Rural Schools Winter Conference

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Newark Central School District, Newark NY

Learning Target

Today we will learn:

Why adopting PBIS has allowed us to provide support for “every student, every day” at the Newark Central School District.

We will know we are successful when:

- can explain that PBIS is a systemthat addresses several mandates
- can describe the evidence-based practice(s)
- are to identify key elements of implementing PBIS and begin to plan where our journey will begin
- can explain why rural schools will benefit from implementing PBIS

"Every Student Every Day"

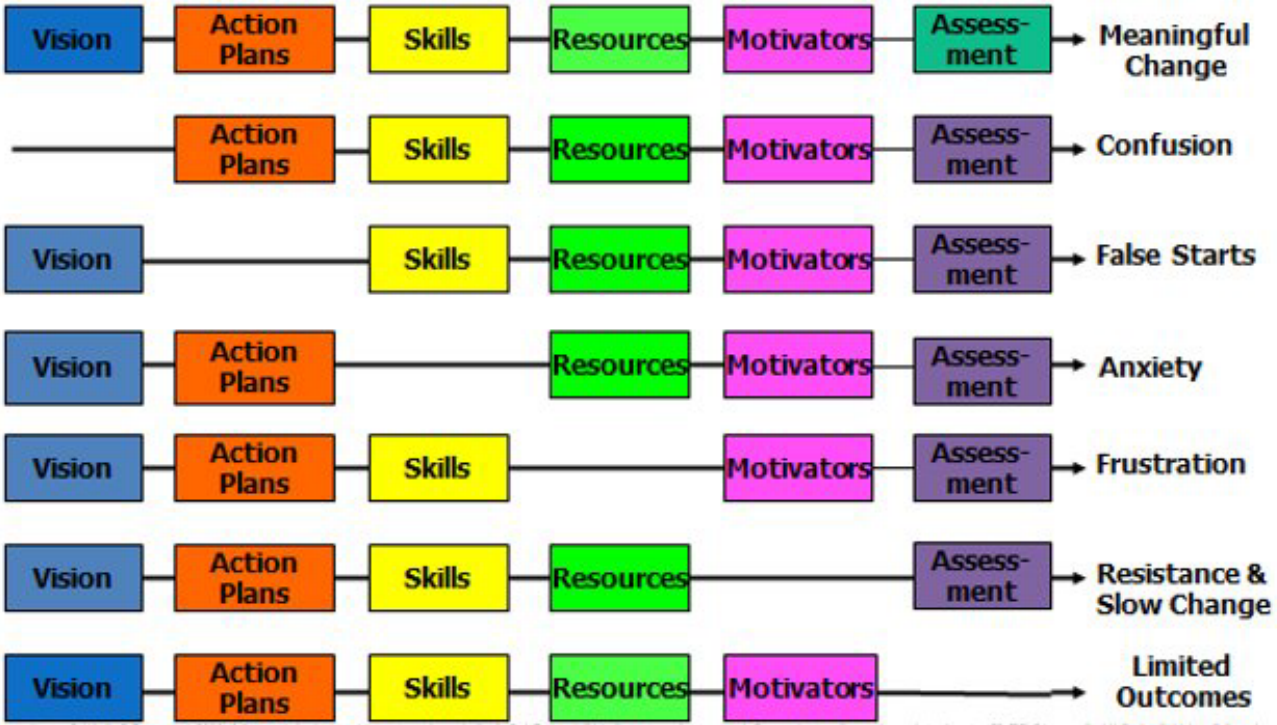
Newark Central School District Vision

Newark Central School District is the centerpiece of our community that binds students, staff, families and neighbors through a profound sense of hometown pride. We engage all students with the diverse opportunities and academic experiences they need to reach their maximum potential. Our students thrive in an environment of high expectations, collaboration and respect. Effective communication and sustained connections foster a sense of importance, contributing to the success of every student every day.

Escalator Video

https://youtu.be/VrSUe_m19FY

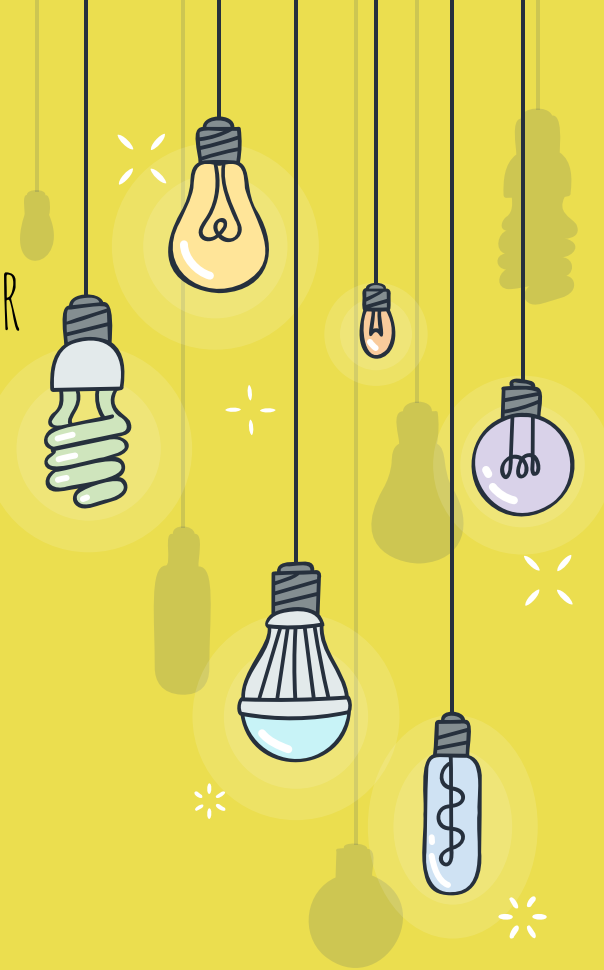
Managing Complex Change



PBIS is...

> A data-driven decision-making framework for establishing the social culture and behavioral supports needed for a school to be an effective learning environment for all students.

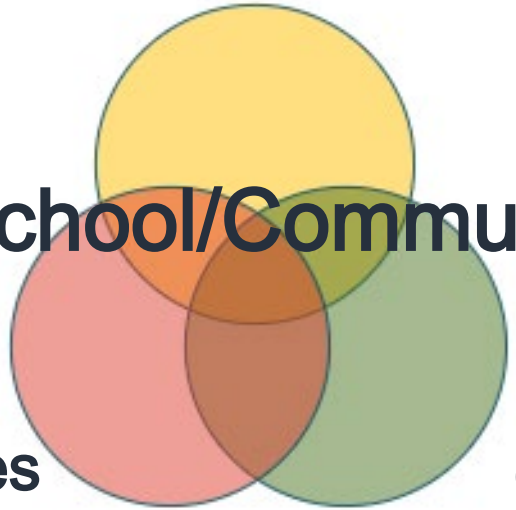
- ✓ Increase Effectiveness and Efficiency
- ✓ Process for Continuous Improvement



(OSEP Center on PBIS, 2010)

Common Vision/ Expectations

School/Community



Common Practices

Common Language

Consistency Matters

Experimental Research on PBIS

Bradshaw, C.P., Koth, C.W., Thornto
Behavioral Interventions and
Science, 10(2), 100-115

Bradshaw, C.P., Koth, C.W., Bevans,
Behavioral Interventions and
Psychology Quarterly, 23(4),

Bradshaw, C. P., Mitchell, M. M., &
Interventions and Supports
elementary schools. *Journal*

Bradshaw, C.P., Reinke, W. M., Brow
Behavioral Interventions and
trial. *Education & Treatment*

Horner, R., Sugai, G., Smolkowski,
controlled effectiveness trial
of Positive Behavior Interver

Horner, R. H., Sugai, G., & Anderso
support. *Focus on Exception*

Bradshaw, C., Waasdorp, T., Leaf. P
supports on child behavior p
Waasdorp, T., Bradshaw, C., & Leaf
Interventions and Supports o
Effectiveness Trial. *Archive of*

PBIS is Experimentally Related to:

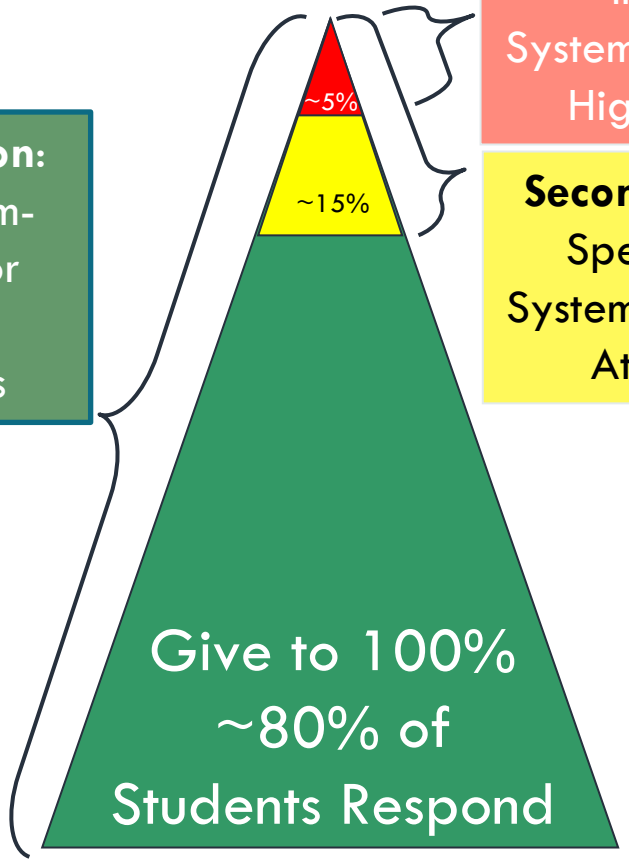
1. Reduction in problem behavior
2. Increased academic performance
3. Increased attendance
4. Improved perception of safety
5. Improved organizational efficiency
6. Reduction in staff turnover
7. Increased perception of teacher efficacy
8. Reduction in teacher reported bullying behavior and peer rejection

Multi-Tiered Framework

Tertiary Prevention:
Specialized Individualized Systems for Students with High-Risk Behavior

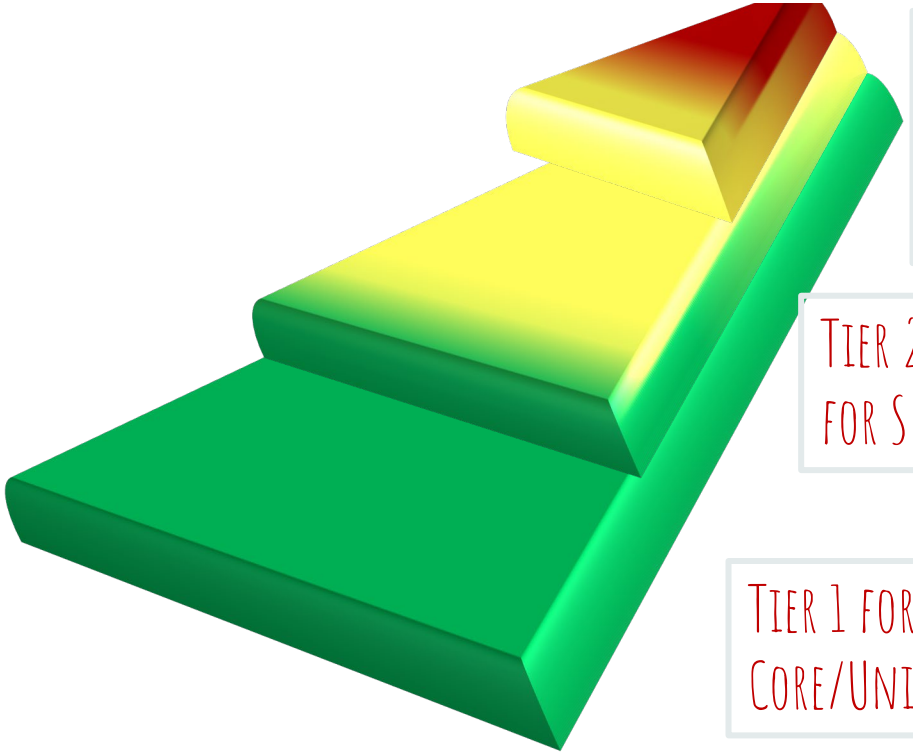
Secondary Prevention:
Specialized Group Systems for Students with At-Risk Behavior

Primary Prevention:
School-/Classroom-Wide Systems for All Students, Staff, & Settings



- **Students**
- **Staff**
- **Parents**
- **Families**

Continuum of Academic & Social Behavior Support



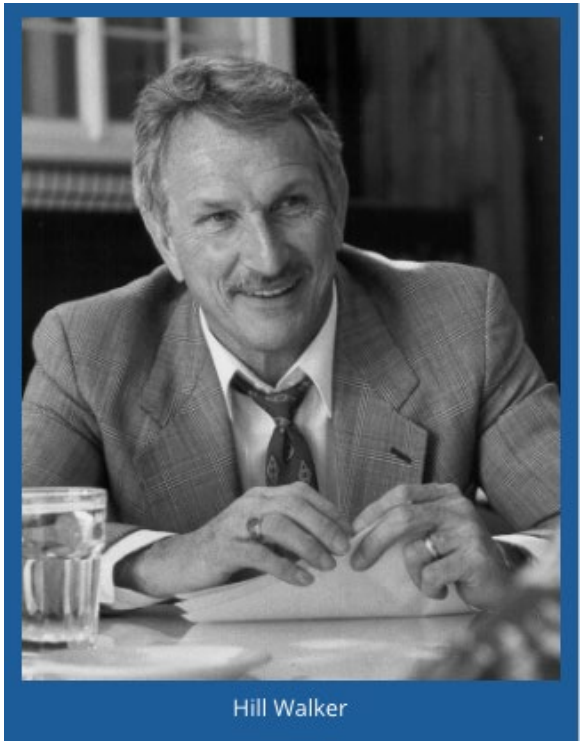
Tier 3 for a *few*: Intensive, Individualized

Tier 2 for *some*: Targeted for Small Groups

Tier 1 for *all*: Core/Universal

There are a lot of Uninformed understandings of this Work

- Parties, assemblies and ice cream socials
- Rewarding youth (for doing things they should already know how to do)
- Enabling our youth
- People talking in really high voices and "being positive" all the time
- Childish
- Mascots on steroids
- It's only for "naughty" kids



Hill Walker

- Professor of Special Education at University of Oregon
- Assisted local school district in better allocation of resources
- Help the education field shift from "remediation" to "prevention"
- Using 3-tiered prevention model

https://sites.ed.gov/osers/2017/01/a-continuum-of-support-for-all/

Continuums

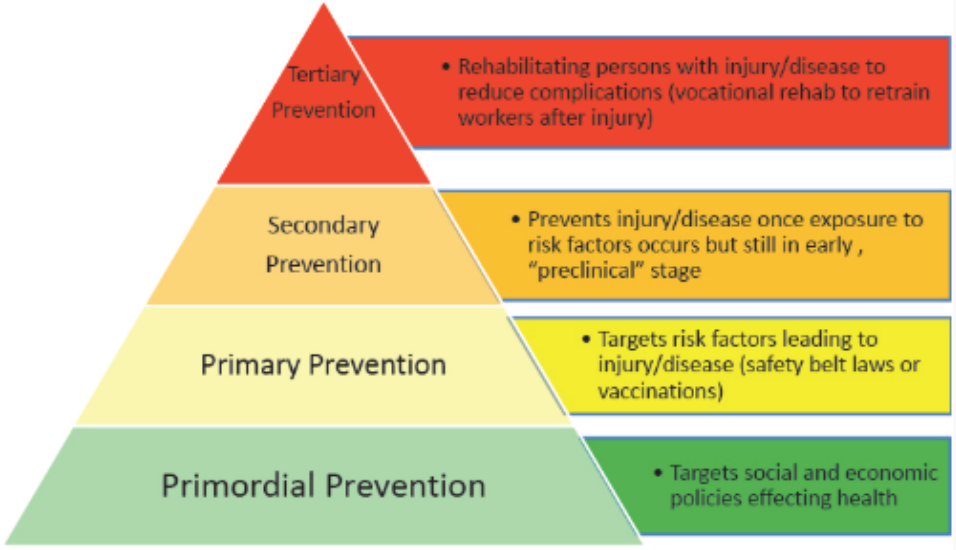
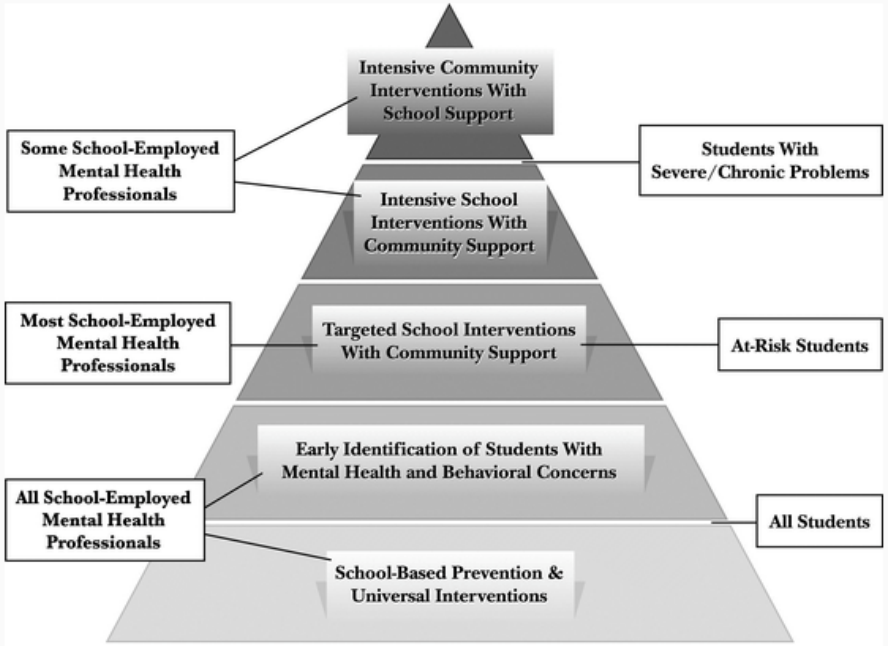


FIGURE 5-2 Tiered model of public health prevention.
SOURCE: Eisenman presentation, September 8, 2016.



The Continuum of School Mental Health Services

Adapted from "Communication Planning and Message Development: Promoting School-Based Mental Health Services" in *Communiqué*, Vol. 35, No. 1. National Association of School Psychologists, 2006.

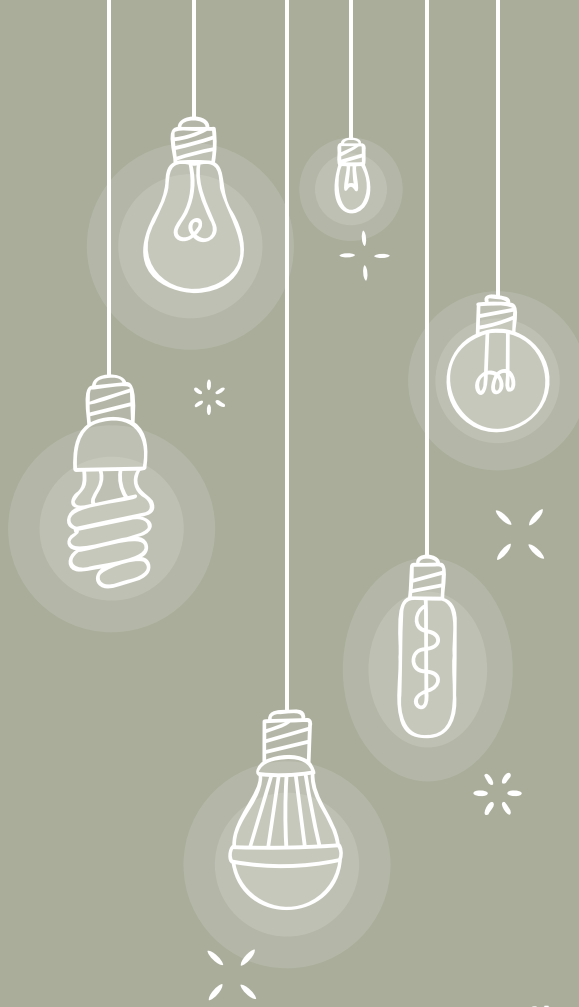
Food For Thought

- If a child doesn't know how to read, we teach.
- If a child doesn't know how to swim, we teach.
- If a child doesn't know how to multiply, we teach.
- If a child doesn't know how to drive, we teach.
- If a child doesn't know how to behave, we...

punish OR teach

Why can't we finish the last sentence as automatically as we do the others?

John Herner (NASDE Preent) Counterpoint 1998, page 2



Why Develop a System for Teaching Behavior?

Behaviors are prerequisites for academics.

Procedures and routines create structure.

Repetition is key to learning new skills.

- For a child to learn something new, it needs to be repeated on average 8 times (Joyce and Showers, 2006)
- Adult's average 25 (Joyce and Showers, 2006)
- For a child to *unlearn* an old behavior and replace with a new behavior, the new behavior must be repeated on average 28 Times *(Harry Wong)*

Newark's Journey – 6 years of progress

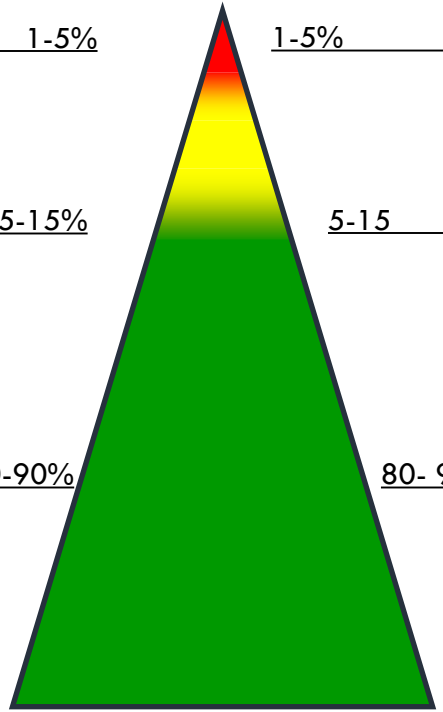
District-Wide MTSS Model

Academic Systems

Tier III/Tertiary Interventions 1-5%
- Individual students
- Assessment-based
- High intensity

Tier II/Targeted Interventions 5-15%
- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

Tier I/Universal Interventions 80-90%
- All students
- Preventive, proactive



Behavioral Systems

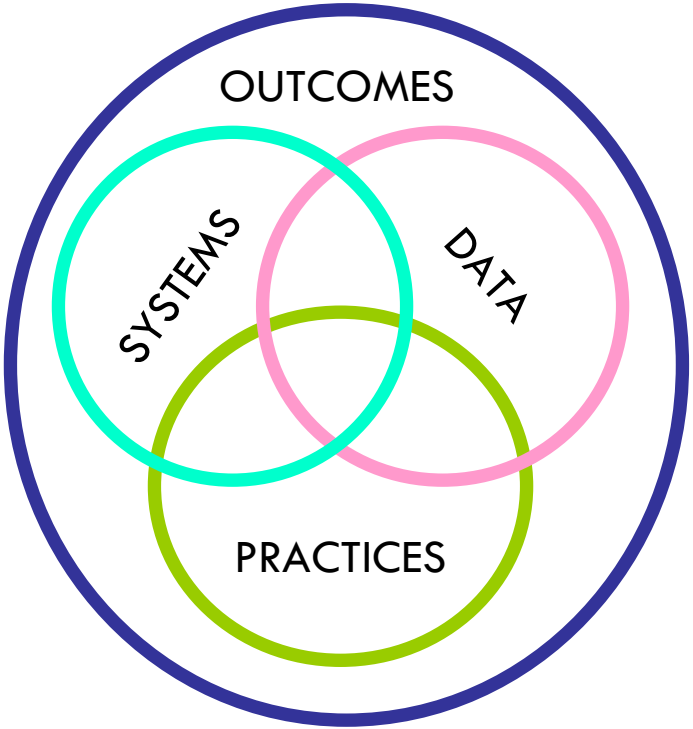
1-5% **Tier III/Tertiary Interventions**
- Individual students
- Assessment-based
- Intense, durable procedures

5-15 **Tier II/Targeted Interventions**
- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

80- 90% **Tier I/Universal Interventions**
- All settings, all students
- Preventive, proactive

Positive Behavior Support

Social Competence & Academic Achievement



Supporting Staff Behavior

Supporting Decision Making

Supporting Student Behavior

Adapted from "What is a systems Approach in school-wide PBS?"OSEP Technical Assistance on Positive Behavioral Interventions and Supports. Accessed at http://www.Pbis.org/schoolwide.htm

Resource Mapping using an MTSS model

Level	Literacy	Mathematics	Writing	Social-Emotional/ Behavioral
Tier 1 Universal Core: provided to all students through core curriculum, differentiated instruction, ongoing screening and progress monitoring, and school-wide behavioral supports such as positive behavior support. Aimed at enhancing success and reducing barriers to learning. *Think: all kids, all staff* *80% will respond*	What we provide: Small-group reading lessons Vocabulary BAR - independent word work, independent writing, independent reading Making Meaning Vocabulary IDR Shared Reading Assessments: Week 4 & week 8 assesments BAR Observational checklists for BAR, MM & SR	What we provide: Consistent math program/pacing Math facts Assessments: Module assessments Weekly check-ins for math facts Math fact timed assessments Fastbridge screenings Exit tickets IXL – diagnostic tool	What we provide: Being a Writer Beginning of year & ed of year writing prompt Assessments: End-of-unit assessments Beginning of year and end o year writing prompt assessment/ rubrics	What we provide: HEARTS 7 Habits SPARKLE hearts BAR/BAW social emotional foci Assessments: HEARTS rubric Habit assessments SPARKLE hearts (criteria needed)
Tier 2 Targeted Interventions: Options provided to remove barriers and enhance success for students who demonstrate certain risk factors that make it likely they will have increased	Options: Small group instruction - HFWs, fluency, letter ID Tier 2 literacy (pull-out/push-in)	Options: Small group instruction - skill-based (counting, math fluency, number sense) Tier 2 math Math facts	Options: Small group instruction	Options: Small group counseling Lunch bunch

Resource Mapping is where we began…

We all had great things.. But they were all different

Lincoln Sparkles

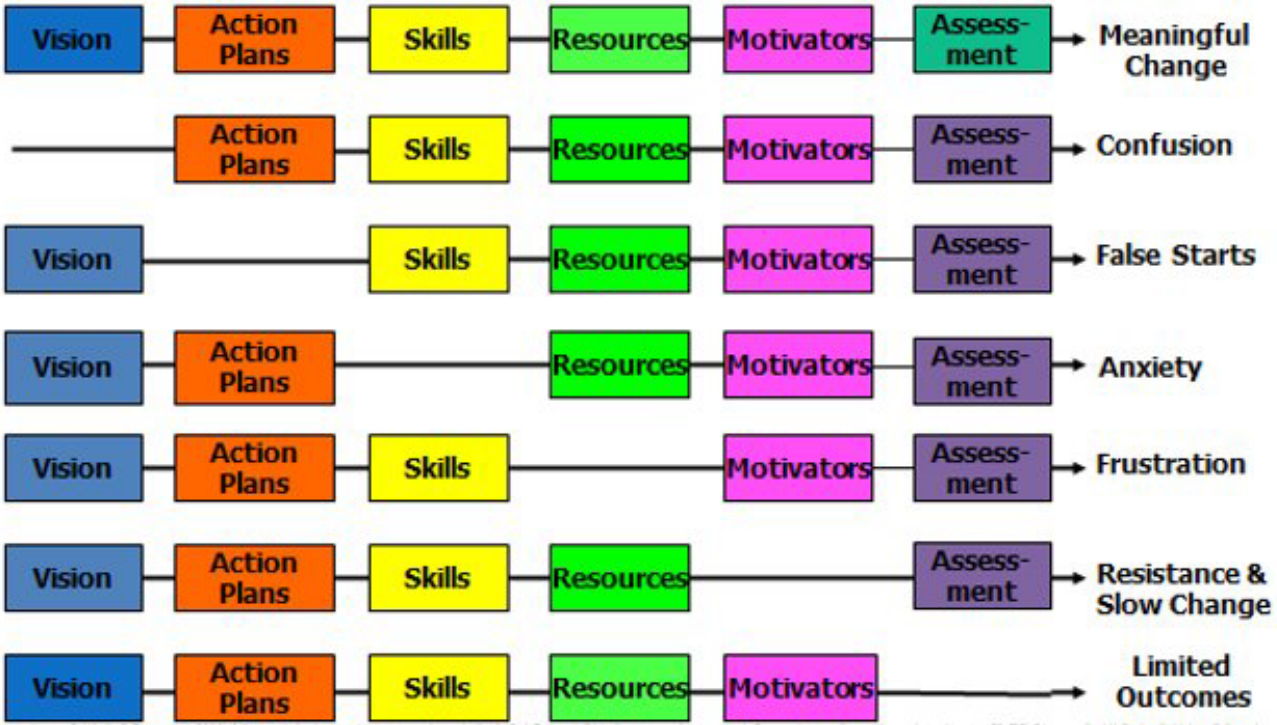
Perkins has HEARTS

Kelley has PAWS

MS abides by 7 habits

HS Script N

Managing Complex Change



What we learned through Mapping

Strengthen and Consistent Tier 1

Equitable and Sustainable Tier 2

Resource Heavy and Individualized Tier 3

Consistent Core values = Newark Pride

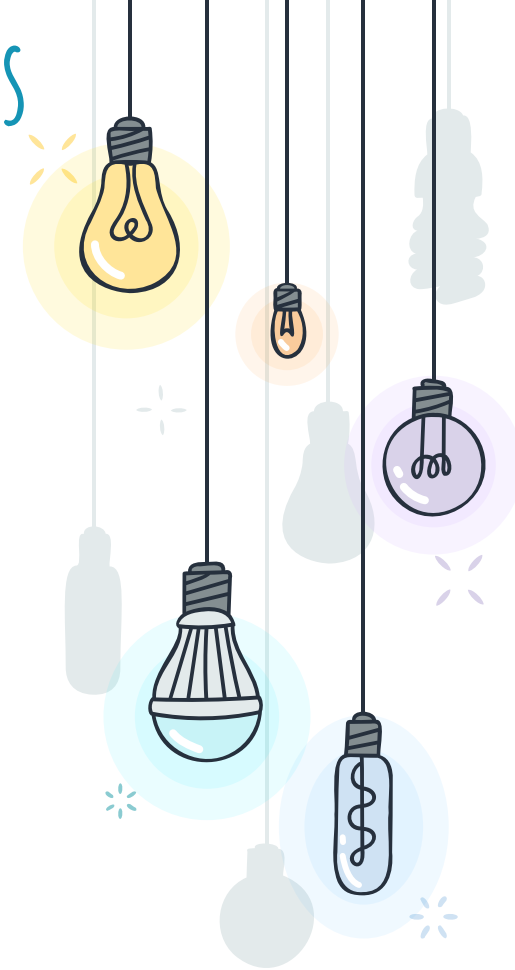
Goal: establish consistent expectations across our district

- Safe
- Responsible
- Respectful
- Community

Each school is unique, but expectations remain the same

Consistent Tier 1 = 6 classroom practices

- CP1: Arrange orderly physical environment
- CP2: Classroom teaching matrix
- CP3: Employ active supervision
- CP4: Encourage appropriate behaviors
- CP5: Continuum of response for inappropriate behavior
- CP6: Engagement and opportunities to respond



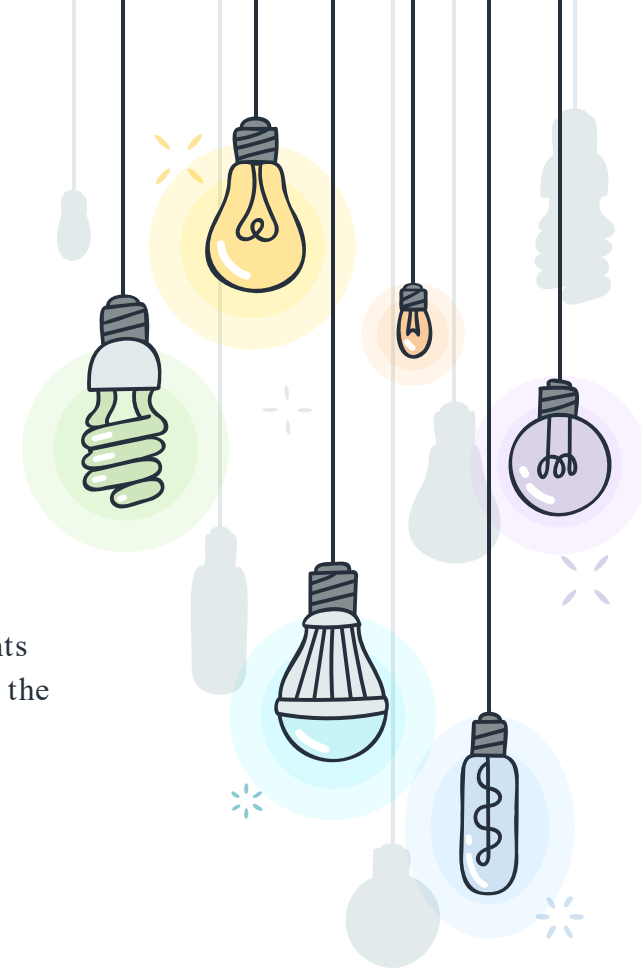
Purpose for Procedures and Routines

Having Procedures and Routines in place will:

- Increase instructional time by preventing problem behavior
- Free teachers from correcting misbehavior
- Improve classroom climate
- Create shared ownership of the classroom
- Develop self-discipline

Effective teaching includes teaching functional routines and procedures to students at the beginning of the year and using these routines to efficiently move through the school day. (Leinhardt, Weidman, & Hammond, 1987)

As students become more familiar with classroom routines and procedures, additional instructional formats and more challenging work can be incorporated (Evertson, Emmer, & Worsham, 2003; Good & Brophy, 2003)



	At Home	Computer Use	Video Meetings	Academic Time
Safe	• Using safe appropriate language • Hands, feet, and body to self. • Ask permission before I cook or go outside	• Staying on learning sites and appropriate videos. • Keep Laptop in a safe spot away from food and drinks.	• I follow link given by my teacher	• Using safe and appropriate language • Using my materials appropriately • Materials stay in my workplace
Respectful	• Using kind words • Follow directions	• Keep laptop volume low or use headphones. • Making sure my posts and messages are appropriate	• Using appropriate and kind words to everyone in the meeting • If I am not speaking, my video is on mute • I can raise my hand if I have something to say or ask	• Be at a Voice level 0 or 1 when doing my work. • Completing my work on time • Joining my meetings on time
Responsible	• Cleaning up after myself • Trying my best when I am asked to do something • Completing any jobs, I have around the house	• I am completing my I-Ready minutes. • Completing my work • Accessing Schoology	• I am logged on at the time we are scheduled to meet • My computer is charged, or I am near an outlet	• Always try my best on my work. • Follow Adult Directions. • Asking questions or asking for help when I need it by e-mail or messages
A Community	• Use voice Level 1 or 2. • Offering help to people in my house if they need it.	• Helping others in my house with their Laptop and learning if they need it. • Making sure I pack up my laptop when I am done using it and plug it in.	• Only one person speaks at a time • I am following along, listening to what others have to say. • I will wait my turn if I have something to add.	• I am communicating with my teachers • I am trying my best to participate.

Developing a System for Teaching Appropriate School-wide & Classroom-wide Lesson Plans

- Once you have developed school-wide expectations, it is not enough to just post the words on the walls…
- you must teach them
  - Then assess and reteach
    - Then assess and reteach

      Then assess and reteach

      Then assess and reteach

      Then assess and reteach

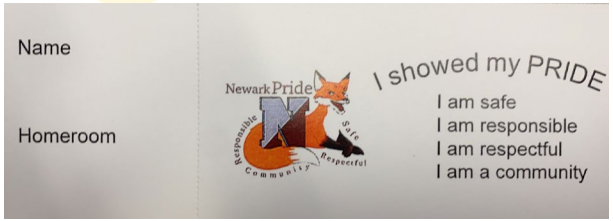
Quickest Way to Change Behavior in Anyone is to...

Research indicates that you can improve behavior by 80% just by pointing out what someone is doing correctly.

Laura Riffel, OSEP

Acknowledgement

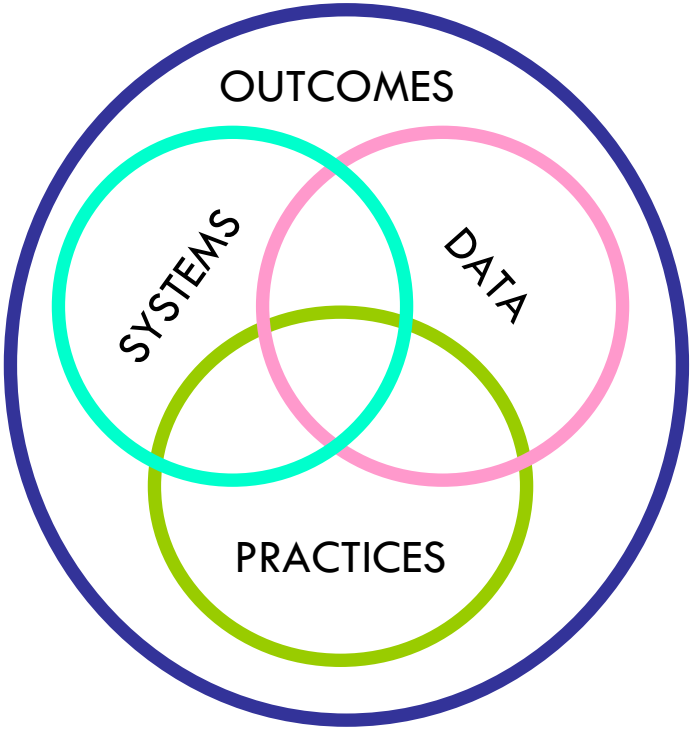
- Stickers
- Pride tickets
- Digital Student Shout Outs
- Digital Staff Shout Outs



The Power of Words Video

Positive Behavior Support

Social Competence & Academic Achievement



Supporting Staff Behavior

Supporting Decision Making

Supporting Student Behavior

Adapted from "What is a systems Approach in school-wide PBS?"OSEP Technical Assistance on Positive Behavioral Interventions and Supports. Accessed at http://www.Pbis.org/schoolwide.htm

Curriculum and Systems

District Level Team Meetings

Building Level Team Meetings

Pride (SEL TIME)

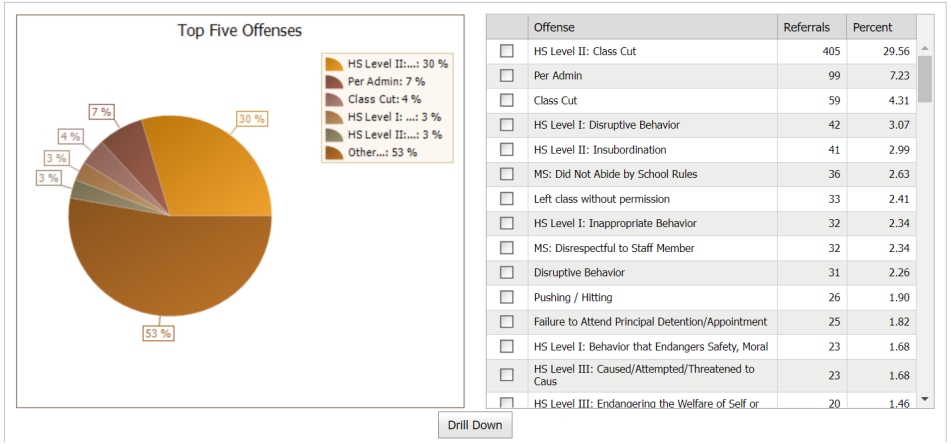
Caring School Community

CharacterStrong

Data at Tier 1

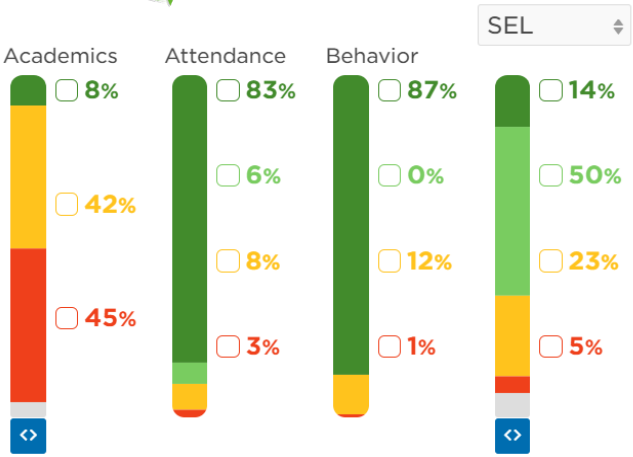
SCHOOLTOOL

PANORAMA EDUCATION



	Offense	Referrals	Percent
☐	HS Level II: Class Cut	405	29.56
☐	Per Admin	99	7.23
☐	Class Cut	59	4.31
☐	HS Level I: Disruptive Behavior	42	3.07
☐	HS Level II: Insubordination	41	2.99
☐	MS: Did Not Abide by School Rules	36	2.63
☐	Left class without permission	33	2.41
☐	HS Level I: Inappropriate Behavior	32	2.34
☐	MS: Disrespectful to Staff Member	32	2.34
☐	Disruptive Behavior	31	2.26
☐	Pushing / Hitting	26	1.90
☐	Failure to Attend Principal Detention/Appointment	25	1.82
☐	HS Level I: Behavior that Endangers Safety, Moral	23	1.68
☐	HS Level III: Caused/Attempted/Threatened to Caus	23	1.68
☐	HS Level III: Endangering the Welfare of Self or	20	1.46

Drill Down



Tier 2 Practices
Equitable
Accessible
Sustainable

- CICO
- Small group counseling
- Skills based counseling
- 2x10 intervention
- Mentoring
- MBK
- PATTS

Tier 2 Systems

Tier 2: Targeted SWPBIS Features

NOTE: This section may be completed individually or with other tiers as part of the full Tiered Fidelity Inventory

Feature	Possible Data Sources	Scoring Criteria
Subscale: Teams		
2.1 **Team Composition:** Tier 2 (or combined Tier 2 & 3) team includes a Tier 2 systems coordinator and individuals able to provide (a) applied behavioral expertise, (b) administrative authority, (c) knowledge of students, and (d) knowledge about operation of school across grade levels and programs.	• School organizational chart • Tier 2 team meeting minutes	0 = Tier 2 team does not include coordinator or all 4 core areas of Tier 2 team expertise 1 = Tier 2 team does not include coordinator and all 4 core areas of Tier 2 team expertise OR attendance of these members is below 80% 2 = Tier 2 team is composed of coordinator and individuals with all 4 areas of expertise, AND attendance of these members is at or above 80%
2.2 **Team Operating Procedures:** Tier 2 team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	• Tier 2 team meeting agendas and minutes • Tier 2 meeting roles descriptions • Tier 2 action plan	0 = Tier 2 team does not use regular meeting format/ agenda, minutes, defined roles, or a current action plan 1= Tier 2 team has at least 2 but not all 4 features 2 = Tier 2 team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

- Building Level Systems Teams
- Professional Development

Tier 2 Data

Threshold Data

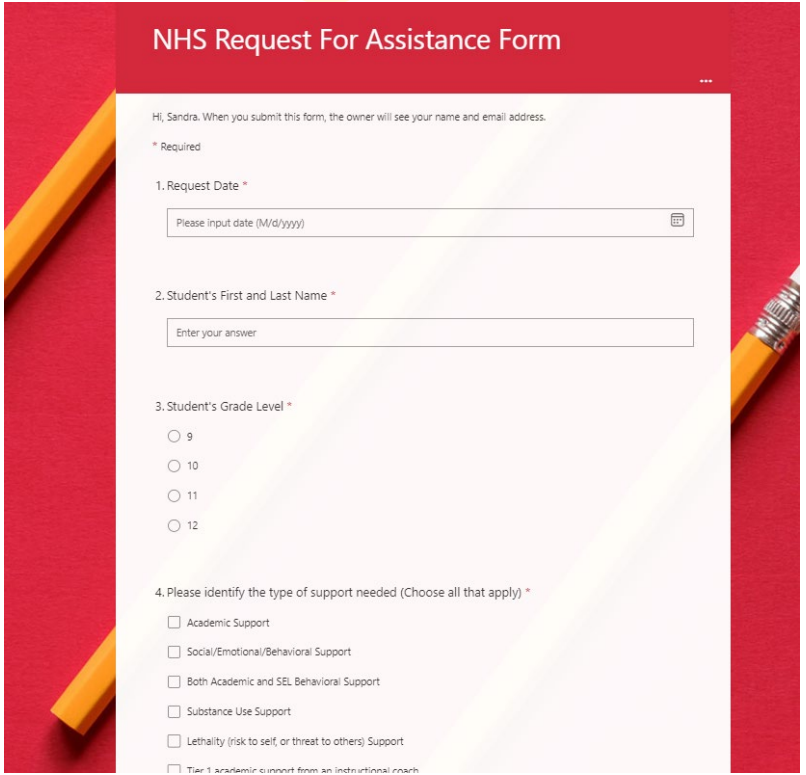
- Behavior
- SEL survey
- Attendance
- Academics

Intervention Data

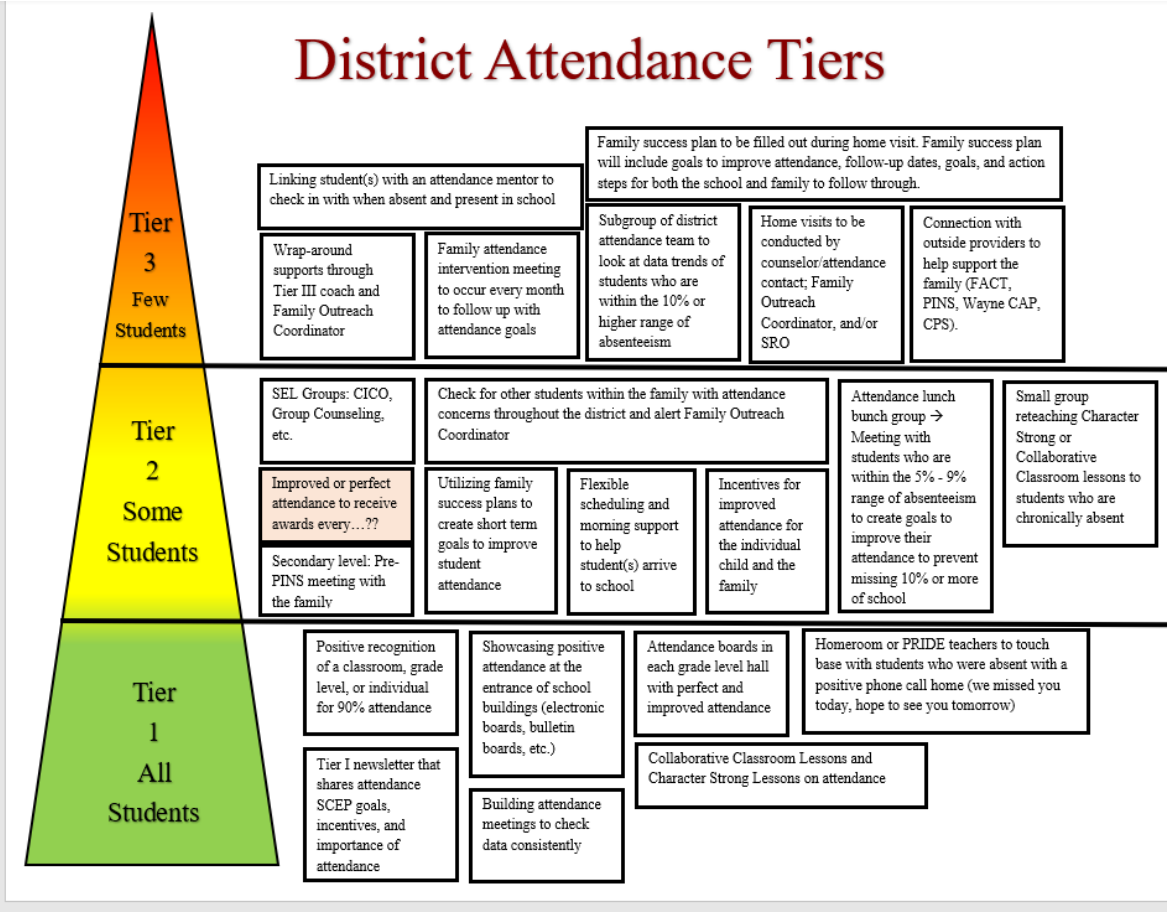
- DPR
- Attendance in intervention
- Survey data before and after
- teacher perception data

Tier 3

- Systems
- Request For Assistance (RFA)
- Wrap around with community support
- FBT plans

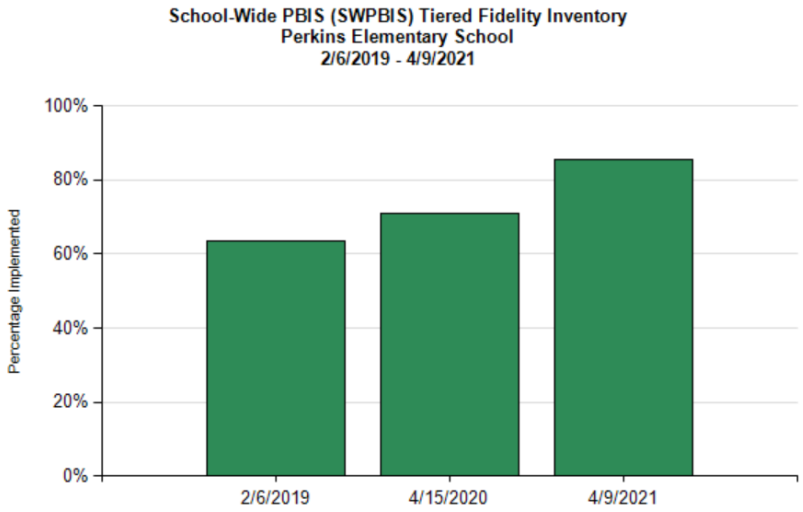


Supports our Attendance conversations..

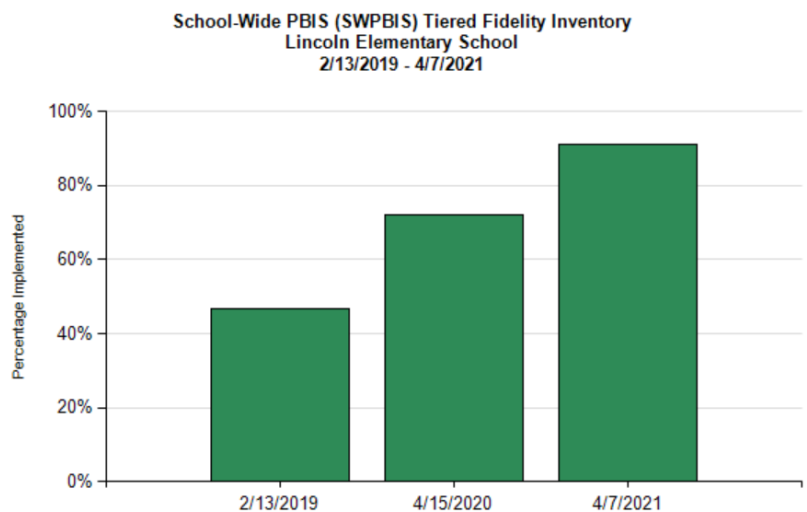


TFI- MEASURE FIDELITY YEARLY

Perkins Elementary School
Newark, New York

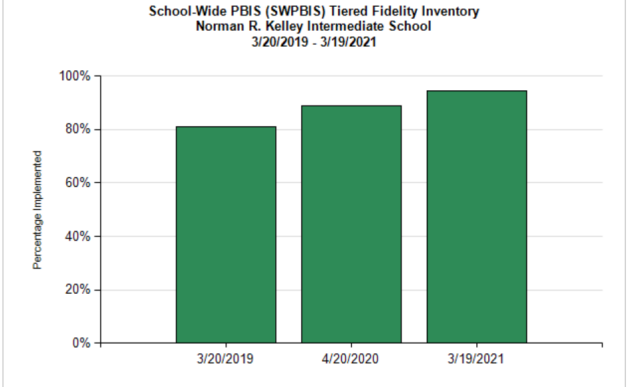


Lincoln Elementary School
Newark, New York



Norman R. Kelley Intermediate School

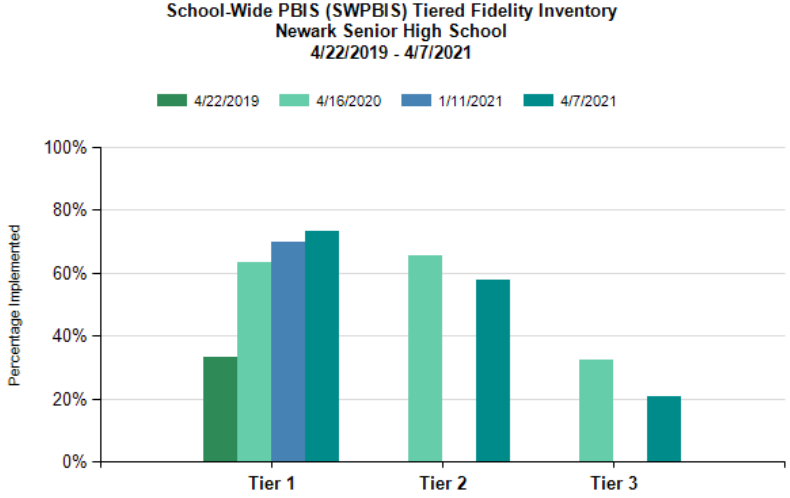
Newark, New York



TFI- MEASURE FIDELITY YEARLY

Newark Senior High School

Newark, New York

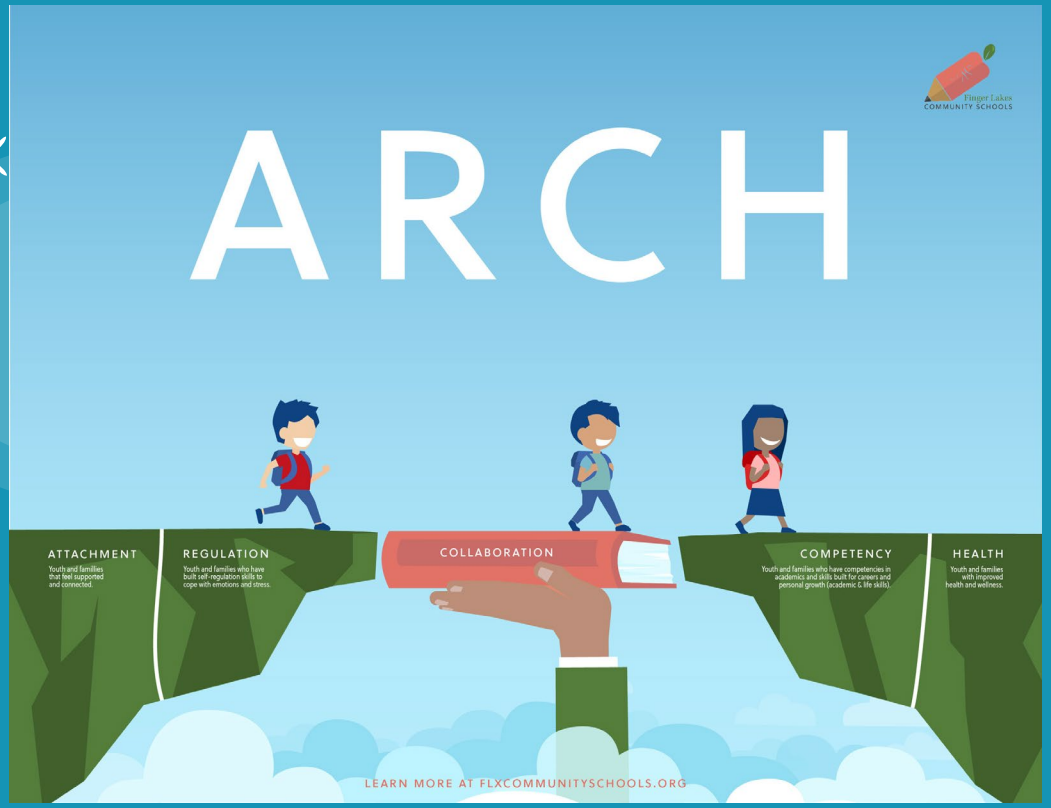


Date Completed	Tier 1	Tier 2	Tier 3
4/22/2019	33%	0%	0%
4/16/2020	63%	65%	32%
1/11/2021	70%	0%	0%
4/7/2021	73%	58%	21%

Action steps from TFI guide our work

Action Steps	Resources Needed	Who	When	Arch
1. Meet with special area teacher and support staff regularly around tier 1 – teaching PRIDE in their settings, matrix, hearts Booster lessons for classrooms who don't sparkle – led by a BHT member but with the teacher participating		Melissa & Tier 1 Team Members, BHT	Approximately every other month Boosters will occur weekly	
2. Student/family voice (align with district team decision). More consistent tier 1 messages about tier 1 in family newsletter from John (highlighting different areas in different months). Being more intentional.		Tier 1 Team		

Arch Framework



Finger Lakes
COMMUNITY SCHOOLS

FLXCOMMUNITY SCHOOLS.ORG

Grant Supports

SCT Grant/MBK/MV – (data, systems, practices)

- PBIS Coaches in buildings
- Regional and National Supports
- Partnerships with Local Agencies

Sustainability

- Stakeholder Voice
- Within district and building level plans (SCEP/DCIP)
- TFI

The future of Newark CSD PBIS

Where do we want to be...

Newark Central School District Vision

Newark Central School District is the centerpiece of our community that binds students, staff, families and neighbors through a profound sense of hometown pride. We engage all students with the diverse opportunities and academic experiences they need to reach their maximum potential. Our students thrive in an environment of high expectations, collaboration and respect. Effective communication and sustained connections foster a sense of importance, contributing to the success of every student every day.

Contact Us for more Info

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@sandraordan

- Laurie Palmisano

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