Welcome to September I hope you are enjoying the cooler days. I don’t have air conditioning so I know that I am. In this update I will

PBIS Update

September 2018

* Share a portion of an article on how PBIS works
* Present guidelines/hints/look fors on classroom implementation of PBIS
* Provide directions to generate SWIS core reports

As a reminder, a large portion of this information is taken directly from PBIS/SWIS. The article is taken from Understood for Learning and Attention Issues. It has amazing parent resources, I encourage you to explore this site. Feel free to share any or all of this update with your staff. Again, if you are too busy to read the bulk of this update please, at a minimum, skip to the bottom and review the “to dos” and “up-coming events.” I would like to begin sharing these updated with counselors and AMP team members. Will you please take a moment and email me your thoughts regarding this.

Tina Johnson

Academic and Behavior Coordinator

**How PBIS works -** Lee, Andrew M.I. “PBIS: How Schools Can Support Positive Behavior.” *Understood for Learning and Attention Issues*, <https://www.understood.org/en/learning-attention-issues/treatments-approaches/educational-strategies/pbis-how-schools-support-positive-behavior>

# In a school with a traditional approach to discipline, teachers may try to correct behavior through punishment. Here’s a typical example:

A student sitting in the back of a classroom throws a spitball. The teacher reacts by scolding the student or sending her to the principal’s office. After the student is punished, she’ll return to class and be expected to behave. All students follow the same rules. Punishment is the same for any child who breaks the rules. If there’s more bad behavior, the punishment might be increased.

By contrast, in a school using PBIS, the focus is on preventing problems. From the start, students learn about what behavior is appropriate, just like they learn math or science. Students are taught social skills, including how to act in different settings, such as the classroom, on the bus or with friends. They may learn through role-playing or through actual lessons. Staff at the school regularly praise kids for good behavior.

With PBIS, teachers look for minor issues and prevent them from becoming bigger behavior problems. Before a spitball is thrown, a teacher might notice the student who is craving attention. The teacher might address that need positively before it grows into a need to throw a spitball.

If a student acts out, the school creates a strategy to prevent the behavior from happening again. The strategy might include things like a break time to cool off or a peer mentor. The school may even provide training for parents.

The school follows the student’s progress in managing behavior issues and may change strategy if something’s not working. In PBIS, discipline is used, but punishment isn’t the focus.

# **Classroom PBIS Practices**

Classroom PBIS practices include preventative and responsive approaches that may be effectively implemented with all students in a classroom and intensified to support small groups or a few individual students. Classroom PBIS strategies are important tools to

* Decrease disruptions
* Increase instructional time
* Improve student social behavior
* Improve academic outcomes

The effects of classroom PBIS strategies are maximized by

1. Implementation of a school-wide multi-tiered behavioral framework such as PBIS
2. Directly linking classroom and school-wide expectations and systems
3. Merging classroom PBIS strategies with effective instructional design, curriculum, and delivery
4. Using classroom/school-based data to guide decision making.

# **PBIS Classroom teachers…**

1. Maximize classroom structure

* Develop predictable teacher/student routines
* Design environment to elicit appropriate behavior and minimize crowding and distraction
* Active supervision; move around, look around, interact with students

1. Post, teach, review, monitor and reinforce a small number of positively stated expectations

Example: Classroom Behavior Matrix Rules within Routines

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Routines**  **Rules** | **Entering Classroom** | **Seat Work** | **Small Group Activity** | **Leaving Classroom** |
| **Be Safe** |  |  |  |  |
| **Be Respectful** |  |  |  |  |
| **Re Responsible** |  |  |  |  |

* Teach expectations directly by defining rules in operational terms-demonstrate for students what the rules look like within a routine
* Provide examples/non-examples
* Actively involve students in the behavioral lesson
* Provide opportunities to practice the behavior in a natural setting
* Provide students with visual prompts
* Use pre-correction; verbal reminders, behavioral rehearsals, demonstrations of rule following

1. Actively engage students in observable ways including but not limited to peer-to-peer responding, unison response, small groups, discussions, projects and cold calling
2. Establish a continuum of strategies to acknowledge appropriate behavior
   * Acknowledge and recognize
   * Occurring immediately following desired behavior
   * Specific
3. Establish a continuum of strategies to respond to inappropriate behavior
   * Catch behaviors early
   * Provide specific corrective feedback to students
   * Be brief and move on

# **PBIS Classroom Environmental Inventory**

# Attached to this email you will find a copy of the PBIS Environmental Inventory created by Dr. Lewis in 2007. It is a component of; [Classroom Checklists, Effective Classroom Plan, Environmental Inventory Checklist by Timothy Lewis, 2007](https://www.pbis.org/resource/192/classroom-checklists-effective-classroom-plan-environmental-inventory-checklist).

# **PBIS/SWIS To Dos and How Tos**

* 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>
* We will be providing a training on how to complete a SWIS drill-down on October 2nd. Please look below for further information.

# **PBIS/SWIS upcoming events**

* New administrator SWIS/data entry training will be conducted on September 14th at Eastside Elementary from 8:00 – 11:00. Tina and I are combining these two trainings. AMP chairs will be trained at a later date. Please be sure your classified staff are aware of this date.

The following individuals must attend if they wish to receive SWIS access.

Robert Daniel, Bryant Blake, Ronald Urbin, Sean Grube, Jessica Oliver, Dawn Skorz, Natalie Powell, Anita Bell

Those that are listed to attend as a refresher are

Tammy Schirmert, Jared Hardman, William Hiser

* If you have someone who you would like to send to the above training Tina and I need the names ASAP. In addition, please let us know if you or another name listed will not be attending the training. We wish to ensure we have an accurate amount of materials.
* The National PBIS Leadership Forum will be held in Chicago on October 4th and 5th. The following individuals will attend
  + Kris Cundall
  + Karl Wells
  + Bryant Blake
  + Sadie West
  + Carrie Ellison
  + Sarah Blake
  + Tonja Vessels
  + Brenda Wolfe
  + Tina Johnson

Samantha Gardner has been given the list of individuals who need to put in for a substitute. Administrators will need to put the absence into AESOP for Kelly to approve.

* Initial PLCs at Work training is scheduled for September 10th and 11th at WWCC. This training ties directly to the use of PBIS and consistent/accurate behavior data.
* Tina S. and I will be providing the opportunity to discuss/analyze school core reports 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](https://www.pbisapps.org/Resources/Pages/Data-Drill-Down-How-To.aspx) for a Data Drill Down “how to” video.