The Road Not Taken: Making a Difference in Students Lives

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OSEP Center on Positive Behavioral Interventions and Supports
pbsi.org
Starting Point....

• We can’t “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
With any journey, there is the possibility of getting a little lost.
School-wide Positive Behavior Support

SW-PBS is a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior

OSEP Center on PBIS
Across the Journey

• Teams - Administrator
• Social behavior curriculum developed / adapted
• Data-based decision making
• Problem solving logic
• Access to Technical Assistance
• Working toward district/regional support
• SW-PBS is a Marathon, not a sprint

Focus across is on what students should be learning versus what they should not be doing
"Well, Timmy, it looks like you've just earned yourself 10 minutes in the cage with Mr. Whiskers."
<table>
<thead>
<tr>
<th>I am…</th>
<th>All Settings</th>
<th>Classroom</th>
<th>Hallways</th>
<th>Cafeteria</th>
<th>Bathrooms</th>
<th>Playground</th>
<th>Assemblies</th>
</tr>
</thead>
</table>
| **Safe** | • Keep bodies calm in line  
  • Report any problems  
  • Ask permission to leave any setting  
  • Maintain personal space  
  • Walk  
  • Stay to the right on stairs  
  • Banisters are for hands  
  • Wash hands with soap and water  
  • Keep water in the sink  
  • One person per stall  
  • Use equipment for intended purpose  
  • Wood chips are for the ground  
  • Participate in school approved games only  
  • Stay in approved areas  
  • Keep body to self  
  • Walk  
  • Push in chairs  
  • Place trash in trash can  
  • One person per stall  
  • Be honest  
  • Take care of yourself  
  • Eat only your food  
  • Use a peaceful voice  
  • Allow for privacy of others  
  • Clean up after self  
  • Line up at first signal  
  • Invite others who want to join in  
  • Enter and exit building peacefully  
  • Share materials  
  • Use polite language  
  • Be an active listener  
  • Applaud appropriately to show appreciation  
  | **Respectful** | • Treat others the way you want to be treated  
  • Be an active listener  
  • Follow adult direction(s)  
  • Use polite language  
  • Help keep the school orderly  
  • Walk quietly so others can continue learning  
  • Eat only your food  
  • Use a peaceful voice  
  • Allow for privacy of others  
  • Clean up after self  
  | **A Learner** | • Be an active participant  
  • Give full effort  
  • Be a team player  
  • Do your job  
  • Be a risk taker  
  • Be prepared  
  • Make good choices  
  • Return to class promptly  
  • Use proper manners  
  • Leave when adult excuses  
  • Follow bathroom procedures  
  • Return to class promptly  
  • Be a problem solver  
  • Learn new games and activities  
  | **Benton Elementary School** |
Creating Environments

Environments that increase the likelihood are guided by a core curriculum and implemented with consistency and fidelity.
Creating Environments to Increase the Likelihood: Universals

• Annually:
  – Revisit your set of expectations and teaching activities
  – Assess and address “problem spots” across school environments
  – Assess effective instruction and management in each classroom

• High Rates of Positive Feedback
Teach & Practice........
Post expectations across school settings...
4:1 Positive Ratio?
Creating Environments to Increase the Likelihood: Classrooms

• Keep in mind:
  – Most problem behaviors occur in the classroom
  – Effective social and academic instruction is essential for **ALL** classrooms
  – Classrooms are “personal”
NIGEL FAILS THE "ATTITUDE" TEST...

KISS MY FACE
GET OUT OF MY HAND
TALK TO THE ASS
Inverse relationship between increased probability of compliance induced by effective teaching on the rate of disruptive behavior

(Gunter, Shores, Jack, Denny, & DePaepe, 1994)
Importance of Effective Instruction
(Sanders, 1999)

• The single biggest factor affecting academic growth of any population of youngsters is the effectiveness of the classroom.

• The answer to why children learn well or not isn't race, it isn't poverty, it isn't even per-pupil expenditure at the elementary level.

• The classroom's effect on academic growth dwarfs and nearly renders trivial all these other factors that people have historically worried about.
So one of our own is now blaming everything on the teacher!!

If classroom teachers are struggling, it is a systems issue NOT an individual teacher issues
Creating Effective Classroom Environments

- Insuring **ALL** faculty and staff engaging in effective instruction and classroom management
- Align resources to challenges
  - Work within existing organization structure
  - Raze and rebuild
- Must build an environment that simultaneously supports student and adult behavior
Kauffman states “...attempts to reform education will make little difference until reformers understand that schools must exist as much for teachers as for students. Put another way, schools will be successful in nurturing the intellectual, social, and moral development of children only to the extent that they also nurture such development of teachers.” (1993, p. 7).
Not Our Graduates!
Creating Environments

• Focus on socially important behaviors
• Inviting atmosphere / Friendly & Helpful
• Connections / relationships between:
  – Staff-Staff
  – Staff-Students
  – Students- Adults

Is your school a place where you would want your own child to attend?
Core Curriculum

Environments that increase the likelihood are guided by a core curriculum and implemented with consistency and fidelity.
Core Curriculum

• Based on local issues/problems – “What do you want them to do instead”
• Clear goal/purpose
• Matched to student need
• Research-based
• Accompanying training and support for all staff to implement
  – Mini-modules + “tip sheets” (pbismissouri.org)
  – Performance feedback
Meaningful PD Outcomes

A Model of the Process of Teacher Change

Guskey, 1986
Consistency and Fidelity

Environments that increase the likelihood are guided by a core curriculum and implemented with consistency and fidelity.
Consistency & Fidelity

• On-going, sustained, and purposeful training
• On-going access to technical assistance
• Periodic checks
  – Student outcomes
  – Student perceptions
  – Adult perceptions
• Working toward a District/Region Wide PBS initiative that will sustain over time (*Scaling up*)
Consistency & Fidelity

• Boosters based on data
• Apply logic of SW-PBS to adult learners
  – Tell-show-practice
  – Data / Feedback
  – Data Decisions
• Align Initiatives to SW-PBS work
  – Eliminate competing initiatives that do not produce measurable outcomes
Is Your School There Yet?
Remember, Building a Complete Continuum is a Marathon not a Sprint
In the United States

• Over 13,300 schools
• 46 State-wide PBS initiatives
An Example of What is Possible

Field Elementary School
Field Elementary School

• High Diversity
  – School has 290 students; 50% minority; 20% English Language Learners; 13% special education

• Instructional leader turnover

• Poverty
  – 79% of students qualify for free and reduced lunches

• Highly transient population
Field Elementary School

- Teachers and Staff committed to the increasing academic and social success of all students
- A committed Principal who supported faculty in their efforts to change the way they taught to improve children’s lives
Field Elementary School

• Academic Standing
  – *Annual Yearly Progress* (AYP)

• 5% of all students scored proficient in 2005, according to the Missouri Assessment Program.

Breakdown by group:
  – 0% African American
  – 18% Caucasian
  – 0% Students with disabilities
  – 0% English Language Learners
  – 7% Free/Reduced Priced Lunch
Designing School-Wide Systems for Student Success

**Academic Systems**

**Intensive, Individual Interventions**
- Individual Students
- Assessment-based
- High Intensity

**Targeted Group Interventions**
- Some students (at-risk)
- High efficiency
- Rapid response

**Universal Interventions**
- All students
- Preventive, proactive

**Behavioral Systems**

**Intensive, Individual Interventions**
- Individual Students
- Assessment-based
- Intense, durable procedures

**Targeted Group Interventions**
- Some students (at-risk)
- High efficiency
- Rapid response

**Universal Interventions**
- All settings, all students
- Preventive, proactive
Field Elementary School

• Literacy
  • In 2004–05, **44% students** required **intensive support** for reading and writing

• Social Behavior
  • In 2003-04 Averaging **10.4 discipline referrals** per day
Field Elementary Literacy Data 04-05

2004-2005

- Intensive: 44%
- Strategic: 26%
- Benchmark: 30%

Legend:
- Intensive
- Strategic
- Benchmark
<table>
<thead>
<tr>
<th>Structure</th>
<th>Core Reading 90 min, 5 days week with:</th>
<th>Intervention Groups 45 min, 4 days week, with: (5th day individual focus)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tier III</strong></td>
<td>Classroom Teacher</td>
<td>Reading specialists, Sp Ed, ELL, Sp. Lang, K-2 SRA Reading Mastery, 3-5 Wilson Reading Systems</td>
</tr>
<tr>
<td><strong>Tier II</strong></td>
<td>Classroom Teacher</td>
<td>Classroom Teacher Reading Mastery or Soar to Success</td>
</tr>
<tr>
<td><strong>Tier I</strong></td>
<td>Classroom Teacher</td>
<td>Classroom Teacher Enrichment based on themes of core program</td>
</tr>
<tr>
<td><strong>DIBELS benchmark</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Intensive Intervention</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Positive Behavior Supports

**Eugene Field Elementary**

**Tiger Traits**

<table>
<thead>
<tr>
<th>All Settings &amp; Locations</th>
<th>Arrival &amp; Dismissal</th>
<th>Hallways</th>
<th>Restrooms</th>
<th>Cafeteria</th>
<th>Playground</th>
<th>Field Trips &amp; Assemblies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respectful</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Respond to Tiger P.A.W.S.</td>
<td>Listen attentively to announcements</td>
<td>- Follow walk zones.</td>
<td>- Take turns.</td>
<td>- Raise your hand for help.</td>
<td>- Include all who want to play.</td>
<td>- Listen attentively.</td>
</tr>
<tr>
<td>- Enter, exit, and travel by walking quietly in single file.</td>
<td>- Use stairs appropriately.</td>
<td>- Respect the privacy of others.</td>
<td>- Eat only your own food.</td>
<td>- Use equipment appropriately.</td>
<td>- When seated, sit on bottom and face forward.</td>
<td>- Follow site rules.</td>
</tr>
<tr>
<td>- Use people-pleasing language and behavior.</td>
<td>- Care for your personal belongings.</td>
<td>- Observe Tiger Stops.</td>
<td>- Talk only to those at your table using an inside voice.</td>
<td>- Accept skill differences.</td>
<td>- Respond and show appreciation appropriately.</td>
<td>- Be prepared.</td>
</tr>
</tbody>
</table>

| Responsible               |                     |          |           |           |            |                         |
| - Follow adult directions the first time. | - Obey the safety patrol and use crosswalks and sidewalks. | - Carry a pass when alone. | - Immediately report problems to nearest adult. | - Hold your tray with two hands. | - Stay in designated areas. | - Follow the school game rules. |
| - Keep hands, feet, and body to self. | - When moving as a class, remain in line order. | - When moving as a class, remain in line order. | - Wash hands with soap and water. | - Obtain everything needed to eat before sitting down. | - When the signal sounds line up immediately in line order. | - When the signal sounds line up immediately in line order. |
| - Clean up after yourself. | - Go immediately to destination upon arrival or dismissal. | - Flush toilets/orinals. | - Return to your class or class line order promptly. | - Collect and return the playground equipment. | - Follow site rules. | - Return the field trip equipment. |
Impact

From 10.4 per day

To 1.6 per day
Impact

• Improved Academic Standing
  – Annual Yearly Progress
    In 2007, 27% of Field’s students scored proficient (up from 5%).
    • African American: 0% improved to 16%
    • Caucasian: 18% improved to 57%
    • Students with disabilities: 0% improved to 25%
    • English Language Learners: 0% improved to 27%
Field Literacy Data

![Diagram showing literacy data from 2004-2005 to 2007-2008]

- **2004-2005:**
  - Intensive: 30%
  - Strategic: 40%
  - Benchmark: 30%

- **2005-2006:**
  - Intensive: 44%
  - Strategic: 26%
  - Benchmark: 40%

- **2006-2007:**
  - Intensive: 33%
  - Strategic: 27%
  - Benchmark: 40%

- **2007-2008:**
  - Intensive: 31%
  - Strategic: 29%
  - Benchmark: 51%
Some Final Thoughts

On the Road to Success
All of us will have set-backs on the journey
Allow yourself plenty of time to get there
Remember to bring the kids along
No matter how tempting..... Stay Positive!
Remember

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