

PBIS Update

October 2018

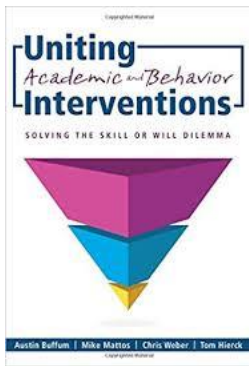
October is here and fall is in the air. In this update I will

- Share insights from the book: Buffum, Mattos, Weber, and Hierck ***Uniting Academic and Behavior Interventions: Solving the Skill or Will Dilemma***. Solution Tree Press, 2015.

Feel free to share any or all of this update with your staff.

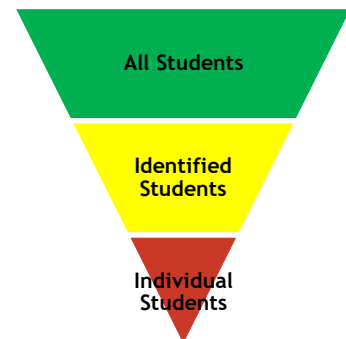
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The authors of this text illuminate why behavior and academic deficits (**skill versus will**) must be conjointly evaluated and addressed. As educators, we recognize that some students struggle in school due to **academic** reasons while others struggle due to an inability to consistently demonstrate the **behaviors** and **motivation** needed for academic success. **Often students who are most at-risk exhibit difficulties in both.** Chapter three, of this book, focuses on protocols and problem solving within the RTI/PBIS/PLC systems. Three common misconceptions are explained within this chapter.

1. The RTI pyramid (AMP system) is a way to qualify students for special education.
2. Tier 1 is the responsibility of classroom teachers and Tiers 2 and 3 are the responsibility of intervention staff.
3. The third and final misconception is when a school interprets the difference between tiers strictly by intensity. This often results in students being removed from essential grade-level curriculum.



The authors of this text have reversed the pyramid in an effort to remind school teams to focus on individual student needs as interventions are implemented. In addition, they suggest a division of responsibilities for interventions based upon the qualifications of the individual team members.

1. Collaborative Teacher Teams – Teacher PLC teams – intervene with
 - Grade level essential standards – academic skills and knowledge essential for students to master
 - Immediate prerequisite skills – academic building blocks
 - English language – students who have already learned basic conversational English

2. School-wide Teams – School intervention resources such as, social workers, counselors, administrators, nurses – intervene with
 - Academic behaviors – completion of assignments, study skills, organization...
 - Social behaviors – school attendance, positive peer relationships, appropriate language...
 - Health and home – health concerns and home factors

Within this book the Pro-solve Process is discussed. Please don't think of this as something new that we need to address. Instead think of it as our AMP process. Each school has an AMP team that is obligated to conjointly apply a problem-solving process to both academic and behavioral needs.

Does your school's AMP team evaluate and plan interventions designed to meet a student's academic and behavioral needs? Do they, when needed, target both "skill and will?"

Determining appropriate academic and behavioral student interventions requires a highly developed **team** problem solving process. This problem-solving process must be designed to identify what is hindering a student's academic/behavioral success **and** the cause of the student's academic/behavioral hurdles.

The problem solving or "Pro-Solve" process (**our AMP process**) as it is referred to in *Uniting Academic and Behavior Interventions: Solving the Skill or Will Dilemma*, explores five questions

1. What is/are the concern(s)?
2. What is/are the cause(s) of the concern(s)?
3. What is/are the desired outcome(s)?
4. What steps should be taken to best achieve the desired outcome(s)?
5. Who is going to take the lead responsibility to ensure that each intervention is implemented?

"Since every student in need of extra help will not struggle for the same reason, the pro-solve (**AMP**) process can be used to target each student's particular needs for **both skill and will**." (Buffum, Mattos, Weber, Hierck, p. 49)

PBIS/SWIS To Dos

- October 19th is 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>
- The first bus driver training was held today, October 1st. The bus drivers have been made aware that each K-6 school will be holding a "bus expectation" training and that this training will involve practicing expectations on an actual bus. Each K-6 school must hold a "bus expectation" training **prior to the end of October**. The information contained in the original email dated August 29th is copied below. If you have question please give me a call.

Fernando and I met to plan a bus driver PBIS training. This training is scheduled for October 1st and 2nd. While discussing the training we came to the realization that bus expectations were not being taught where the behaviors were needed, **which is on the bus**. We also recognized that many schools may not be addressing bus expectations, assuming they are being taught by bus drivers. Sweetwater One Bus expectations fall under Policy JFCC-R. The manner in which they are written, which is shown below, isn't in harmony with student friendly language or PBIS. Our drivers also have little to no training in teaching expectations. They are also under extremely tight schedules and have up to 72 students at one time. With that said, we are not at ease with leaving this important task to drivers alone, we are asking for your assistance.

Fernando has agreed to leave a bus at a school from drop off until it is needed again for an afternoon route. We would like each K-4 school to

1. Adapt the bus expectations to “look like” their building behavior expectations. Example

Be Responsible	Be Respectful	Be Safe
Be respectful of others and their property	Use appropriate voice level	Remain in assigned seated
Keep hands, feet, and objects to self	Keep the bus clean	Face forward in your seat
Be on time	Keep all food, candy or gum in your backpack.	Keep hands, arms and head inside the bus

2. Select a date and coordinate with the transportation office for a bus to be at your building.
3. Plan your own or adapt the attached lesson plans from Canyons School District.
4. Build a schedule that ensures each student is taken onto the bus to be taught your bus expectations. Practice entering and exiting the bus. Practice greeting the bus driver. This process may be done by individual teachers, counselors, or a behavior team.

Please let **Wanda, Nicole**, and I know when you have scheduled your bus expectation training date. In addition, if you look back at the original email, you can access the Canyons School District's less plans. You can also view Policy JFCC Student Conduct on School Busses on the District website.

PBIS/SWIS upcoming events

- The National PBIS Leadership Forum will be held in Chicago on October 4th and 5th. The following individuals are attending
 - Kris Cundall
 - Karl Wells
 - Bryant Blake
 - Sadie West
 - Carrie Ellison
 - Sarah Blake
 - Tonja Vessels
 - Brenda Wolfe
 - Tina Johnson
- Tina S. and I will be providing a data drill down training on **October 2nd at 1:00**. This would be the perfect opportunity to review/analyze/discuss your school data with colleagues prior to sharing it with your staff. A condensed version of the Meeting Agenda is below.

**What is the Impact on Learning?
SWIS Data Drill Down**

October 2, 2018 1:00 pm

Goals:

1. To model the SWIS data drill down process.
2. To demonstrate active engaged learning.
3. To provide administrators with training that can be used to lead the first quarter SWIS data review.

Question One: What do we want each student to learn? (45 minutes)

- We will model SWIS Data Drill Down.
 1. Tina S. and I will demonstrate a Data Drill Down centered on 2017 - 2018 RSJH SWIS data.

Question Two: How will we know if each student is learning it?

- Each individual will participate by completing a Data Drill Down worksheet.
- Administrators will examine data to identify a Red Flag Item.
- The team will “drill down” utilizing where, who, when, why and staff as filters.

Question Three: How will we respond when students experience difficulty? (15 minutes)

- As a team, we will develop a simulated goal, solution and evaluation plan.
 1. The RSJH administrators and staff will not be asked to implement this plan. I am utilizing RSJH data because it is data that I “own.”

Question Four: How will we respond if the student already knows it?

- Tina S. and I are available for individual assistance with building data drill downs. You can also access [SWIS PBIS](#) for a Data Drill Down “how to” video.