

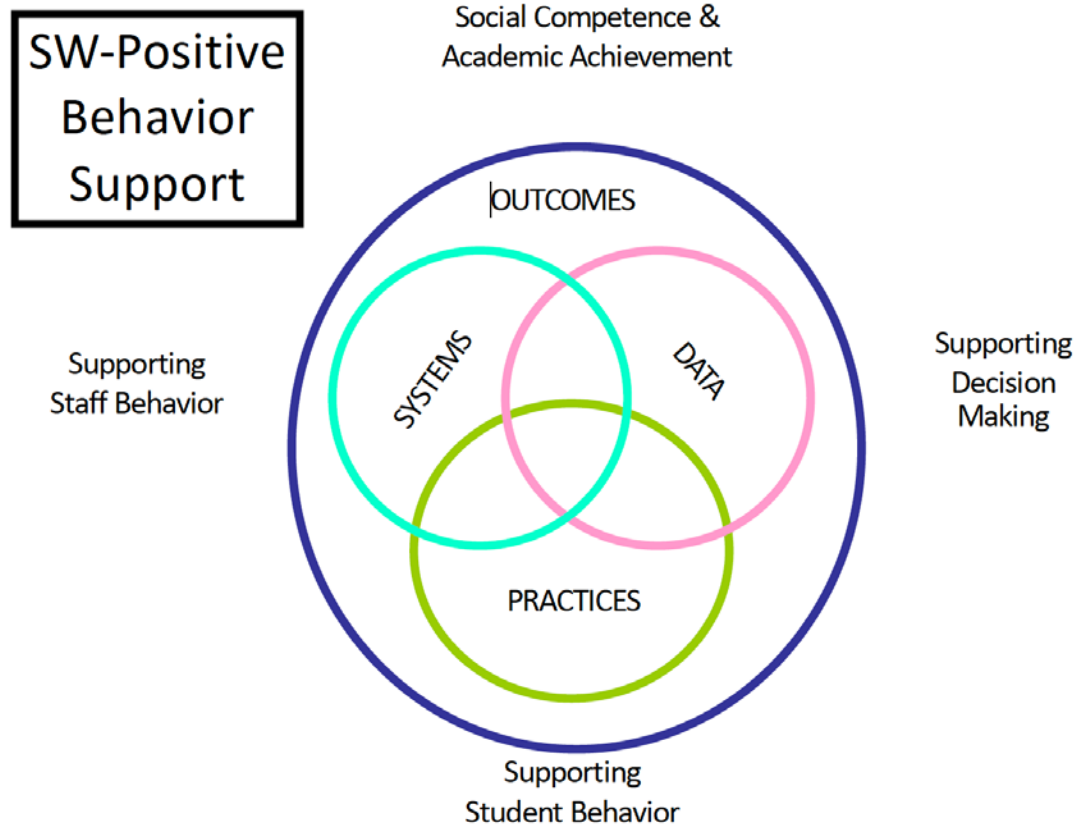
If I only had 60 minutes, what would I want school teams to know

Tim Lewis, Ph.D. University of Missouri



Center for SW-PBS
College of Education
University of Missouri

1. Repetition Builds Fluency



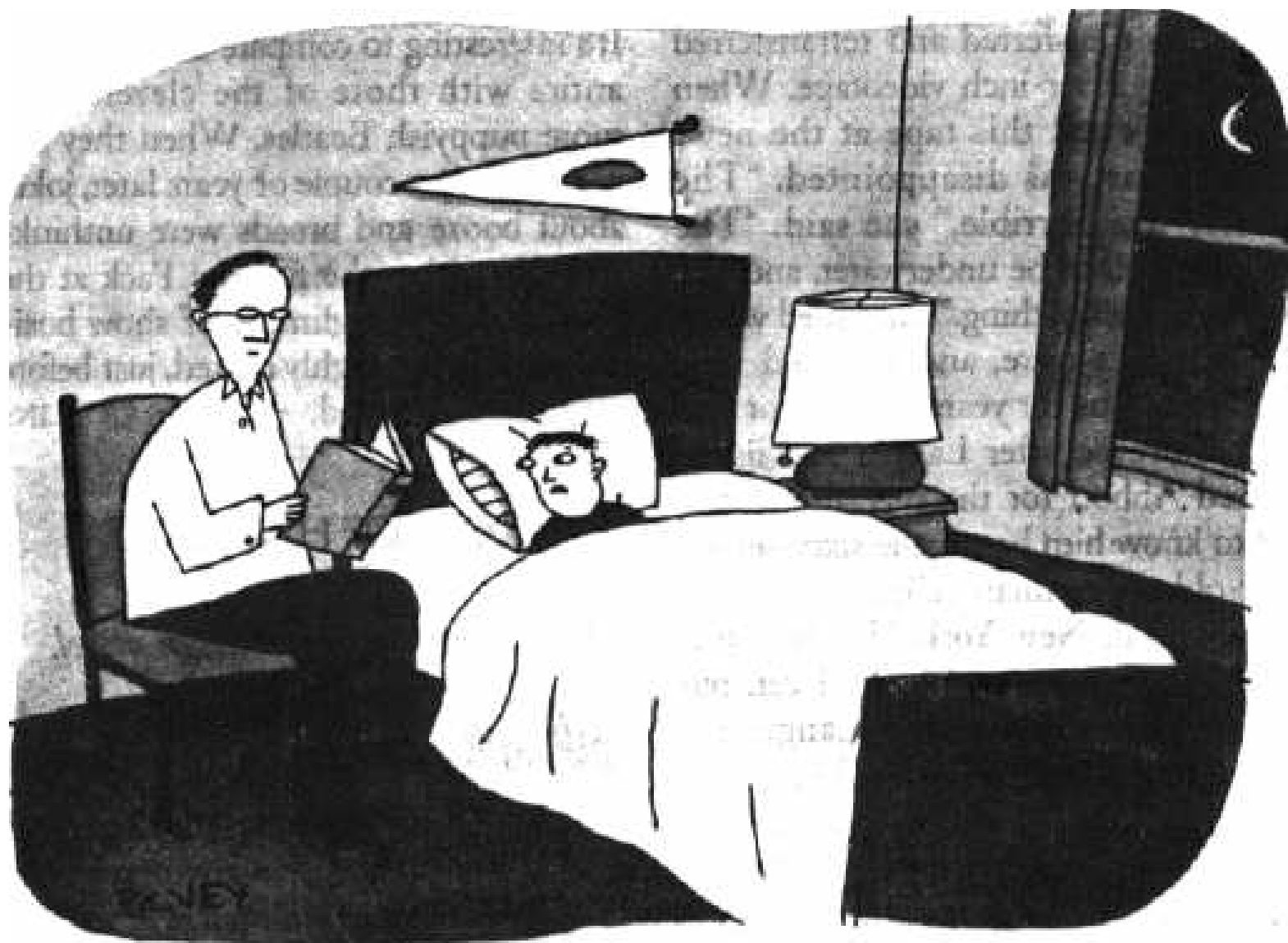


*2. We are educators
with science on our side*

First Week of Term One...

Design a vocabulary lesson:

- Assess current level
- Explicitly teach new terms
- Practice opportunities w/ feedback
 - During lesson
 - Independent work
- Test for mastery & provide feedback



"Shouldn't you be reading that to me out loud or something?"

*3. Problem solving isn't
as simple as three circles*



Bob is caught in the vicious loop of shampoo bottle directions: "Lather, rinse, repeat."

Problem Solving Logic

1. Establish Ground Rules

- Nothing sacred / Everything is important
- Not about “philosophy” or “theory”
- Keep focus on outcomes
- Allow for a transition period (*Phase of Implementation*)
 - 2-3 years

Problem Solving Logic

2. Start with Data

- Understand that data are simply a “sample” of what is going on
- Data must be contextualized
- Don't drown in the data
- Assess the integrity of the data (plan to correct)
- Keep the conversation focused on data that are “in your control”

Problem Solving Logic

3. Match Practices to Data

- Strategies, curricula, and resources independent of what is currently in place
- Don't limit to what you currently know – outside resources
- *Build your daily schedule around priorities*

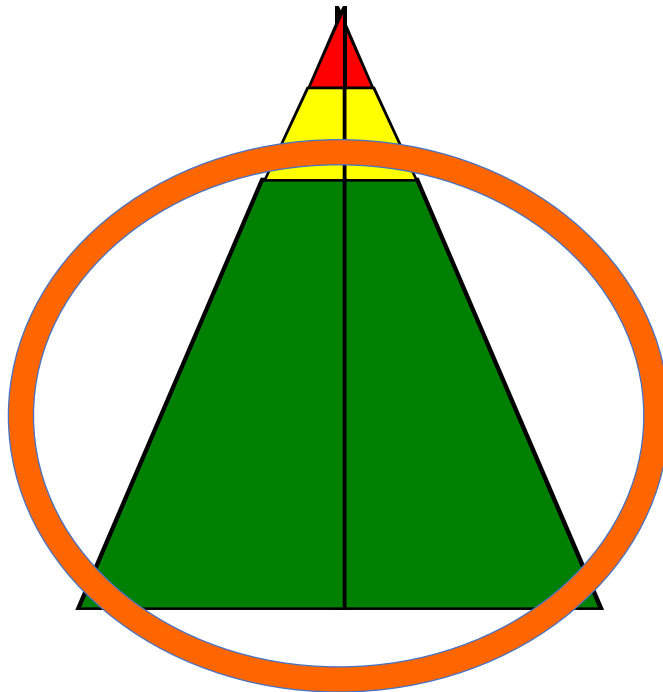
Problem Solving Logic

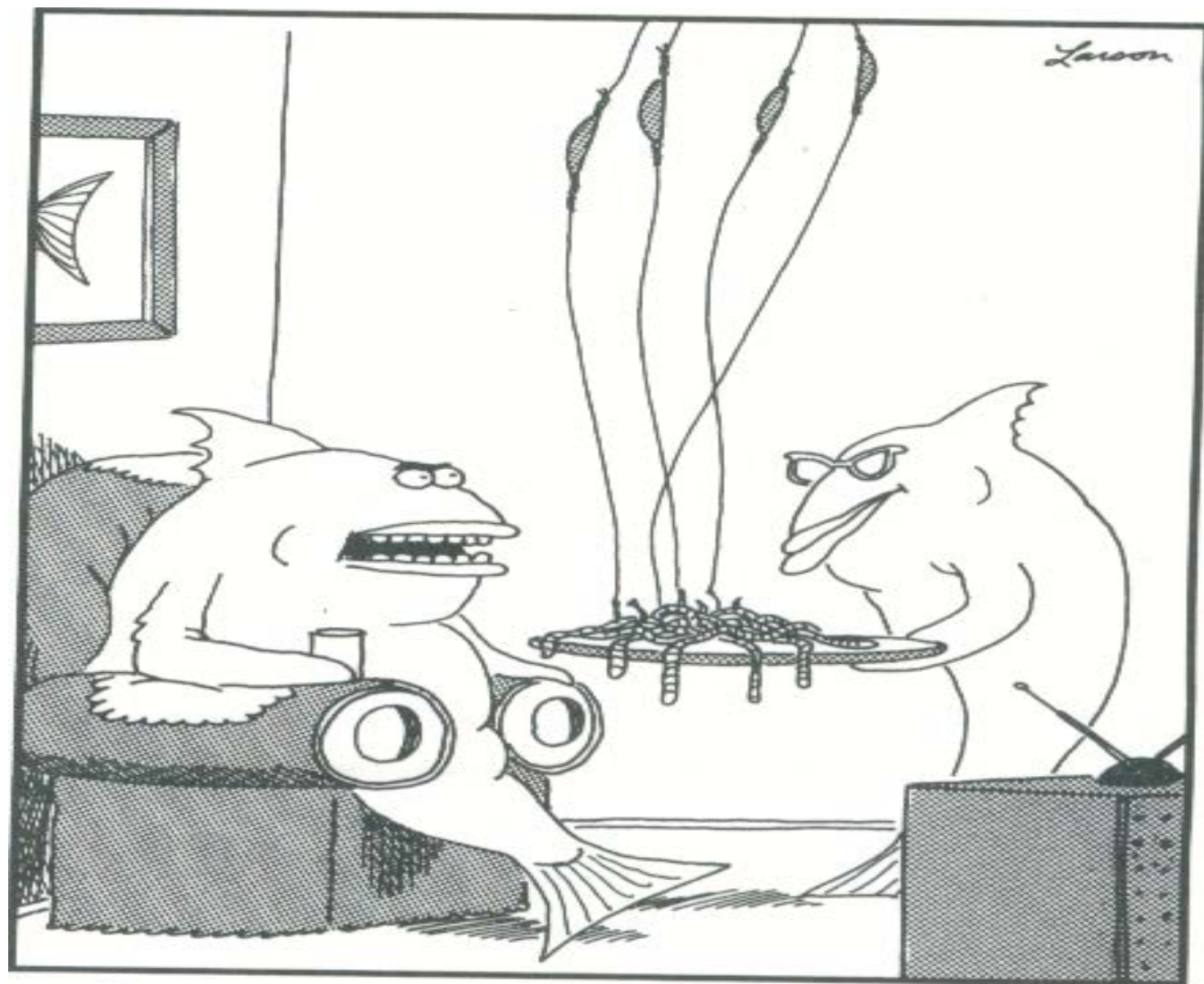
4. Align Resources to Implement Practices

- New roles to reach outcomes will require training and on-going technical assistance (**systems**)

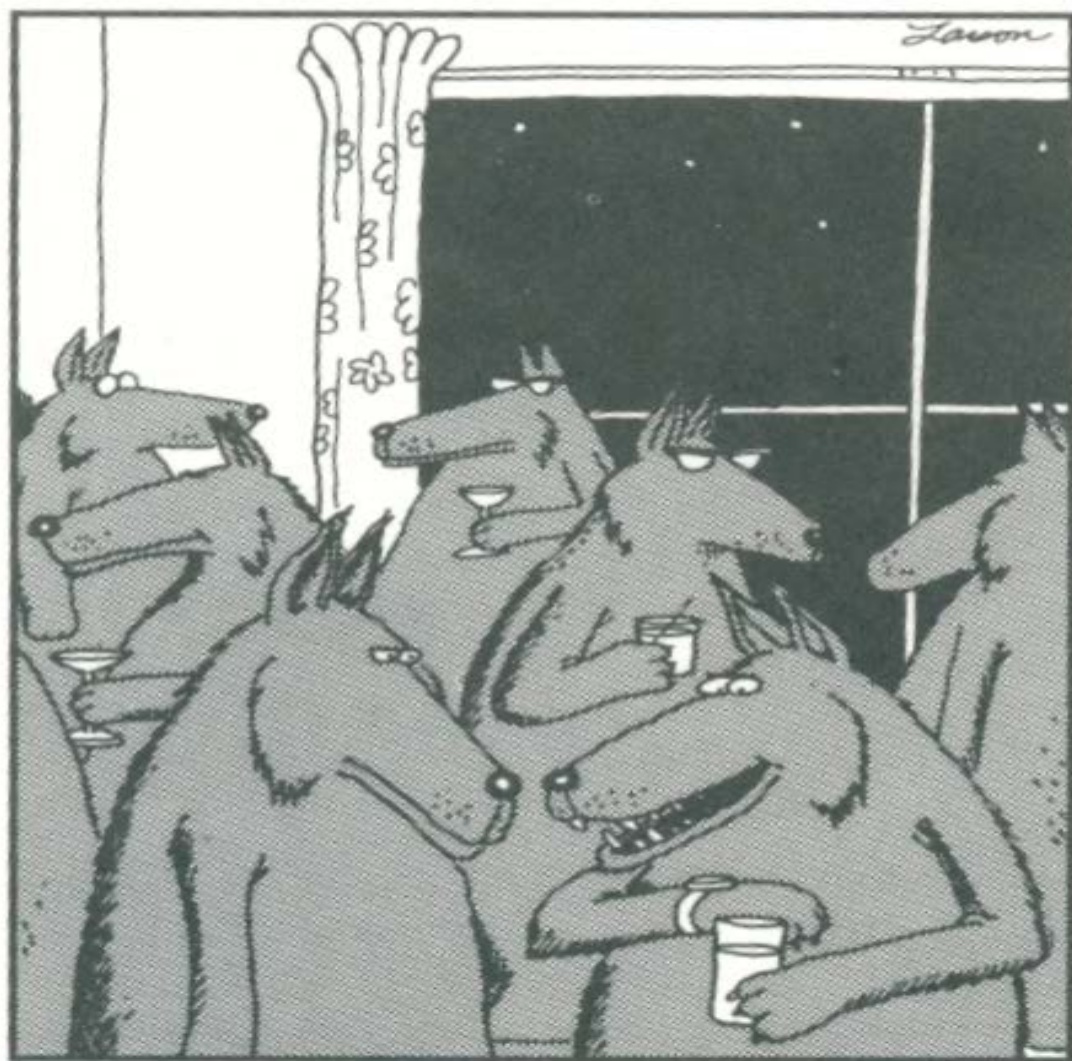
4. The Ship has Got to Sail

- Focus on the 80%
- Apply problem solving / function based logic to those still on the dock

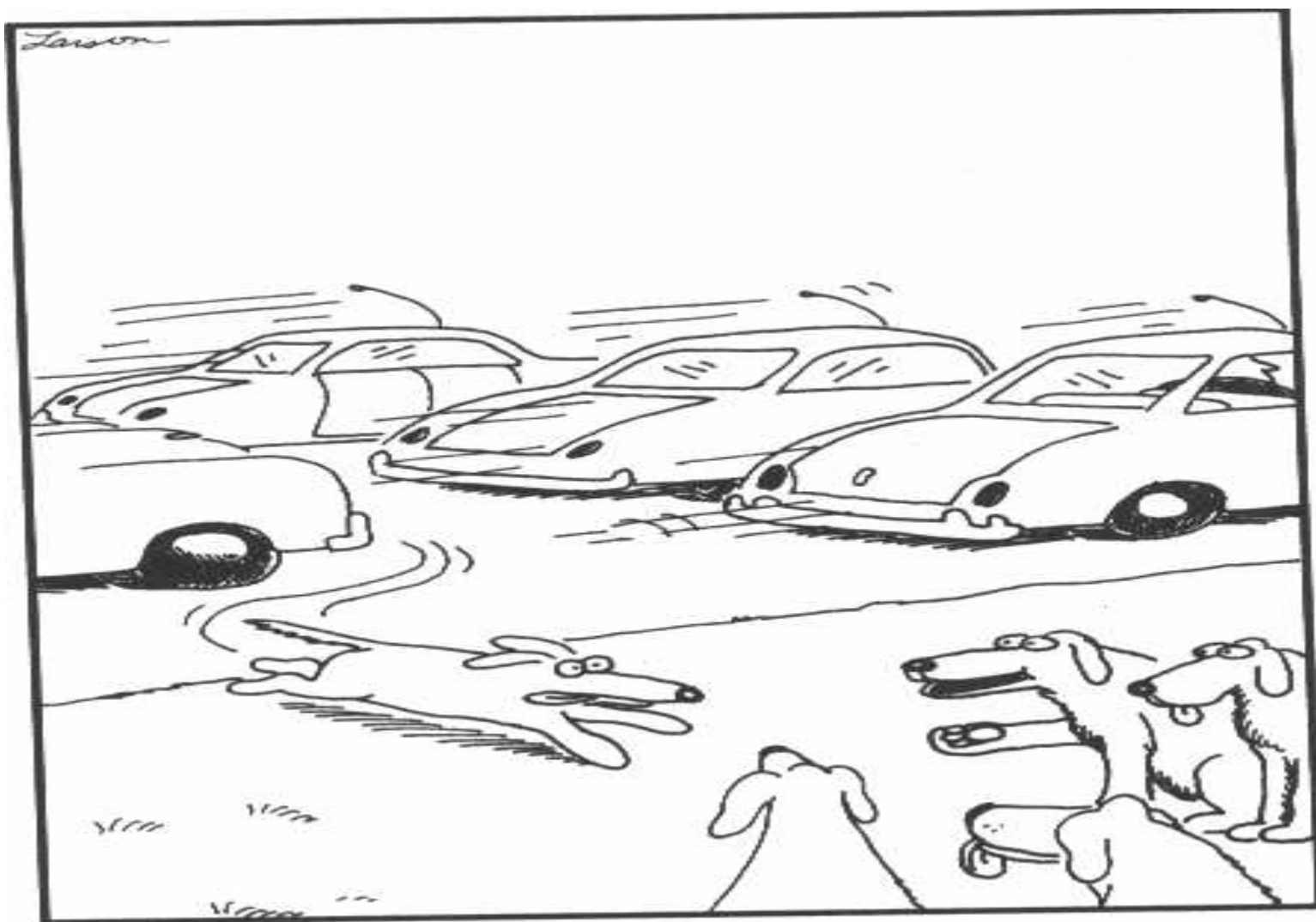




“More worms? ... Saaaaaaay—why are you being so nice to me all of a sudden?”



"You're on. Ten to one if I start howling I'll have everyone here howling inside five minutes."



"All right! Rusty's in the club!"

5. Data is not a “four letter word”

- Does it answer **your questions**
- Consistency
- Agreement
- And yes, it really is important that you send data to your district/region/state contacts on time



"C'mon, c'mon—it's either one or the other."



OOPS

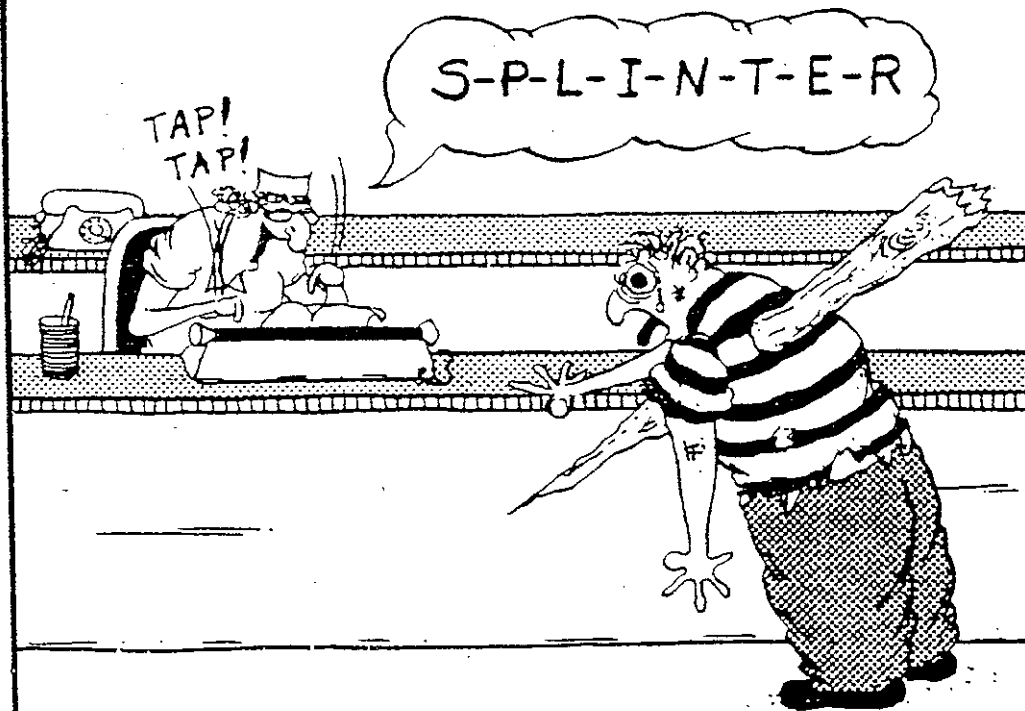
DON'T WORRY, GRIMM,
THEY SAY YOU LEARN
FROM YOUR MISTAKES.

HEY, I GOT A
PH.D. FROM MY
MISTAKES.

FEELZ 3/1

©2003 Grimm, Inc. grimm.com Dist. by King Features Syndicate, Inc.

EMERGENCY



McPherson

© 1995 John McPherson/Dist. by Universal Press Syndicate

1-26

6. Myths & Missed Opportunities?

- Clearly define expected behaviors (Rules)
 - All Settings
 - Classrooms
- Procedures for teaching & practicing expected behaviors
- Procedures for providing **specific positive feedback**
- Procedures for **responding to problem behaviors**
- Procedures for data-based decision making
- **Family Awareness and Involvement**

Captain! I'm in trouble up
here on Hill 42! I need
Reinforcement!

O.K., Sarge.
Well... you're a
good-looking
man... always
well-groomed...
good sense of
humor... snappy
dresser... is
that enough?



The colloquial/common understanding of Intrinsic Motivation:

“motivation that comes from **inside an individual**”
“the person choosing to do something for themselves”

The RESEARCH definition of Intrinsic Motivation:

“doing something because it is **inherently interesting or enjoyable**, with no expectation of it leading to a separable outcome.”

Regulatory style (type of motivation)	Extrinsic Motivation (4 subtypes of Extrinsic Motivation)			
	External regulation	Introjection	Identification	Integration
Associated processes	Salience of rewards/ punishments, compliance, Reactance	Ego involvement. Focus on approval from self or others	Conscious valuing of activity. Self endorsement of goals	Hierarchical synthesis of goals Congruence of values with wider group
Locus of control/ regulation <i>(Who is in charge?)</i>	External	Somewhat External	Somewhat Internal	Internal
Typical thoughts	<i>"I do this because someone or something is making me. As soon as that stops, I stop"</i>	<i>"I am doing this because it's important to someone I care about and I would like to please them"</i>	<i>"I do this because I think it is important – my action fits my own values"</i>	<i>"I do this because the action is congruent with the values I share with a wider group, and will lead to things happening to benefit that group"</i>
Example	<i>Someone working a job they <u>don't</u> really like because it pays well</i>	<i>Washing your partner's car because you know they love a clean car and it will make them feel good</i>	<i>A marathon runner training hard to run a marathon they won't win because they value hard work and fitness</i>	<i>A teacher working hard to teach their class because they want to make a difference to society</i>

Example of Extrinsic motivation #1

- Big Bang Theory

Example of Extrinsic motivation #2



Example of Extrinsic motivation #3



**"I hated every
minute of training,
but I said, "Don't quit.
Suffer now and live
the rest of your life
as a champion."**

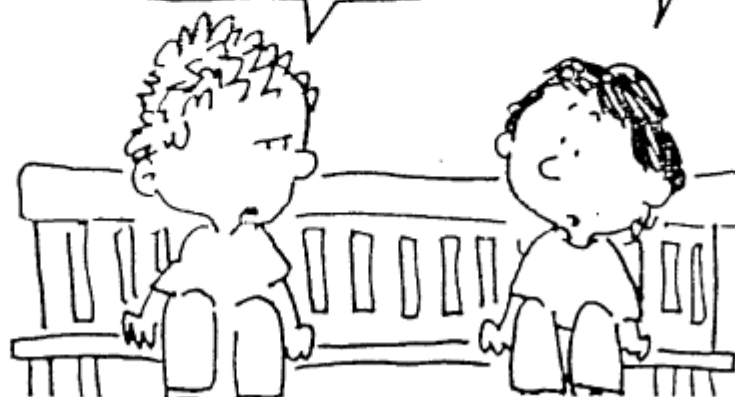
- Muhammad Ali

Example of Extrinsic motivation # 4



I STARTED A FIRE IN
THE LAB—ON PURPOSE!
HOW ABOUT YOU?

I TAPPED MY
PENCIL ON MY DESK
DURING STUDY TIME.



Is there a place for
punishment
in SW-PBS?

General Guidelines

How are you going to prevent it from happening again?

1. Minors addressed with an instructional focus
2. School wide procedures for majors are followed
3. If student removed from setting, debrief and plan to prevent
 - i. What does student need to be successful?
 - ii. What can we do to help?

Continuum Logic

- 80-90% will respond to Universal supports, as well as “traditional” school-based consequences for behavioral infractions
- 10% who require Tier II supports to be successful will respond to negative consequences inconsistently
- Students requiring Tier III supports will also require highly individualized responses to significant behavioral infractions

Always Follow Problem Solving Logic of SW-PBS

- Careful review of the data
- Insure positive instructional supports are in place with high fidelity and remain in place across any negative consequences
- Implement the least intrusive negative consequence and carefully monitor student behavior

Science of Behavior

*Do **not** use any negative consequence, package, system, or program without understanding the behavioral principle involved*

Punishment

Punishment = contingent withdrawal of reinforcement or presentation of an aversive to **decrease** behavior.

- **TYPE I** Contingent presentation of an aversive to decrease behavior.
- **TYPE II** Contingent withdrawal of reinforcement to decrease behavior.

Disadvantages of Punishment

- Does not “teach” what to do instead
- Can be easily abused
- All predicated on the assumption student:
 - Knows what to do instead
 - Has the skills to use appropriate behavior under similar context
 - Consistent environmental supports to increase the likelihood the student uses appropriate skill

Possible Side Effects Associated with Punishment Practices

- avoidance
- escape
- withdrawal
- aggression

Saturday “School”?

- Breakfast Club

Common School Punishment

- Suspension/Expulsion
- Loss of privileges
- Time Out
- Response Cost
- Behavioral Principle?
 - Type II Punishment
 - Type I Punishment
 - *Positive Reinforcement*
 - *Negative Reinforcement*



"You know, we're just not reaching that guy."

Acknowledgement Systems

- Class DoJo
- Color coded cards
- Level systems
- Warnings/check marks

ClassDojo for Teachers

https://teach.classdojo.com/#!/classes/5371440990ca6d0e0d00060b/points?sortStudentsBy= class dojo

Most Visited Getting Started Latest Headlines

Homescreen

Classroom

Reports

Messages

Edit class

Display settings

Timer


Attendance: None recorded today

Undo last

Random


Award multiple students

Reset bubbles




-5

Bradley Pitt




1

Cameron Diaz




3

Halle Berry




2

Johnny Depp




Matthew Damon



Bradley Pitt

-1 for Talking out of turn



Ideas

Help



Milo



Ruby



Max

Keyanna

Corey

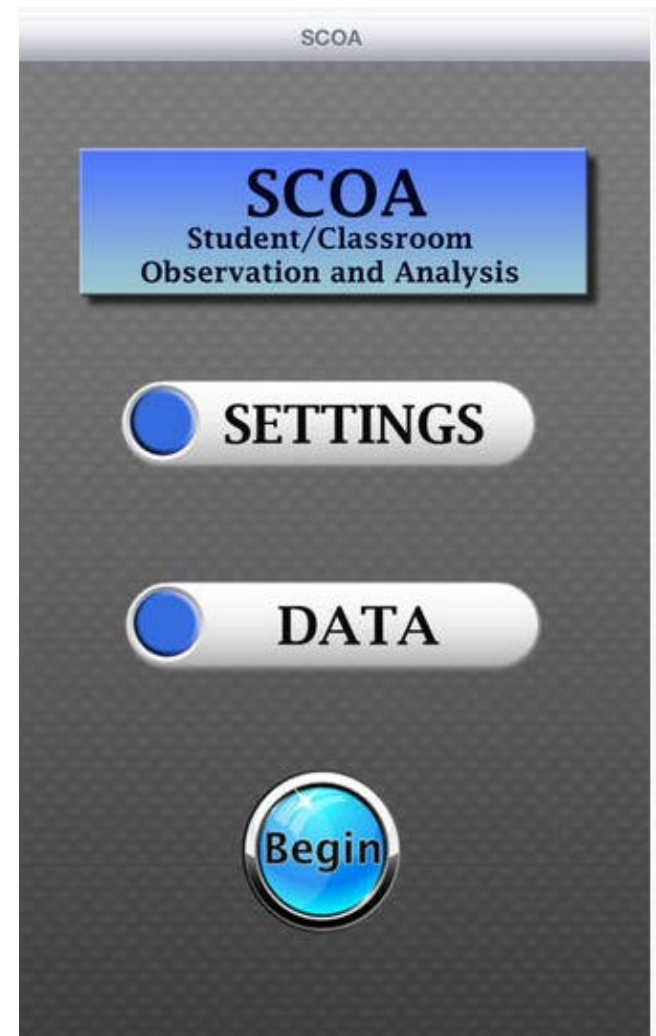
Apply Logic of SW-PBS to
Address Major Behavioral
Infractions

Saturday School

*7. Always Make Supporting
Classroom Teachers a
Priority*

Classroom Systems

- Teach
 - Brief in-service, single topic focus
- Practice (performance feedback)
 - Peer coaching
 - Principal “walk through”
 - Direct observation / data collection



Don't “just” observe &
Count

- Tell me & I forget
- Teach me & I remember
- Engage me & I learn

Ben Franklin

The state says all students
must do “X” to get “credit”

Accommodations Guide Model

Accommodations Guide Worksheet

1. Gather materials.

- ☐ Three samples of student work demonstrating frequent errors or low grades
- ☐ Student Individualized Education Program (IEP)

2. Identify Broad Problem Areas.

What are the general indicators of concern? Check all that apply.

Academic

- ☐ Reading
- ☐ Math
- ☐ Writing

Attentional/ Behavioral

- ☐ Following Directions
- ☐ Easily Distracted
- ☐ Sustaining Attention/Effort
- ☐ Attention to Detail
- ☐ Planning & Time Management
- ☐ Test Anxiety

Continue on next page →

3. Identify accommodations matched to student need.

Based on the broad areas of student need identified in Step 1, choose at least one corresponding accommodation which you are willing and able to implement. A glossary of accommodations can be found on page 6.

Academic Concerns Reading

Type of Problem	Suggested Accommodations
<input type="checkbox"/> Difficulty reading fluently	<input type="checkbox"/> Read materials aloud
<input type="checkbox"/> Difficulty with reading comprehension	<input type="checkbox"/> Read materials aloud <input type="checkbox"/> Use highlighted textbook
<input type="checkbox"/> Reads slowly	<input type="checkbox"/> Extended time

Math

Type of Problem	Suggested Accommodations
<input type="checkbox"/> Unable to rapidly access math facts	<input type="checkbox"/> Calculator <input type="checkbox"/> Fact table <input type="checkbox"/> Extended time
<input type="checkbox"/> Difficulty manipulating numbers <input type="checkbox"/> Transposes numbers	<input type="checkbox"/> Manipulative devices <input type="checkbox"/> Visual organizers (e.g., graph paper) <input type="checkbox"/> Self-monitoring list to double check work <input type="checkbox"/> Extended time
<input type="checkbox"/> Difficulty with converting word problems to mathematical expressions	<input type="checkbox"/> Graphic organizer <input type="checkbox"/> Provide math expressions or formulas
<input type="checkbox"/> Reading difficulties that impede understanding of word problems	<input type="checkbox"/> Minimize distracting information in word problems <input type="checkbox"/> Read word problems aloud <input type="checkbox"/> Use graphic organizer <input type="checkbox"/> Extended time

Writing

Type of Problem	Suggested Accommodations
<input type="checkbox"/> Motor skill deficits	<input type="checkbox"/> Provide pen/pencil grip <input type="checkbox"/> Use word processor for drafts and final copy <input type="checkbox"/> Dictate work into audio recording device <input type="checkbox"/> Use dictation program <input type="checkbox"/> Extended time
<input type="checkbox"/> Difficulty with spelling	<input type="checkbox"/> Use spelling and grammar assistive devices (e.g., Spell Check) <input type="checkbox"/> Teacher or peer proofreading <input type="checkbox"/> Allow for re-submission of work after feedback <input type="checkbox"/> Extended time
<input type="checkbox"/> Difficulty organizing writing	<input type="checkbox"/> Use graphic organizers <input type="checkbox"/> Chunk large assignments into smaller tasks <input type="checkbox"/> Provide model of completed writing task

Behavioral Concerns Following Directions

Suggested Accommodations

- ☐ Read directions aloud
- ☐ Have student repeat directions back
- ☐ Simplify number of instructions on page
- ☐ Reword instructions using simpler language
- ☐ Highlight or bold font key directions

Easily Distracted/ Sustaining Effort/Attention to Detail

Suggested Accommodations

- ☐ Give short and simple directions
- ☐ Highlight key words in directions and text
- ☐ Use highlighted textbook
- ☐ Check in frequently with the student
- ☐ Assign a peer partner
- ☐ Use graphic organizers
- ☐ Provide guided notes
- ☐ Plan hands-on activities
- ☐ Frequent breaks (use private signal)
- ☐ Cue with a device (e.g., sports watch, timer) to stay on task
- ☐ Self-monitoring sheet for on-task behavior
- ☐ Self-monitoring sheet/rubric for task completion
- ☐ Limit length of sustained effort (e.g., reading, reasoning) by providing breaks or assistance
- ☐ Chunk large assignments into smaller tasks
- ☐ Change seat to reduce distractions

Planning and Time Management

Suggested Accommodations

- ☐ Provide start-up assistance and frequent feedback
- ☐ Chunk large assignments into smaller tasks
- ☐ Use graphic organizers
- ☐ Use self-monitoring sheet/ rubric for task completion
- ☐ Use self-monitoring sheets for organization

Test Anxiety

Suggested Accommodations

- ☐ Chunk similar test items together (e.g., chunk all multiple choice together, all true/false together)
- ☐ Divide test into smaller segments (e.g., fewer problems per page)
- ☐ Use graphic organizers
- ☐ Allow student to choose seat where he/she feels most comfortable
- ☐ Allow student to choose preferred way to respond to test questions

4. Coordinate accommodations.

List the accommodations selected from pages 2 and 3.

Next, review the accommodations listed in the student's IEP. List accommodations from the IEP. Circle any overlap.

Accommodations Suggested by the Guide	Accommodations on IEP

5. Meet with the student for input and preferences. Write any notes in the box below.

- Meet with the student to discuss the academic or behavioral concerns. Examine the permanent products during the discussion, if helpful.
- Describe the accommodations that were recommended by the Accommodations Guide and those currently identified in the IEP.
- Ask the student for his/her input regarding accommodations he/she thinks may be helpful.
- Discuss specific assignments, conditions (e.g., independent work), and frequency of the accommodations. Some accommodations may not be necessary for all circumstances.
- Encourage the student to share his/her thoughts about the accommodation.

6. List accommodations to be implemented and evaluated.

- Create a single list of accommodations to be evaluated for effectiveness. Prioritize based on student input and teacher preference. List in the order accommodations will be tested.*
- Determine if the accommodation will be used during instruction for classroom teaching activities and assignments or for testing. It is possible to use an accommodation for both purposes.
- Define and describe the conditions under which the accommodation will be provided for the student (see below).

Define and describe the accommodations under which the accommodation will be provided for the student (see below).				
	Accommodation	Instruction or Testing	Activity	Description
EX.	Extended Time	<input checked="" type="checkbox"/> Instruction	Independent seat work	Time and a half
		<input checked="" type="checkbox"/> Testing	Unit tests Quizzes requiring written responses	Time and a half
EX.	Graphic Organizer	<input checked="" type="checkbox"/> Instruction	Group, pair, or independent writing tasks	Teacher-created or pre-made organizers (e.g., story maps, writing scaffolds)
		<input type="checkbox"/> Testing		
1		<input type="checkbox"/> Instruction		
		<input type="checkbox"/> Testing		
2		<input type="checkbox"/> Instruction		
		<input type="checkbox"/> Testing		
3		<input type="checkbox"/> Instruction		
		<input type="checkbox"/> Testing		
4		<input type="checkbox"/> Instruction		
		<input type="checkbox"/> Testing		
5		<input type="checkbox"/> Instruction		
		<input type="checkbox"/> Testing		
6		<input type="checkbox"/> Instruction		
		<input type="checkbox"/> Testing		
7		<input type="checkbox"/> Instruction		
		<input type="checkbox"/> Testing		

***Plan to evaluate the effectiveness of each accommodation one at a time to determine the most beneficial accommodations for the student. If specific accommodations are already in place and effective, continue providing the accommodation as usual and test additional accommodations one at a time to determine if student outcomes are enhanced.**

7. Teach the accommodation(s).

- Teach the student how to access and use the accommodation using curricular materials and in authentic settings, if possible. Ensure the student understands how to use the accommodation correctly.
- Be sure the student has a clear understanding of how to request the accommodation if it is not provided. Model and role-play how to appropriately request the accommodation.
- Multiple opportunities for practice may be necessary.

8. Examine at least three samples of student work/tests to determine if there is change in performance trend:

- after the student can use the accommodation independently, or
- within 4 – 6 weeks of implementation

(Assignments should be comparable in quantity, level of difficulty, and type as the initial assignments in Step 1.)

Determine improvement in any of the following (circle all that apply):

- Grades
- Quality of work
- Work completion
- Academic engagement

Yes

1. Continue using the accommodation.

2. Determine whether additional indicated accommodations would further improve performance (Step 6). Repeat steps 7-8.

No

☐ 1. Select another accommodation from within the problem area (Step 3) and repeat Steps 7-8.

☐ 2. Determine if problem area was misidentified. Select an accommodation from another problem area (Step 2). For example, a student who was thought to have difficulty with math calculation may actually be struggling with sustaining attention. Repeat Steps 3-8.

☐ 3. Determine if alternative interventions are needed (e.g., Missing Assignment Tracking, Organizational Skills).

☐ 4. Suggest the IEP team consider modifications to the general education curriculum.

Glossary

Source: Thompson, S., Morse, A., Sharpe, M., & Hall, S. (2005). *Accommodations manual: How to select, administer, and evaluate use of accommodations for instructions and assessment of students with disabilities* (2nd ed.) Washington, D.C.: Council of Chief State School Officers.

Accommodation	Definition
Calculator	Calculation devices (e.g., calculators) may be appropriate to compensate for a student's disability in calculation. It is important to know the goal of instruction and assessment before making decisions about the use of calculation devices. For example, if students are learning subtraction with regrouping, using a calculator would not give a student an opportunity to show regrouping. If students are learning problem solving skills (e.g., bargain shopping for items of a better value), then the use of a calculator may remove the calculation barrier and allow the student to demonstrate his or her reasoning skills.
Extended time	Extended time is a specific, pre-determined amount of extra time to complete assignments, projects, and assessments with no grading penalty. For timed tests, a standard extension may be time and one half. This means that a student is allowed 90 minutes to take a test that normally has a 60-minute limit. Double time may also be allowed. The amount of extended time may be determined on a case-by-case basis by a student's IEP team. Usually, "unlimited" time is not appropriate or feasible. Students who have too much time may lose interest and motivation to do their best work.
Fact table	Multiplication fact grid or other tool to help students readily access basic computation facts.
Graphic organizers	Graphic organizers help students arrange information in order to organize their work, stay focused on the content, and recognize connections and patterns. Venn diagrams, story maps, and time lines are examples of graphic organizers. A wide variety of organizers are available for free download from the Internet at http://freeology.com/graphicorgs/ . Teachers can make their own organizers to meet specific instructional needs. Students should be encouraged to create their own graphic organizers or re-create organizers they find helpful.
Guided notes	Handout that outlines the lecture with blanks for important ideas (e.g., key concepts, definitions, facts). Student fills in the blanks as the lecture is presented. See CARS Opportunities to Respond Teacher Handout .
Highlighted Textbook	Textbook with key words and information pre-highlighted by a teacher or student with good study skills. Highlighted texts can be provided to the student for use during class or at home.
Manipulative Devices	Physical objects (e.g., counters, blocks, paper chips, buttons, play money) students can arrange to better understand 1:1 correspondence, ratios, or other relationships.
Multiple or Frequent breaks	Breaks given at pre-determined intervals or after completion of assignment, tests, or activities. Sometimes a student may be allowed to take breaks when individually needed. For example, the student becomes angry or frustrated and asks to leave the classroom, or the teacher recognizes cues in the student's behavior that signals a need for time away from the assignment or classroom.
Read materials aloud	Teacher or other qualified person reads text word-for-word orally to students. This may also include the use of books on tape and audio versions of written materials. During testing, readers should use an even inflection so that the student does not receive any clues by the way information is read. Furthermore, readers may not clarify, elaborate, or provide assistance to students during testing situations. A student should have the option of asking a reader to slow down or repeat text; therefore, readers should orally present text to one student at a time rather than in a group format.
Self-monitoring checklist	Student follows a sequential checklist to complete a task or follow a strategy. The checklist may also be paired with a rubric for self-evaluation of task completion against teacher expectations. RubiStar is a free tool to create rubrics, http://rubistar.4teachers.org/ .
Spelling and grammar assistive devices	Pocket spell checkers or word processor spelling and grammar check programs may be an appropriate accommodation to help students communicate more effectively during writing assignments.
Visual organizers	Graph paper, highlighters, place markers, scratch paper, and templates.

8. Having Difficult Conversations

Ethnicity, religion, race, sexual
orientation, gender identity....

Focus on Big Outcomes &
Work Backwards to a
Range of Specific Behaviors

Respect =

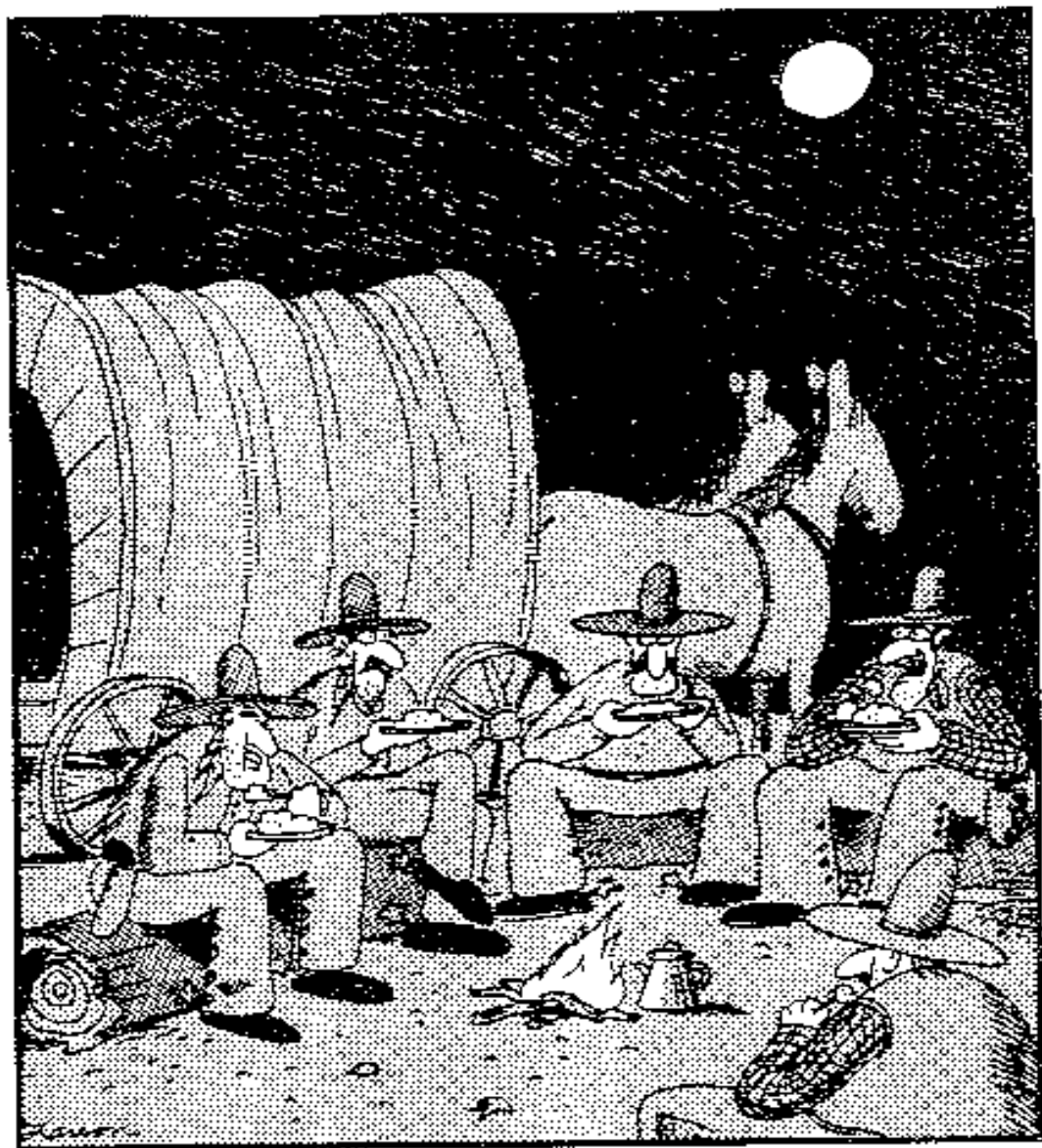
THE FAR SIDE



Social morays



"Don't eat the flippers, Zeke,
or they'll know we're tourists."



"Frank ... don't do that."

9. Pay Attention to Implementation Science

Research Findings on Scaling Up

(Fixsen, Naoom, Blase, Friedman, & Wallace, 2005, p. 70)

- Best evidence documents what doesn't work:
 - Information dissemination alone
 - Training by itself

Research Findings on Scaling Up

(Fixsen, Naoom, Blase, Friedman, & Wallace, 2005, p. 70)

What does work

- *Long term, multi-level approaches*
- *Skills-based training*
- *Practice-based coaching*
- *Practitioner performance-feedback*
- *Program evaluation*
- *Facilitative administrative practices*

*10. Is your school a place
you would send your own
children?*

Positive School Climate and Academic Achievement

In a study of 173 schools, it was found that the relationship between **higher achievement** scores and a **positive school environment** was stronger than the relationship between higher achievement scores and any of the following: parent support, teacher excellence, student commitment, school leadership, instructional quality, or resource management.

West. R.P., et al., Utah State Univ, 2007

Make every opportunity count...

- Atlantaspeechschool.org

Resources - pbissmissouri.org

Behavior Support Framework | moswpbs@missouri.edu



[Home](#)

[About](#)

[Tier 1](#)

[Tier 2](#)

[Tier 3](#)

[Topics](#)

[SI](#)

[Profile](#)



Improving outcomes for all students.

Positive, proactive, preventative behavior supports.

Resources - pbis.org

[View Text-only Version](#)[Resources](#)

**PBIS** Positive Behavioral Interventions & Supports
OSEP TECHNICAL ASSISTANCE CENTER

[SCHOOL](#)[FAMILY](#)[COMMUNITY](#)[TRAINING](#)[RESEARCH](#)[EVALUATION](#)



Funded by the U.S. Department of Education's Office of Special Education Programs (OSEP), the Technical Assistance Center on PBIS supports schools, districts, and states to build systems capacity for implementing a multi-tiered approach to social, emotional and behavior support. The broad purpose of PBIS is to improve the effectiveness, efficiency and equity of schools and other agencies. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups.

SCTG Webinar (May 17th): What building teams should ask of their districts

2018 Leadership Forum *Registration is now open!*

Featured Content: *Getting Back to School after Disruptions*

Featured New Pages: Forum RDQ Briefs/ Using Data for Classroom Support / FWPBIS Resources

Implementing PBIS
in over **25911** schools and counting!

What's New & Upcoming Events

List of new postings and current information about PBIS events.

Behavior Related Policy

Information for PBIS related policies. Government announcements and documents are listed.

School Climate Transformation

Current information about PBIS for School Climate Transformation Grant awardees.