

Principal Intvs

The last year was our building year for our CI3T plan, and at first it was completely overwhelming, but we had a core team of very well-selected representatives on the team. The trainings that we attended were beyond helpful as we were looking at this insurmountable task of building a building-wide positive behavior intervention support system. I wasn't sure how this process was going to work last year, and I thought it was going to be a lot of, an additional thing to do, and really more than anything the CI3T process has been the framework that I hang all of the things I have to do on. So it hasn't been one more thing, it's been almost a guiding force behind how I can organize all of the things that we do every day for kids.

This isn't the first time I've done a PBIS system. I've never done one that so involved the academic side of it. It's been interesting to watch this completely different approach to implementation.

Our CI3T team has done, it's actually the biggest team I have in the building. There was that much interest in making this such a success. They have really been the boots on the ground, talking to staff and working them through the challenges and "oh, have you thought about this." It's been very nice to have that time with the team, because they really are kind of me multiplied around the building to answer the questions that staff have about "how do I connect a kid to this support" or "my screener data says this, what do I do with that" or "this ticket system doesn't really seem to work for this student, where do I go now."

We have members from our special ed staff, we have a support staff member, classroom teachers, and we have a really good active parent member.

The behavior screening takes maybe 15 minutes at a staff meeting. And especially as the year has gone on, staff realize that there's no more value in spending an hour on it as there is in going with their initial assessment of about 15 minutes. Our AIMSweb screenings really have not taken that long. What's really taken us the more amount of time is just looking at them and saying "what does this do for us? What does this tell us?" But the initial investment of time is nothing compared to what people were anticipating it would be.

Our staff had pretty good experience with the MAP screener, and I think they did a really good job at taking a look at that, particularly around looking at designing instruction for individual kids. But I think also now this year we're beginning to look at it more as an added benefit of what does that say about our Tier 1 regular good quality first instruction and making some decisions at a grade level about what do we need to do as a grade level different. And then the AIMSweb I think has been, it's new to me and it's new to most of my staff. I think we're just now learning how strong a diagnostic tool that is. So I think it's going to help us a lot as we begin to add Tier 2 and 3 interventions, academic interventions, and it'll help us focus those interventions better. I already see my staff using, and I didn't think they would, but taking the extra time to do the probes, then once they've done the screener part, then using those probes to measure kids' growth, progress monitor kids. And then the behavior screener, I think that's brand new to us. I think staff are beginning to see some value in that, and my team talked about, just in our last meeting, about how important that's going to be then to use that information when we look at

groups of kids overall, about looking at the whole student and looking at the whole class. You know, they really created the program, they are the ones that look at the data and review the program and the survey results. They provide a lot of support to classroom teachers on their teams and other teams. They act as a sounding board because, you know, I don't always get all of the feedback as I'm the administrator, so that I think the staff feels comfortable in providing them feedback. That team is like the cheerleaders of the program, and I think that does make a difference, and we just happened to be fortunate and have a good team and they're really true believers in it, so I think that helps.

As a part of our building year for our reinforcement system, having our student and even parent representative, was so helpful, as having the students meet together and really start the process and brainstorming what they would find motivating. In some aspects it was completely enlightening as an adult, because you think you know what would be motivating, and very few times did we call a spade a spade. So having the students give us their perspective was huge. And then we sat quite a few different times as a staff and just thought, you know, we kind of categorized them as monetary, and as opportunities for students to just have choice, or have those kind of non-monetary reinforcers. So we started there and kind of filtered and kind of got some broad tasks. So then our team met together and we kind of created school-wide reinforcers, and then the classroom-based, and then interwove those together. So we have done quite a few different things, and it's kind of been organic as we've seen what works and what doesn't, and I think different times of the year, different things work. At first it was more of the classroom reinforcers, because it was more immediate, staff could do it on a more ongoing basis. Some teachers even do daily drawings for different things in their classrooms. Some classrooms are even doing, they're using the tickets in a very, I felt, unique way. They're earning them as a class, and then once the class gets so many of the class tickets, then they have a class-based reward. So they both have the individual system going and the class system going. That they found very reinforcing. We, early on, wanted to do school-wide assemblies to kind of support all of the positive actions that were kind of doing, give a chance for the adults to be having fun with this process. So we are, our PAW tickets, our Positive Action Watcher tickets, so of course we came up with our PAW-ties, our monthly parties. And we've broken them up into K-2 and 3-5, and we wanted them to be intrinsically motivating so you just wanted to get in. Not that anything was going to cost you once you got in, but just the experience itself would be fun. So we've had dancing and yoga and we've had engineering challenges where students were given straws and masking tape and had to see the tallest structure that would support a golf ball. We've had relay races. So it's just been a chance for us to really just let down and have fun as a staff. As the year has gone on, especially our olders are thinking, you know, I don't really want to go, so that's when we started imbuing the opportunity to earn or win big prizes. We've, actually next month we're giving away a Kindle that we had the opportunity from our business partners to get. So that bag of stuff. We've had a bicycle, and of course even for our K-2 a Frozen sticker book is just as exciting as the Kindle.

We use what we call Best Bux. We kind of figured that out by talking to other schools who had already been using the PBIS system. And then through the year, as teachers collaborate, they talk about what's been successful in their room, what works. And then we also have a building drawing that kids can participate, so they get some choice, and that also includes our Boys and Girls Club, because they are part of our program which we found to be really important. That

piece for our office staff is a lot of fun because we get to choose those things. Some of our more popular things are like get a picture taken with our therapy dog Lilly. A lot of times, once our faculty and our parents begin to understand what we're doing, they would bring us donated items like puzzles and books. Probably the biggest one lately has been after Easter we got a stuffed chicken that when you press the wing it did the chicken dance. The kids were really excited about that. On Friday morning, if your name's drawn for the Sunflower 500, and we have 4 to 6 kids, they come down right after the morning announcements and we make a big deal out of it and the kids come in and they line up and we race around. Our building's a circle, so they get to run as fast as they can around the building twice. We have a finish line, and I think we were a little surprised the first time how excited kids were about it. It's just one of those, I think the kids get really excited about, but it also motivates our staff and all the kids as a reward for positive behavior the kids have had.

As far as parents especially, it was so fun to do kindergarten roundup this year, because that's when I spent the bulk of the time talking about our CI3T plan and how we connect kids to those Tier 1 supports and what our reinforcement system looks like. But then if they have difficulties and it doesn't necessarily fit their style, these are additional options that we can offer them and we're so good at it now, comparatively. So it was fun to talk to parents and get their perspectives already. They're excited. They thought "oh, I can reinforce this at home." Absolutely. I think the parent feedback overall has been at first very apprehensive. They were thinking "you're rewarding my kids for doing what they're supposed to be doing. I don't like that. I don't want that." I think they've almost had the biggest shift. The kids are really just having a really good time with it. And they are doing what they're supposed to be doing, but they're enjoying it. And they see the value in it, because a lot of parents that I talked to in previous years, I haven't had to talk to negatively this year because they've been earning those tickets and their behavior is much more prosocial and effective in the classroom. The second year of implementation we were so excited. One of the things that we identified in our day that we didn't really realize is there's misconception about punishment versus consequences, so we're going to spend some professional learning next year really fleshing out what that means, and how it's different and what is helpful for student behavior and what's not. So we talked about how we're going to kind of shape that from the staff perspective next year. Also we want to have a pretty robust calendar for people to know when our screening windows are, when we're looking to do the stop, drop, and teach of our expectations, kind of those high points of the year. I think that will be very helpful. Also just refining our matrix and our ticket system process. In year one, you just kind of hope for the best, and we did really well but you don't know what you don't know. And so year two we're really going to look at those tickets. We had talked about possibly doing whole-class reinforcers with the whole-class ticket, different. We've even been having some discussion about students reinforcing students and what that looks like. We've really created that culture where students want to reward X, Y, or Z student for showing this prosocial behavior and we don't want to squelch that. We're also hoping to add a lot more student voice by roping in, we're hoping to have a Student Council next year. We really feel like they're going to give us lots of information about what works for them, what doesn't, what they want to see, and give them a more robust student voice to the process as well.

We were frustrated with our district reactive discipline plan or matrix and it was reassuring to me and our team that that was just not our concern, that was a district concern. I'm really looking

forward to the district, as we begin to standardize that. And again, always be standard, because we have 14 completely different buildings, but begin to put some pieces into place that give the data we get out of that more meaning because we know it's more consistent. I think I have a better understanding, and our team has a better understanding, why that implementation manual's important and the time that we spend on it, so when we meet this summer that will be one of our main focuses is going through there and making sure what we have in there is something we can use both for professional development and that our staff feels comfortable using for "I've got a problem. I can go back and look at that manual." Some of the strengths that we saw when we looked at that social validity data and implementation process were teachers were beginning to see students respond to that positive reinforcement, and particularly as far as that Tier 1 intervention with kids. I think one of the things we saw is that the more steady we are with our positive reinforcement, the better response kids have. We've also learned from that data that when kids are gone for a while, whether it be a holiday break or whatever reason, we've got to come back and reteach those skills again and those expectations again. Because we'll see a drop-off after a break.

I think it was as we were looking at the data and trying to build the plan and really thinking through what this plan was going to do for us and listing all of the student responsibilities, the staff responsibilities, the parent, and I thought "oh my gosh." But really giving time and space to say that outright and even talking about how "oh they should know that." Well really they don't. So having those discussions with my staff about, you take the time for behavior whether you plan it or whether you don't. So if we're planning it and we're being in charge of giving them those skills, you're not going to have that backend need of time that is always going to take it, whether you frontend or backend it. So I think this has allowed staff really after a year of implementation, oh you're right, when I teach this and I reinforce this, then my lesson goes pretty smoothly because they know.