td>96%</td>
<td>52%</td>
<td>51%</td>
<td>68%</td>
<td>55%</td>
<td>54%</td>
<td>51%</td>
<td>54%</td>
<td>48%</td>
</tr>
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<td>I enjoy working with students</td>
<td>66%</td>
<td>65%</td>
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<td>54%</td>
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<td>Teachers make school an exciting place to learn</td>
<td>46%</td>
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<td>72%</td>
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<td>68%</td>
<td>59%</td>
</tr>
<tr>
<td>Teachers care for a school</td>
<td>50%</td>
<td>53%</td>
<td>50%</td>
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<td>49%</td>
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<tr>
<td>Learning can be fun</td>
<td>75%</td>
<td>72%</td>
<td>76%</td>
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<td>73%</td>
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Survey Statements

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

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<td>39%</td>
<td>40%</td>
<td>35%</td>
</tr>
<tr>
<td>I see myself as a leader</td>
<td>91%</td>
<td>64%</td>
<td>66%</td>
<td>69%</td>
<td>70%</td>
<td>62%</td>
<td>62%</td>
<td>61%</td>
<td>67%</td>
</tr>
<tr>
<td>Other students see me as a leader</td>
<td>50%</td>
<td>35%</td>
<td>35%</td>
<td>36%</td>
<td>35%</td>
<td>33%</td>
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<td>52%</td>
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<td>51%</td>
<td>47%</td>
<td>44%</td>
</tr>
<tr>
<td>I am a good decision maker</td>
<td>60%</td>
<td>73%</td>
<td>70%</td>
<td>75%</td>
<td>65%</td>
<td>67%</td>
<td>71%</td>
<td>72%</td>
<td>70%</td>
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<td>I know the goals my school is working on this year</td>
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**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**
- Level One: $.50 lunch item
- Level Two: Game Pass
- Level Three: Prom Ticket Drawing
- Panther Power Ticket Good for one regular badge
- Panthers Pass One Park Pass
- Panther Pass One Homework Pass
- Panther Power Ticket Admit One
- Panther Power Ticket Admit One
- Panther Power Ticket Admit One

Final Lesson

• Don’t forget, schools are collections of individual staff 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

Resources

pbis.org

pbismissouri.org