

Demonstration Sites Project

PBIS Systems: How to design and implement effective practices to reduce discipline referrals and improve student behaviors.

Meadow Ridge Elementary School



UNIVERSITY *of* WASHINGTON

HARING CENTER
FOR INCLUSIVE EDUCATION





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Sound Check

We're going to get started in a few minutes.

Let us know you can hear us in the chat!

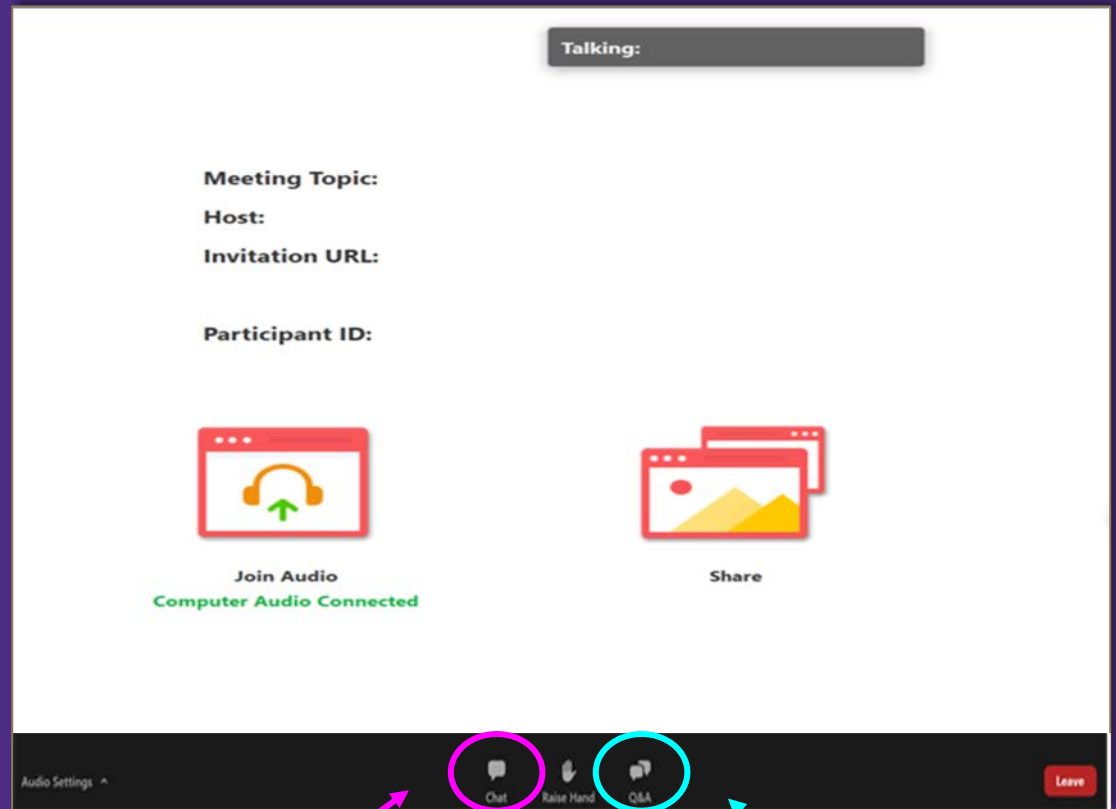
Test Audio



The screenshot shows a meeting interface with a white background. At the top right, there is a grey bar labeled "Talking:". Below it, the text "Meeting Topic:", "Host:", "Invitation URL:", and "Participant ID:" is displayed. In the center, there is a dark grey menu with the following options: "Select a Microphone" (with a checkmark), "Microphone Array (Realtek High Definition Audio) Same as System", "Select a Speaker" (with a checkmark), "Speakers (Realtek High Definition Audio)", "Speakers (Microsoft Docking Station Audio Device)", "Same as System", "Test Speaker & Microphone...", "Switch to Phone Audio...", "Leave Computer Audio", and "Audio Settings...". To the right of the menu are two icons: a "Share" icon (a red window with a yellow chart) and an "Invite Others" icon (a blue person icon with a yellow plus sign). At the bottom, there is a dark grey bar with icons for "Audio Settings", "Chat", "Raise Hand", "Q&A", and a red "Leave" button.

How to participate

- > Share comments and ideas in the Chat panel (send **"To: All panelist and attendees."**)
- > Ask presenters questions in the Q&A panel
- > Recording will be available at the end of the month.

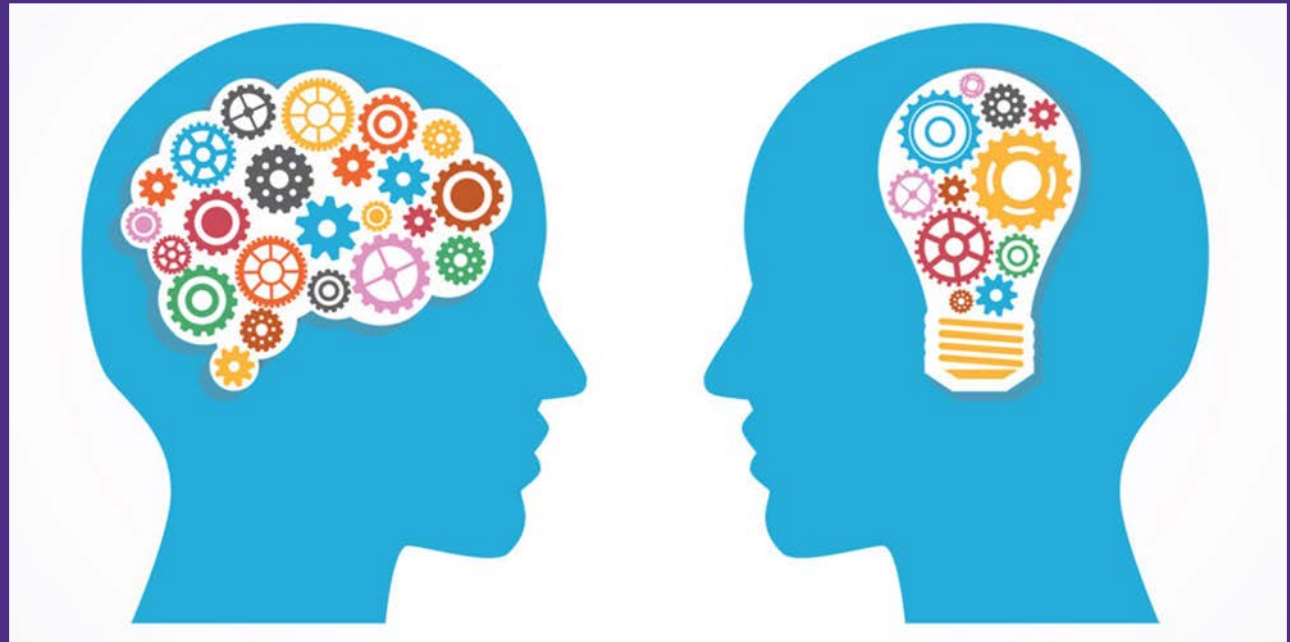


Comments

Questions

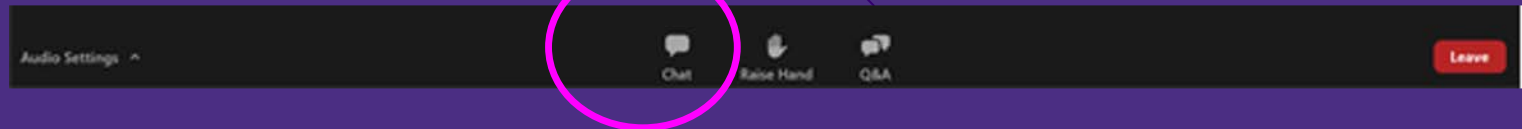
Webinar Etiquette

- Keep an open mind.
- Be an active participant.



Practice the Chat

What are you seeking to learn about PBIS that you can take back to your school (s)?



Inclusionary Practices Partnerships



Washington Office of Superintendent of
PUBLIC INSTRUCTION



1 **Center for Strengthening the Teaching Profession (CSTP)**
Inclusionary Practices Project Lead

Statewide Professional Development

2

| District Leaders: | School Leaders: | Local School Boards: | Educators: | Education Support Personnel: | Families & Students: | Preservice Leaders: | Preservice Educators: |
|-------------------|------------------|----------------------|------------------|------------------------------|----------------------|---------------------|-----------------------|
| WASA, AESD | AWSP, AESD, CCTS | WASA | AWSP, AESD, CCTS | WEA, CCTS | OSPI | AWSP | OSPI |

3 **UW Haring Center**
Inclusion Facilitation

Inclusionary Demonstration Sites

Inclusion of Students with Significant Cognitive Disabilities (TIES Center)


4 **Inclusionary Practices Pilot Sites**

180 Schools in 90 Districts, serving over 15,000 students with disabilities!

5 **University of Kansas**

Research & Supports for Online/Virtual Specially Designed Instruction

Demonstration Sites Project Overview

- > 16 demonstration sites across the state of WA will be selected over the course of the next two years.
- 
- > Demonstration sites will:
 - Serve as model sites for best practices in inclusive education.
 - Showcase implementation of high leverage practices.
 - Invite and host members of the community to see practices in action.
 - Continue to build inclusive culture by refining practices.
 - Increase equitable learning for all students.

Founding Principles

- > **Inclusion is a shift in culture, philosophy and teaching practices .**
- > In every school, there are effective practices and supports that can work for all students.
- > All schools are on a path of continuous improvement.
 - > Learning from the implementation of best practices can transfer to planning and development in our own learning environments.
- > Strong sustainability is promoted through strong partnerships with key stakeholders.
- > Innovative site-based leadership leads to increased effectiveness.

Demonstration Site Goals

1. Provide an action-oriented and **transformational learning** experience for visitors .
1. Allow schools to **tell their stories** about best practices, systems, and processes that drive student success.
1. Create professional **peer-learning communities** where educators support educators, contributing to a culture of teacher-leaders.
1. **Support schools** so they can continue to strengthen practices, outcomes, and an inclusive culture.
1. Contribute to **system-wide efforts** that achieve equitable outcomes for all students.

Demonstration Site Goals, cont.

6. Influence a **culture of collaboration** across schools in the state of Washington.
7. Use an **asset-minded approach** to interrupt existing biases that have historically created barriers for student success.
8. Provide **key takeaways** for school leaders looking to replicate inclusive practices and make them their own.
9. Improve social and academic **outcomes for students** with and without disabilities.
10. Determine the information, tools, and supports schools need to build, implement, and **sustain an inclusive model**.

The Journey Continued

- > Demonstration Sites are on a continuous journey towards building inclusive schools and communities.
- > Many high stakes inclusionary practices go into actualizing what inclusion means for educators, families and most importantly students.

Questions and Polling 1

Who's here?

- Administrator
- Counselor
- Teacher
- Parent
- ESD
- District
- Specialist
- Community Based Organization
- Paraprofessional
- Other

END UW INTRO



Who is presenting today?



Chris Backman
Principal



Lisa Horn
Assistant Principal



Cami Chimienti
4th Grade
Teacher



Jessica Rumberger
Resource Room
Teacher



Emilie McGlocklin
1st Grade Teacher

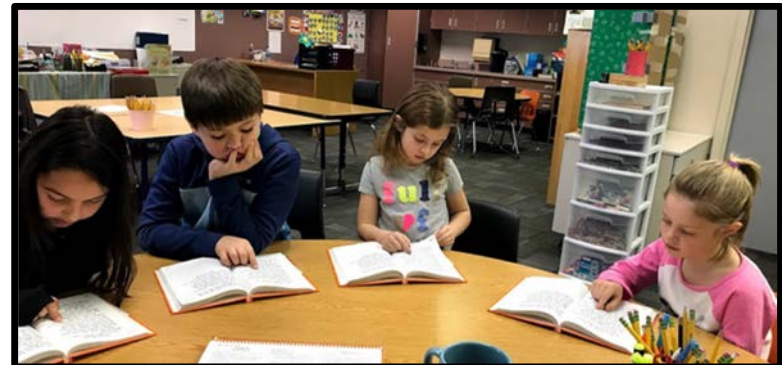


Melissa Olson
3rd Grade
Teacher

Introducing: Meadow Ridge Elementary



You Matter, You Belong, We are Meadow Ridge



Our PBIS History

Expectation Matrix

PAW Expectations

Old PAW tickets...

District meetings highlighted our lack of progress

Still...not all teachers bought in

| | Halls | Cafeteria | Playground | Specialists | Bus/Lines | Bathroom | Classroom |
|-------------------------------------|--|---|---|-------------|---|--|-----------|
| P Practice Responsibility | Focus Off the Walls • Keep hands and feet to yourself | Positive Behavior • Please and thank one • Hands to yourself • Listening to adults | Focus Off Others • Keep hands and feet to self | | Focus Off Others • Keep hands and feet to yourself | Practice Responsibility • Have pride in our school • Flush the toilet and turn off the water | |
| A Always do your best | Always do your best • Follow the student in front of you • Stay in line | Acceptable Voice • Inside voice • Talking with your immediate neighbor | Always do your best • Be a good sport • Use encouraging words | | Always do your best • Stay in line | Be your best • Do your business and get back to your pride | |
| W We are respectful | We are respectful • Make silently • Other prides are learning, so stay with your pride | Make in Garbage Can • Clean up after yourself • Put trash in garbage can | We are Respectful • Follow equipment and game rules • Be fair, have fun, all can play and participate | | We are respectful • Speak with your neighbor • Be courteous | Make in the Garbage Can • Throw paper towels away | |
| S Safety First | Safety First • Stay on the right side • Eyes forward | Safe and Sanitary • Touch your own food • Keep peanut free tables safe • Check floor | Safety First • Use equipment and game rules | | Safety First • Holding hands | Safe and Sanitary • Wash your hands | |



Our Journey

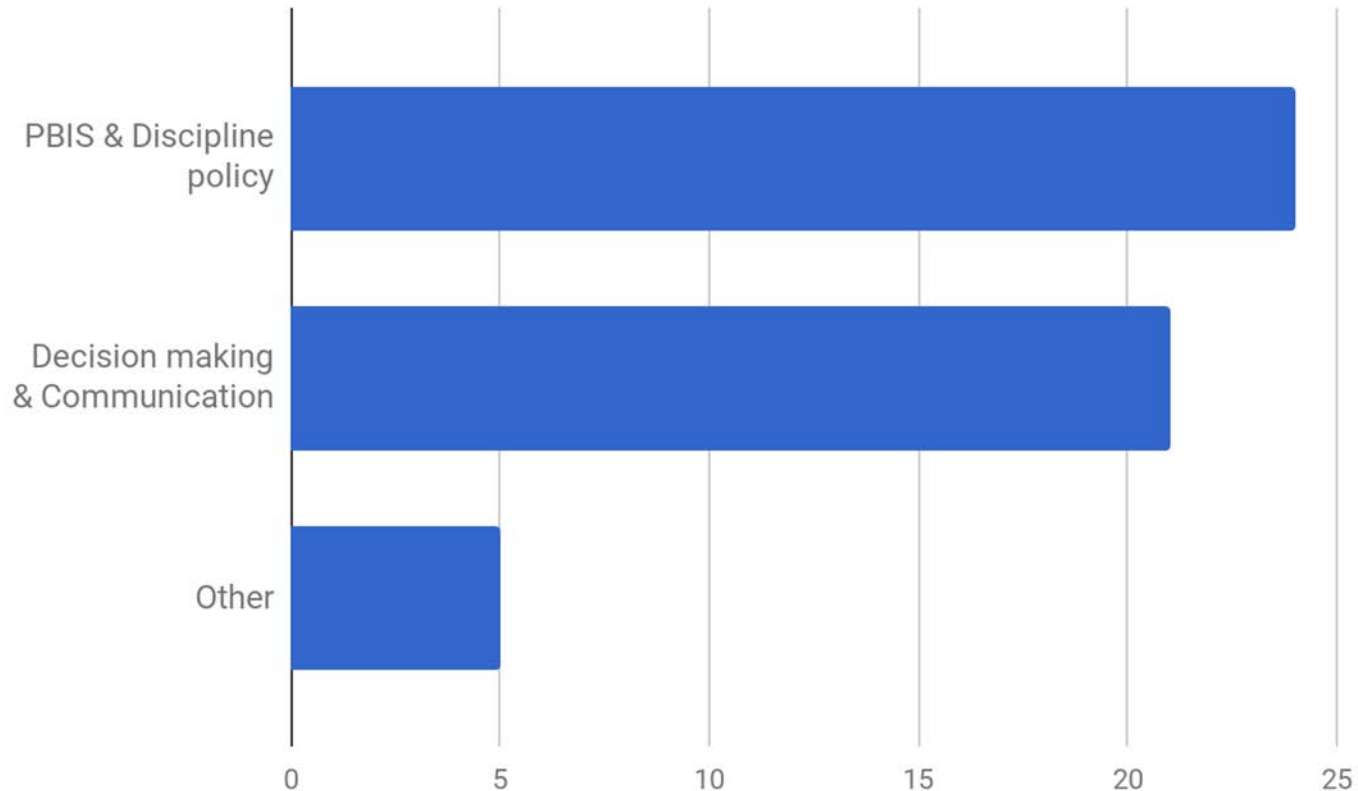


Decisions were based on staff feedback

Priorities were set - PBIS Tier 1 Development and Consistent Communication

Specific and deliberate focus - taking teacher and student needs into consideration

Why did we start looking at our inclusionary practices?



Our Journey



First Steps:

August/September Year 1



Beginning of the Year Focus...

Current team developed:

- Office referral process & SWIS
- Common area expectations
- Classroom Lesson Plans
- School-wide PBIS training for ALL staff
- Had to “unlearn” ineffective practices.



- Common area expectations

Meadow Ridge Expectation Lesson Plan

Area: **Classroom**

| Safe | Responsible | Respectful |
|--|---|--|
| <ul style="list-style-type: none"> *Know and follow emergency rules. *Use materials appropriately. *Follow classroom rules. | <ul style="list-style-type: none"> *Follow classroom rules and expectations. *Actively listen and follow directions. *Be organized and ready to learn. *Complete assignments on time. *Keep your belongings in place. *Be on task and on time. *Do your very best. | <ul style="list-style-type: none"> Speak politely to your teachers and classmates. Value others' thoughts and ideas. Be considerate. Raise your hand and wait to be called on. |

Objective: Students will act positively in a classroom setting.

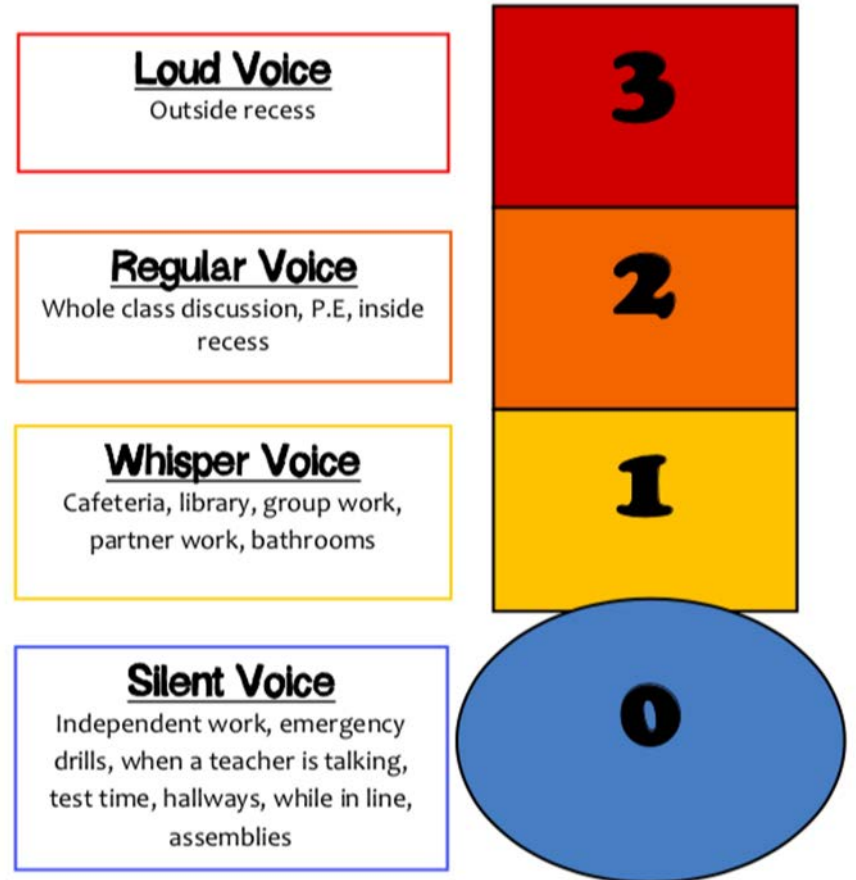
Discuss and Model Positive Examples:

- *Using materials appropriately
- *Following class rules and routines
- *Raising hand
- *Showing consideration of others
- *Active listening

plans for: assembly, bathroom, bus area, cafeteria, classroom, hallway, line-up, playground

- Voice thermometer

VOICE THERMOMETER



Office Discipline Referral

Meadow Ridge Elementary – Office Discipline Referral

| | | |
|------------------|--------|-------------------|
| Student: | Grade: | Homeroom Teacher: |
| Referring Staff: | Time: | Date: / / |

| | | |
|--|--|--|
| Location: <input type="checkbox"/> Classroom <input type="checkbox"/> Playground <input type="checkbox"/> Cafeteria <input type="checkbox"/> Hallway | <input type="checkbox"/> Bathroom <input type="checkbox"/> Music <input type="checkbox"/> P.E. <input type="checkbox"/> Library | <input type="checkbox"/> Assembly/Field Trip <input type="checkbox"/> Bus/Loading Zone <input type="checkbox"/> Other: _____ |
|--|--|--|

| | |
|---|---|
| Problem Behavior | |
| Ongoing Pattern of Minors: <input type="checkbox"/> Defiance/Disrespect/Non-Compliance <input type="checkbox"/> Disruption <input type="checkbox"/> Inappropriate language <input type="checkbox"/> Physical contact <input type="checkbox"/> Property misuse <input type="checkbox"/> Technology Violation <input type="checkbox"/> Parent Contact (Date: _____) | Major: <input type="checkbox"/> Abusive/Aggressive language <input type="checkbox"/> Harassment/Threats/Bullying <input type="checkbox"/> Lying/Cheating/Stealing <input type="checkbox"/> Fighting/Physical Aggression <input type="checkbox"/> Property Damage <input type="checkbox"/> Overt Defiance <input type="checkbox"/> Weapons |

| | | |
|---|--|--|
| Possible Motivation | | |
| <input type="checkbox"/> Obtain peer attention <input type="checkbox"/> Obtain adult attention <input type="checkbox"/> Obtain items/activities | <input type="checkbox"/> Avoid tasks/activities <input type="checkbox"/> Avoid peer(s) <input type="checkbox"/> Avoid adult(s) | <input type="checkbox"/> Don't know <input type="checkbox"/> Other: _____ |

| | | |
|--|--|------------------------|
| Consequence/Administrative Decision (Office Use Only) | | |
| <input type="checkbox"/> Conference with student <input type="checkbox"/> Time in the office <input type="checkbox"/> Lunch Detention (Date: _____) <input type="checkbox"/> Loss of Privilege <input type="checkbox"/> Parent Contact | <input type="checkbox"/> Alternate consequence <input type="checkbox"/> In-School Suspension (Date: _____) <input type="checkbox"/> Out of School Suspension (Date: _____) | Admin Signature: _____ |

Narrative (Use observable language):

Original: Office 2nd Sheet: Referring Staff 3rd Sheet: Classroom Teacher

Rev 8/23/2017

Meadow Ridge Minor Discipline Referral (Pink Slip)

Student Name: _____

Date: _____

Staff Member: _____

Location of Incident: _____

Time of Incident: _____

Type of Behavior:

- Inappropriate Language
- Physical Contact
- Defiance
- Disruption
- Property Misuse
- Other: _____

Action Taken:

- Followed classroom discipline plan
- Time out
- Teacher/Student Debrief
- Other: _____



Our Journey



PBIS Planning:

September-December

PBIS Team Development

- We wanted representation from every grade level, our specialists, and paraeducators.
- Norms were created and we agreed to meet bimonthly

P.B.I.S. Norms

- Assume Positive Intent
- Seek Clarification
- Stick to the Agenda
- 80% Approval



PBIS Sub-Teams & Facilitators

1. *Classroom Lessons*
2. *School-wide Rewards*
3. *Weekly Incentives*

*Clear school focus - **Developing PBIS Tier 1 ONLY***

Teacher Leadership Development



- Monthly Lessons: Each teacher was given a folder with all lessons needed

Safety First

- Video Resource:

Stay seated on the bus (More Primary)

https://youtube.com/watch?v=BzyMKU_4o8w

*There are various videos on youtube that deal with safety in specific areas.

- Book Resources:

Officer Buckle and Gloria

<https://yo>

- Optional Lesson Plan:

Self-Co

All Paws on deck

- This month we will review PAWS in all areas.
- Please reteach the lessons that address expectation throughout the building during this month.

- Video Resource:

Kindness Boomerang

https://www.youtube.com/watch?feature=player_embedded&v=nwAYplVveEU

- Optional Lesson Plan:

Courage by Character Counts

*Located behind the lessons tab

[Courage Coloring Sheet](#)

We are Respectful

- Video Resource:

Kid President's- 20 Things we should say more often

<https://www.youtube.com/watch?v=m5yCOSH>

What Does Respect look like?

<https://www.youtube.com/watch?v=d5GSpV4>

- Book Resources:

no

[00cw2Wfos](#)

Lesson Plan: Respect

Lesson Plan:

Counts

Practice Responsibility

- Video Resource:

onsibility look like?

https://youtube.com/watch?v=n_OTz8Mf7rw

<https://youtube.com/watch?v=h7XHc9ldLpE>

- Book Resources:

Fault

Always Do Your Best

- Video Resources:

Kid President- Pep Talk about Teamwork and Leadership

<https://youtu.be/pWmxgYwcrLE>

- Book Resources:

A Day's Work by Eve Bunting

<https://youtu.be/v8hGTGyCYnc>

- Coloring Sheet: Try, Integrity

- Optional Lesson Plan:

Integrity by Character Counts

PAWS Tickets

Be looking for students who demonstrate "Doing their Best" in all areas of the school

Common School Lessons

Year 1

Cafeteria School
Bathroom School
Bus School
Recess School

Taught right after the January launch

Year 2

Lessons taught in (3) 10min. rotations all during the same day (September)

Lessons revisited in January once students returned from winter break

Year 3

Cafeteria school- taught in the cafeteria during lunch

Bathroom School- taught by individual teachers

Arrival/Dismissal- added to streamline procedures added a focus on walkers & car riders



(3) 30min. blocks.

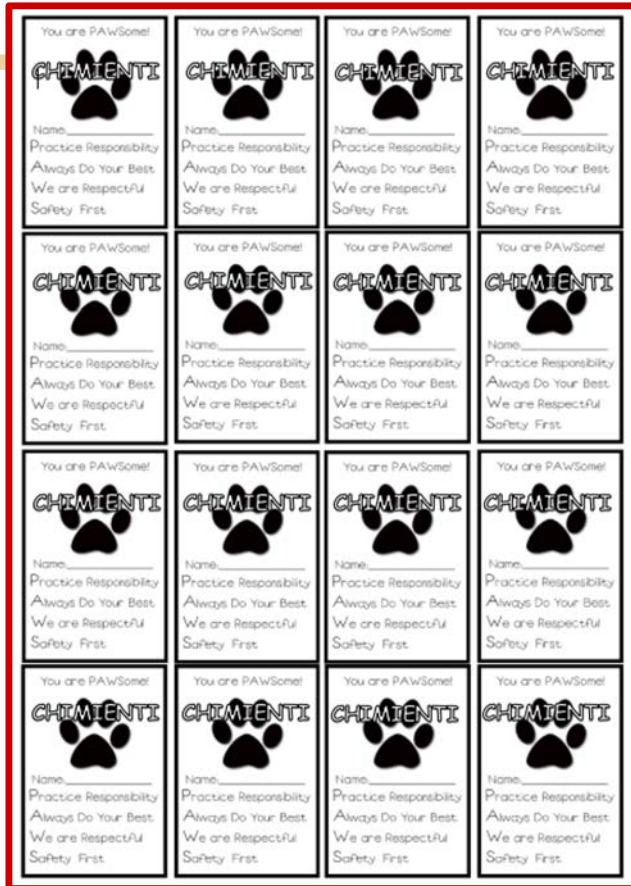
PAWS Incentives

- ★ Three ways to earn a reward
- ★ Daily recognition
- ★ Weekly drawings
- ★ School-wide prizes





- PAWS tickets reimaged



PAWS tickets collection

Year 1

-Student Leaders



Year 2

-Paras to classroom



Year 3

-Students

Weekly Incentives



PBIS Incentives January - June 2018

| Date | Incentive | Date incentive provided | Supplies needed/To Do | location | Who's in charge |
|------------|--------------------------|-------------------------|--|---------------------------------|-----------------|
| Jan. 8 | Sit by a friend at lunch | | | cafeteria | |
| Jan. 15/16 | Slipper day | | Note home to inform parents | classroom/throughout the school | |
| Jan. 22 | Running of the Jaguars | | Schedule school wide time and inform classroom teachers | hallways | Chris |
| Jan. 29 | Hot Cocoa | | Hot cocoa, marshmallows, cookies (optional) Cups, napkins, spoons or stir sticks, Plan for hot water | cafeteria | |



Weekly Incentives...live and learn

Cheers

*extra recess
ice cream floats
running of the jaguars
hot cocoa/snowflakes
pizza with the principal
free choice in gym
Dodgeball with principal
STEM**

Jeers

*Slipper day
origami
STEM* (slime, making ice
cream)
Art*



Is it really all randomized?

PAWS

Mrs. Olson 2019-20

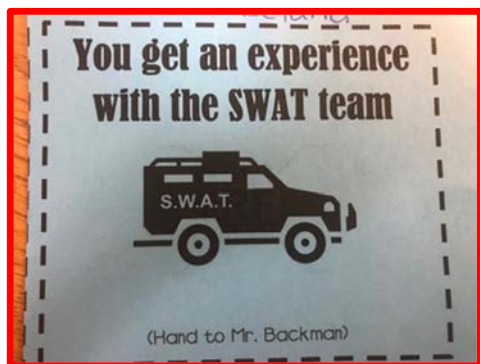
| | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May |
|-----------------------|------|-----|-----|-----|-----|-----|-----|-----|-----|
| *1 Marlee Beer | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | |
| *2 Tyson Brown | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | |
| *3 Lydia Carlson | ✓ | ✓ | ✓ | | ✓ | ✓ | | | |
| *4 Ivy Cooper | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | |
| *5 Landen Daniels | ✓ | ✓ | ✓ | ✓ | ✓ | | | | |
| *6 Emily Fiedler | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | |
| *7 Mason Galvano | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | |
| *8 Naya Gates | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | |
| *9 Giovanni Goliday | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | |
| *10 Rainey Griggs | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | |
| *11 Lucas Heuett | ✓ | ✓ | ✓ | ✓ | ✓ | | | | |
| *12 Riley Johnson | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | |
| *13 Cole Julian | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | |
| *14 Deion Kaczor | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | |
| *15 Carter McCowan | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | |
| *16 Finley McGlocklin | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | |
| *17 Armando Morales | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | |
| *18 Daisy Riddle | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | |
| *19 Riley Sauer | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | |
| *20 Malya Schwarz | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | |
| *21 Josie Shelton | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | |
| *22 Blake Taxter | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | |
| *23 Avery Wise | ✓ | ✓ | ✓ | | ✓ | ✓ | | | |
| *24 Chase Kautzman | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | |



Refining Weekly Incentives

Year One

- Rewards the next day
- Passes to send home
- Extravagant weekly rewards

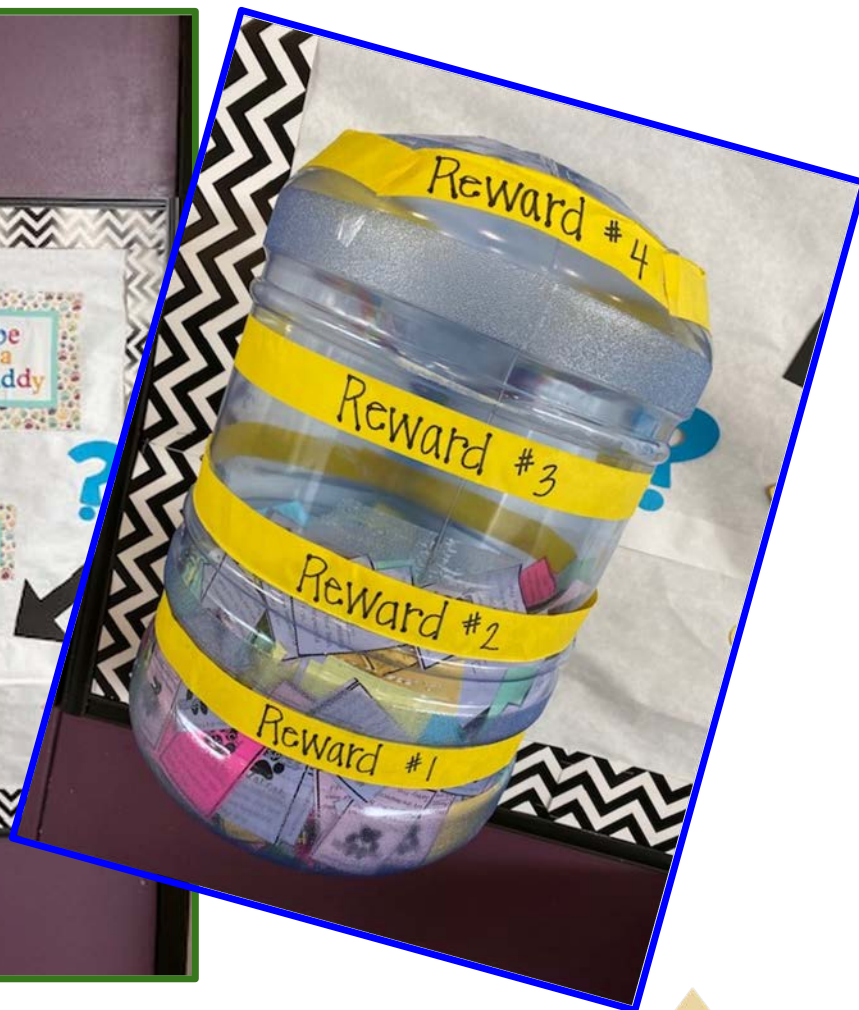


Refinement

- Rewards the SAME day
- Built into master schedule
- No passes
- PAWS posters in class
- Same reward for entire month



School Wide PAWS Collection



Whole School Rewards

- *Reptile Man*
- *Radical Rick Science Guy*
- *BINGO*
- *Board Games*
- *Movie and Treat*
- *Birds of Prey*



Whole School Rewards



Our Journey

PBIS roll out - January



How we rolled it out

Whole staff meeting

Individual staff folders with resources

PAWS tickets-1 month's worth cut

All School Assembly- Primary & Intermediate

Taught all school expectations (Cafeteria, Bus, Recess, Hallway)



PBIS

PAWS Nuts & Bolts

- 32 tickets per staff member per month
- Each class per grade level gets a different color (ie. green, yellow, purple, & goldenrod)
- Specialists and classified staff also have their own colored tickets
- 3 levels of incentives: daily "Paw" stamp, weekly drawing, school wide
- Students write their names on their ticket.
- Tickets will be collected daily and students will receive a "Paw" stamp.
- An ASB student will be visiting classrooms beginning @ 2:55 to collect tickets & give stamps
- Every Monday morning tickets will be drawn & announced from each grade level bucket. One ticket per color will be drawn.
- The reward will be announced along with the students' names.
- If your student is absent for their reward, they will get a "rain check" which will be good for a *pick your seat during lunch slip*.



Buy in for All???

Push Back...

School System vs. Classroom Management System



Listening to Feedback & School Problem-Solving

-Morning Line Up Example

-Dismissal

-Bus Line up

-Morning Entry

-Cafeteria

-Lunch Schedule

-Master Schedule Influence - Lunch Schedule



SWIS Data Review

- Hallway incentive example
- Daily drawings

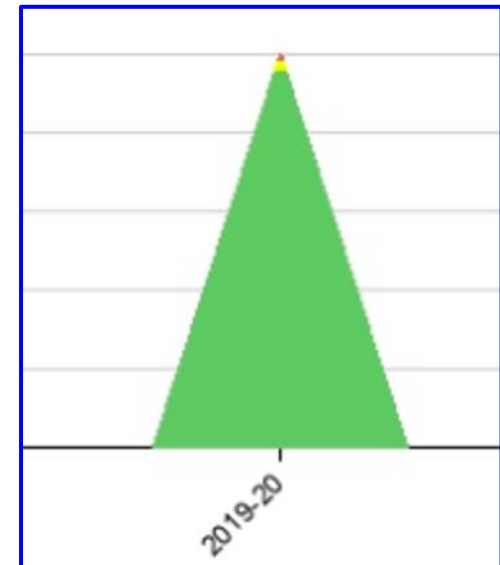
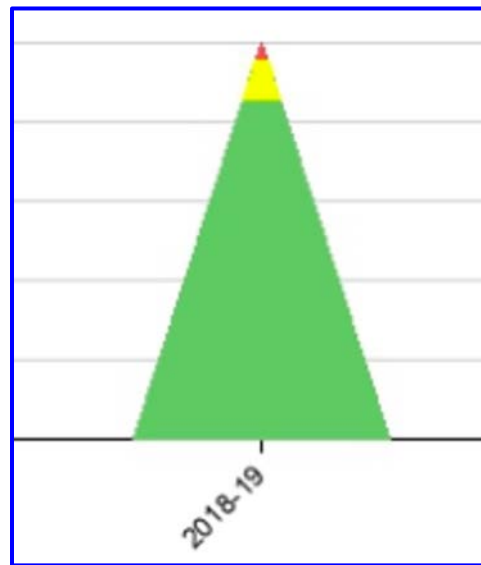
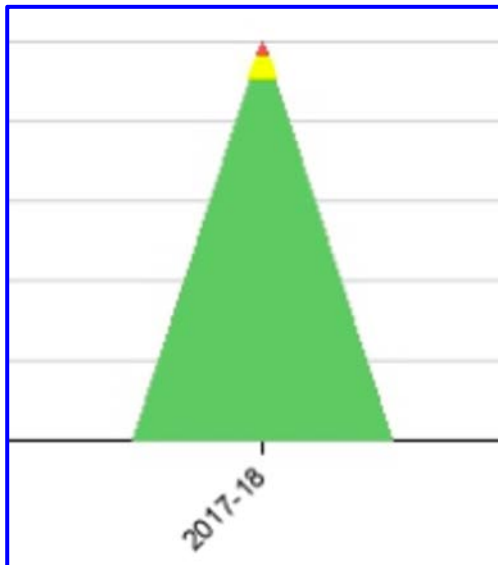


Regularly review data from SWIS with PBIS team and All Staff



Findings/Data

- *Students had fun!!!*
- *Teachers bought in, especially because everything was handed to them in a neat tidy package*
- *Consistent feedback and adjustment*
- *SWISS data supports improvement from year 1 to 2*



Tier 2 & 3 Development

Attended NWPBIS Conference

Review data for Tier 2 & 3 students

Developed a number of interventions such as CICO or Break Card

Want to be intentional with the roll-out

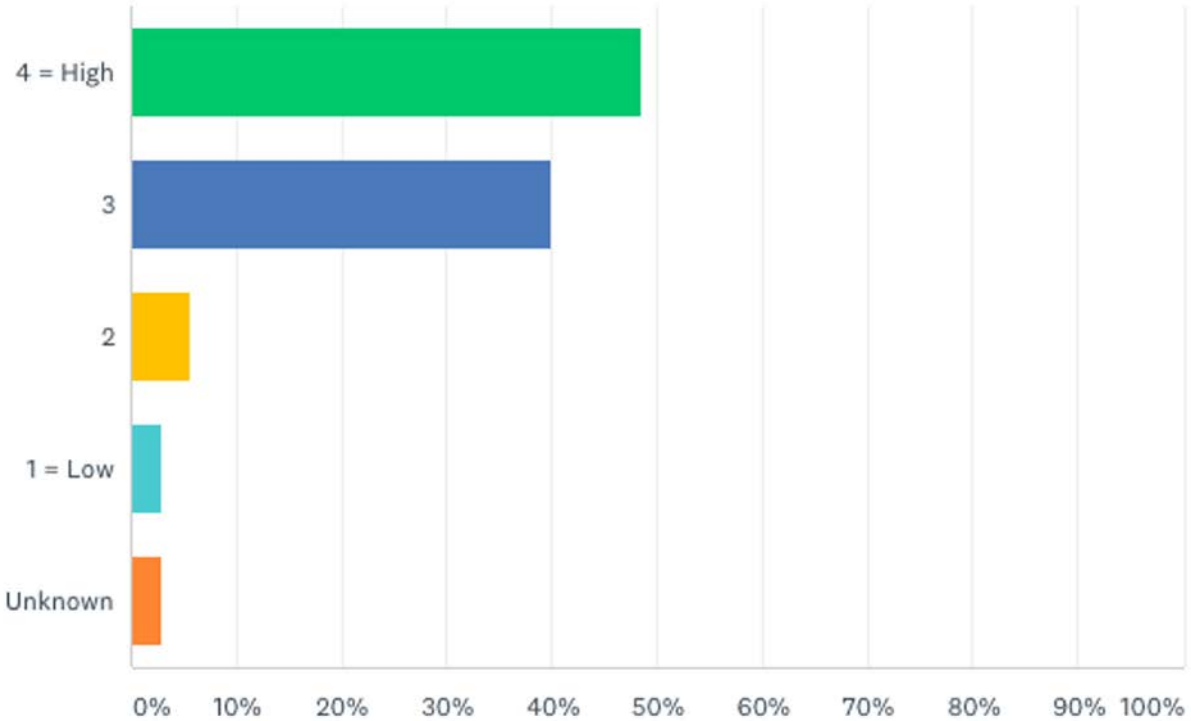
Not a one-size fits all intervention



Staff Perception Data

DISCIPLINE . . . Protects teachers from issues and influences that would detract from their teaching time or focus.

Answered: 35 Skipped: 0



Our high leverage moves



Trust your People - No Micromanaging allowed!

BEGIN UW WRAP UP



Questions: *Please share your answers in the CHAT box.*

- 1. What have you heard today that demonstrates Positive Behavioral Intervention and Supports (PBIS) are essential practices for inclusive schools?**

- 1. From what you learned today, what are some initial steps you can take and apply in your buildings?**



Who is presenting today?



Chris Backman
Principal



Lisa Horn
Assistant Principal



Cami Chimienti
4th Grade
Teacher



Jessica Rumberger
Resource Room
Teacher



Emilie McGlocklin
1st Grade Teacher



Melissa Olson
3rd Grade
Teacher

To learn more about the Demonstration Sites Project

> Please visit:

<https://haringcenter.org/pdu-demo-sites/>

<https://www.k12.wa.us/policy-funding/special-education-funding-and-finance/inclusionary-practices-professional-development-project>

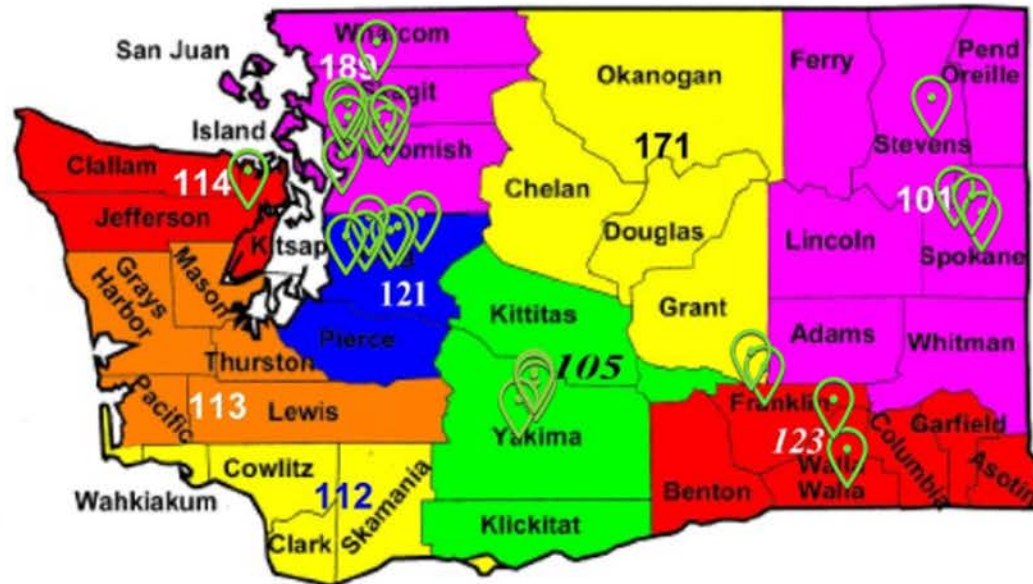
> Or email, uwdemosites@uw.edu



Respond at [PollEv.com/uwharingcenter](https://www.PollEv.com/uwharingcenter)

W Where are you joining us from today?

EDUCATIONAL SERVICE DISTRICT REGIONS



Total Results: 27





Evaluation and Clock Hours

Google Form

https://docs.google.com/forms/d/e/1FAIpQLSfhsiGmE2PmeAxcXbq1YMkx_9JPLYXSmBiFxEth-10f7vT_A/viewform

A link to this evaluation form has been emailed to all participants.

Clock Hour Forms have been emailed to all participants.



Thanks to our partners



OSPI

