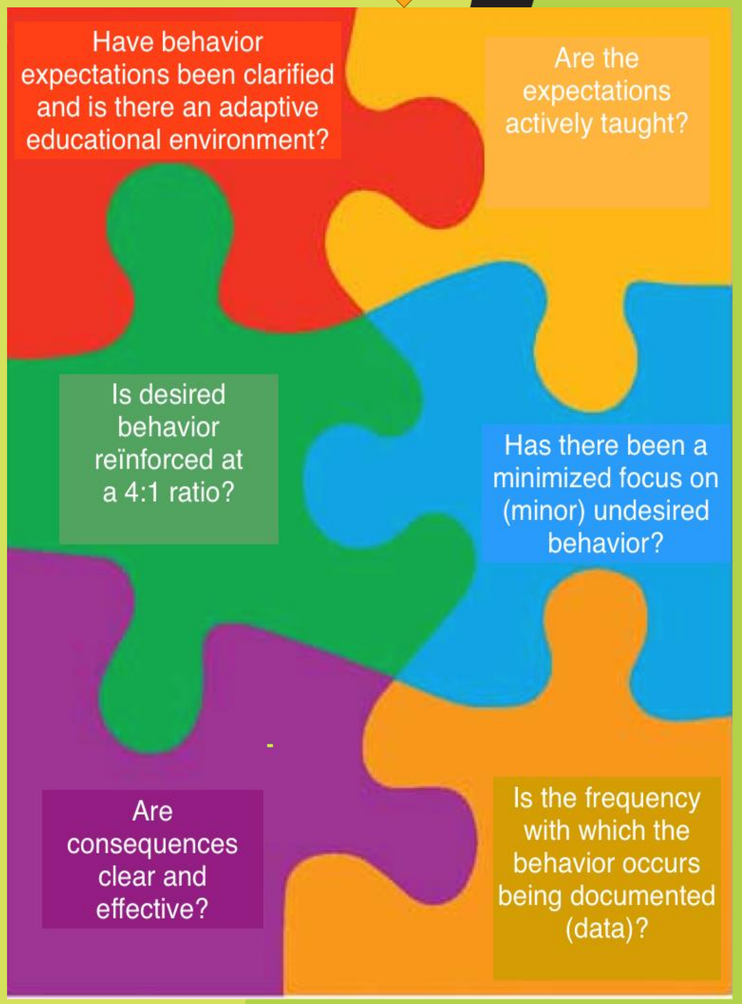
Support for all



Modelis: M Baard

PBS: let's DO it in an easy way

January 20th 2023

Joke Kamstra MA
University of Applied Sciences
Zwolle, the Netherlands

hogeschool Windesheim
Dichter bij jou

PBS: let’s DO it

Aim: learning about PBS by doing it!

Aim:

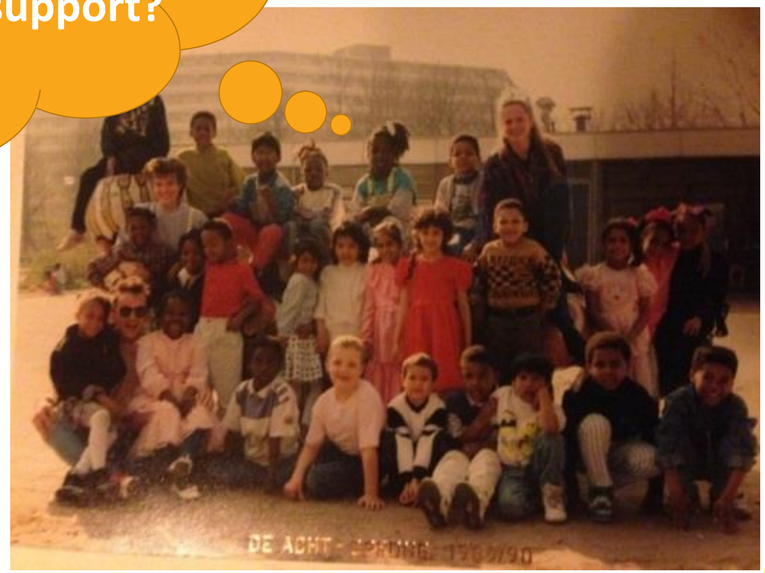
Knowing: key elements of PBS

Understanding: why is this realy important?

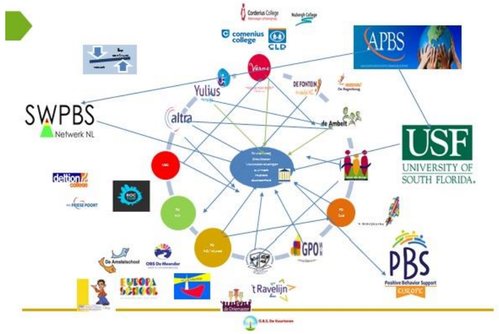
How to use in an easy way?

Joke Kamstra

How to create the BEST school for students who need (a lot of) support?



SBO Meander



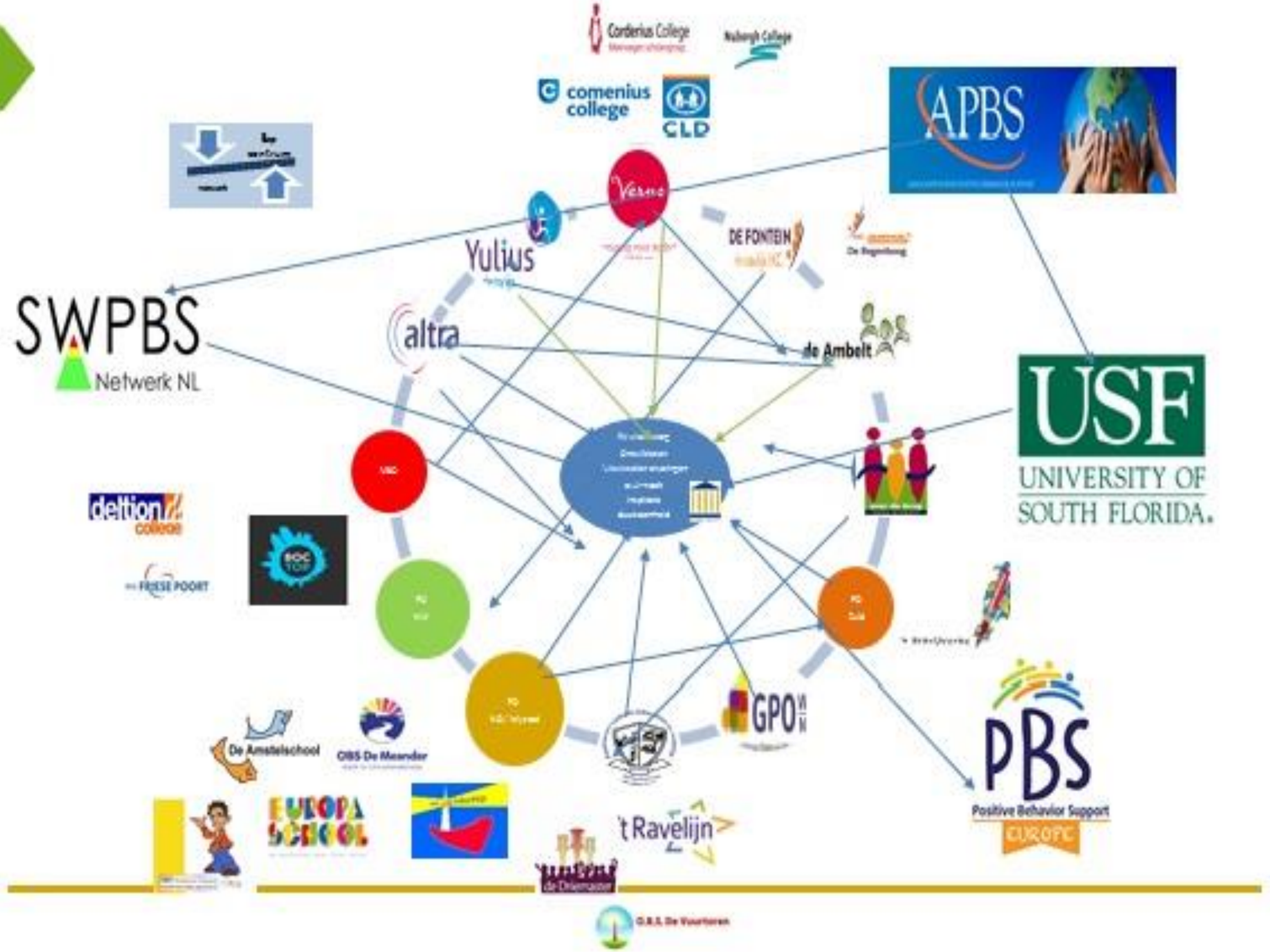
WSNS

SWPBS

PROCESS

2012
‘help’

OBS De Meander
sterk in circuitonderwijs



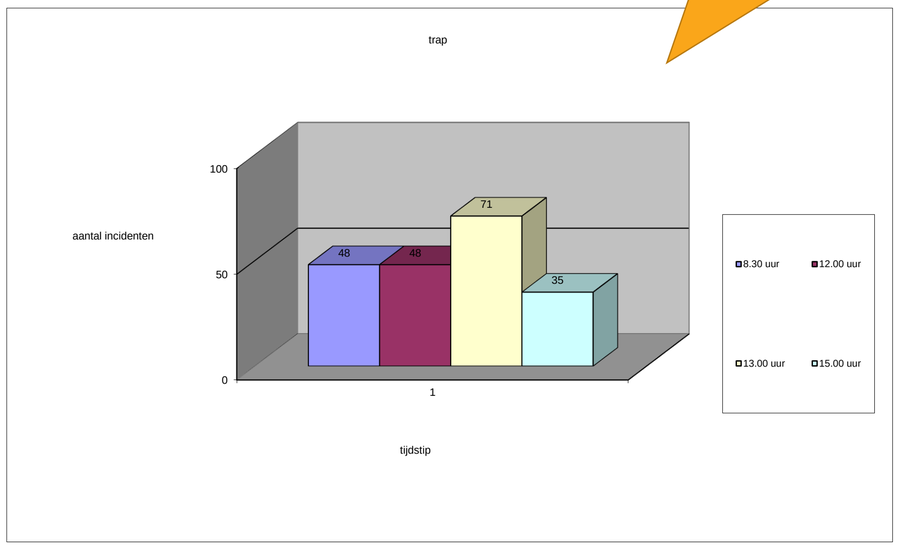
PROCESS

Positive Behavior Support

Why: challenging educational setting

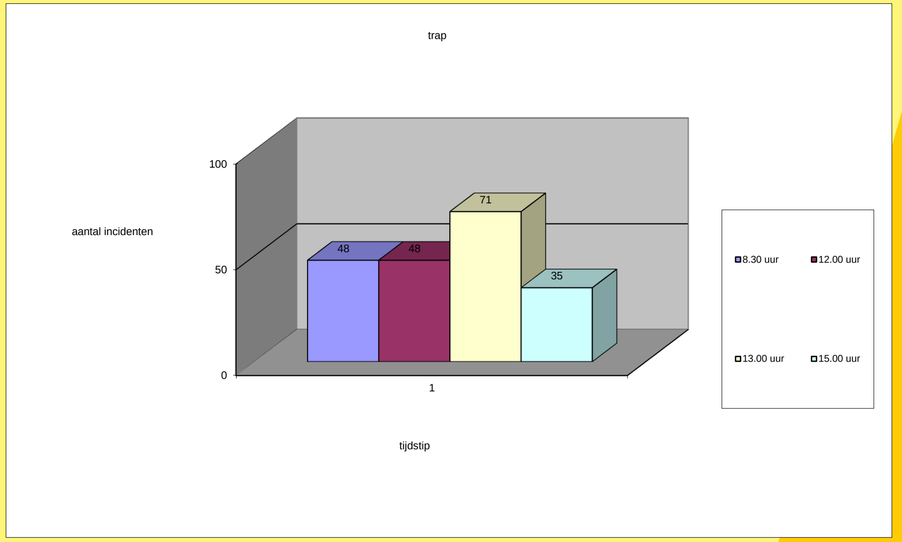
2012
‘Please help’

Baseline data
‘incidents’
Transfer/ stairs
50-70



OBS De Meander
sterk in circuitonderwijs

hogeschool Windesheim

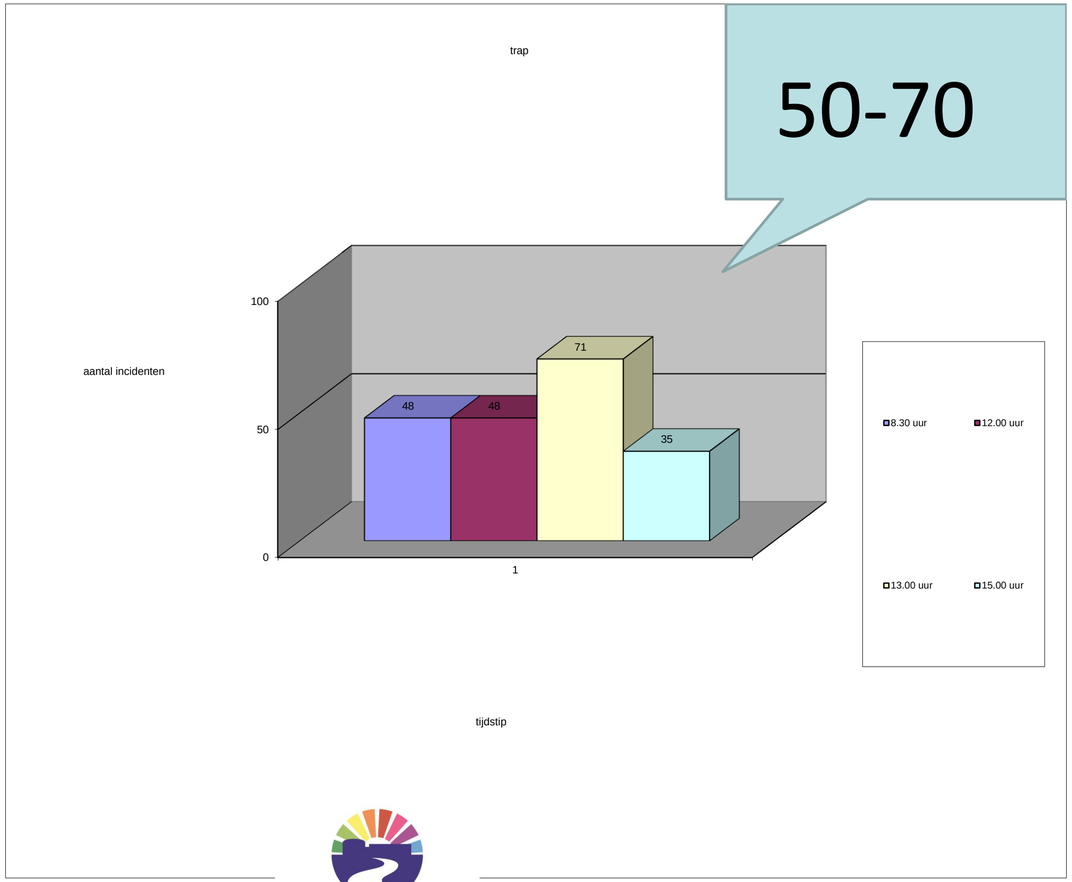


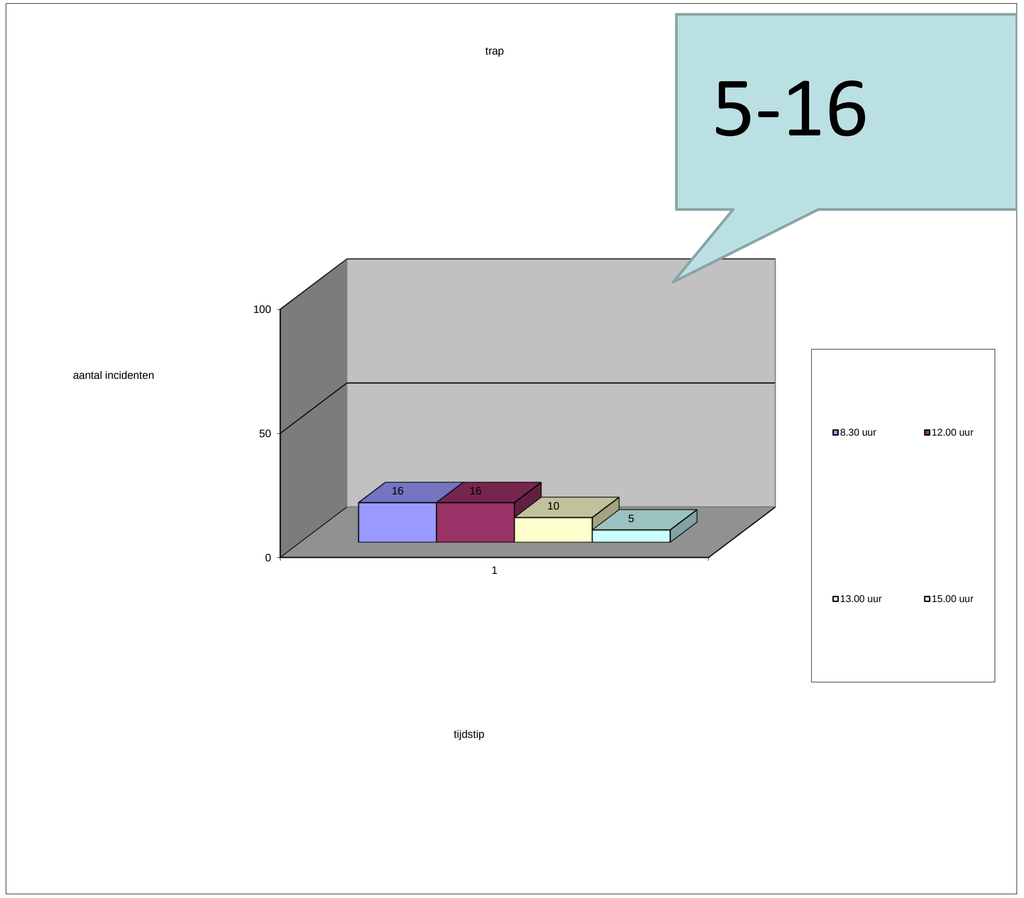
Incidents

8.30 AM 12.00 AM 1.15 PM 3.15 PM

School Wide Positive Behavior Support

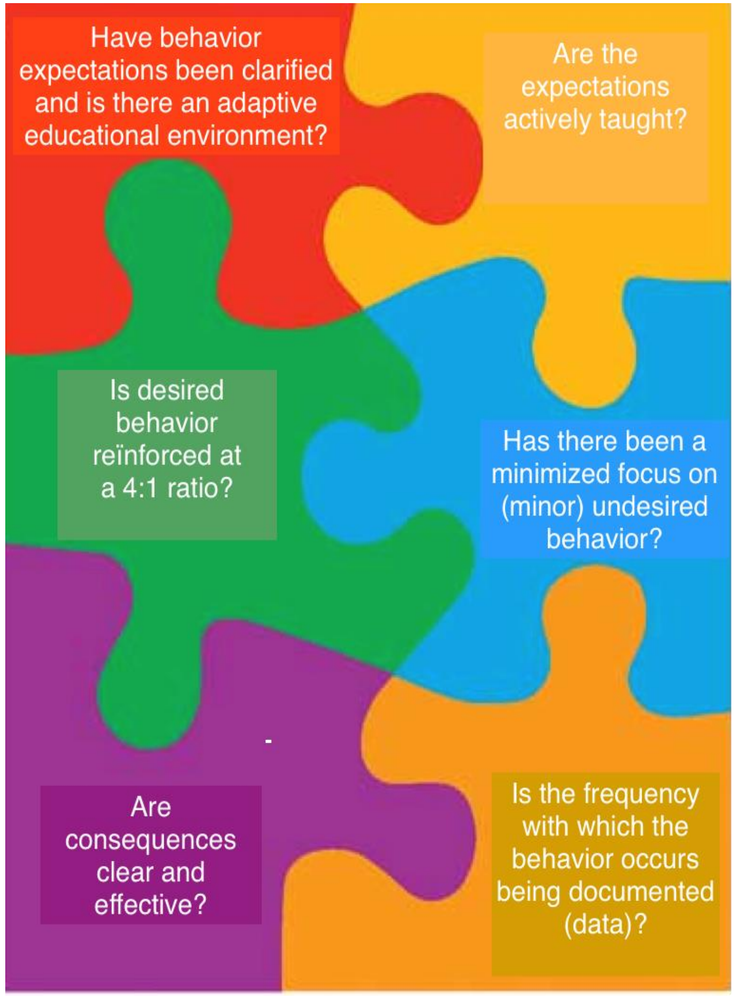
Positive change in 4 weeks….





OBS De Meander
sterk in circuitonderwijs

PBS pilot



Model: M Baard

OBS De Meander
sterk in circuitonderwijs

PBS: let’s DO it

Challenging Educational Situation

Students show other behavior then what is expected

Examples: noisy/ shouting/ bad words/ litter on the ground
What about your situation??

Current behaviour:
Expected behaviour:
Skill:

Why?

We **cannot 'make'** students learn or behave.

We can only create **environments** that **increase** the likelihood that students will learn and behave.

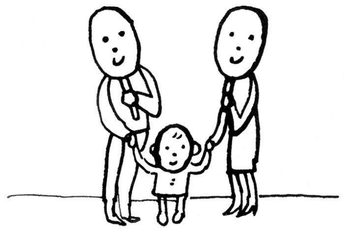
Environments that are guided by **a core curriculum** and implemented with **consistency** and **fidelity.**

(Lewis, 2010)

School Wide Positive Behavior Support

Education: Most important

1: Materials



5: Building

2: Director

3: Teacher

4: Amount of students

Research says: positive contacts prevent problem behavior

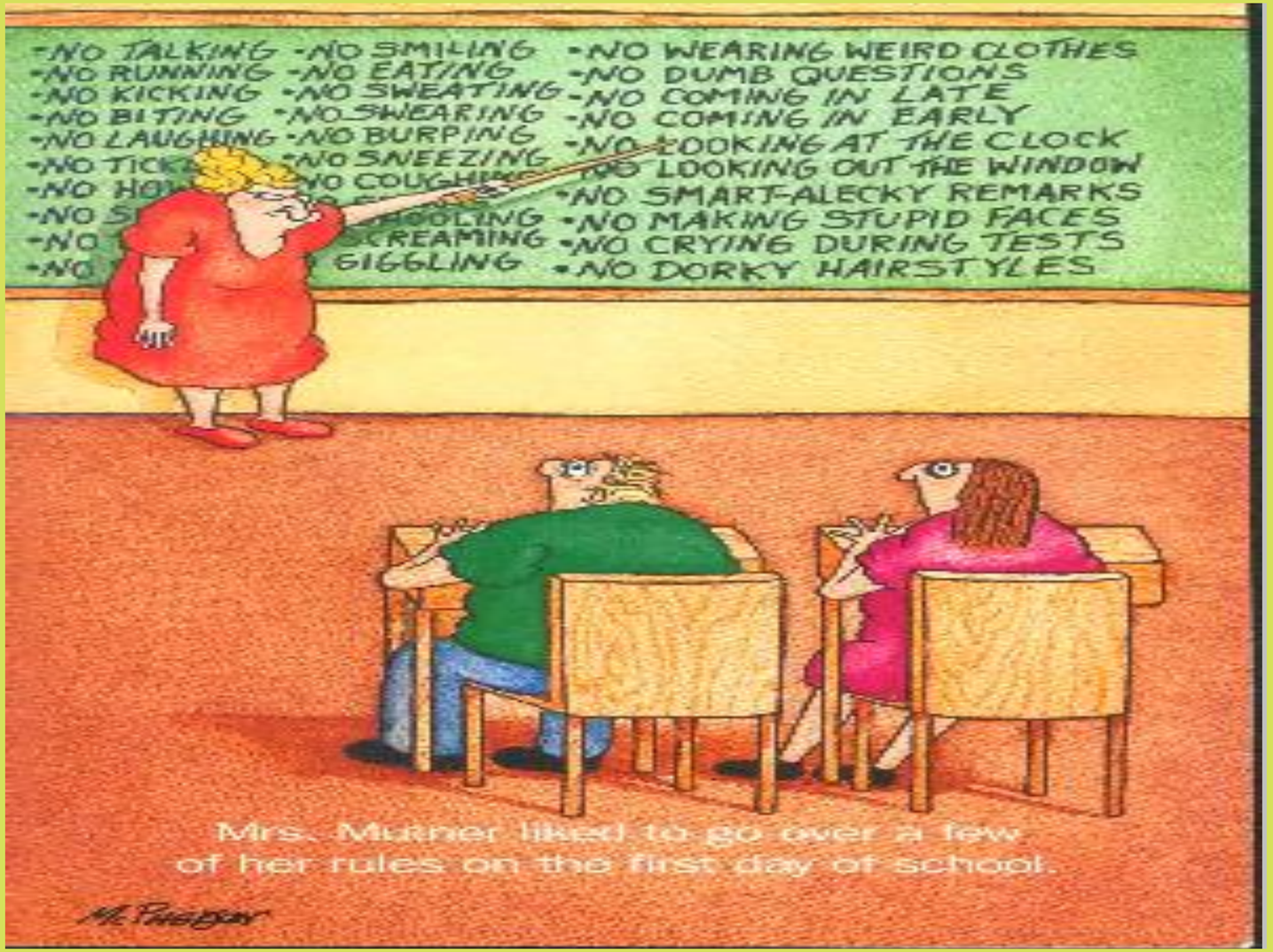
Source:
http://pb4l.tki.org.nz

Teachers want to be….positive!

RESEARCH SAYS: Punishment doesn't work!

Why is punishment so deeply rooted in our society?

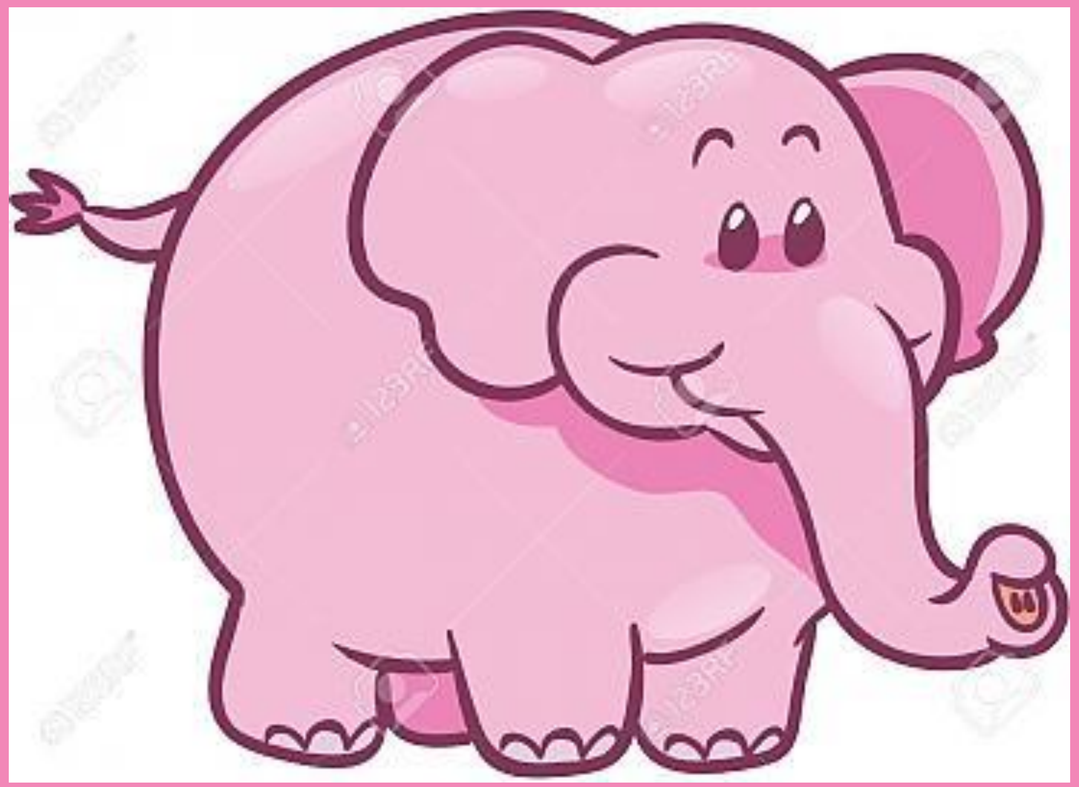
We ALL know….students will NOT learn in this way..



Exercise!

School Wide Positive Behavior Support

What do you see right now:



So why do we still tell others ‘NOT’/ NO!!!

????

May be….

‘Normal’

Danger!

NO!!!

I see you….

Do you call my name

… if all is ‘normal’ or..

…. In case I’m naughty ?

Where is the solution?

More repression, back to the old days?

Creating a positive, predictable and safe school climate?

A lot of work

High impact

Low impact

Easy to do

Schoolwide Positive Behaviour Support

PROCESS

Aim: a safe and positive environment for all to support development for all

Adressing behavior and learning challenges schoolwide and based on shared values	Emphasis on prevention via a multi tiered system of support	**Positive approach:** teaching and ackowledging	Data driven decision making	Partnership with parents and cooperating with stakeholders

Schoolwide approach based on shared values
Mission statement, legislation

Vrij naar een model van J Kamstra

hogeschool Windesheim

Knowing yourselve

Being and staying positive

Welcome to The Bridge C of E Primary
We are learning to
• Be Safe
• Be Independent
• Be Respectful
A PBS School
pbs
We are a PBS school
Our values are:
Safe
Independent
Respectful
Personal space
Personal space

School Wide Positive Behavior Support

"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…….
teach?…….punish?"

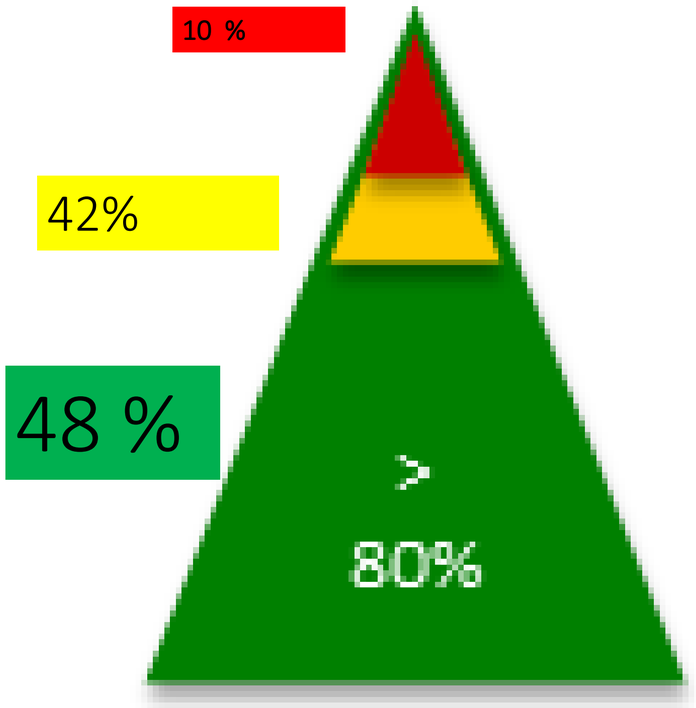
"Why can't we finish the last sentence as automatically as we do the others?"

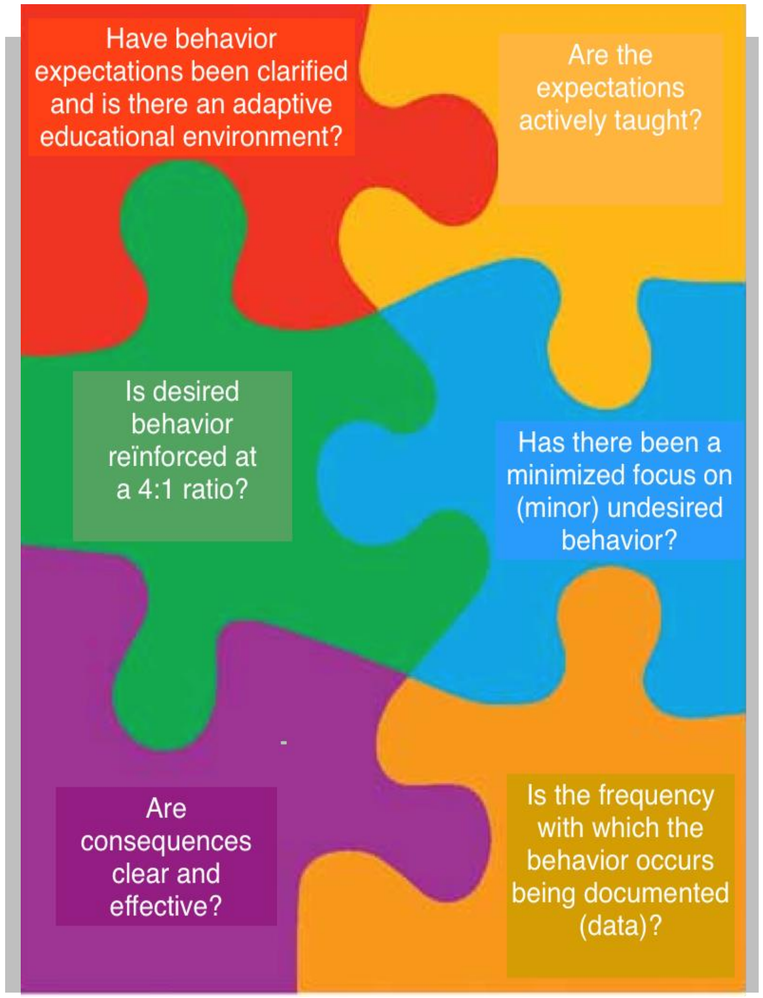
(Tom Herner (NASDE President)
Counterpoint. 1998, p. 2)

Action plan:

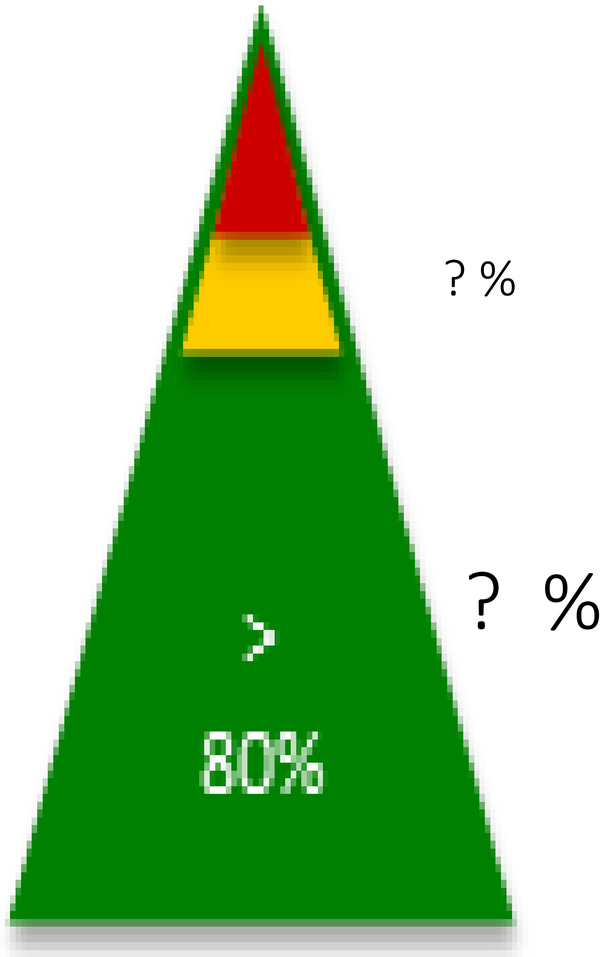
Number of students:

January:

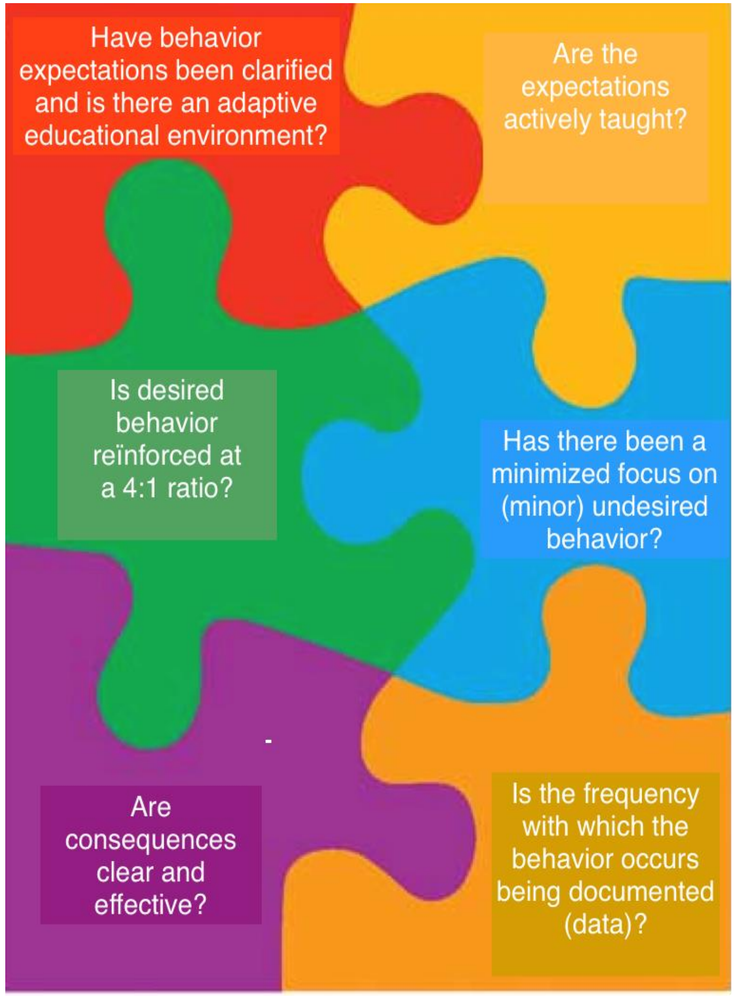




March



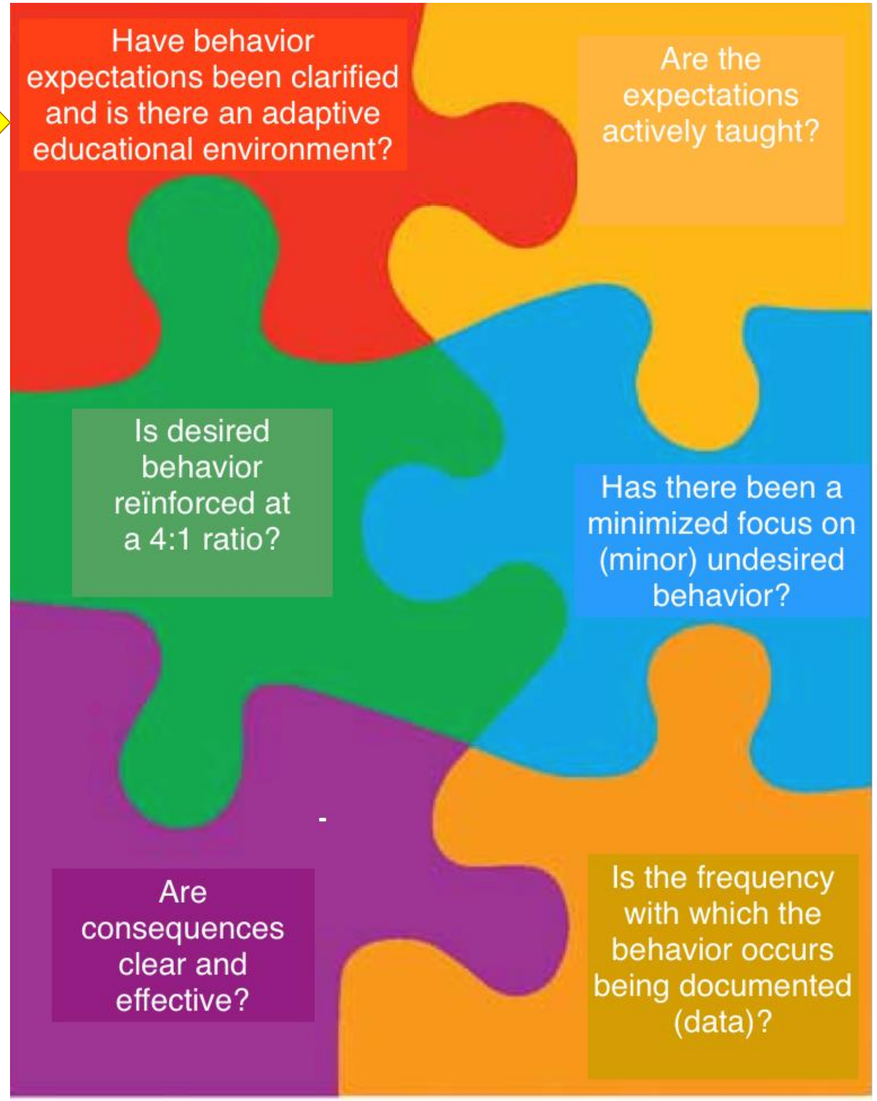
PBS pilot



Model: M Baard

OBS De Meander
sterk in circuitonderwijs

Step 1.1 : make it clear and positive



Respectful:

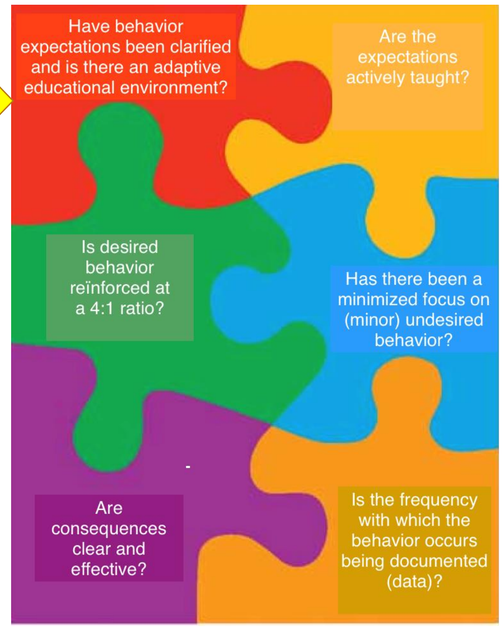
Negative: Positive

Don’t shout

Don’t run

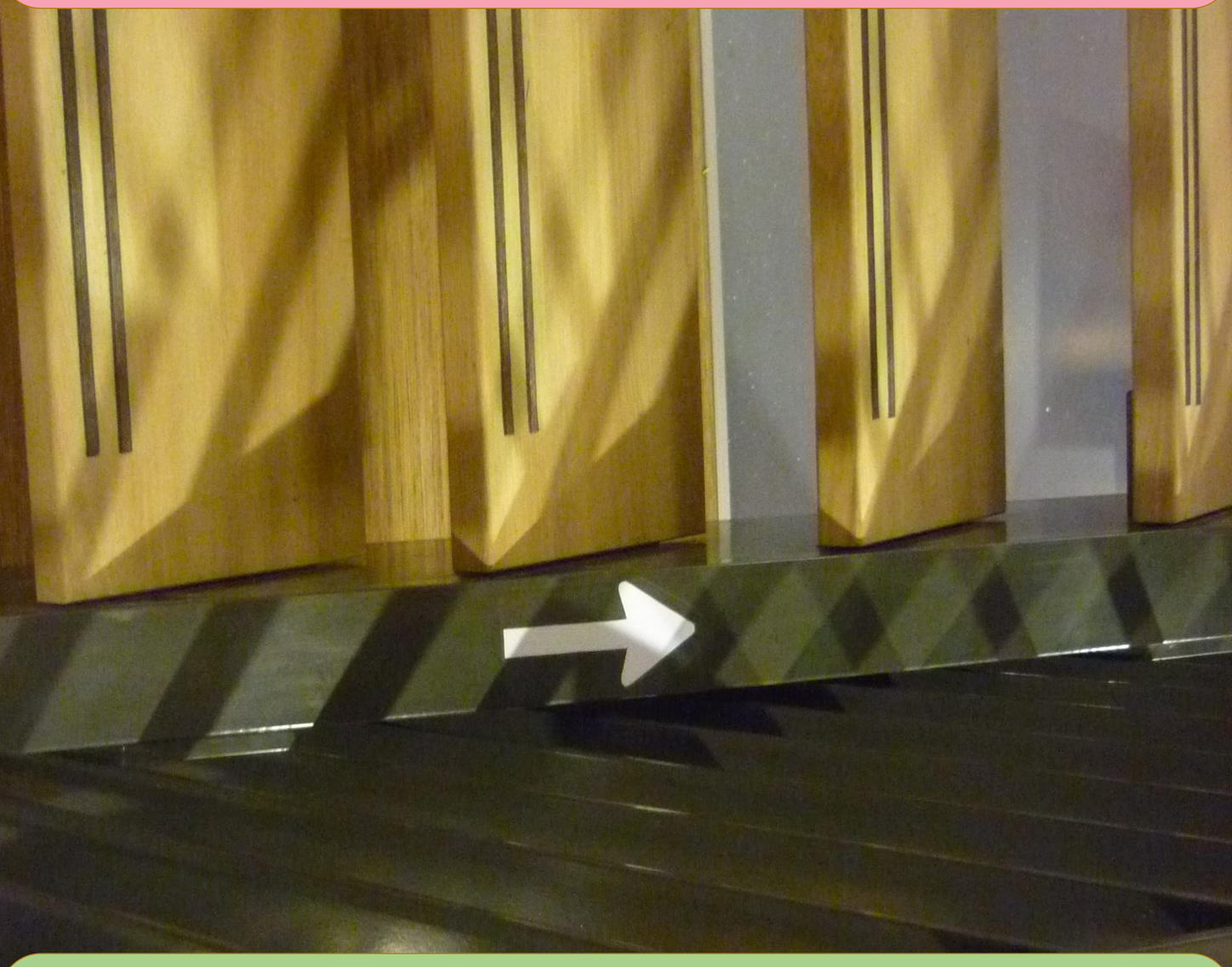
Don’t talk

Don’t..



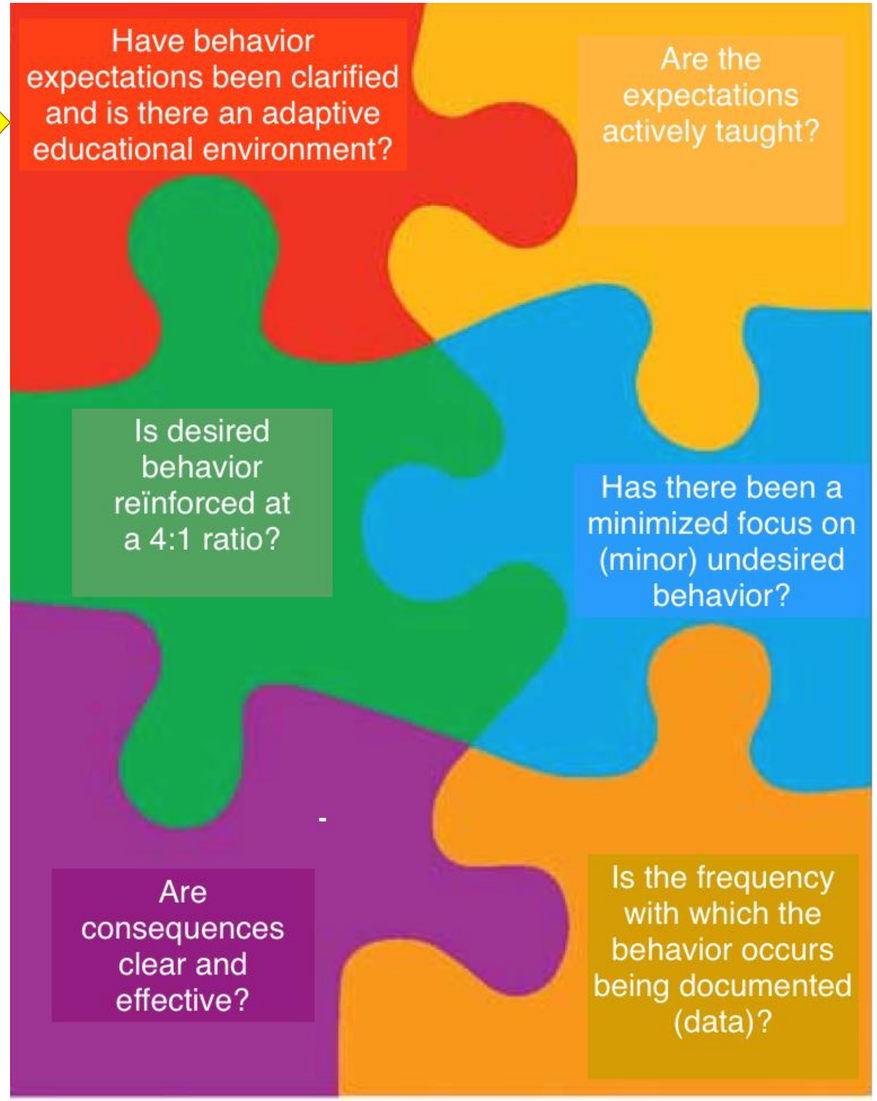
1.2 Environment

Prevetion

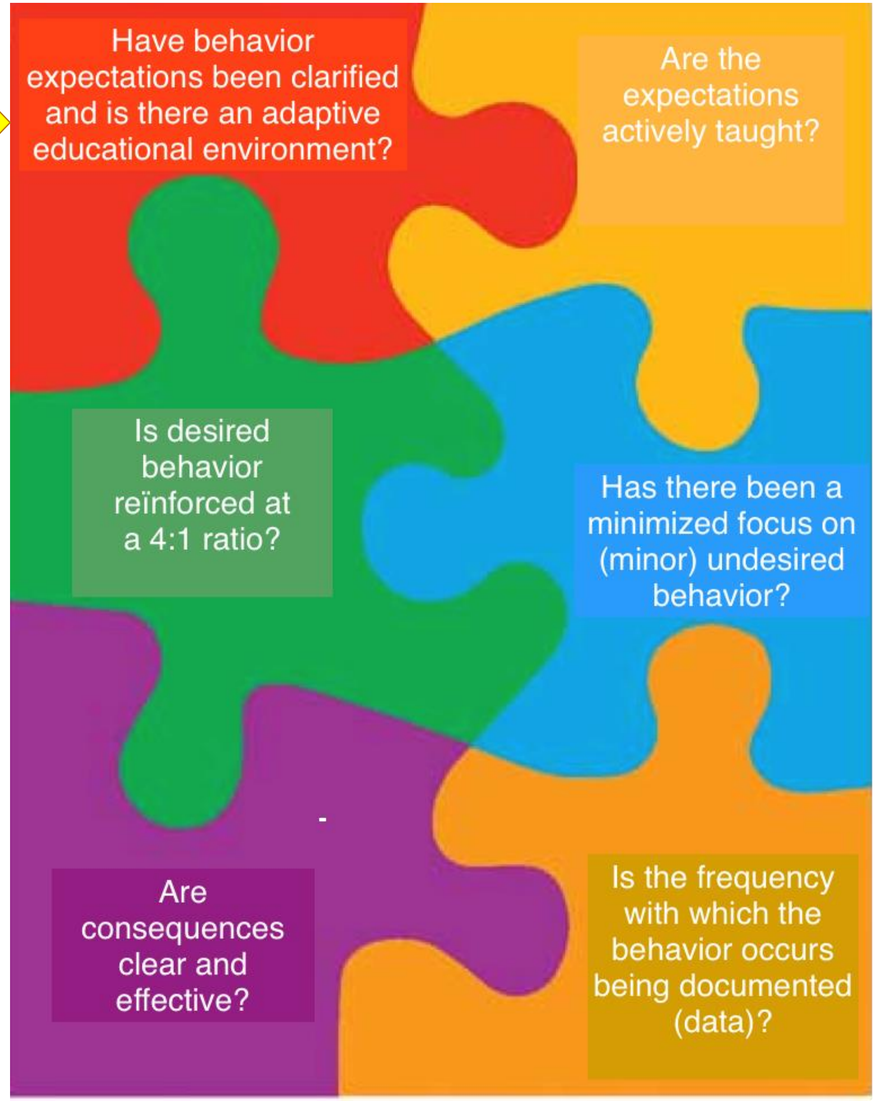


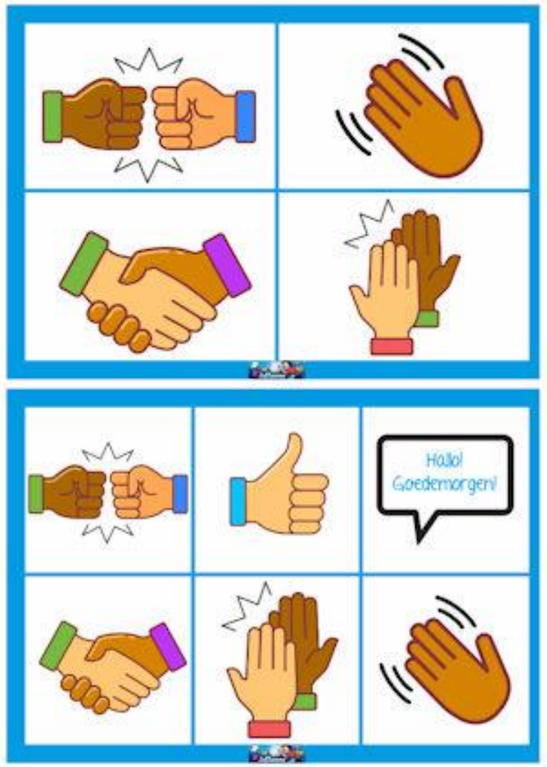
R3 PAST
OVERAL

Expectations: vizualisation



Expectations: vizualisation





CLASSROOM EXPECTATIONS

BE RESPECTFUL

Raise your hand to speak
Listen when others are speaking
Talk quietly and politely
Mind your own business

BE RESPONSIBLE

Follow directions the first time given
Complete daily assignments
Bring things when due
Be honest about your actions
Clean up after yourself

BE SAFE

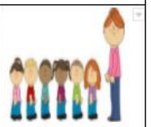
Keep hands, feet & objects to yourself
Sit appropriately in your seat
Enter and exit classroom quietly
Use materials properly
Let an adult know where you are

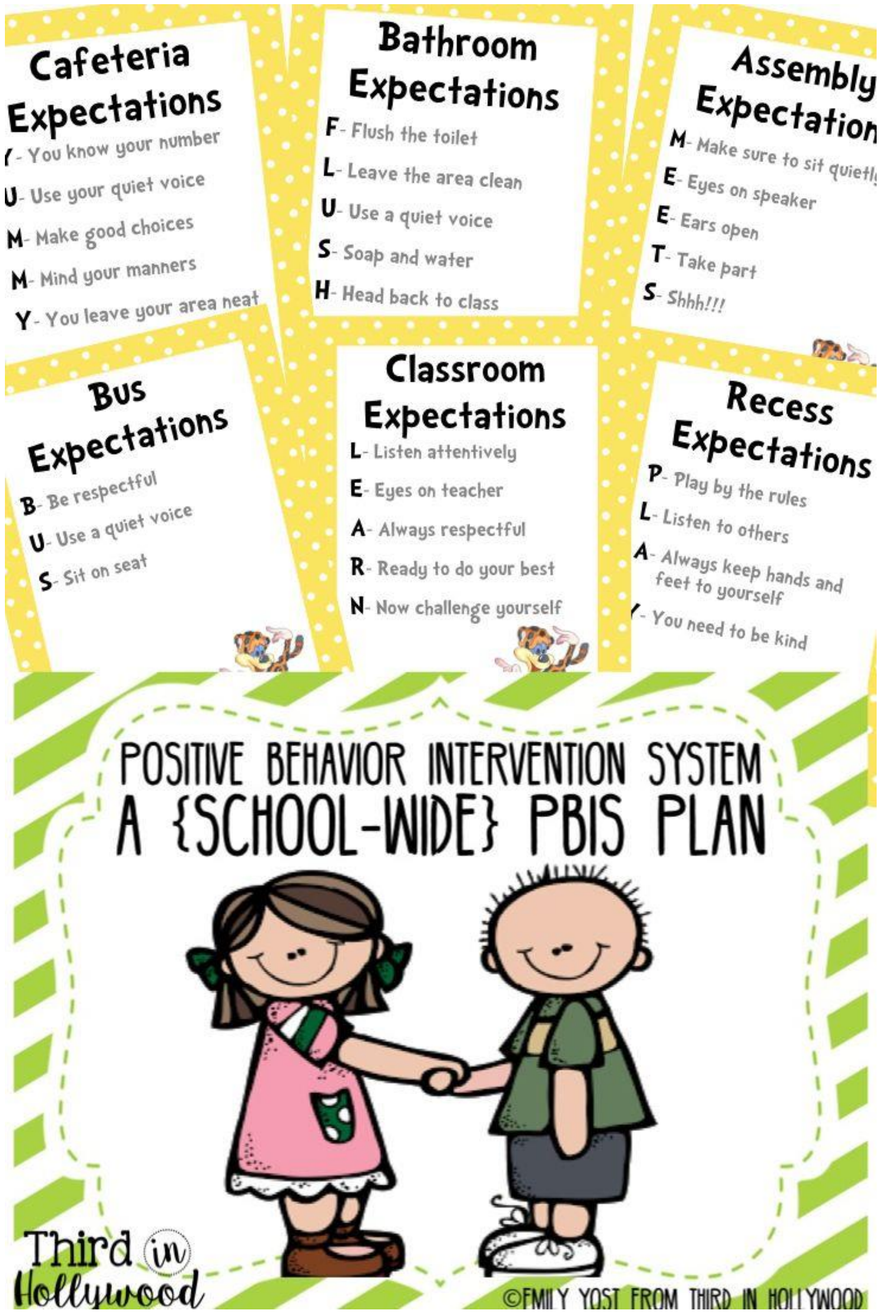
BE KIND

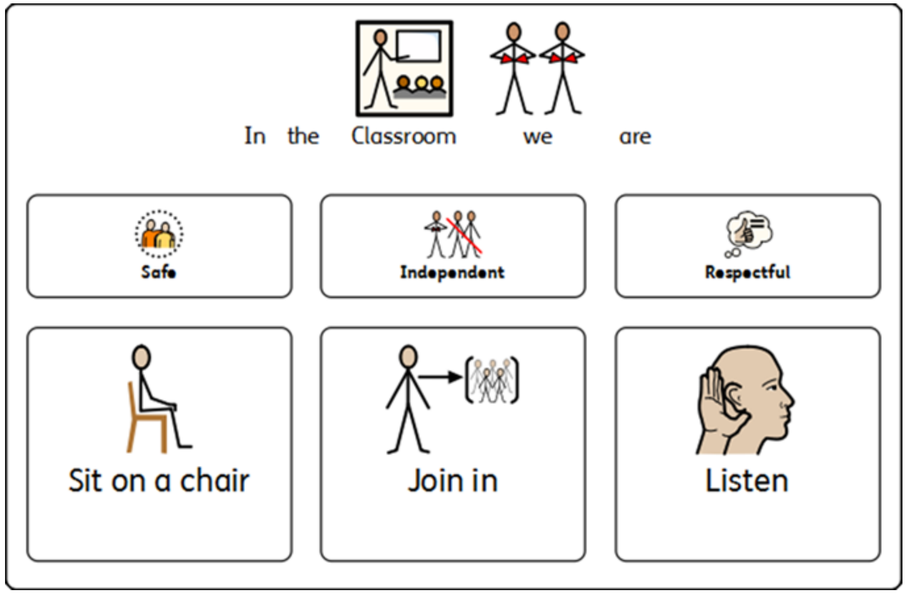
Use kind words
Be helpful to others
Give encouragement
Cooperate with others
Respect the thoughts & feelings of others
Include everyone

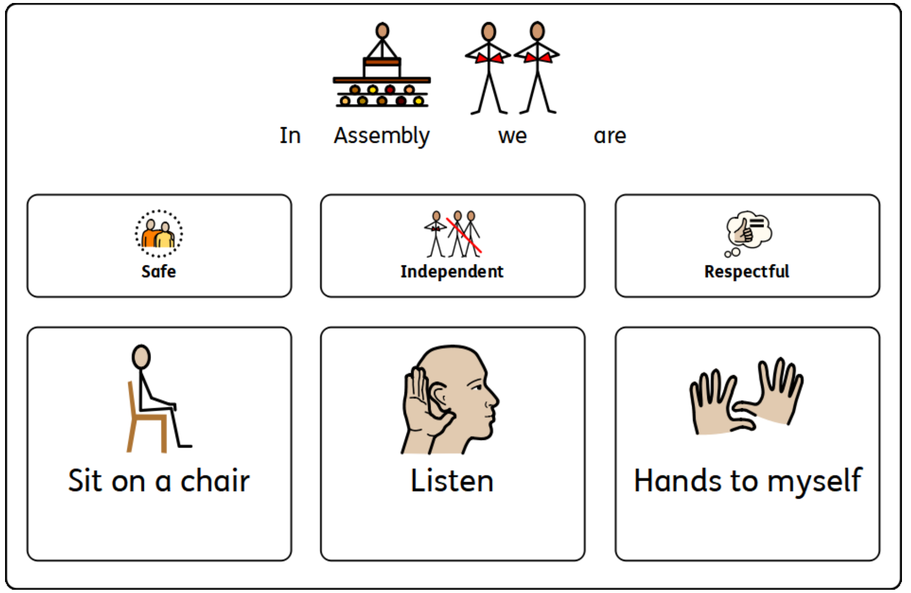
CLASSROOM EXPECTATIONS

Be Respectful	Be Responsible	Be Safe
Use soft indoor voices	Complete all assigned tasks	Keep hands & feet objects to yourself
Raise your hand and quietly wait your turn to speak	Arrive to class before the tardy bell rings	Enter/Exit classroom quietly
Listen to all instructions & follow directions	Use & care school property appropriately	Stay seated unless directed

	Classroom	Playground	Restroom	Cafeteria	Walkways
Respectful	Use Polite Words	Play Fair with Others	Ask permission	Use Inside Voices	Walk from Cafeteria
Organized	Respect Your Space	Only School Game Rules	Wash hands	Line up in A-B-C	Walk to Play Areas
Accountable	Be On-Time to Class	Freeze at Whistle	Report Problems	Say Your Full Name	 Wait Quietly
Responsible	Be Prepared	Wait Your Turn	Use at Recess	Remove Your Trash	Transition Quickly

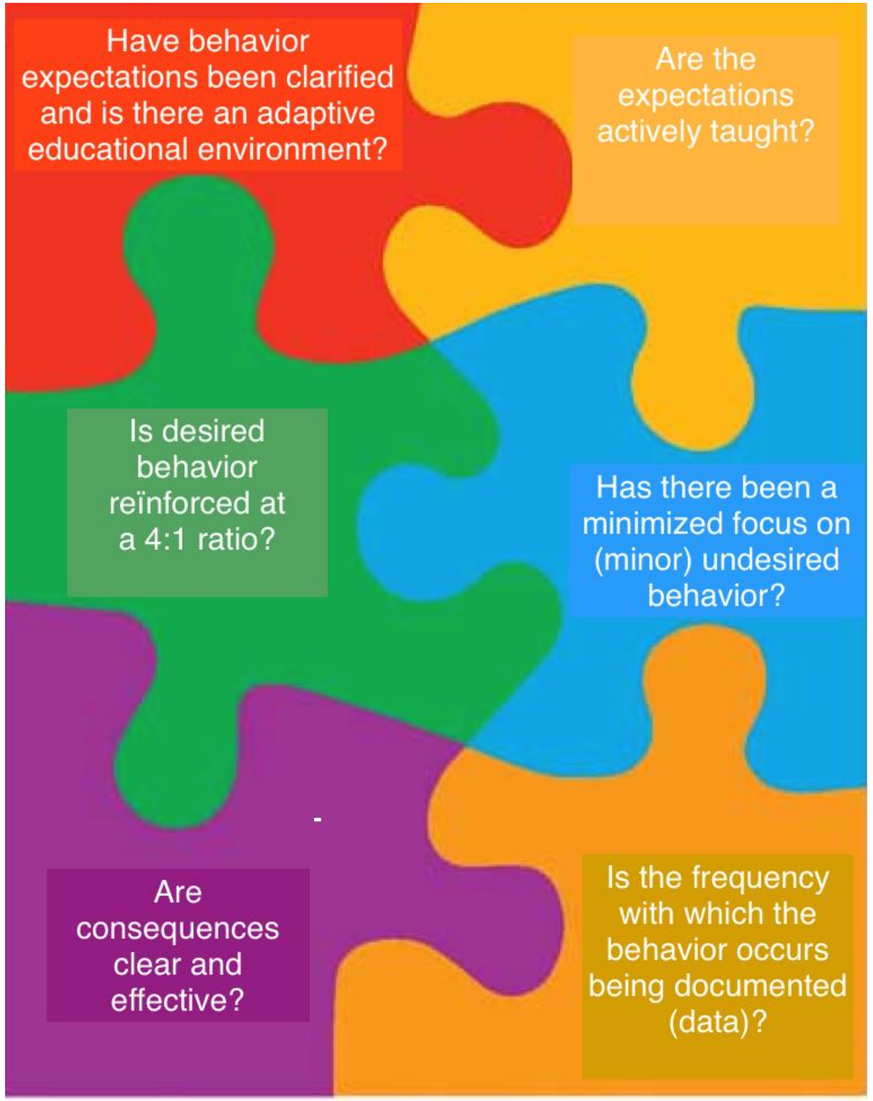

Cafeteria Expectations
Y- You know your number
U- Use your quiet voice
M- Make good choices
M- Mind your manners
Y- You leave your area neat
Bathroom Expectations
F- Flush the toilet
L- Leave the area clean
U- Use a quiet voice
S- Soap and water
H- Head back to class
Assembly Expectation
M- Make sure to sit quietly
E- Eyes on speaker
E- Ears open
T- Take part
S- Shhh!!!
Bus Expectations
B- Be respectful
U- Use a quiet voice
S- Sit on seat
Classroom Expectations
L- Listen attentively
E- Eyes on teacher
A- Always respectful
R- Ready to do your best
N- Now challenge yourself
Recess Expectations
P- Play by the rules
L- Listen to others
A- Always keep hands and feet to yourself
Y- You need to be kind
POSITIVE BEHAVIOR INTERVENTION SYSTEM
A {SCHOOL-WIDE} PBIS PLAN
Third in Hollywood
©EMILY YOST FROM THIRD IN HOLLYWOOD


In the Classroom we are
Safe
Independent
Respectful
Sit on a chair
Join in
Listen


In Assembly we are
Safe
Independent
Respectful
Sit on a chair
Listen
Hands to myself

POSITIVE BEHAVIOR: SAFE, TRUST, KIND

Respectfull
Responsible
Safe



- Teach and exercise!
- Movie!
- [Teaching Turn and Talk - YouTube]

WE:

2018-2019-2020

Created a PBS plan based on data (the highest level of incidents was during lunch time) to improve dinner time and introduced floor spots

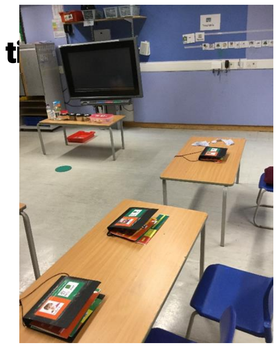
Stage 1 –

Teaching - One spot at a

ti

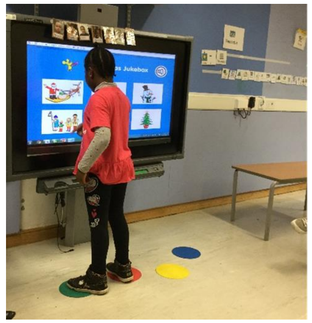
St **snack**

ti



Stage 2 –
Teaching – Several spots and one pupil

One pupil at a time moving along spots



Stage 3 –
Teaching – Several spots and pupils

At least 2 pupils moving along the spots

Stage 4 – Teaching – Several spots and pupils

In the hall at dinner time

Movie!

https://www.responsiveclassroom.org/why-does-interactive-modeling-work/

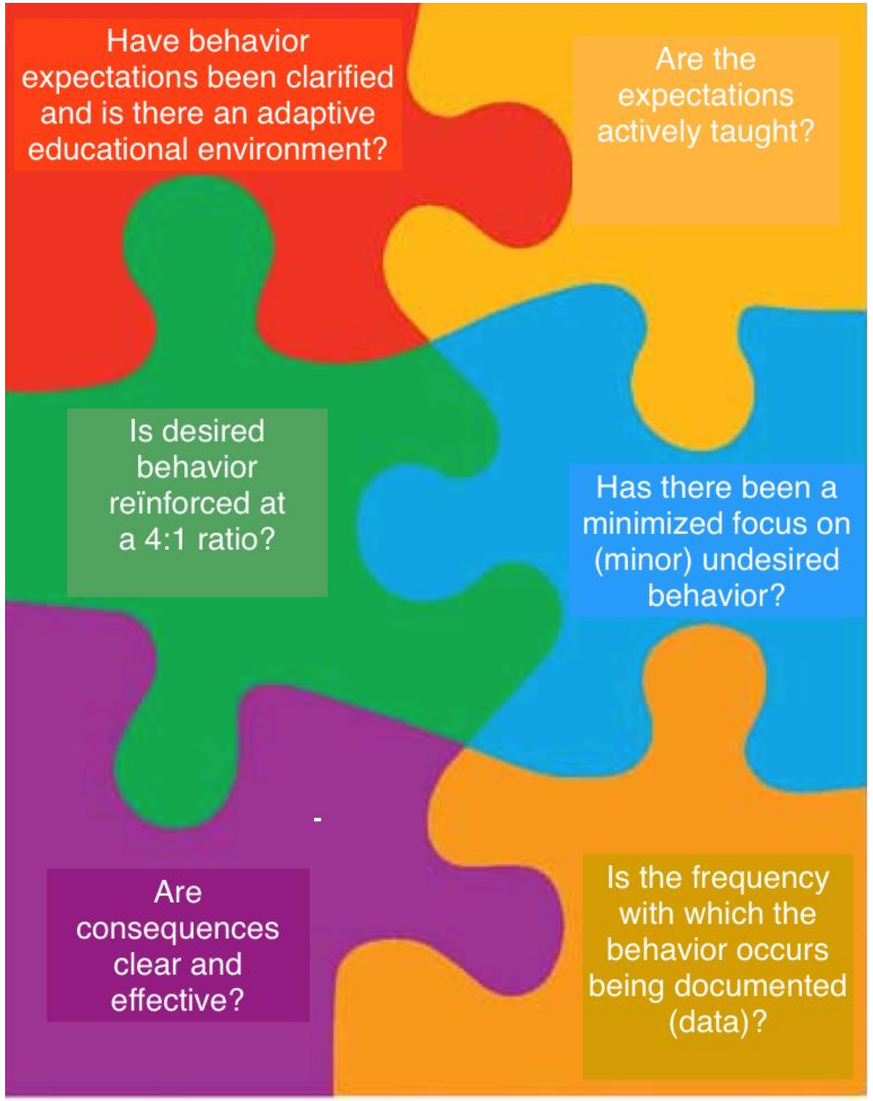
Exercise:

2+5 = 7

3+6 = 9

4+ 4 = 6

1+ 3= 4



- I saw you… constructive feedback

Constructive feedback

Try out:

Name: _____

I see you ….
(describe what you see the other one is doing)

That is valuable because…
(connect to value)

Thank you!
Name:

Ann
D.
23

Ashley
E.
20

Barry
H.
28

Brielle
F.
25

Damian
P.
20

Devon
M.
37

Elexias
M.
24

Emma
S.
15

Hannah
L.
20

Ismael
L.
20

Jenaeja
E.
21

Jordan
B.
6

Julia
L.
16

Logan
C.
17

Mari
S.
10

Paul
K.
30

Scott
H.
15

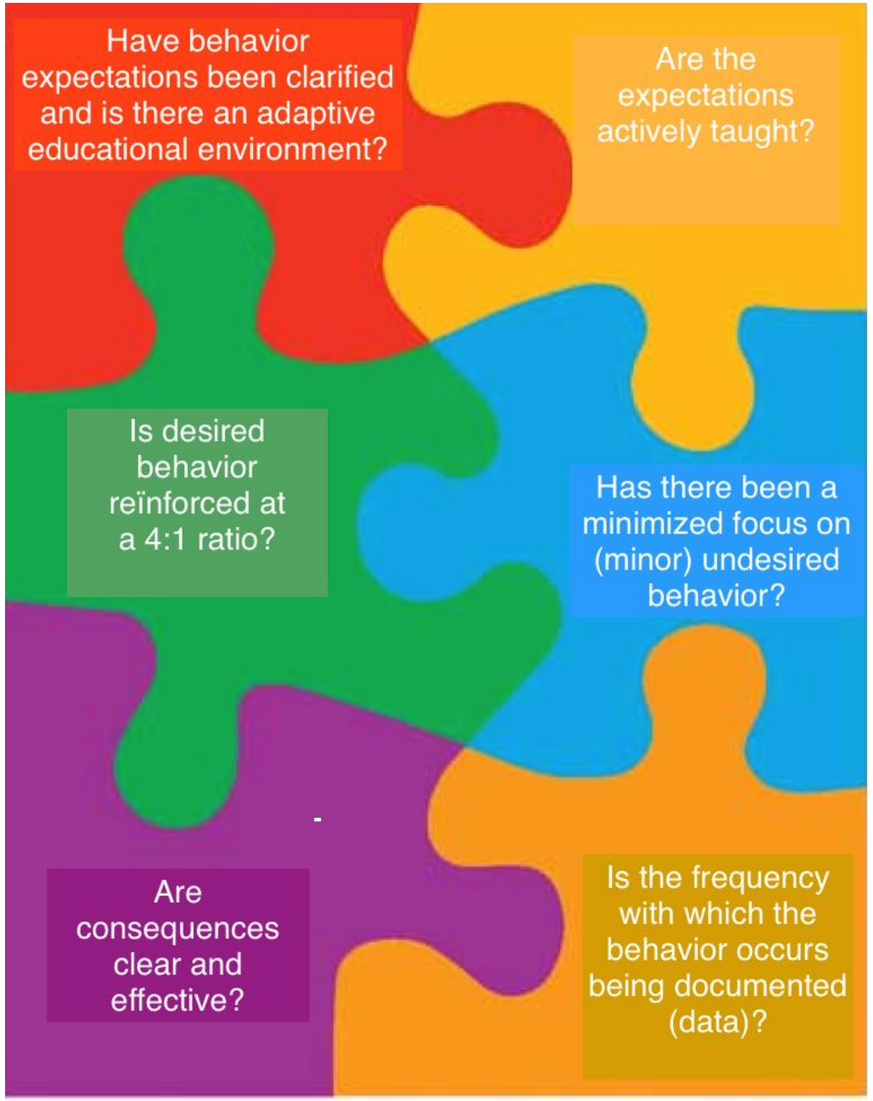
Simon
P.
18

Teagan
P.
10

Tristan
K.
10

Vlad
T.
25

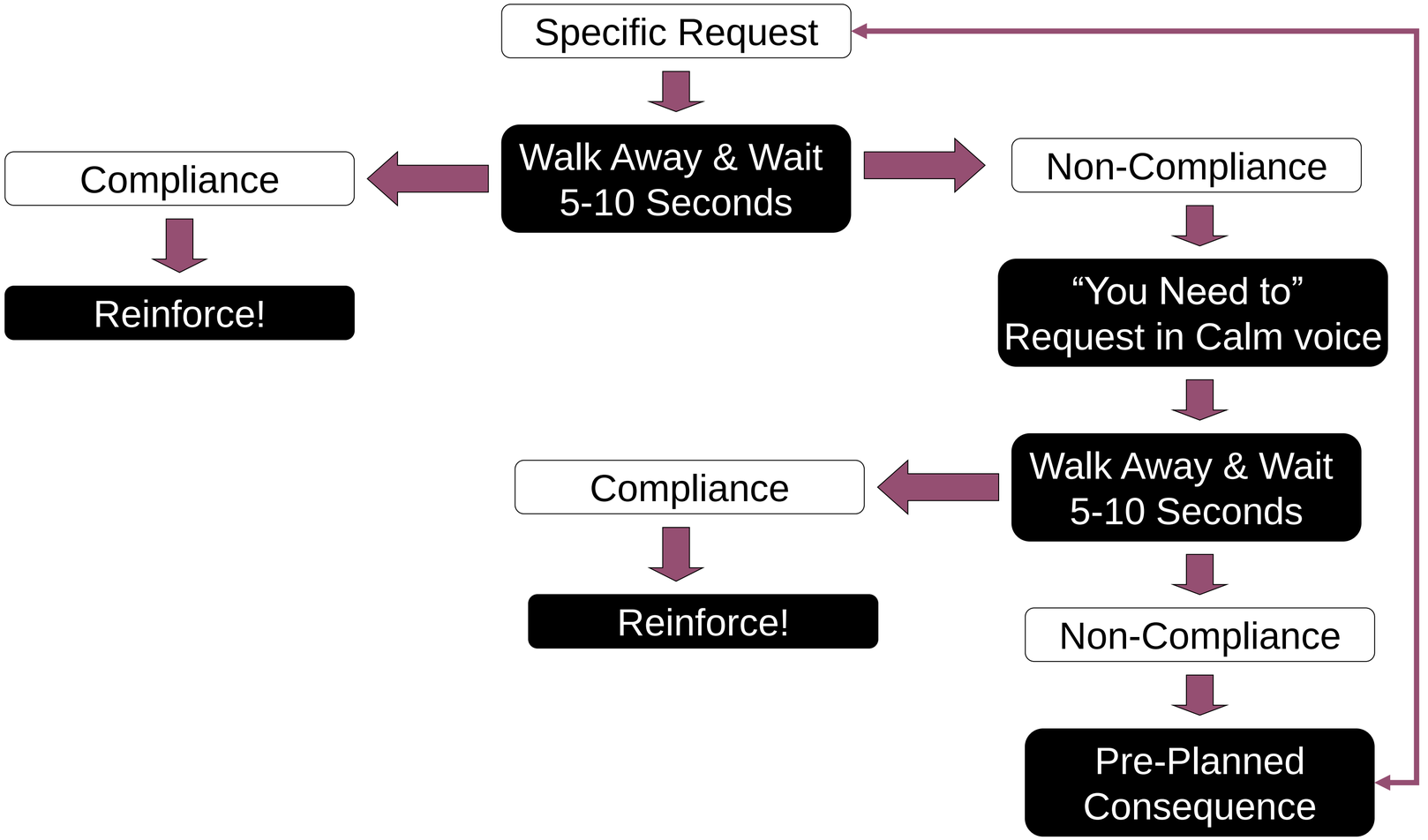
Yana
V.
20



Skill building:

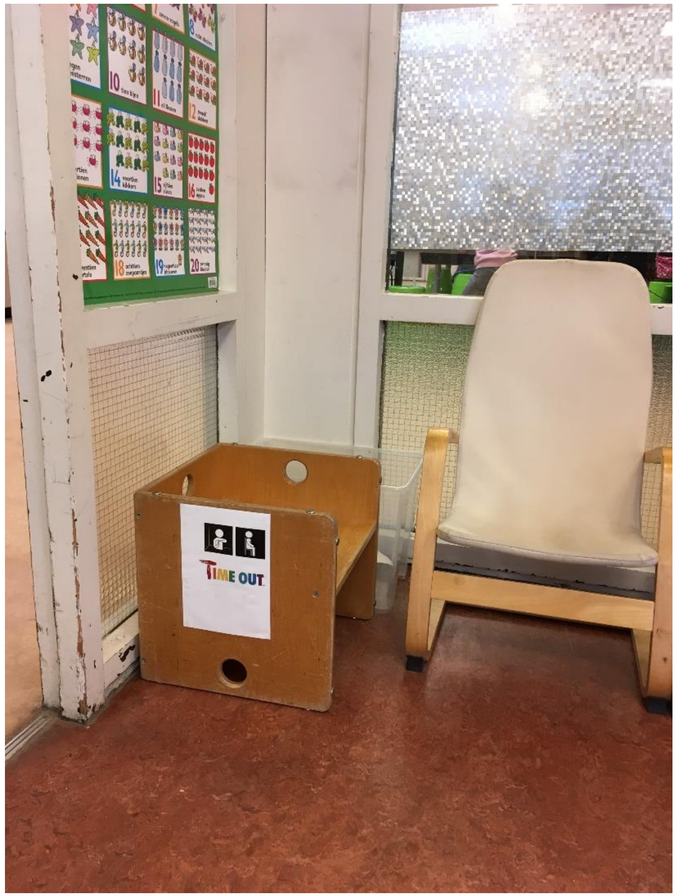
Give more time
Repeat
Reteach
Exercise
Ignore – if possible
Give attention to other who does
Peer support

Specific Request Sequence



Best *Practices*

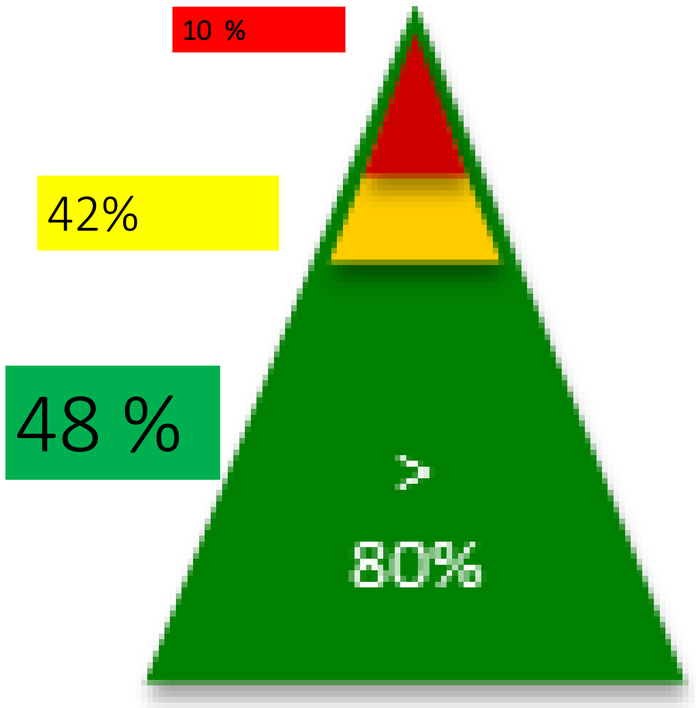
Time out

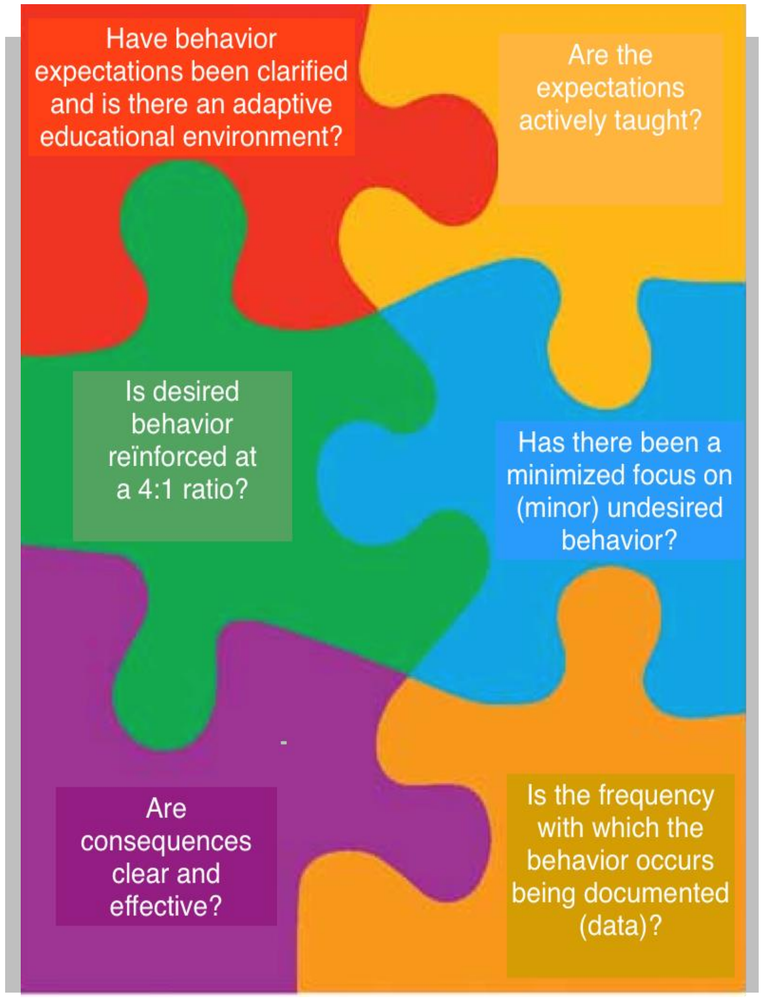


Action plan:

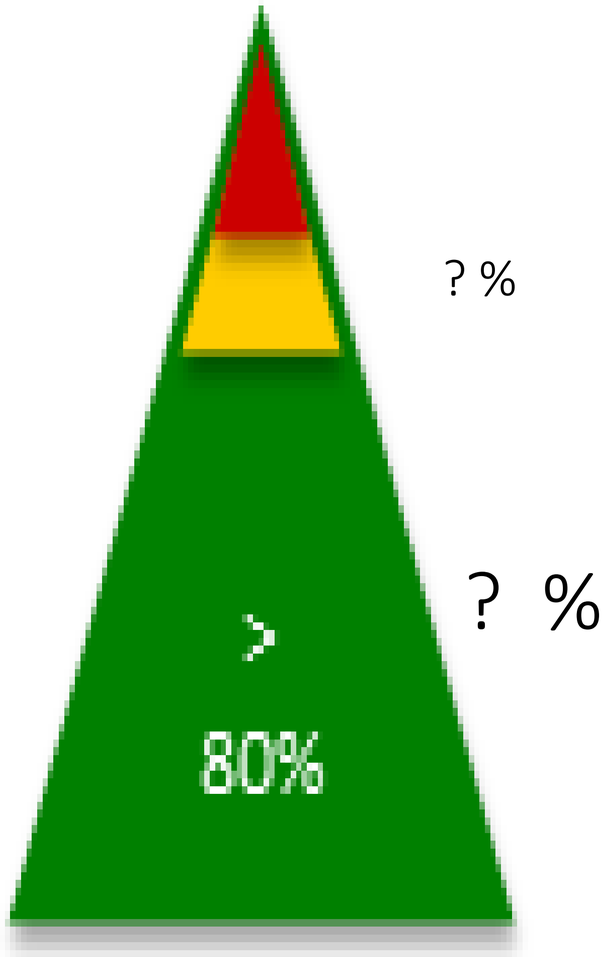
Number of students:

January:

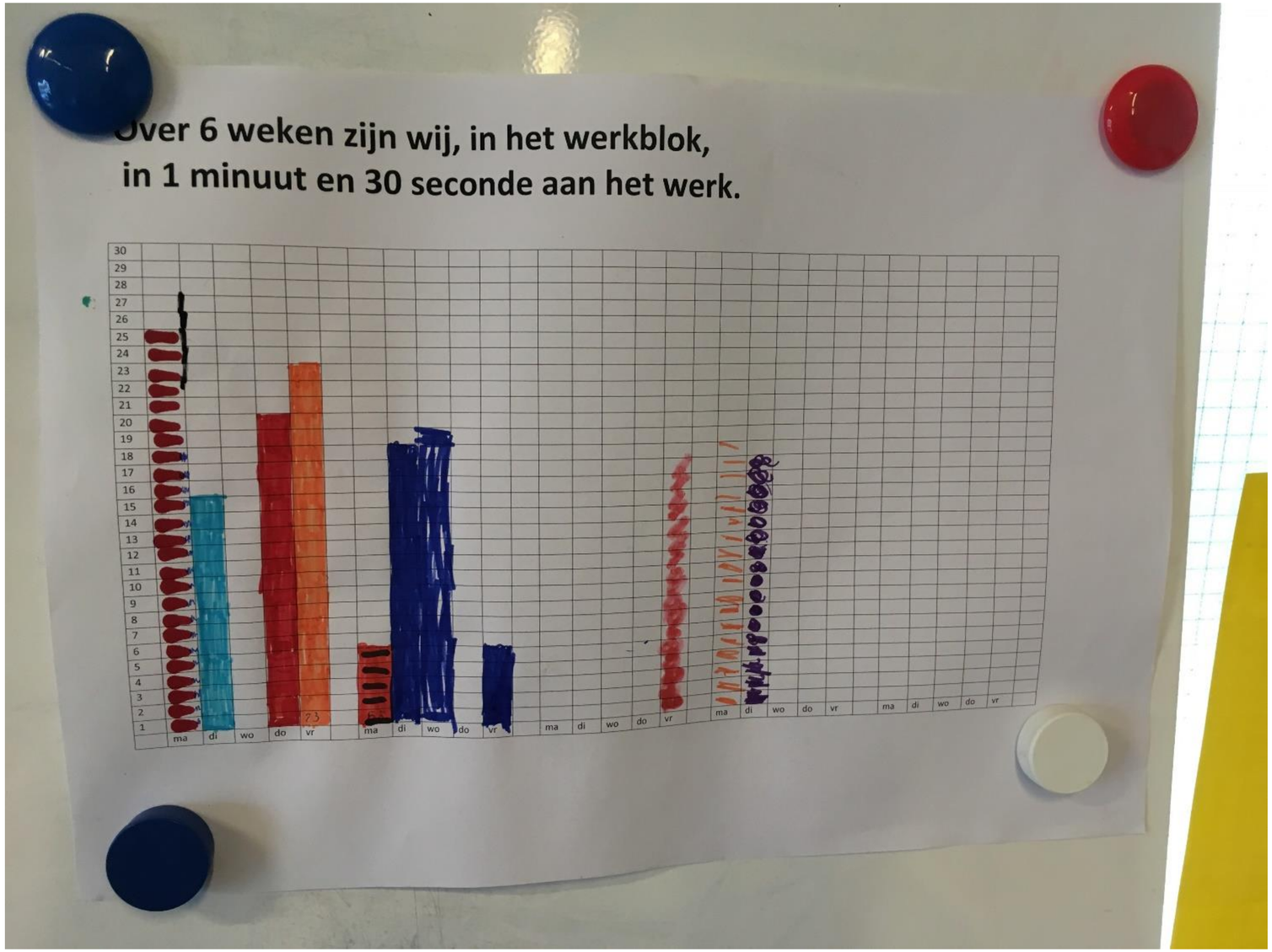




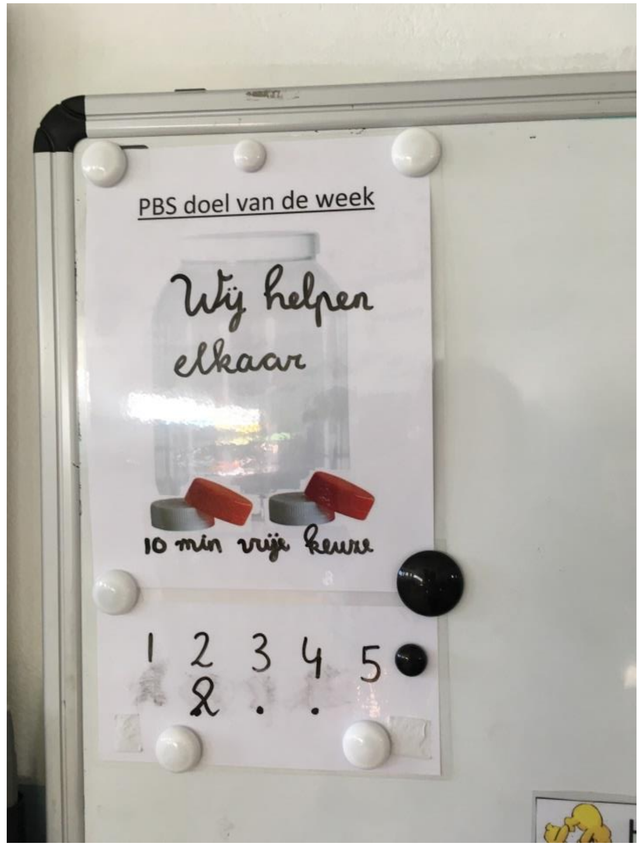
March

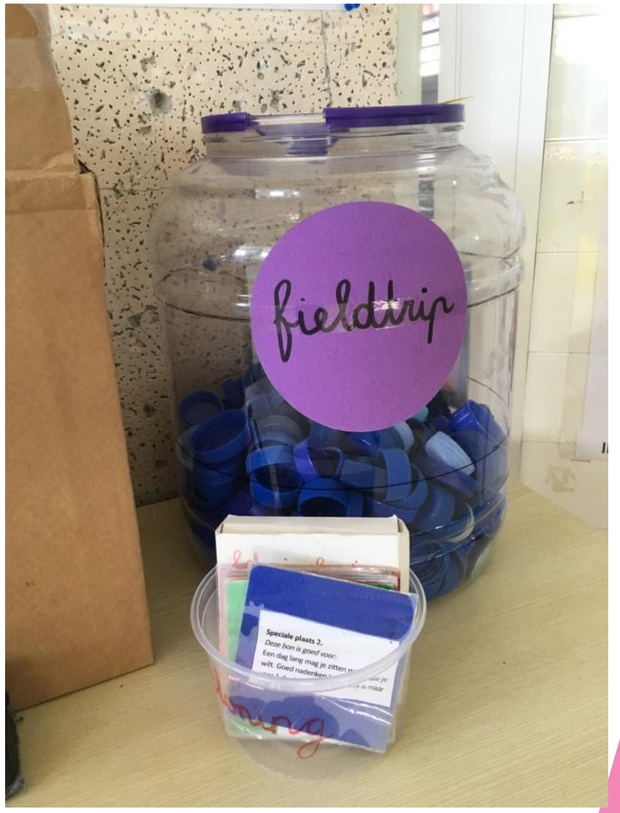


In 6 weeks we will only need 1,5 minutes to start working



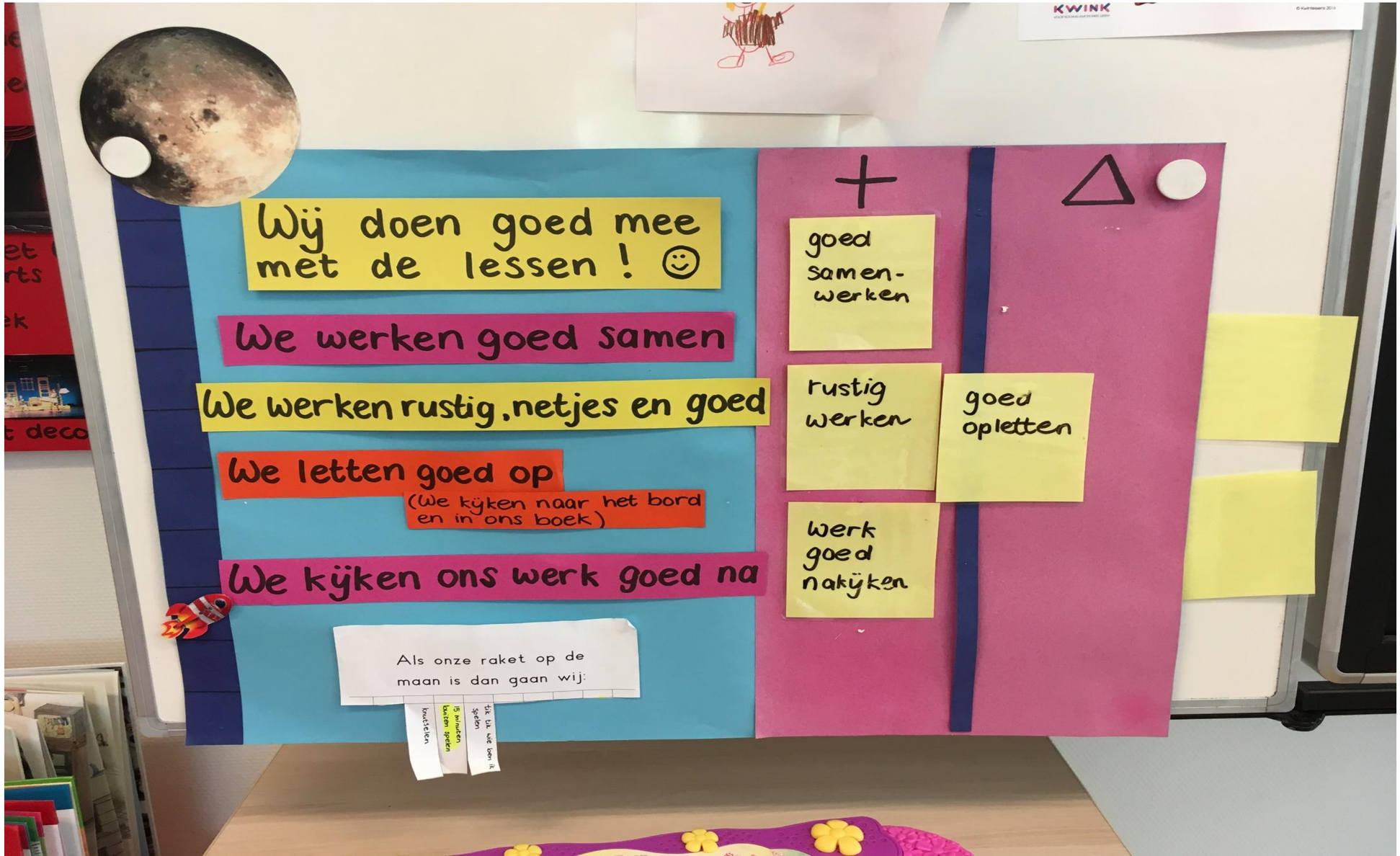
Classroom data ‘helping one another’





Classroom data Sr Regina Primary School, 2018

Classroom data

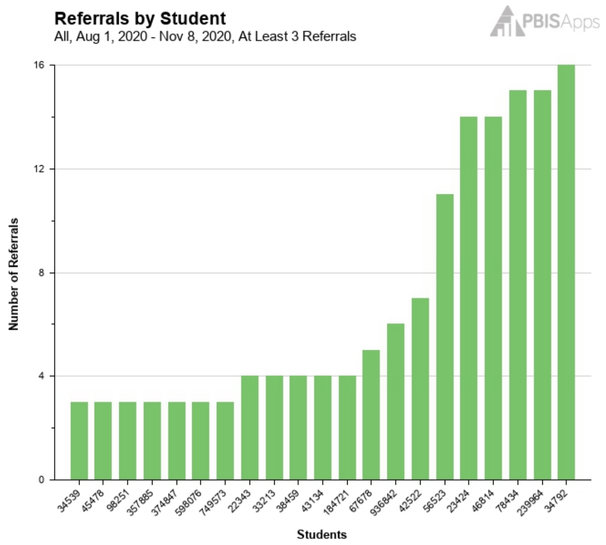


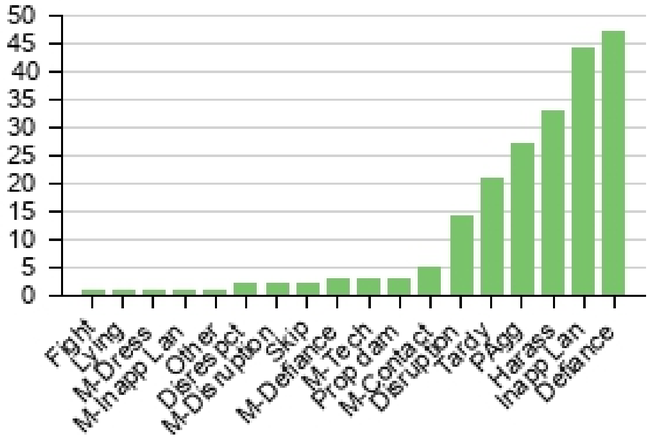
Crazy hair day…

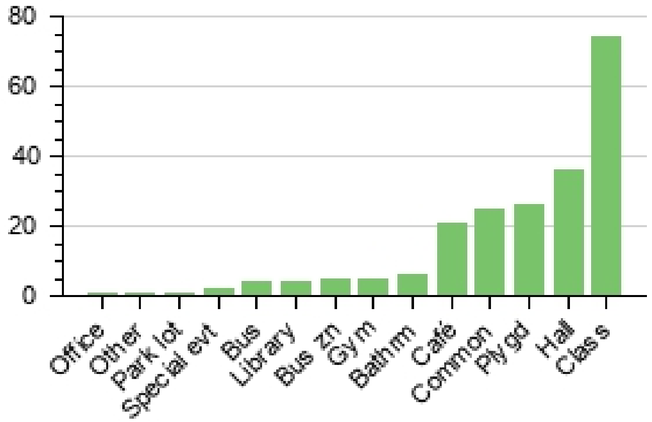
DATA 2 (2-4 WEEKS)	REPEAT DATA COLLECTION 8/10
Sharing data: analyse progress	Feedback to staff through Wednesday am meeting; reminder to parents; new article on web/ newsletter. Students to monitor and present the number of stamps in their class. S to co-ordinate communication and to display up-to-date progress in the staff room.
Data 3 (6-8 weeks)	Repeat data collection 5/11
Sharing data/ celebrating	Feedback to staff through Wednesday am meeting; new article on web/ newsletter. Friday treat to celebrate before H/T.
Reflection	
What worked well? What was helpful?	

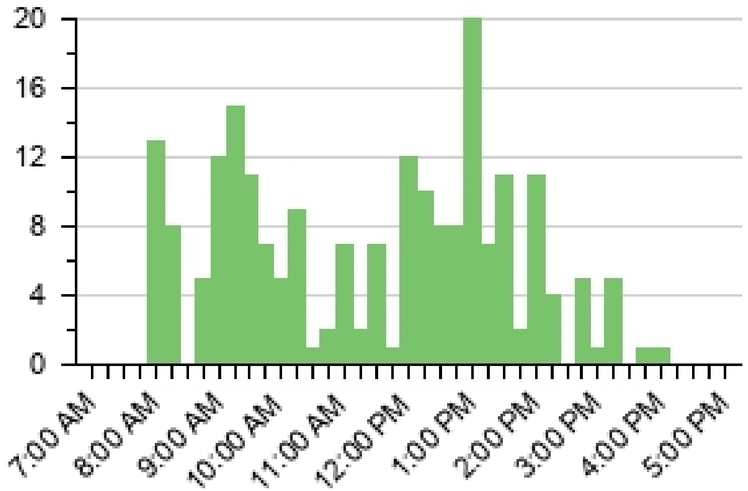
Incidents

Data







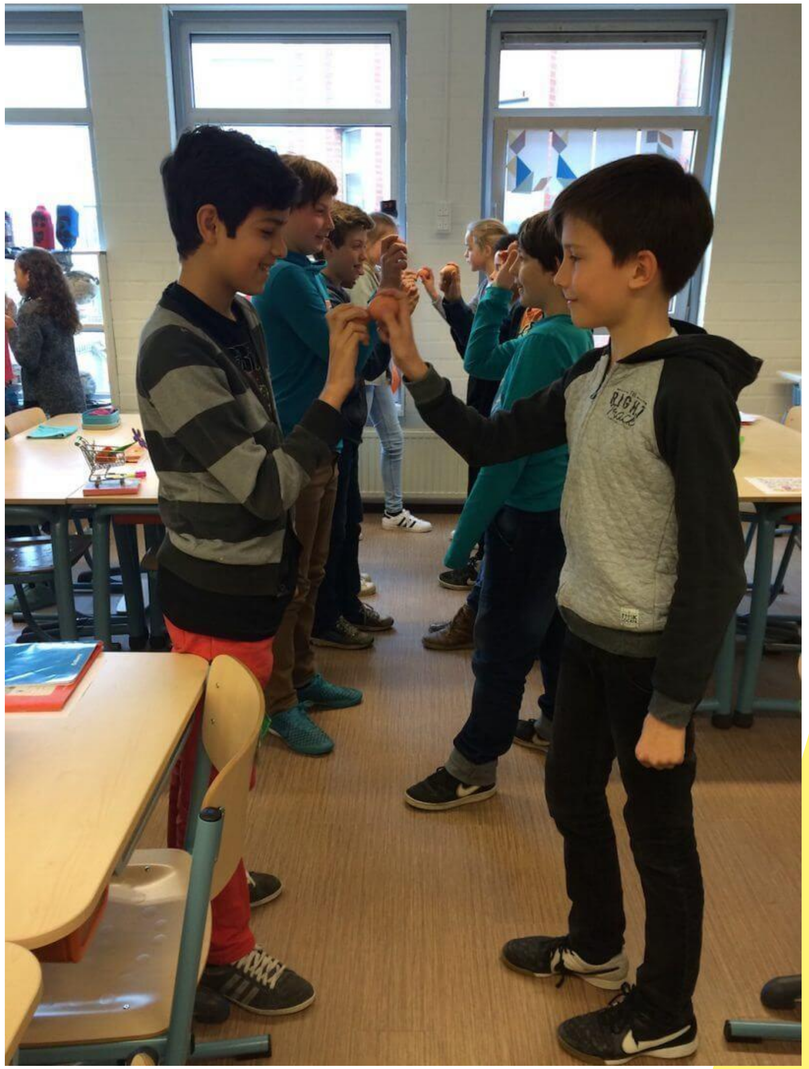


School Wide Positive Behavior Support

Data: ‘Satisfaction’ / Academics

	Meander	Other (same kind of school)
students	8,7	8,1
parents	8,2	7,7

OBS De Meander
sterk in circuitonderwijs
Openbare Basisschool Kattenbroek



Results Academics		
2017	2018	2019
537,8	538	539,2

Questions??

- Be the change…
- J.Kamstra@windesheim.nl