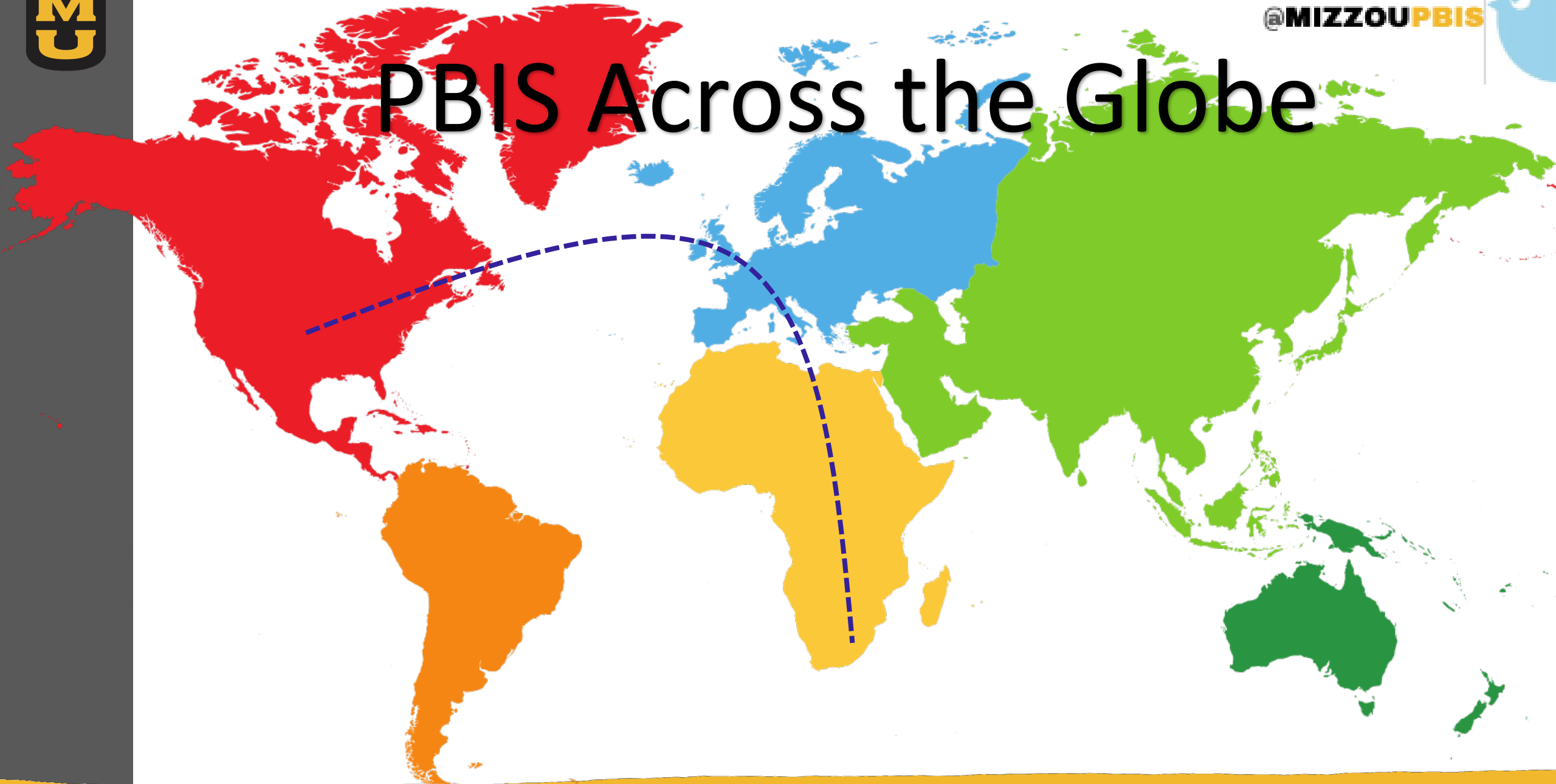




@MIZZOU**PBIS**



PBIS Across the Globe





Welcome ...



Dr. Trisha Guffey

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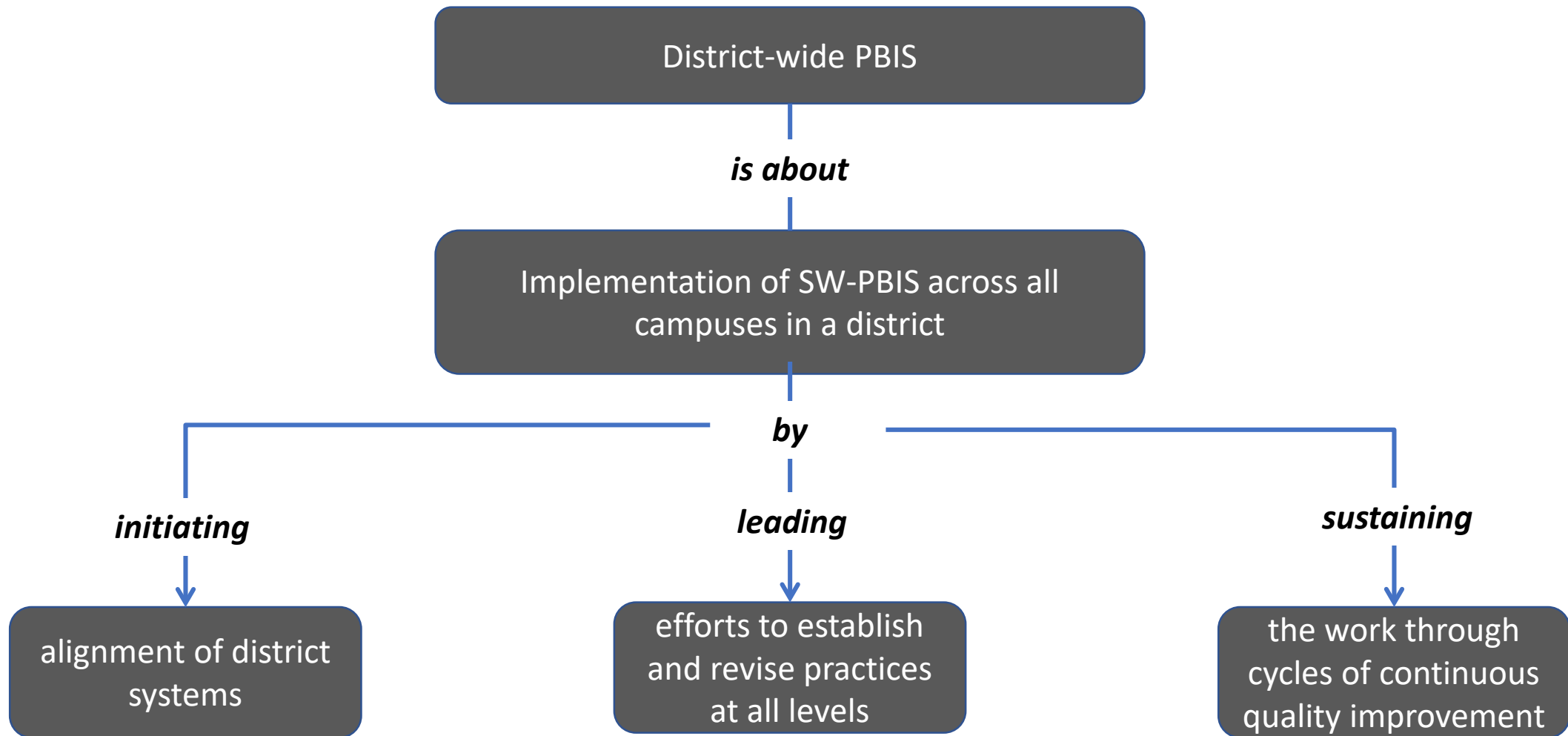
Dr. Lisa Powers

Senior Research Associate
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- Learn how to apply a universal design process to install SW-PBS in any setting and how to develop partnerships with international organizations and counties.







PURPOSE



- ✦ Why did you choose this session?

- ✦ Why are we presenting on this topic?
 - ✦ Getting back to the basics
 - ✦ Framework applies across unique contexts
 - ✦ Your limitations are what you set them at



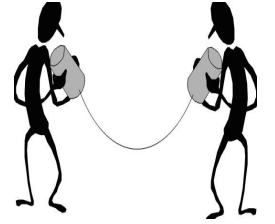
AUDIENCE

- ✦ District PBIS Coaches
- ✦ District Leaders/Administrators
- ✦ Building Administrators
- ✦ Consultants and/or TA Providers
- ✦ State and/or Regional Leaders
- ✦ Practitioners (e.g., district or building team member)





Apply Key Principles of Wraparound



- ❖ **Individualized**
- ❖ Built upon **strengths & unique needs**
- ❖ **Voice & Choice** (priorities of the organization)
- ❖ **Culturally relevant** teams and plans
- ❖ **Natural supports**
- ❖ **Community & outcome based**
- ❖ **Across multiple** life domains
- ❖ **Persistence & Collaborative**

**MAKING
CONNECTIONS**



Essential Questions...

- How is planning SWPBIS in Africa connected and/or similar to district planning in Missouri?
- How would you apply the tools, processes, and framework shared in your context?
- What actions would you prioritize for your district?





Culture and Context

- Where is Lesotho?
- Demographics
- Purpose and Outcomes





Culture and Context

Cultural Expectations

- Language/Communication
- Tea Time
- Community Practices
 - Tea Time
 - Prayer and Song
 - External Stakeholders
- Celebrations





February 2018



National Planning

- Partnership with UNICEF and Lesotho's Ministry of Education
 - Child Friendly Schools
 - First national roll-out; data shows success

Membership Included:

- UNICEF
- Ministry of Education
- Community Chief's
- Inspectors
- Co-Director of PBIS





National Planning

- School invitation/selection
- Self-Assessment Survey (SAS)
 - Completion by each school
- Trainer/Coach Assessment
 - Coaches from the Ministry of Education completed





School Team Training ... Listening First

- What current behavioral challenges are you facing in your school?
- What has worked, what hasn't worked to date to address challenges?
- Does your school have a team that works to address behavioral challenges in your school?
- What data does your school collect related to behavioral challenges?
- What challenges do you see in your school community that impacts how students learn and behave?



Why are we in Lesotho....

- UNICEF & U.S. Department of Education
- Initial site visit August
- Goal – blend the logic of PBS with Child Friendly Schools to promote safe & healthy school environments





Starting Point....

- We cannot “make” students learn or behave
- We can create **environments** to increase the likelihood students learn and behave
- ***Environments that increase the likelihood are guided by a core curriculum and implemented with consistency and fidelity***



July 2018



Day 1: Meeting with the Ministry

- Reviewed training components and materials; revision needed
- Community and Culture
 - Learners rather than students
 - Special education students
 - Health awareness and intervention within communities
- Review initial SAS data



What behavior do you see?

- *List out behavior seen.*

Identifying Expectations: Effective Communication

- What will work best for your school?

How do you believe the Matrix of Expectations will be helpful in your school?

- Create matrix of expectations
- Brainstorm for sharing matrix of expectations with students and staff

Developing a Matrix – Activity

	Respectful	Responsible	Safe
Classroom			
Dining Hall			
Toilet			
Playground			
Gardens			
Dormitories			
Taxi/Bus			



Day 2: School “A” Visit

- All girls dormitory
- Momentum and progress made from February



- Learners offer their meals to other students if they are ill
- Concerns of stealing food; sanitary/safety concerns with feminine products.



Day 2: School "A" Visit

- Routines established in library, dormitories, and toilets.
- All students in all schools sing.

Learning Curves for us:

- Learning strategies don't require technology
- Contingency plans are vital
- Speak less and Listen more

LIBRARY EXPECTATIONS

1. GENTLY TAKE A CHAIR AND GET SEATED.
2. PUT ALL YOUR WRITING MATERIALS ON THE TABLE AND LOOK AT THE HEADINGS ON THE SHELVES FOR THE BOOKS THAT YOU NEED.
3. TAKE ONE BOOK AT THE TIME TO LOOK FOR INFORMATION.
4. TALK TO THE LIBRARIAN ABOUT THE BOOKS THAT NEED TO BE BORROWED FROM THE LIBRARY.
5. MAKE SURE THAT YOU NOTE THE RETURN DATE FOR THE BORROWED BOOKS.
6. AFTER USING THE BOOKS IN THE LIBRARY RETURN IT TO THE RETURN TABLE.
7. WHEN THE BELL RINGS WALK QUIETLY SO THAT OTHERS CAN CONTINUE LEARNING.

N.B REMAIN SILENT WHILE IN THE LIBRARY.



Day 3: School “B” Visit

- Majority of students are orphaned
- 2 female staff members
- Road to school is blocked by rocks
- Concern of students moving chairs from one room to the next.

Coaching steps:

- Ministry lead matrix activity
- Members of ministry led small group conversations
- Connections to Trauma Informed (fear-based teaching vs expectation teaching)





5. Identifying Expectations: Handout
 Lesotho CFS Plus & America PBIS: 2018

Developing a Matrix – Activity

what instruction we want to give
 in a positive manner.
 * specify what do you want the learner
 to do what I see them doing.
 * Define what you want to do

	Expectation 1	Expectation 2	Expectation 3
Locations	Respect	Responsible	Safe
Classroom	<ul style="list-style-type: none"> * speaking softly during study * lets correct one another with love. * raise your hand up when we show you knowledge. 	<ul style="list-style-type: none"> * cleaning class room. * performing independent study when the teacher is out/absent 	<ul style="list-style-type: none"> * sweeping the classroom every day after school * handle things from one person to another.
Dining Hall	<ul style="list-style-type: none"> * treat others the way you want to be treated. 		
Restroom/Toilet			





Day 3: School “B” Visit

Learning Curves for us:

- Corporal punishment is a common hidden practice
- Community members have very active voice and drive many decisions made
- Gender inequality
- Lack of trust between staff, school administration, and Ministry
- “The Lost Boys” from Peter Pan isn’t a concept; it’s real due to a medical crisis...teaching behavior will save lives, literally.





Day 4: School “C” Visit

- No administrative buy-in due to upcoming retirement
- Elementary administrator attended and made connections to alignment
- “We believe what you are saying and understand that it works, but how do you go about changing an entire culture?”





Day 4: School "C" Visit

Coaching:

- Ministry team members began speaking to large group and coached small groups

Restroom/Toilet				
Playground	- cheer of cheering	Collect & return	use proper equipments for different sports	
Gardens	walk between the lines, Dump weeds in heaps,	- washing tools after use. - Keep tools in store-room.	- Keep garden tools in garden shed	
Dormitories Science Laboratory	- Keep chemicals in closed cupboard - Keep chemicals out of reach. - Speak softly listen to each other.	- tidy put after every experiment - Keep time.	Handle with care. - Wash hands at all times after experiments - - Always wear glasses, lab coats, put on mask, wear gloves. - take turns.	- take turns when using experiments. - Keep left right in the passage. - observing turns.
Taxi/Bus	- Speak appropriately	- Go out with your trash.	- Keep your bags inside the taxi	



Day 5: Meeting with the Ministry

- Provided time for ministry to provide their thoughts and take-away from each school and their progression in training
- Reviewed each school matrix; provided coaching feedback
- Re-wrote SAS to match culture
- Continuing momentum and providing on-site support
- Action Planning

...and then teachers went on strike

High School – Behavior Expectations Matrix

	Respect	Responsible	Safe
Classroom	•	•	•
Dining Hall	<ul style="list-style-type: none"> • Be on time for meals. • Be seated while eating. • Maintain silence during meals. 	<ul style="list-style-type: none"> • Clean all the dishes. • Arrange chairs and tables. • Use proper table utensils for eating. • Ensure that food are served timely. • Eat food that is prepared in the school kitchen. 	<ul style="list-style-type: none"> • Keep them on a safe place. • Food should be covered. • They should finish their food. • Sharp objects such as knife should be kept safe.
Restroom/Toilet	<ul style="list-style-type: none"> • Always knock before entering. • Do not write on the toilet walls. 	<ul style="list-style-type: none"> • Leave the toilet clean after use. • Use of toilet paper (avoid tearing books) • Throw the used pads in the bin not put in bedroom. 	<ul style="list-style-type: none"> • Wash your hands with soap after use.
Playground	<ul style="list-style-type: none"> • Cheering participation. • Abidance (rules of games) • Cheering 	<ul style="list-style-type: none"> • Carry back up (food, clothes) • Captains • Report • Position • Sports equipment 	<ul style="list-style-type: none"> • First aid kits • Clean water and food • Appropriate attire
Gardens	<ul style="list-style-type: none"> • Walking on pathway between plots. • Obey instructions running about. 	<ul style="list-style-type: none"> • Cleaning of tools. • Weeding and watering management. 	<ul style="list-style-type: none"> • Proper handling of garden tools. • Careful use of insecticides.
Dormitories	<ul style="list-style-type: none"> • Ask for help if there is a need. • They should be silent. • Respect others property. 	<ul style="list-style-type: none"> • Responsible for ones property; keeping their property together. • Keep the dormitory clean – opening the windows. • Keeping the floors clean – sweeping and mopping. • Throw all the rubbish into the bin. 	<ul style="list-style-type: none"> • Use the step ladder to climb up and down the beds. • Close windows in the evening. • Lock the doors before sleeping.
Taxi/Bus	•	•	•



High School – Behavior Expectations Matrix

	Respect	Responsible	Safe
Classroom	<ul style="list-style-type: none"> • Speaking softly during study • Rise your hand up when we show you knowledge • Treat others the way you want to be treated. 	<ul style="list-style-type: none"> • Cleaning classroom. • Performing independent study when the teacher is out/absent. 	<ul style="list-style-type: none"> • Sweeping the classrooms every day after school. • Hand things from one person to another.
Dining Hall	<ul style="list-style-type: none"> • Close your mouth when eating. • Follow the queue. • Take enough food for your yourself 	<ul style="list-style-type: none"> • Watch your dishes after eating • Be punctual at the kitchen • Collect your spilled food in the dust bin 	<ul style="list-style-type: none"> • Stand orderly in the queue • Use your cutlery only for eating not as the weapons • Be content with the food you have. • Keep your dishes clean.
Restroom/Toilet	<ul style="list-style-type: none"> • Have male and female toilets so let us use them accordingly. • Knock before you enter • The purpose of the toilet is to relieve oneself • Only one person in the toilet/cubicle. 	<ul style="list-style-type: none"> • Let us use toilet paper in the toilet. • Let us sit on/use the toilet seat. • Close the door once in the toilet 	<ul style="list-style-type: none"> •
Playground	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
Gardens	<ul style="list-style-type: none"> • All weeds should be disposed on the compound heap. • Work on your plot only. 	<ul style="list-style-type: none"> • Take care of your plots by watering, cultivating, weeding, harvesting, thinning • Keep the tools clean all the time after use and place them in the storeroom. 	<ul style="list-style-type: none"> • Spare all the tools in the storeroom in proper position. • Handle tools properly.
Teacher Houses	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
Taxi/Bus	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

Behavior Expectations Matrix

	Respect	Responsible	Safe
Classroom	•	•	•
Dining Hall	•	•	•
Restroom/Toilet	•	•	•
Playground	<ul style="list-style-type: none"> • Cheering participants • Handling <u>players</u> property with their permission • Standing out of the players' way (outside the playground) 	<ul style="list-style-type: none"> • Collection of sport materials from the store rooms and returning • Marking playgrounds 	<ul style="list-style-type: none"> • Use proper equipment for the particular sport • Use proper grounds for specific sport • Cleaning of playgrounds; e.g. glasses
Gardens	<ul style="list-style-type: none"> • Walk on the paths between the plots • Dump the trash/weeks in the composed heap 	<ul style="list-style-type: none"> • Wash garden tools after use • Keep the tools in the store room • Collect and return them • Manage their gardens; i.e. watering, remove, weed 	<ul style="list-style-type: none"> • Keep the garden tools in a safe place • Use insecticides under the teachers' supervision • Use the tools with permission
Science Laboratory	<ul style="list-style-type: none"> • Keep chemicals in closed cupboard • Keep chemicals out of reach • Speak softly • Listen to each other 	<ul style="list-style-type: none"> • Tidy – put after every experiment • Keep time 	<ul style="list-style-type: none"> • Wash hands at all times after experiments • Always wear glasses, lab coats, put on mask, wear gloves • Take turns when using experiments • Keep right in the passage • Observing turns
Taxi/Bus	<ul style="list-style-type: none"> • Speak appropriately • Use your hands for helping • Keep your feet to yourself 	<ul style="list-style-type: none"> • Keep the taxi/bus clean by going out with your trash 	<ul style="list-style-type: none"> • Always be seated • Keep your whole body inside the taxi/bus • Always wear the seat/safety belts • Get off the bus/taxi only when it has completely stopped • Speak gently when solving a conflict • Walk away from a person who provokes you



Mark a ✓ in the box below to indicate if the School-wide Feature is "In Place" or "Not in Place".		Self-Assessment Survey School-wide Features School-wide includes all students and adults that work in the school in addition to all the settings/locations within the school. Principals: Review the directions with staff prior to giving survey.		Mark a ✓ in the box below to indicate if you believe the School-wide Feature should be a priority for improvement.	
In Place	Not in Place			Yes	No
		1.	A small number (e.g. 3-5) of positively and clearly stated expectations or rules are defined by involving all stakeholders.		
		2.	Expected learner behaviors are taught directly for all settings.		
		3.	Expected learner behaviors are acknowledged regularly.		
		4.	Problem behaviors (failure to meet expected learner behaviors) are defined clearly.		
		5.	Consequences for problem behavior are defined clearly.		
		6.	Distinctions between office vs. classroom managed problem behaviors are clear.		
		7.	Options exist to allow classroom instruction to continue when problem behaviors occur.		
		8.	Procedures are in place to address emergency/dangerous situations.		
		9.	A team exists for behavior support planning and problem solving (e.g. CFS Plus, PBIS).		
		10.	School principal is an active participant of the behavior support committee (CFS Plus).		
		11.	Data on problem behavior is collected, summarized, and shared.		
		12.	Patterns of learner problem behavior are reported to committees for active decision-making on a monthly basis at minimum.		
		13.	A plan is used to inform community members about expected learner behaviors at school.		
		14.	Additional "Lesson of the Day" lessons are developed and taught based on updated behavior data.		
		15.	The CFS Plus committee has the resources necessary for teaching, supporting, and recognizing learners and staff.		
		16.	All staff, teaching and non-teaching, are involved in CFS Plus intervention.		
		17.	The CFS Plus committee receives training and support from the district CFS Plus team.		
		18.	The school reports annually on the three pillars of CFS Plus (Respect, Responsibility, and Safety) with respect to each learner.		

* Strengths of our Time Together - What's Worked

- “Putting all of this together but I have learned and am changing how I speak. I am now more reflection and I am looking at my relationships with other. I have to express my expectations. “
- “In February the content was so difficult to understand. But the past three days in going to school has helped me understand what is expected of me as a team member and what is expected of school teams in order to help the change of our learners and teachers. I understand now.”
- “Translation of the February meeting into action. I have enjoyed. I thought it was impossible. I have enjoyed the school visits. Working with the operational concepts and I am in a positive place to implement the first module.”



* Strengths of our Time Together - What's Worked

- “I didn’t understand a thing in February. And I experienced a mental block and I requested to not come back. Now, after this, I am so excited to do this. I thank my leader for making me come back.”
- “I thought this was for another country but not my country. Helped me to internalize. I see some many problems in our schools and in our homes. It is going to help us a lot. It has been a turning point. Such a big miracle for me.”
- “I look in the mirror and I saw what I was going wrong in the mirror. I know I can correct. I encourage all of us to take this into our homes and into our daily lives. This is something that we can and will do. We appreciate Unicef for bringing you over. Seeing you ladies make this happen in the schools worked for us.”



Our Thoughts on the Long Trip Home....

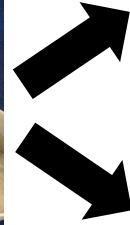




There will be challenges.



Each action, or lack of, will impact the result.



Your outlook determines your success.



Your limitations are what you set them at.



Lessons Learned:

- Strength-based approach for all partnerships
- Learn about the community and culture you are working with; discover what is valued
- Teaching behavior and expectations is a universal practice that can be applied world-wide
- Building leaders and teacher must both be a part of the process
- Without data, it is difficult to determine what should happen next
- Alignment helps in making connections
- Changing a nations culture one person, one school, one community at a time

- Coach Up:
 - [Moving from Fear to Teaching](#)



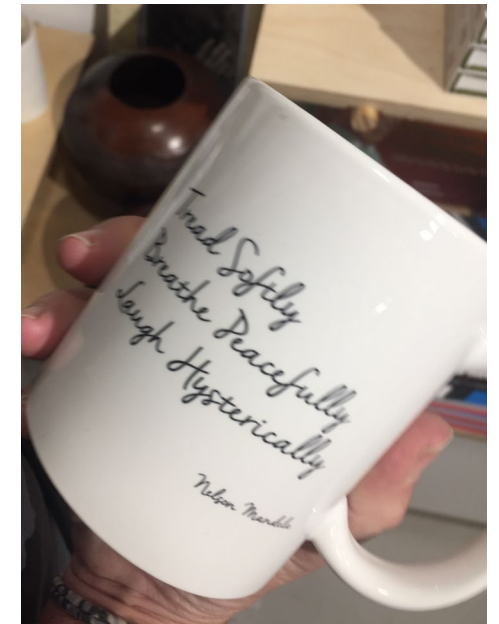
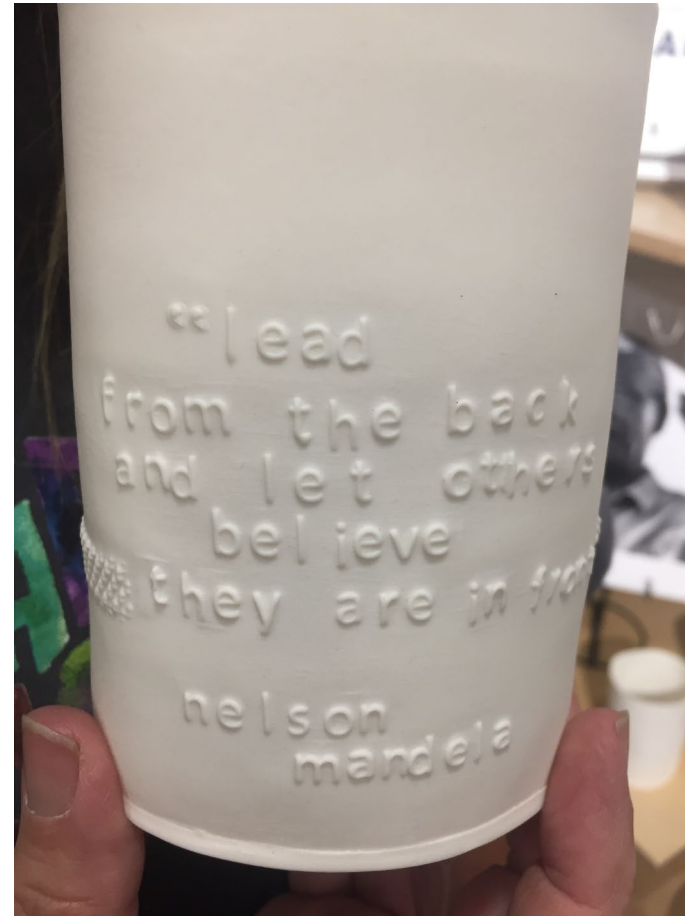


“They are saying this trip is really hard. But then, we shall get the means and we shall get there. We shall go to our King. CFS is our King.”



Essential Questions...

- How is planning SWPBIS in Africa connected and/or similar to district planning in Missouri?
- How would you apply the tools, processes, and framework shared in your context?
- What actions would you prioritize for your district?





Connections?
Questions?
Thoughts?
Next Steps?





Presenters



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