

**6E: Student Voice =
Improved
Outcomes,
Involving
Elementary
Students in SW-PBS**

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Do your students have a voice in...

- The direction of your SW-PBS program?
- Planning assemblies?
- Recognition of students and staff?
- Analyzing school/class/individual data?
- Setting goals?

Midway Elementary School

- School Info
- Demographics
- SW-PBS History

Sustaining Our Practice

- Creating an environment where all are heard and trained is crucial.
 - How we build and grow across the tiers
 - Training Substitutes

Honing in on where the intended focus should be

- One way we get information for continuous improvement is FROM THE STUDENTS!

Student Ambassadors

- Our student ambassadors are fifth and sixth grade students.
- Students must fill out an application to be considered for this role.
- Each student ambassador candidate is required to have 3 staff members fill out a form on their behalf. This is turned in to the principal or the counselor.
- A selection committee determines who the student ambassadors will be for the following year.
- Before school starts, the new student ambassadors come to school for their orientation as a student ambassador.

Student Ambassadors – Roles and Responsibilities

- Orienting new students
 - When a new student enrolls into our school, one of the student ambassadors orients that student on our building and how our SWPBS program works.
- Greeting students each morning
 - Student ambassadors are put on a rotation to greet our student each morning either off of the bus or from their parent's vehicle.

Student Ambassadors – Roles and Responsibilities

- Quarterly team meetings
 - During these meetings we discuss what is working and what is not
 - We also discuss what items might be added to our Midway Market or to the Wheel
 - We discuss the data and how we can best address that with all students



Turn & Talk

- How could you select peer ambassadors?
- Do you have systems in place to support a student SWPBS team?
- What information do you think the students could bring to the discussion?

Student Voice

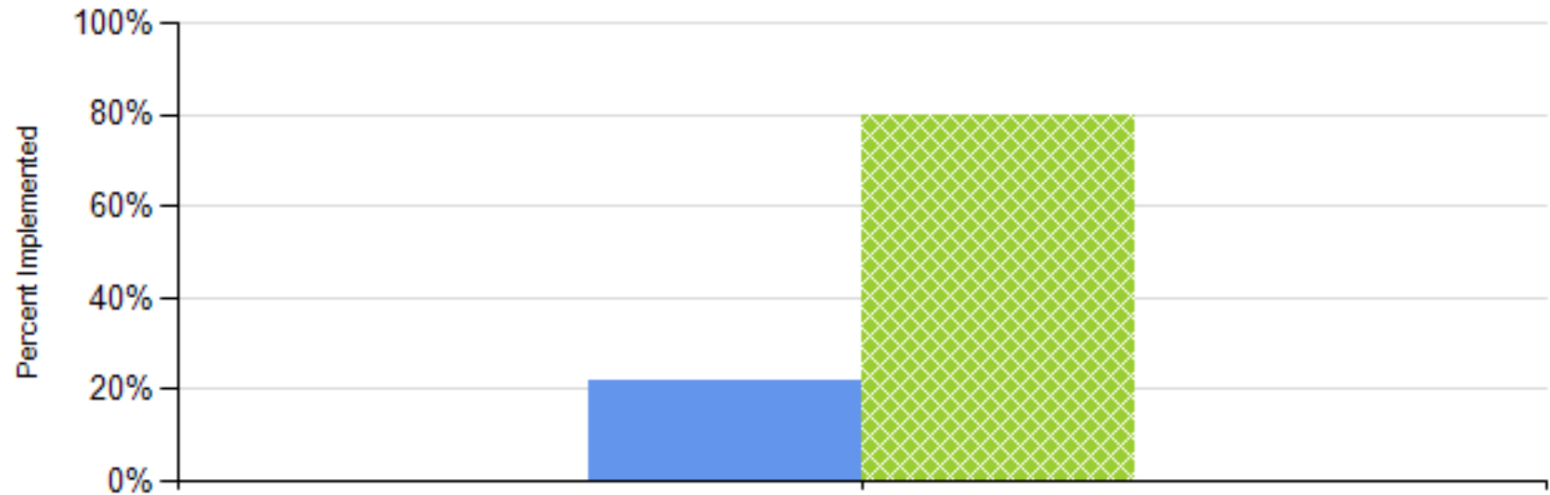
- School Safety Survey
 - Taken by staff, parents, and students
 - Student perception of risk/protective factors
- Participate in development of classroom rules
 - Based on school-wide matrix
- Planning Skits & Assemblies

School Safety Survey Subscale

Midway Elementary School
NCES ID: 293180002223
Cleveland, Missouri

Midway R-I
NCES ID: 2931800

School Safety Survey Subscale
Midway Elementary School
8/20/2014 9:44:35 AM-9/19/2014 1:24:26 PM



Assembly Video

Data Analysis

- Bi-weekly Goal Setting
 - In the classroom
 - Guided by Counselor and Teacher
 - ALL grade levels
- Analyze data
 - Students review the SWIS data for their grade level.
 - The counselor leads discussions on how to interpret the data and grasp a better understanding of just what it tells us.

Data Analysis

- Set class goals
 - Based on the SWIS data, the class will develop goals.
- Revisit
 - Discuss progress toward goal? It is important to focus on what steps need to be taken to make a change.
 - Successful?
 - If so, what next? If not, what next?
- Define
 - It is important that the students have a firm understanding of what constitutes various behaviors – for example, defiance – what does it look like and sound like.

Student Data Video

Supporting Students at Tier 2 & 3

- Establishing the environment and level of accountability in Tier 1 is key. This leads us right in to Tier 2 and Tier 3.
- Our Tier 2 students are part of either CICO or Small Groups. We carry over the same ideology with this group. There is already a level of data recording and interpretation that goes with this, but we share the accountability and ownership with the students.
- It is important that our students really look at their data – Is there a specific class I have issues in? What behaviors am I producing that are undesirable? Is there a specific time of the day that I struggle more than another?
- For the goal setting to be more impactful, we must teach them to look deeper at what is leading to those behavior and then look for replacement behaviors.
- The key is making the student an integral part of the data interpretation and the development of a plan for success.

Supporting Students at Tier 2 & 3 (continued)

- Tier 3 is no different.
- The main difference between Tier 2 and Tier 3 is the level of processing that is done.
- We take a very close look at the setting. We cannot change certain things that our students deal with daily (bad home life, lack of food, etc.), but what can we put into place to work with those factors?
- The antecedent however, we can work to make better. This is where the processing comes in and doing what needs to be done to make this individual child successful.

Student Recognition

- Kindness Counts
 - Developed by the gifted program
 - Students recognize each other for kind acts – students need to learn how to recognize and acknowledge when good things are happening.
- Valuable Vikings
 - Started as Staff → Staff
 - Now students recognize staff – we have made our Valuable Viking vouchers accessible to our students – they too want to recognize when an adult has gone out of their way to do something kind for our students

Reflection

- With every piece that is added into any program, it is important that all stakeholders be given an opportunity to reflect.
 - What worked well with this?
 - What needs to be adapted?
 - How can we adapt it?
 - What needs to be added/deleted?
- Doing this immediately is most beneficial.

Okay, now what?

- On a piece of paper write down your thoughts for each...
 - What am I already doing?
 - What can I take away from this today and implement?
 - What do I feel is doable, but will take more thought?
 - What do I feel I need more information about?

Questions?

Please feel free to contact any of us at
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