

Sustaining SW-PBS in the High School Classroom

Danielle Starkey, Heart of MO RPDC
Tier 1 Team, Winfield High School

Winfield High School

- ▶ Heather Jung - Teacher - Tier 1 Coach
 - ▶ Samantha Van Pelt - Teacher - Tier 1 Coach
 - ▶ Heidi Bauer - Counselor - Tier 2 Coach
-
- ▶ Winfield is a small town about 15 miles north of St. Charles and 15 miles east of Troy.
 - ▶ Winfield High School has approximately 480 students and about 1,500 for the district.
 - ▶ The high school has implemented both Tier 1 and Tier 2.

Sustainability Defined

- ▶ “The continued implementation of a practice with ongoing fidelity of implementation to the core program principles, after supplemental resources used to support initial training and implementation are withdrawn.”

(Matthews, et al. 2013)

SW-PBS Essential Components

1. Common Philosophy & Purpose
2. Leadership
3. Clarifying Expected Behavior
4. Teaching Expected Behavior
5. Encouraging Expected Behavior
6. Discouraging Inappropriate Behavior
7. Ongoing Monitoring
8. Classroom Effective Practices

Effective Team Process

- ▶ The most directly influential role in sustainability is the school team
 - ▶ School team functioning, especially the use of data for decision making, has the strongest association with sustained implementation (McIntosh et al., 2013)

Effective Team Process

This means...

- ▶ Focus on running efficient meetings and on using data for effective decision-making
 - ▶ School Administrative support for this includes providing time to meet regularly and access to high quality data
 - ▶ District support includes offering school level training, support in teaming, district coaching, on-going professional development, and connections with a community of practice

Winfield Effective Team Process

- ▶ Make an agenda and stick to the agenda.
- ▶ Start with a CELEBRATION!!
- ▶ Review Big 5 data and develop “booster” lessons.
- ▶ Review Action Plan, Survey Data, and/or Check and Connect Data.
- ▶ Discuss “New Business” and “Old Business”
- ▶ Create a list of things that need to be completed by the next meeting.

Importance of the Classroom

- ▶ New research continues to emphasize the importance of the classroom.
 - ▶ “Implementation of classroom systems significantly predicted sustained implementation & student outcomes.”

Matthews, S., McIntosh, K., Frank, J. L., & May, S. L. (2013). Critical features predicting sustained implementation of school-wide positive behavioral interventions and supports. *Journal of Positive Behavior Interventions*. Retrieved 4.9.2013 from: <http://pbi.sagepub.com/content/early/2013/04/09/1098300713484065>

“Within Classroom Systems, regular acknowledgment of expected behaviors, matching instruction to student ability, and access to additional support were the strongest predictors of sustained implementation.”

Regular Acknowledgement of Expected Behavior

MO SW-PBS Effective Classroom Practice - Encouraging Expected Behavior

- ▶ Essential in order to change and sustain behavior.
- ▶ Recognizes effort or successes at tasks that are difficult for the child.
- ▶ While general praise contributes to a pleasant classroom, it is insufficient to build and sustain desired behavior.
- ▶ Students need clear specific feedback on school-wide expectations as well as other behaviors that are extensions of those expectations.
- ▶ 4:1 Ratio

Winfield: It's the Warrior Way!

- ▶ Warrior Way tickets can be earned by following the expectations of THE WARRIOR WAY. Teachers and staff members will reward students with positive feedback and a Warrior Way ticket for being respectful, responsible or safe. Gold tickets can be earned by going above and beyond the expectations.
- ▶ The tickets are magnetic and can be kept in lockers. Students redeem tickets at the Warrior Way store to purchase items they are interested in. (ex: soda, candy, t-shirts, tablets, etc.)
- ▶ Teachers and Staff members handed out over 18,000 tickets this year which means the students received positive specific feedback at least 18,000 times.

Matching Instruction to Student Ability

MO SW-PBS Effective Classroom Practice - Task Difficulty

- ▶ For students, the school day is full of academic demands.
- ▶ When problem behavior occurs primarily in the face of academic demands, it is important to consider what aspect of the task might be contributing to the problem.
- ▶ Many behavior problems are a mismatch between the task and the student's skills.

Winfield

- ▶ Students attend an advisory class for 25 minutes each day. The teacher in this class builds a relationship with each student, monitors grades and assignments, and provides additional assistance.

Access to Additional Supports

- ▶ Teachers have regular opportunities for access to assistance & recommendations (observation, instruction, & coaching).

Winfield: Offering Support to Teachers and Staff

- ▶ Invite PBIS consultant to school.
- ▶ Invite staff to meetings.
- ▶ Ask for ideas and suggestions during faculty meetings.
- ▶ Send out surveys.
- ▶ Encourage staff by recognizing expected behaviors.
- ▶ Have competitions between classes to encourage and motivate staff during lessons.
- ▶ Weekly emails.
- ▶ Friday Focus information.
- ▶ Allow multiple opportunities for learning information about PBIS.

MO SW-PBS Classroom Effective Practices

- ▶ pbissmissouri.org → Teams → Tier 1 Workbook → Effective Classroom Practice

- 1. Classroom Expectations
- 2. Classroom Procedures & Routines
- 3. Encouraging Expected Behavior
- 4. Discouraging Inappropriate Behavior
- 5. Active Supervision
- 6. Opportunities to Respond
- 7. Activity Sequencing & Choice
- 8. Task Difficulty

Questions?