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Four Principles for Sustaining School-wide Systems

- Promote **PRIORITY**
- Ensure **EFFECTIVENESS**
- Increase **EFFICIENCY**
- Use data for **CONTINUOUS REGENERATION**



Think About PBIS Sustainability

We are currently helping PBIS School Districts with their PBIS Walkthrough using a TFI instrument. One of my pre-walk interview questions is “asking Coaches and Administrators what they are doing to sustain the PBIS Framework in their schools.” In order to move forward we have to sustain what we are doing with success.

The idea of maintaining practices over time is called “sustainability.” Sustainability also requires that we accomplish and maintain full implementation of the practices with high fidelity. Sustaining practices requires a commitment of time, money, support and emotional investment over the long haul. We are definitely seeing in the First District RESA Consortium a reduction in ODR’s, increases in positive school climate ratings, increases in attendance and hearing comments from staff, “we feel like we know what we are doing now.”

According to Beth Baker, “Implementation means that the practices are being done with integrity as they are defined, and you can easily observe adults performing these practices. In short, implementation means that the essential, clearly defined practices are regularly used.”

PROMOTING PRIORITY: *maximize visibility, get into written policy, incorporate/connect with other school improvement initiatives.*

EFFECTIVENESS: *focus on fidelity of implementation, assess it regularly, and share data showing how fidelity is related to effects.*

EFFICIENCY: *look at the relationship between continued effort and continued effectiveness – get it down on paper – lesson plans, schedules, agendas, and focus on efficient team meetings.*

CONTINUOUS REGENERATION: *collect data to monitor fidelity, outcomes, and context – use data for continuous regeneration- adjust practices for a changing environment – adapt over time while keeping critical features intact.*

Camden County Student Leaders and PBIS

Crooked River Elementary School has implemented a new kind of team to promote PBIS throughout the school at all levels. The PBIS Student Leadership Team consists of one student from each homeroom in grades three through five. The team meets weekly to discuss any hot spot areas from a student perspective and possible solutions. The team also looks into creative ways to emphasize school-wide expectations such as creating and hanging posters in hot spot areas around the school, improving current systems in place, and so much more. The students are challenged to be ambassadors for PBIS to their homeroom, throughout the school, and on the bus. It is great to see students leading the way to a more positive environment.



In addition to the student ambassadors, according to Dr. Denise Cato, District Coordinator for Camden County Schools, even the school’s Safety Patrol has recognized the benefits of acknowledging appropriate hallway behavior. The safety patrol at Crooked River Elementary School exists to facilitate a positive, safe environment throughout the halls during the mornings. As students enter the school, they are welcomed by smiling faces and a warm, “Hello!” One of the fifth grade safety patrol officers approached a teacher this year and asked, “Is there anything that we can get to give to students to acknowledge their positive behavior like being responsible in the hallway?” The safety patrol students have since been given Dojo tickets specific to their team. They really enjoy allowing others to shine who are doing the right thing.



Critical Elements of PBIS

- PBIS Team, Administrative Support
- Faculty Commitment, Participation
- Effective Discipline
- Data Entry & Analysis
- Expectations & Rules
- Acknowledgement System
- Lesson Plans for Teaching Behavior
- Implementation Planning
- Classroom PBIS Systems
- Evaluation

(Kincaid, Childs & George, 2005)

Acknowledgement Systems

Acknowledgement in PBIS is a system that provides immediate, intermittent, and/or long term incentives to any student in the building who displays desired school-wide expectations for behavior. Acknowledgements are most effective when used to build new skills or sustain desired skills with contingent delivery of incentives for specific behavior and gradually faded over time. PBIS acknowledgment systems are school-wide, group/classroom, individual students and faculty and staff.

Incentives are effective when: tied to specific behaviors, delivered soon after the behavior, age appropriate and valued by students, delivered frequently, gradually fade away, and are kept fresh.

Listed below are some non-tangible ideas for acknowledgment incentives shared by Mamie Lou Gross Elementary School in Camden County.

- Being Assistant Coach
- Assist a Teacher
- Lunch with Sheriff Deputy
- Lunch with a Football Player
- 3D Printer Time
- Lunch with Administrator
- Maker Space (Media Center)

Resources/Ideas

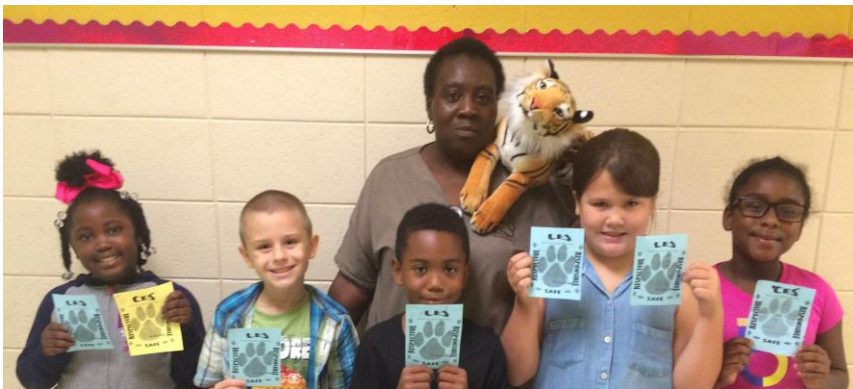
- <http://mps.milwaukee.k12.wi.us/MPS-English/CAO/Documents/PBIS/acknowledgment-menu-of-acknowledgement-ideas.pdf>
- <https://www.pbisrewards.com/teacher-incentives/>
- <http://behaviordoctor.org/material-download/> - Click on reinforcements

Acknowledgement System Check List

- ✓ The system is simple to use
- ✓ Clearly defined criteria for earning
- ✓ Ongoing opportunity to earn
- ✓ Flexible enough to meet the needs of diverse students
- ✓ Aligned with school-wide acknowledgement system
- ✓ Supportive of and aligned with data collections system
- ✓ Supportive of behavioral and academic success
- ✓ Varied to maintain student interest
- ✓ Age-appropriate

Acknowledgement System in Action in Evans County

Students at Claxton Elementary School in Evans County, earn Positive PAWS for following the school's PBIS behavior expectations: Be Respectful, Be Responsible, and Be Safe. Ms. Vera, a CES custodian, acknowledges students on her hall by distributing PAWS to those who are responsible and help to keep their areas clean. Pictured with Ms. Vera are CES students and the 2nd grade tiger cub mascot, Pauline.



First District RESA News

- ❖ Effingham County Middle Schools and Oglethorpe Charter School have participated in FY18 Tier One Team Training Day One.
- ❖ McIntosh County Schools are currently participating in PBIS Readiness activities.
- ❖ TFI Walk Throughs are being scheduled in the consortium.
- ❖ Bulloch County Schools are hosting Poverty Simulations with targeted schools in the District.
- ❖ Approximately 50 front office staff with the First District Consortium participated in the Front Office Staff Training. The Workshop focused on positive school climate, legal issues, school safety, and concealed weapons awareness.
- ❖ Over 140 classroom teachers attended the "Amie Dean Behavioral Interventions that Work" trainings.