

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

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pbis.org

Missouri SW-PBS
pbissmissouri.org

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***

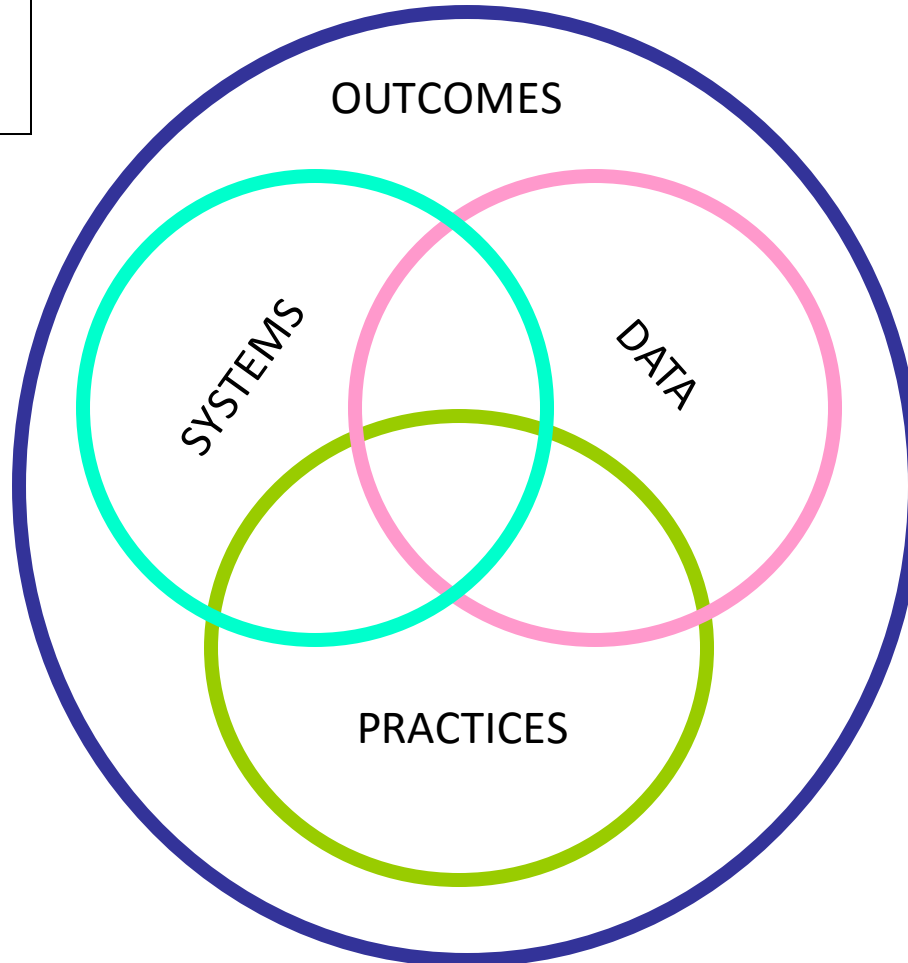
Lesson One

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

SW-Positive Behavior Support

Social Competence &
Academic Achievement

Supporting
Staff Behavior



Supporting
Decision
Making

Supporting
Student Behavior

Designing School-Wide Systems for Student Success

Academic Systems

Intensive, Individual Interventions

- Individual Students
- Assessment-based
- High Intensity

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All students
- Preventive, proactive

Behavioral Systems

Intensive, Individual Interventions

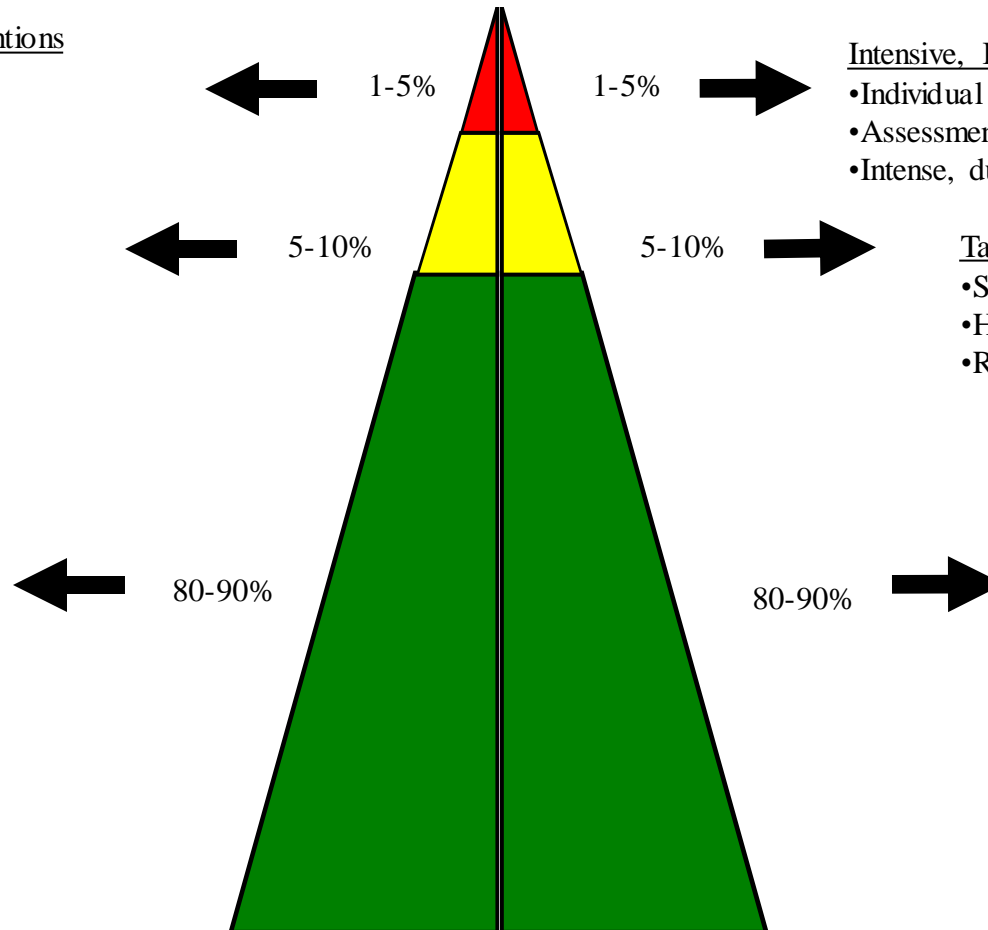
- Individual Students
- Assessment-based
- Intense, durable procedures

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

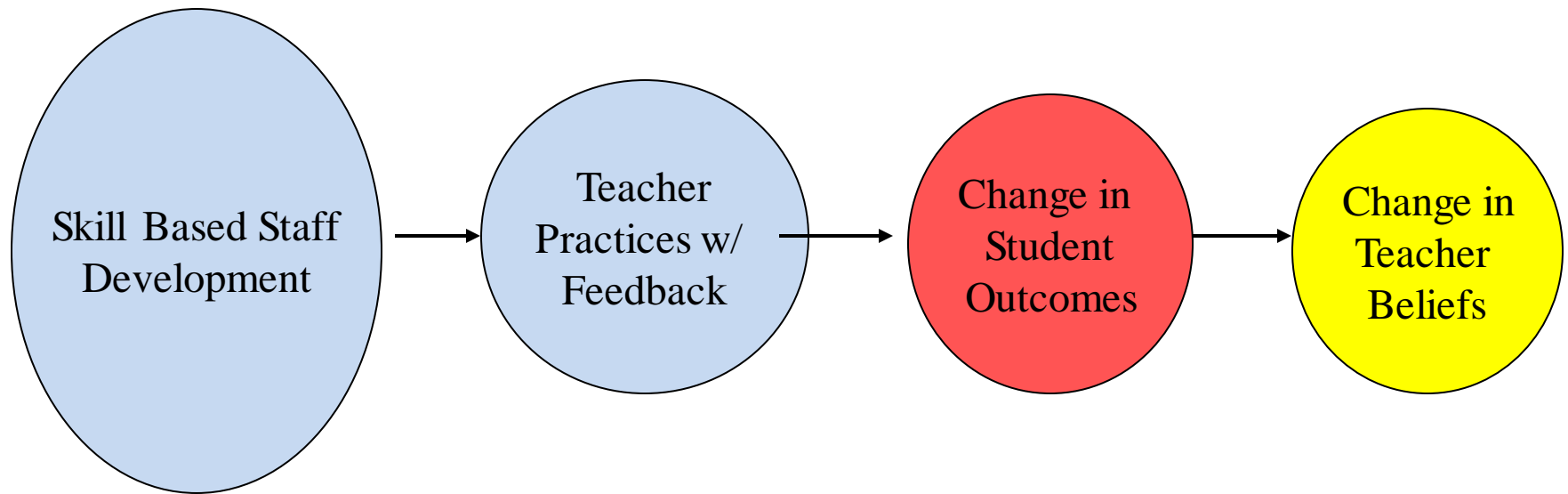
- All settings, all students
- Preventive, proactive



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



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

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 - pbissmissouri.org

Behavior Support Framework | moswpbs@missouri.edu



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Tier 1 Overview

Tier 1 Readiness

Tier 1 Effective Classroom Practices

Tier 1 Courses

Tier 1 Workbook & Resources

Tier 1 Data Tools

Improving outcomes for all students.

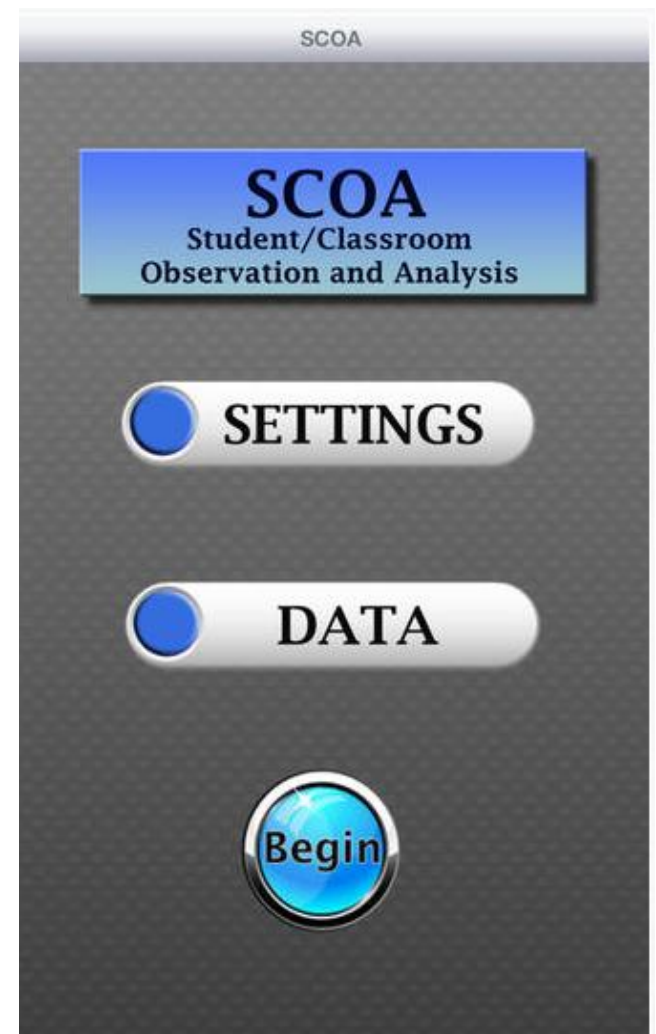
Positive, proactive, preventative behavior supports.

New to MO SW-PBS?

missouri.org/tier-1-overview/

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 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 Garbacz
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:

GREEN Activities

- Choose at least one -

These activities take place at Benton

- Attended Back-to-School Night (Sept. 13)
- Attend Parent-Teacher Conference (Nov. 17-18)
- Pre-arrange with your child's teacher a time to visit the classroom.
- Attend PTA Meeting

Authorized Staff initials: _____

Date _____



BLUE Activities

- Choose at least one -

These activities take place in school and with family involvement

- Have breakfast or lunch with your child at school.
- Go on a your choice of a family outing.
- Provide a family photo for the "Benton Family Bulletin Board" at school.
- Have a "No TV" night at home.



RED Activities

- Choose three activities -

These activities take place outside of school, with family involvement

- Have your child(ren) read a story to the family.
- Eat dinner together as a family and discuss each person's day.
- Play a board game together.
- 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! BEE a Safe, Respectful Learner!

GREEN Activities

- Choose at least one -

These activities take place at Benton

- Attend Family Dinner Night on December 13
- Attend "Benton Family Night" at Daniel Boone Regional Library
- Volunteer to help PTA at Sock Hop on February 10, 2006
- Attend a PTABoard Meeting



BLUE Activities

- Choose at least two -

These activities take place in school and with family involvement

- Have breakfast or lunch with your child at school.
- Take a family outing: _____
- Provide a family photo for the "Benton Family Bulletin Board" at school.
- Have a "No TV" night at home.



RED Activities

- Choose at least three -

These activities take place in school, and with family involvement

- Contribute treats to your child's classroom Winter Party
- Eat dinner together as a family and discuss each person's day.
- Play a card or board game together.
- Work on a homework assignment together.



BEE a Safe, Respectful Learner! BEE a Safe, Respectful Learner! BEE a Safe, Respectful Learner! BEE a Safe, Respectful Learner!

GREEN Activities

- Choose at least one -

- Attend "McTeacher's Night," on Tuesday, March 7, 2006
(McDonald's on Bus. Loop 70)
- Attend "Math Night" at Benton on Monday, April 24, 2006
- Parent help or contribute food for Festival of the Arts on Thursday, May 18, 2006
- Attend Honors Day Assembly at Benton (Date to be Announced)
- Be a Parent Helper on Field Day (Date to be Announced)



BLUE Activities

- Choose at least two -

- Have breakfast or lunch with your child at school.
- Go to Daniel Boone Regional Library to check out a book together.
- Provide a family photo for the "Benton Family Bulletin Board" at school.
- Have a "No TV/No Video Games" night at home.
- Attend Benton Family Night at CiCi's Pizza (March 11, April 18, or May 16)



RED Activities

Record at least three activities you've shared as a family:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



BEE a Safe, Respectful Learner! BEE a Safe, Respectful Learner! BEE a Safe, Respectful Learner! BEE a Safe, Respectful Learner!

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

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*

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%	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%	61%	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%	39%	37%	36%	35%

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%	59%	50%	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%	69%	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



Teaching

Teaching the expected behaviors

Videos

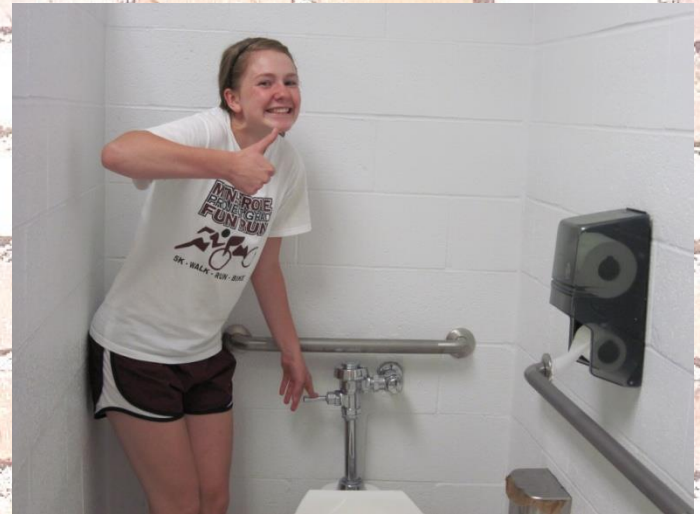
- Chicken “cyber-bullying”
- Lunch Card Monster
- Bathroom Expectations
- Classroom Expectations



Bathroom Expectations



Hush



Flush



Wash

Rush



The Stallstreet Journal

March 29-April 11

MGHS SW-PBS

Volume 1, Issue 4

Make sure to be on time to class. It's a new quarter! If you maintain having no tardies you will be able to attend the second semester No Tardy Party brought to you by the Positive Behavior Support team. ☺

Be Involved: Strive to do your best!

While being involved in clubs and school, make sure to let your teachers know of your club trips beforehand and get your homework

Would you rather:

Be able to go to summer school in Italy?

Or

Take a science trip to Peru?



Important Dates

- March 29-4:30 pm : Var/JV Baseball Home vs Gainesville
- April 1- Interscholastic Relays, West Plains
- April 4- 4:30 pm : Varsity/JV Baseball Home vs Liberty
- April 7- 4:30 pm : Varsity/JV Baseball Home vs Thayer
8:30 pm : Varsity MSU Golf Relays-Away
- April 8- Math and Science Club trip
- April 9- 9:00 am : Varsity Baseball Panther Double Header Home
ACT test in Cabool

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



Kadie Dugger, Candi Delcour, Alexis Cooper, and Bryan Kaps pose for a quick picture at the 3rd Quarter Attendance party.

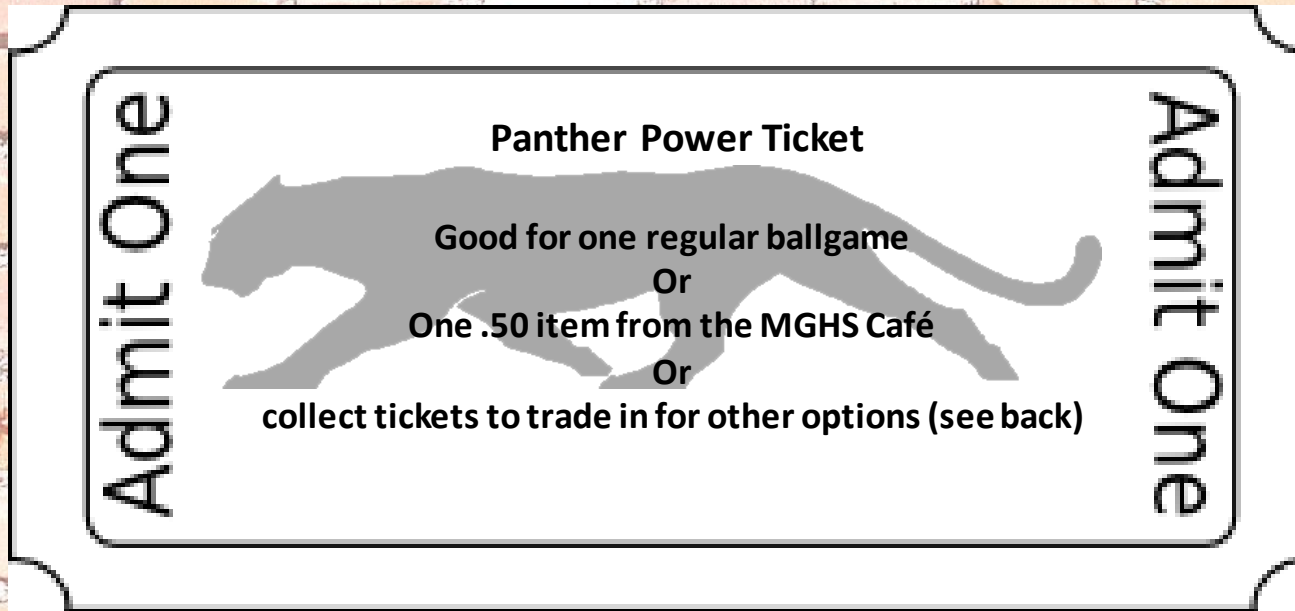
Remember: Prom is less than three weeks away!!

Brought to you by your Student Panel...spreading positive behavior one person at a time.

Name This Movie: "I'll get you, my pretty, and your little dog too!"

Last Issue's Answer: Harry Potter and The Chamber of Secrets

Panther Power Tickets



Level One

\$.50 lunch item

Game Pass

Level Two

Parking Pass

Homework Pass

Level Three

Prom Ticket Drawing

Yearbook Drawing



Mghs Swpbs

Works at Mountain Grove High Went to Mountain Grove High Lives in Mountain Grove, Missouri From Mountain Grove, Missouri

Friends Message

Write Post Add Photo / Video

Write something...

Wall

- Info
- Photos
- Friends

Friends (126)

- Shelby Clifton
- Judi Marah-Kemp
- Kristy Wakefield
- Blake Miller
Mountain Grove High
- Staci Coffey



Mghs Swpbs

Congratulation to Tatum Flint for winning the Prom Package Drawing for being a Safe, Respectful, Responsible, Involved Learner! Tatum is pictured with Junior Class Sponsor Ms. VanBibber.



Like Comment Share Thursday at 1:03pm

Jackie Todd Harrington likes this.



Erin Ehlers Oh my gosh!! She must have been really good and earned 10 Panther Power Tickets!
Thursday at 1:06pm Like

People You May Know See All

Jim Ray Kluck
Add Friend

Sponsored See All

Facebook Data Team
The Right Time for Love: Tracking the Seasonality of Relationship Form...
Like This Page

The Men in Black Suits Are Real
 The MEN IN BLACK SUITS ARE REAL! Call 1-888-202-9797 (free) & LIKE if you're an MIBeliever
Like 14,412 people like this.

Quiz Your Friends
 Woohoo! Our Pants on Fire game is here! I haven't been this excited since I found out about soft serve yogurt. Play the game!

Veritis, the IT partner
 Veritis is a leading IT solution provider with vast experience in

Final Lesson

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

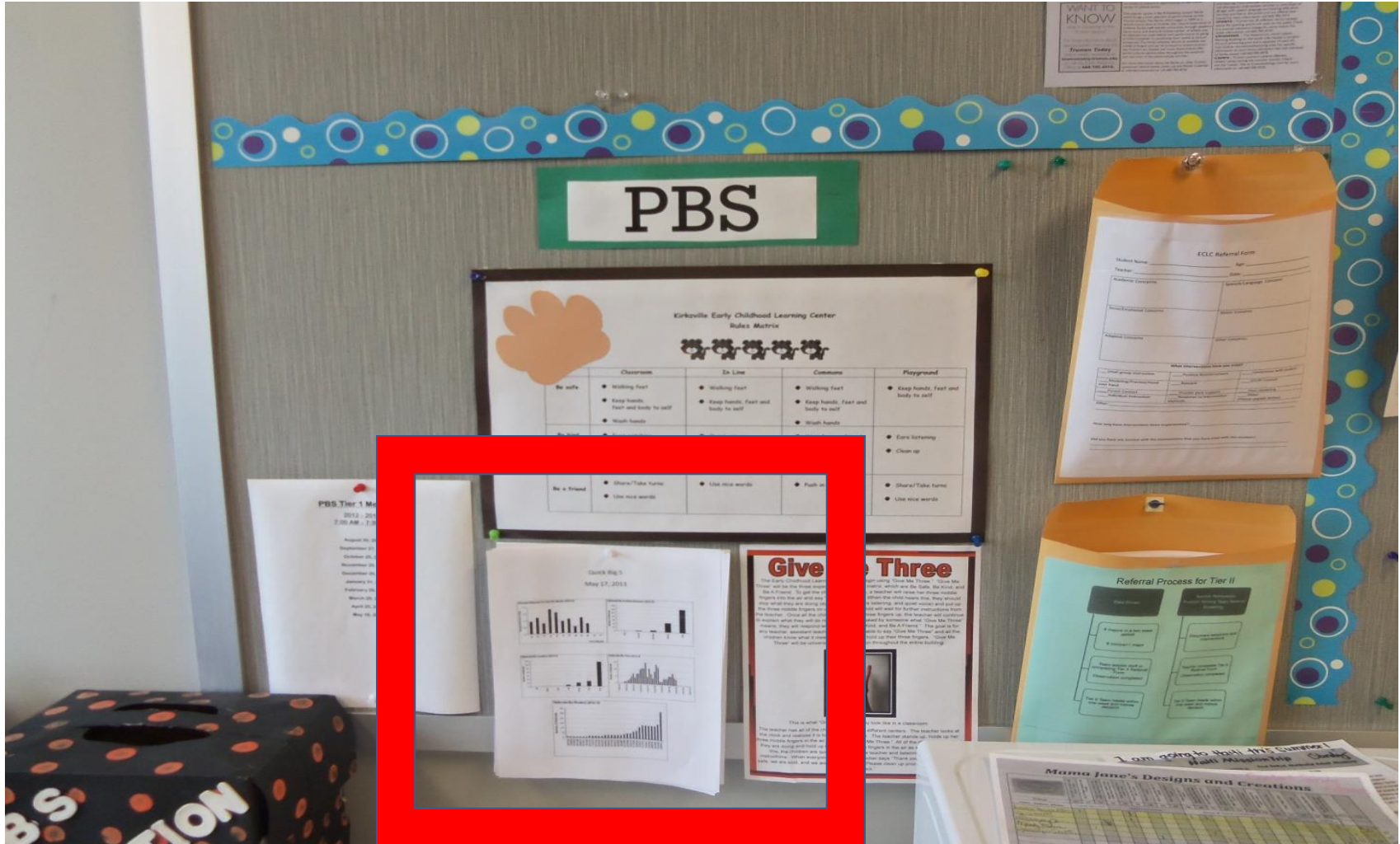
Recognize Colleagues



Build in Social Events



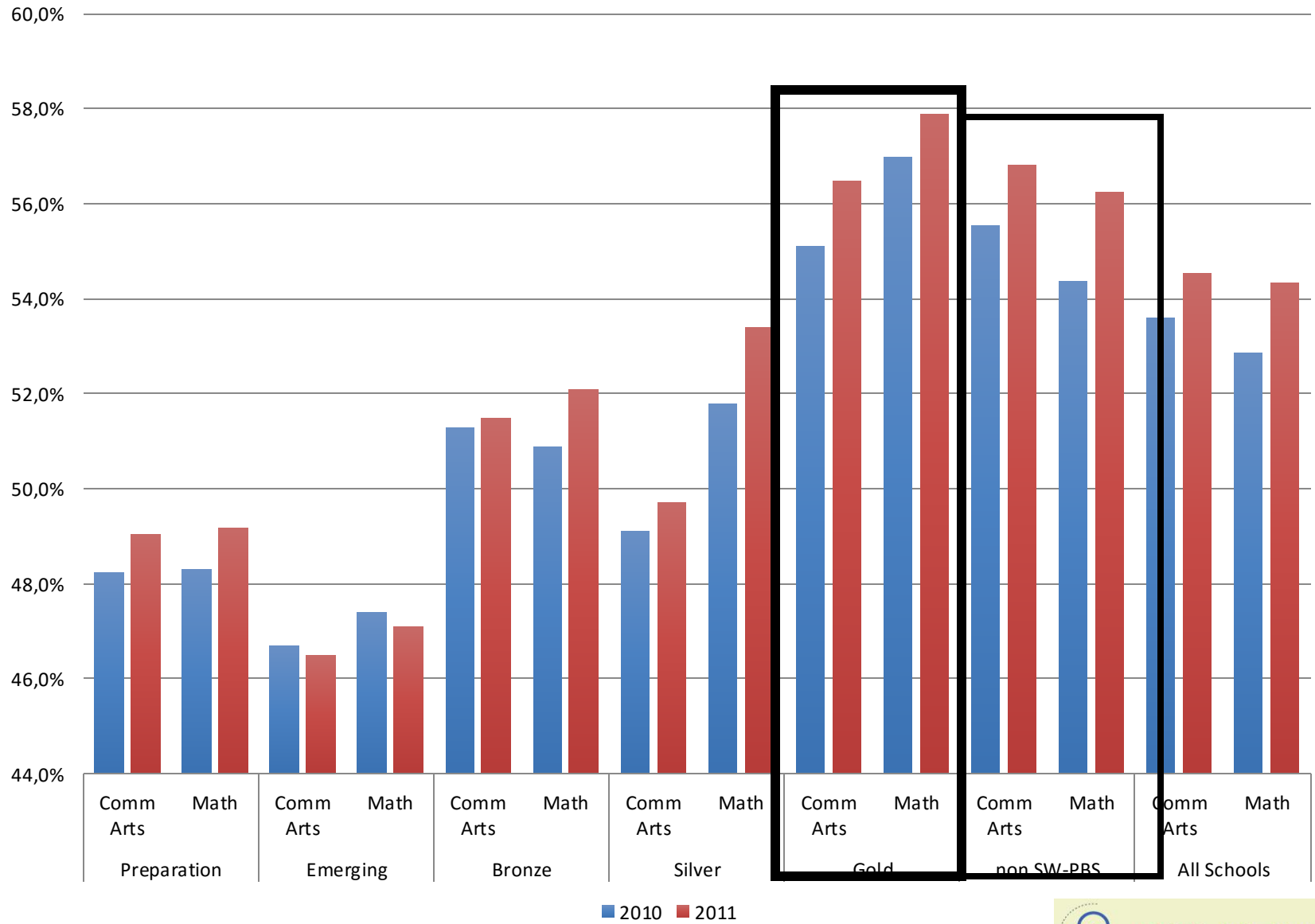
Celebrate Success



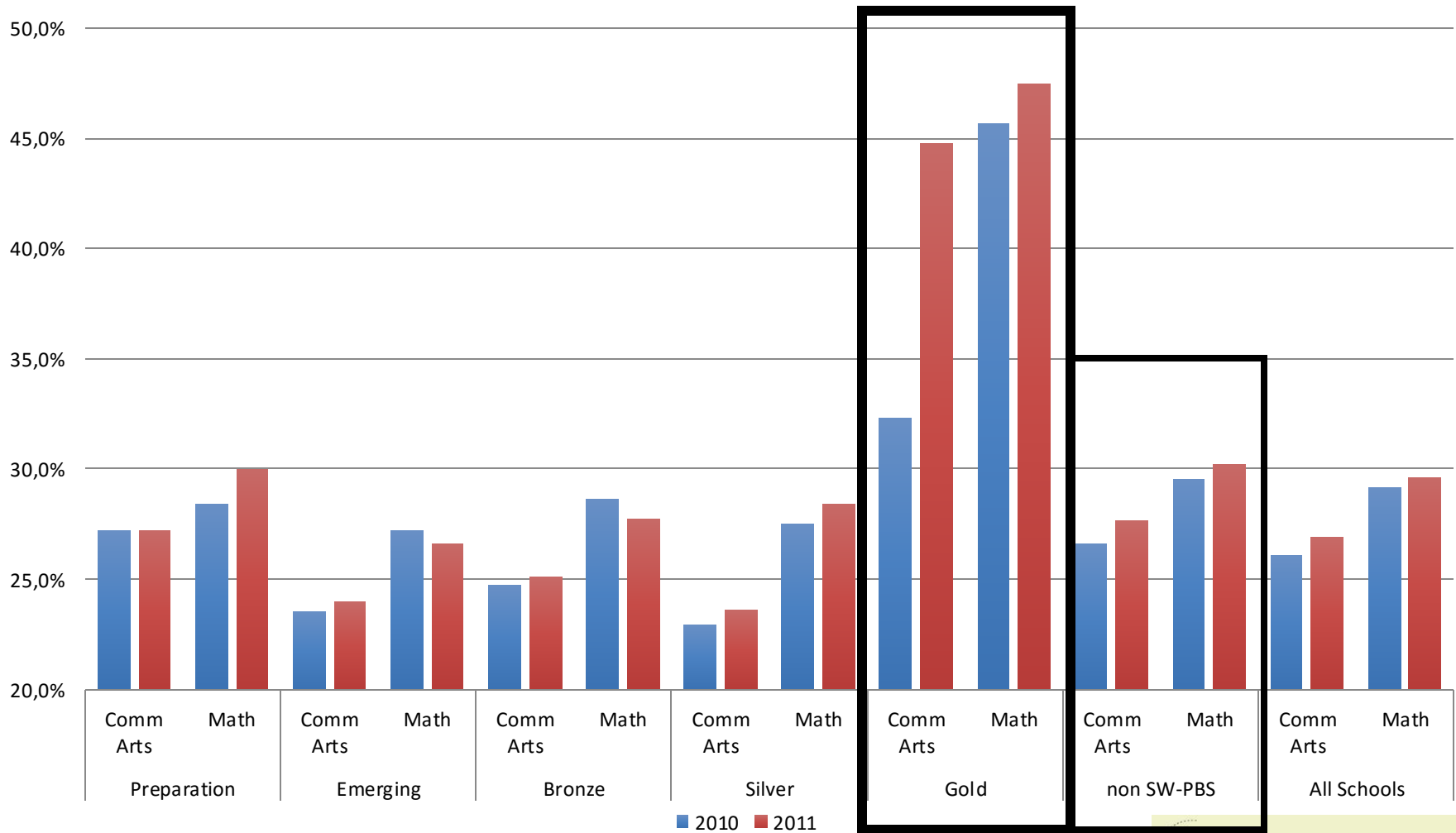
Maintaining Implementation with Fidelity is Hard Work

So Why Bother?

MAP Proficiency by SW-PBS Implementation Levels - All Students



MAP Proficiency by SW-PBS Implementation Levels - IEP 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