

PBIS/AMP Update

December #2 2019

Within this newsletter

- We will discuss the vital necessity of reteaching and/or revamping routines as students return in January.

A significant portion of the information contained within this update is taken directly from the following.

TFA Editorial Team. "Six (Slightly Conflicting) Tips for Returning From Winter Break Strong." Teach For America, 4 Jan. 2013, <https://www.teachforamerica.org/stories/six-slightly-conflicting-tips-for-returning-from-winter-break-strong>.

Linsin, Michael, et al. "How To Teach Routines." Smart Classroom Management, 8 Apr. 2014, <https://www.smartclassroommanagement.com/2012/07/28/how-to-teach-routines/>.

If you have questions or I can be of assistance please don't hesitate to call or email.

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"Teaching behavior as relentlessly as we teach reading or other academic content is the ultimate act of prevention, promise and power underlying PBS and other preventive interventions in America's schools." Bob Algozzine, Chuang Wang & Amy S. Violette, 2011

January The Perfect Opportunity to Revamp and Re-teach

There are two "first" days of school—one in the fall and one right after winter break. Routines can become a bit "laidback" during the school year, and/or after an extended break. This makes January the perfect time to reteach or revamp classroom routines.

"Routines are the backbone of daily classroom life. They facilitate teaching and learning.... Routines don't just make your life easier, they save valuable classroom time. And what's most important, efficient routines make it easier for students to learn and achieve more." Linda Shalaway

Teaching or Re-teaching Routines

1. **Model how to** - Show your class what you want them to do. Make it simple and straightforward, but highly detailed. Play the part of a student and act out each step, down to the smallest detail.
2. **Model how not to** - Call upon your experience in the past and model how not to perform the routine.
3. **Have a student model** - Choose one student to perform the routine from start to finish. If you see even the smallest mistake, the smallest deviation from the script, have the student go back and do it again. Ask for a few more volunteers, and again, hold each one to the highest standard.

4. Have a group model - Select four or five students to model the routine as a group. Observe carefully and continue to be exacting in your expectations—even if it feels like you’re overdoing it. (You’re not.) The smallest, most insignificant details are what resonate with students the most.

5. Practice with the whole class - Now ask your entire class to perform the routine together. Once students have demonstrated they can do it without any guidance, be sure to let them know. Your students must experience what success feels like in order to repeat it.

6. Go live - Have your students perform the routine as a regular part of the school day. If it’s not perfect, then send them back where they started and have them do it again.

Perfection does not mean robotic or militaristic. It simply means performing the routines as taught.

Examples of frequently taught routines are

- Enter the room
- Walk through the room
- Sit in a chair
- Walk to the carpet
- Sit on the carpet
- Leave the carpet
- Get in a line
- Walk in a line
- Working in groups
- Organizing materials
- Go to the restroom
- Get a sharp pencil
- Go to the trashcan
- Unpack in the AM
- Pack up in the PM
- Attendance/lunch count
- Getting assistance from the teacher
- Handing in work
- Listening
- Getting a tissue
- Preparing for lunch
- Snack time
- Visiting the office
- **Bus behavior**
- Work independently
- Washing hands
- What to do when finished
- Going to the water fountain
- Recess

Six Tips for Beginning the 2020 Year Strong

- **Be honest**...school in January can be tough. All students and teachers struggle to come back from winter break. You have to marshal enough enthusiasm to not only get yourself back in the groove but also a room full of young people.
- **Be ready with rewards**...be prepared to reward your class quickly and often. Provide “rewards” for following classroom routines/rules as well as academic work. Students will be more likely to meet expectations and shake off the post-break “blahs” when they know there is an incentive involved.
- **Assume they forgot everything**...all the routines and procedures that you worked so hard to instill have been forgotten. Assume your students have forgotten everything teach and model, teach and model and teach and model. Students need to practice all expectations.
- **Don’t reteach all of your expectations at one time**...teach the routines you rely on the most first, the routines you need to be picture-perfect rapidly.
- **Make sure your class meets your expectations**...if a routine is important enough to devote learning time to teach and practice make sure students get it right. You are laying the foundation for the remaining days of school.
- **Release responsibility and let your students learn**...students can’t sit and listen to you forever. They need to shake off their rust and get back to work. Establish your expectations and reinforce them as needed while students are focused on the academic tasks at-hand.

Building Positive Relationships

The positive relationship a teacher builds with a student will directly impact the students’ achievement. John Hattie’s research notes that Teacher-student Relationships ranked $d = 0.72$, which is well in the Desired Zone of Effect. The following is taken from “What Does Research Tell Us About the Importance of Teacher-Student Relationships?”

When there is a positive teacher-student relationship, students feel safe and there is a strong bond of trust within the classroom. Students are not afraid to take risks and understand that making errors are all part of the learning process. Students are more likely to feel positive about school and have a greater chance of developing a true love for learning. *MeTEOR Education*, 18 Apr. 2018, <https://meteorededucation.com/teacher-student-relationships/>.

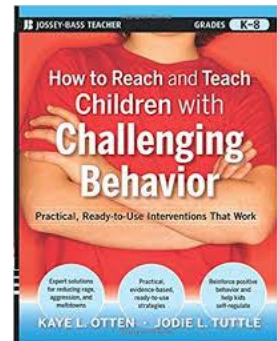
Six Strategies for Building Student Relationships

1. Learn names quickly and correctly
2. Students are never too old for Show and Tell
3. Post student pictures and student work
4. Assign seat, and change them often
5. Find small ways to connect
6. Simply listen

"It is teachers who have created positive teacher student relationships that are more likely to have the above average effects on student achievement." John Hattie (2009)

Celebrations !!!

Westridge Elementary is utilizing this book and an amazingly dedicated behavioral team to intensify their school-wide Tier 1 behavioral support system. This effort has led to a significant decrease in the number of students requiring Tier 2 and/or Tier 3 behavioral interventions. If you have a minute visit with the Westridge Team about the strides they have made and their next steps.



PBIS/SWIS To Dos and How Tos

- Our district has committed to utilizing SWIS to monitor student behavior. Enter all behavior referrals into SWIS this including minors and trancies.
- December 20th will be the end of the first quarter. **It is a district expectation that SWIS data be shared at a minimum once a quarter.** Tina S. and I would be happy to assist with completing building or PLC level drill downs.
- Update IEP information in SWIS. If a student is/is not on an IEP it should be correctly marked in SWIS. A secretary or data entry individual cannot do this without administrative assistance. They do not have access to SEAS.

PBIS/SWIS upcoming events

- Third AMP training will be held January 7th from 1:00 to 4:00 in the CAB Boardroom.