

PBIS Update

Sweetwater School District Number One
November 2018

A specific behavior that I have been asked to reflect on and support is student transitions. The information that I am providing in this newsletter comes primarily from a presentation by Thomas J. Stacho, Ed.S. At the time of this presentation, Mr. Stacho was a Positive Behavior Interventions & Supports (PBIS) trainer/consultant/coach. He gave this presentation entitled, "My Students Have Trouble with Transitions...What Can I Do?" at the 11th Annual NorthWest PBIS Conference.

Tina Johnson
Academic and Behavior Coordinator

Why should we fret over effective with transitions? To ensure we have maximized instructional time.

"If a teacher increases instructional time by just fifteen minutes a day through the use of more efficient routines and procedures, students in that classroom would gain forty-five hours of instructional time per year."

"When students can predict the events throughout their school day, they are more likely to be engaged and less likely to display problem behavior. One way to increase predictability in a classroom is to establish routines, particularly early in the school year"
(Kern & Clemens, 2007, p. 67)

What is a Transition?

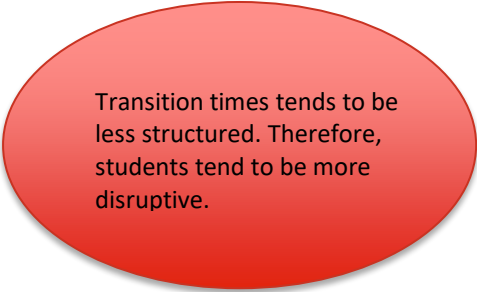
- Time periods that exist between times allocated for learning activities.
- Transition time is the time it takes to change from one activity to another
- Transition refers to a change
- Transitions provides students with an opportunity for learning.... preparing for the experience to follow

Types of Transitions:

- Transitions between activities
- Transitions between multiple settings
- Transitions between programs

Examples:

- Changing from one subject to another
- Moving seats for group activity
- Changing classrooms
- Coming/Going to lunch or PE
- Getting students assembled and attentive
- Getting students attention away from independent reading and preparing for a class discussion
- Ending the reading block and beginning the math block
- Morning arrival from breakfast/bus area into the classroom



Transition times tends to be less structured. Therefore, students tend to be more disruptive.

- Ending the class period and moving into clean up time
- Waiting for others to complete assignment and end of period

What Makes Effect and Efficient Transitions?

- Well planned and taught transition procedures
- Clear expectations of student behavior during transition
- Student readiness, to end a current activity and to begin a new one
- Teacher readiness for the next activity
- Transitions that are orderly, efficient, and systematized, and require little teacher direction
- There is minimal prompting from the teacher
- Students know their responsibilities and don't have to ask questions about what to do
- Students are never idle while waiting for the teacher

Teach Expected Transition Behaviors

Assumption: Kids come to us ready and willing to learn!

- Teaching Vs. Telling
- Teach in the context of where the behavior(s) need to be displayed
- Explore the goal, expectation and the rationale for the transition
- Identify what it looks like, what it doesn't look like and the "gray" area
- I Do It, We Do It, You Do It
- What's the procedure for teaching new students the expectations?

Strategies for Improving Transitions

Classroom Transitions

1. Communicate clearly when activities will begin and when they will end. Give students who take a long time or have difficulty with transitions individual guidance. Give them a five-minute warning versus three for other students.
2. Maintain a visual schedule that is reviewed and referred to frequently. When changes are to occur in the schedule, point them out in advance.
3. Give **specific** instructions about how students are to switch from one activity to the next.
4. Clearly teach, model, and have students practice and rehearse all procedures that will occur during changes of activities. This includes such things as the students' quick and quiet movement from their desks to the carpet area, putting away/taking out materials, and so forth.
 - Use signals for transitions (e.g. chimes, xylophone, playing a recording of a specific song or part of a song, flashing lights, a clapping pattern, prompts such as "1,2,3...eyes on me").
 - Use a signal to indicate that an activity is coming to an end and children need to finish whatever they are doing.
 - Some teachers signal and tell students they will have a brief amount of time (3-5 minutes) to finish what they are working on before the next activity, or to clean up. They then set a timer for that amount of time. Primary grade teachers typically use songs or chants for transitions (e.g., for cleaning up, moving to the rug).
5. Provide direct teacher guidance and prompting to those students who need it during transitions.
6. Acknowledge/Reward smooth transitions. Many teachers use individual points or table points to reward students or rows/table clusters of students who are ready for the next activity. The reward is typically something simple like being the first row or table to line up for recess.
7. Be **organized in advance with prepared** materials for the next activity.

8. Plan your transition activities each day. Include them in your written lesson plans. They, too, have a beginning, middle, and end like other lessons you develop.

Out-of-Classroom Transitions

1. It is helpful for teachers to meet their students after lunch, PE, recess, and other activities outside of the classroom – and walk them quietly into the classroom.
2. Set a goal for the class (e.g., everyone enters class after lunch/recess and is quiet and ready to work by a certain time). On successful days of meeting that goal, the class earns a small reward.
3. Use relaxation and imagery activities or exercises for calming after recess, lunch, and P.E. Playing music, singing, and/or reading to students at these times is also often effective.
4. Explain how you want students to travel within the classroom setting. Practice moving so students understand the concept of which direction they are supposed to move.
5. Acknowledge/Reward students for properly following the directions.
6. Post a sign/bulletin board to reinforce the concept.

Effective Transition Look Fors

- Routines and procedures run smoothly with minimal prompting from the teacher; students know their responsibilities and do not have to ask questions about what to do.
- Students share responsibility for the operations and routines in the classroom.
- The lesson progresses at a rapid pace such that students are never disengaged, and students who finish assigned work early have something else meaningful to do.
- Students are never idle while waiting for the teacher (for example, while the teacher takes attendance or prepares materials).

PBIS/SWIS To Dos

1. Correct SWIS integrity errors.
2. Notify me (Tina J.) when your bus expectation training occurred. All bus expectation trainings needed to occur prior to the end of October.
3. October 19th was the end of the first quarter. It is a district expectation that SWIS data be shared at a minimum once a quarter. A straightforward way of accomplishing this is to print your school's Core Reports and complete a data review utilizing these reports. These reports include; average referrals, location, problem behavior, time, student, day of the week, and grade. If you require assistance in generating these reports you can send Tina S. and I an email or this SWIS video explains the process: <https://www.pbisapps.org/Resources/Pages/Generate-and-Print-Reports-How-To.aspx>
 - I am also available to facilitate a data drill down for your staff. Please email me if you would like my assistance.

PBIS/SWIS Upcoming Events

- Mandt training for all transportation personnel will take place on November 16, 2018 from 8:45 to 11:45 in the CAB boardroom.
- The second AMP training will December 11, 2018 from 1:00 to 4:00 in the CAB board room. All AMP chairs and principals need to mark this date on their calendars.