

Structuring Your After-School Sessions for SUCCESS!

FY24 Nita M. Lowey 21st Century Community Learning Centers Program
Annual Subgrantee Training
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Introduction

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- Current State School Climate Program Specialist, Georgia Department of Education
- Spent entire career focused on school climate work
- Former Special Education Director
- Clinical Social Worker



Learning Targets

- Understand why and how a PBIS framework can be implemented in an after-school program.
- Know two of the key components for developing a PBIS framework.
- Understand the importance of having clearly defined rules and having a plan for intentionally teaching those rules and consistently reinforcing them.

What is PBIS?

PBIS is an implementation framework for maximizing the selection and use of **evidence-based prevention and intervention practices** along a multi-tiered continuum that supports the **academic and behavioral** needs of all students.

Why PBIS?

The fundamental purpose of SWPBIS is to make schools more effective learning environments.

Predictable

Consistent

Positive

Safe

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**.

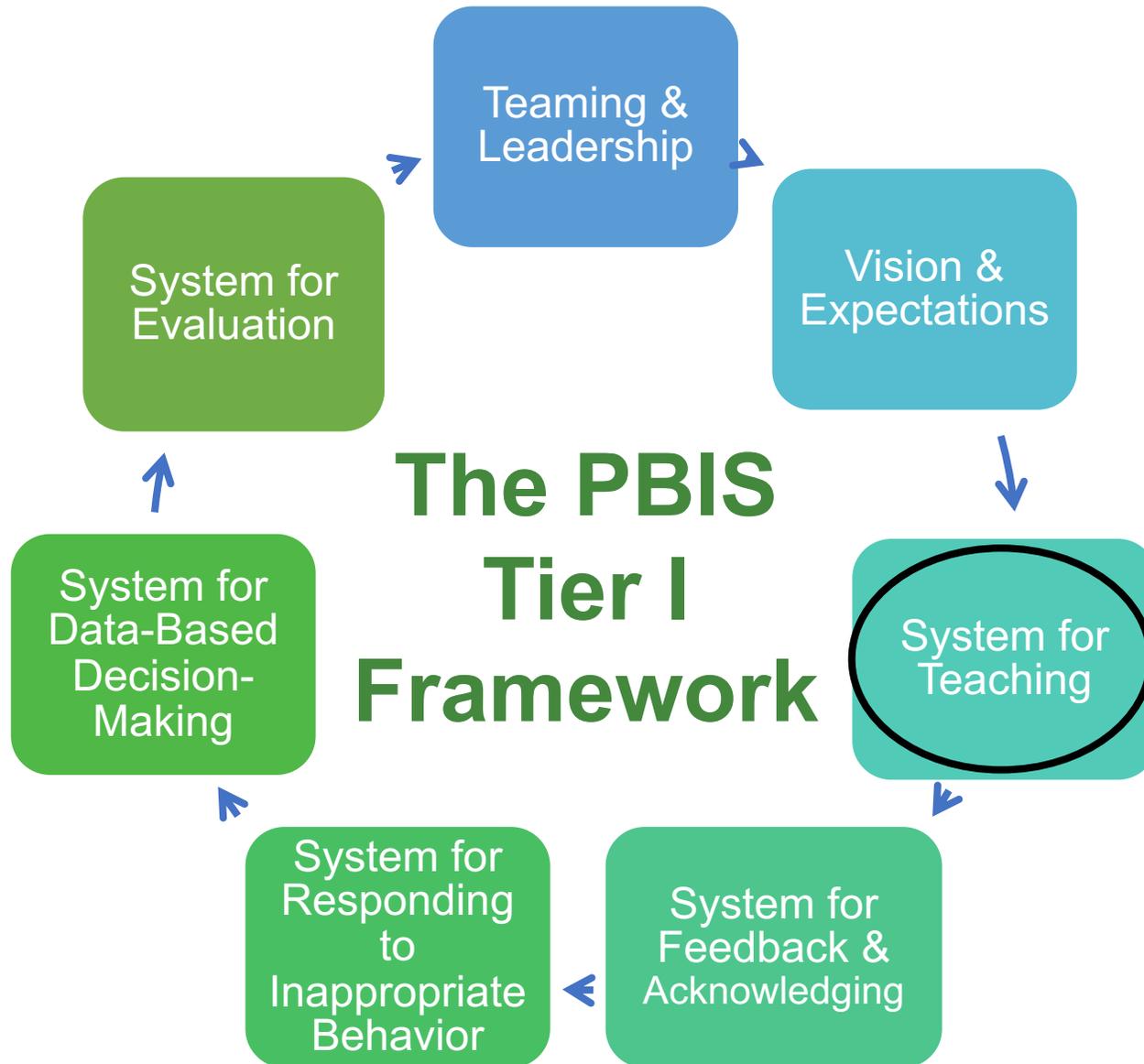
If a child doesn't know how to behave, we...**teach? punish?**

John Herner (NASDE President) Counterpoint 1998, page 2

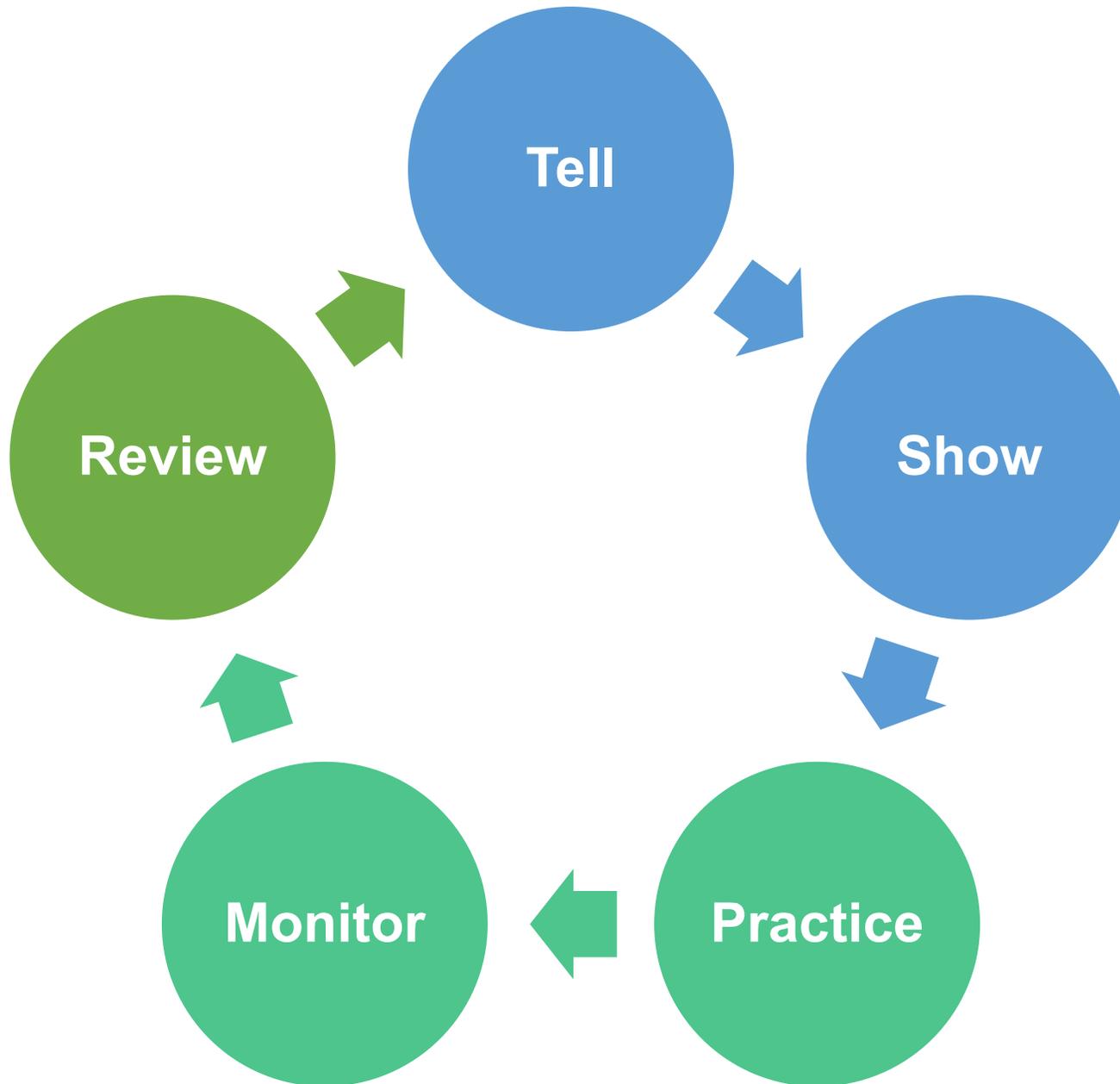
Collaborate

Why can't we finish the last sentence as easily?





Steps to Teaching



What routines do your students struggle with the most?



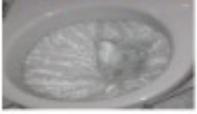
Matrix Example

	Arrival	Centers	Dismissal
Respectful	<ul style="list-style-type: none"> Enter quietly and sit in your spot 	<ul style="list-style-type: none"> Take turns Be gentle with materials 	<ul style="list-style-type: none"> Say goodbye to your teachers and friends
Responsible	<ul style="list-style-type: none"> Put your backpack where it is supposed to go 	<ul style="list-style-type: none"> Put things back where they belong 	<ul style="list-style-type: none"> Take care of everything you got out
Safe	<ul style="list-style-type: none"> Use walking feet Keep hands, feet, and all other objects to yourself 	<ul style="list-style-type: none"> Keep materials on the table 	<ul style="list-style-type: none"> Use walking feet Grab bookbag and place it on your arm or back.



Camp Success Academy PBIS Behavior Expectation Matrix



Expectations	Classroom	Hallway	Restroom	Cafeteria	Gym/Black Top
<p>Camp Choose to be Responsible!</p>	<p>Keep your area clean</p> 	<p>Place your book bag neatly against the wall</p>  <p>Walk in line</p> 	<p>Flush the toilet</p>  <p>Wash your hands</p> 	<p>Walk inside the cafeteria quietly</p>  <p>Use your whisper voice level</p> 	<p>Take turns using equipment</p> 
<p>Success Show Respect!</p>	<p>Use your listening ears</p>  <p>Follow the teacher's directions</p> 	<p>Keep your hands and feet to yourself</p> 	<p>Throw paper towel in the trash</p> 	<p>Keep food on your tray</p>  <p>Throw away trash on the table and floor</p> 	<p>Include everyone in activities</p> 
<p>Academy Always be a Leader!</p>	<p>Listen to your classmates' ideas</p>  <p>Be kind and respectful</p> 	<p>Throw away trash in the hallway</p> 	<p>Let our teachers know if the restroom is not clean.</p> 	<p>Tell the teacher if there is a spill</p> 	<p>Show good sportsmanship</p> 

Three Guidelines for Developing Rules

Guidelines	This Means	Example	Non-Example
M easurable	I can count it	Bring materials	Be ready to learn
O bservable	I can see it	Raise hand and wait to be called on	Be your best
P ositively Stated	I teach students what TO do	Keep hands and feet to self	No fighting

Let's Practice!

Use the blank copy to brainstorm ideas to develop a matrix to teach behavior expectations for your program.

Be Respectful				
Be Responsible				
Be Safe				

Create Teaching Schedule

Why develop a teaching schedule?

Repetition is key to
learning new skills.

(Joyce & Showers, 1981; Wong, 2018)

Fill in the Blank

For a child to *unlearn* an old behavior and replace with a new behavior, the new behavior must be repeated on average times (*Harry Wong*).



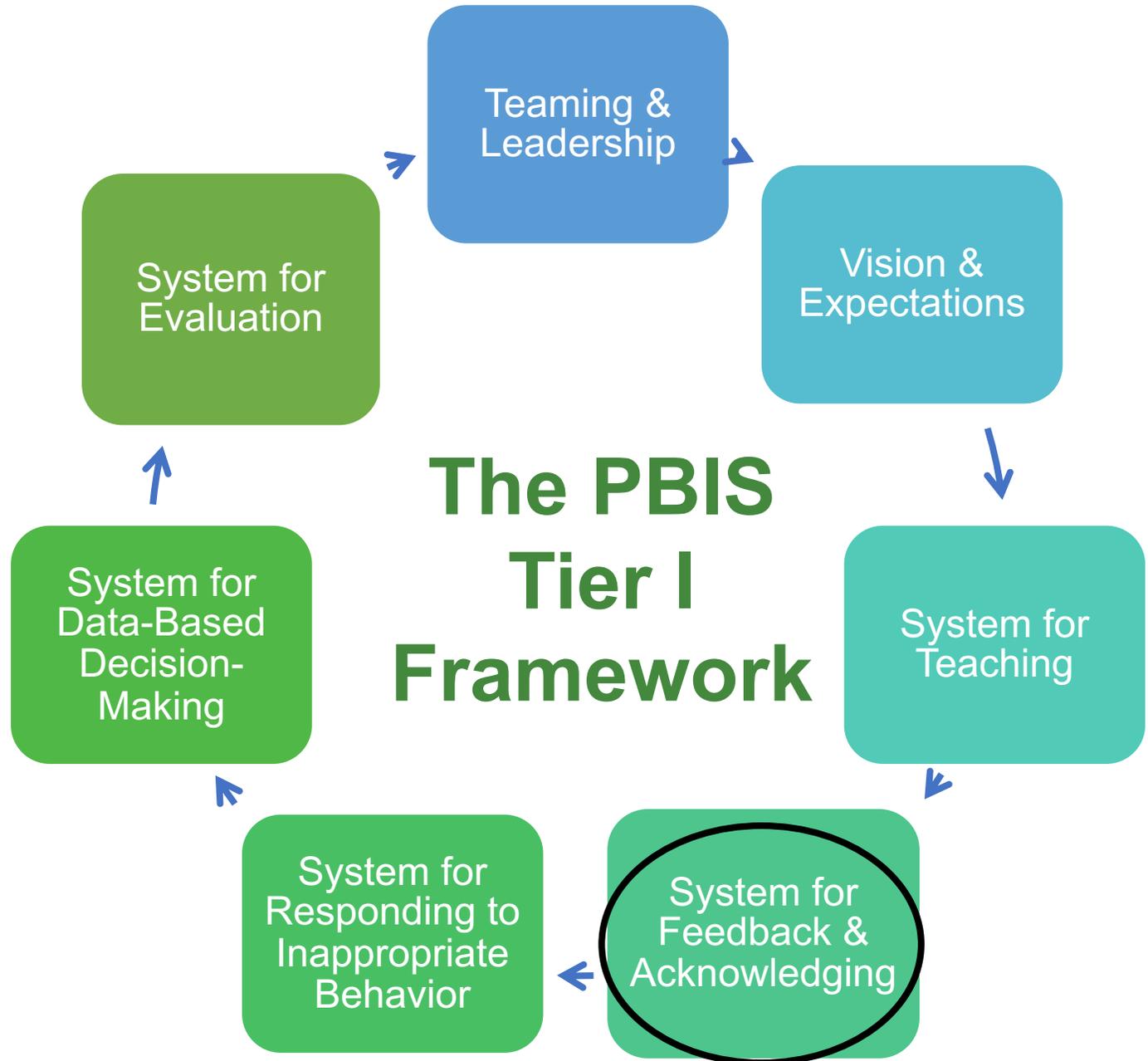
Acquisition Lesson Plan

Expectation	
Specific Behavior(s) and/or Procedures <i>List behavior and steps to complete</i>	
Context <i>Identify the locations(s) or times when behavior is expected</i>	
Teaching All Students	
Orientation Plan <i>For new students to the building</i>	
Tell <i>Introduce the behavior and why it is important</i>	
Show <i>Teacher demonstrates or models the behavior (only adults model non-examples).</i>	<p>Non-example:</p> <p>Example:</p> <p>Discuss:</p>

Practice <i>Give students opportunities to role play the example behavior across all relevant settings (avoid having students role play non-examples)</i>		
Monitor	Pre-correct/ Remind <i>Anticipate and give students a reminder</i>	
	Supervise <i>Move, scan, and interact with students</i>	
	Feedback <i>Observe student performance & give specific feedback to students</i>	
Reteach <i>Practice throughout the day</i>		

Lunchroom Expectations Video

- Identify the expectations, location and rule related to this video.
- This would be a great supplement to a lesson on picking up trash.



The PBIS Tier I Framework

System for
Data-Based
Decision-
Making

System for
Evaluation

Teaming &
Leadership

Vision &
Expectations

System for
Teaching

System for
Responding to
Inappropriate
Behavior

System for
Feedback &
Acknowledging

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

Dr. Laura Riffel



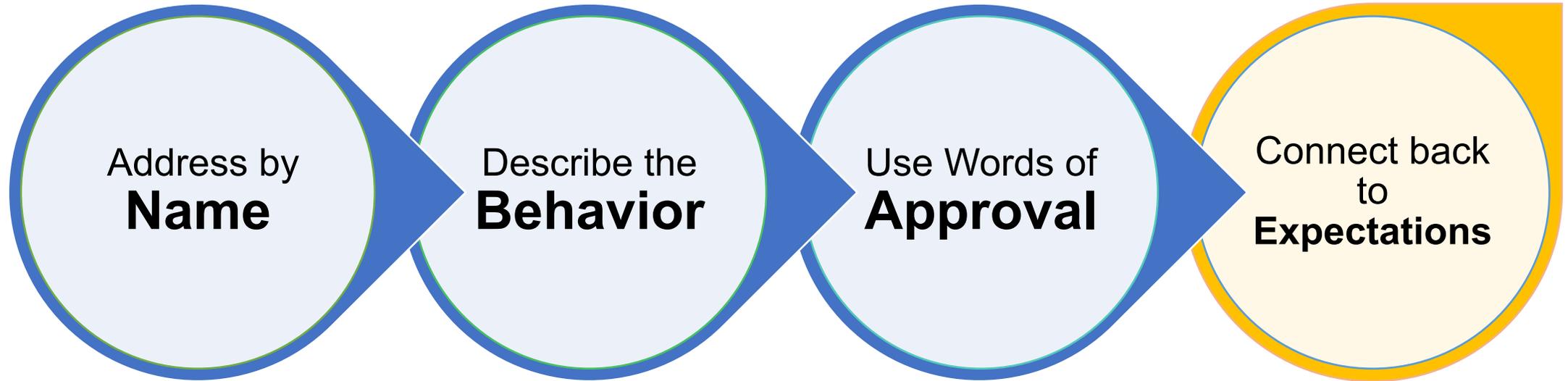
Definition

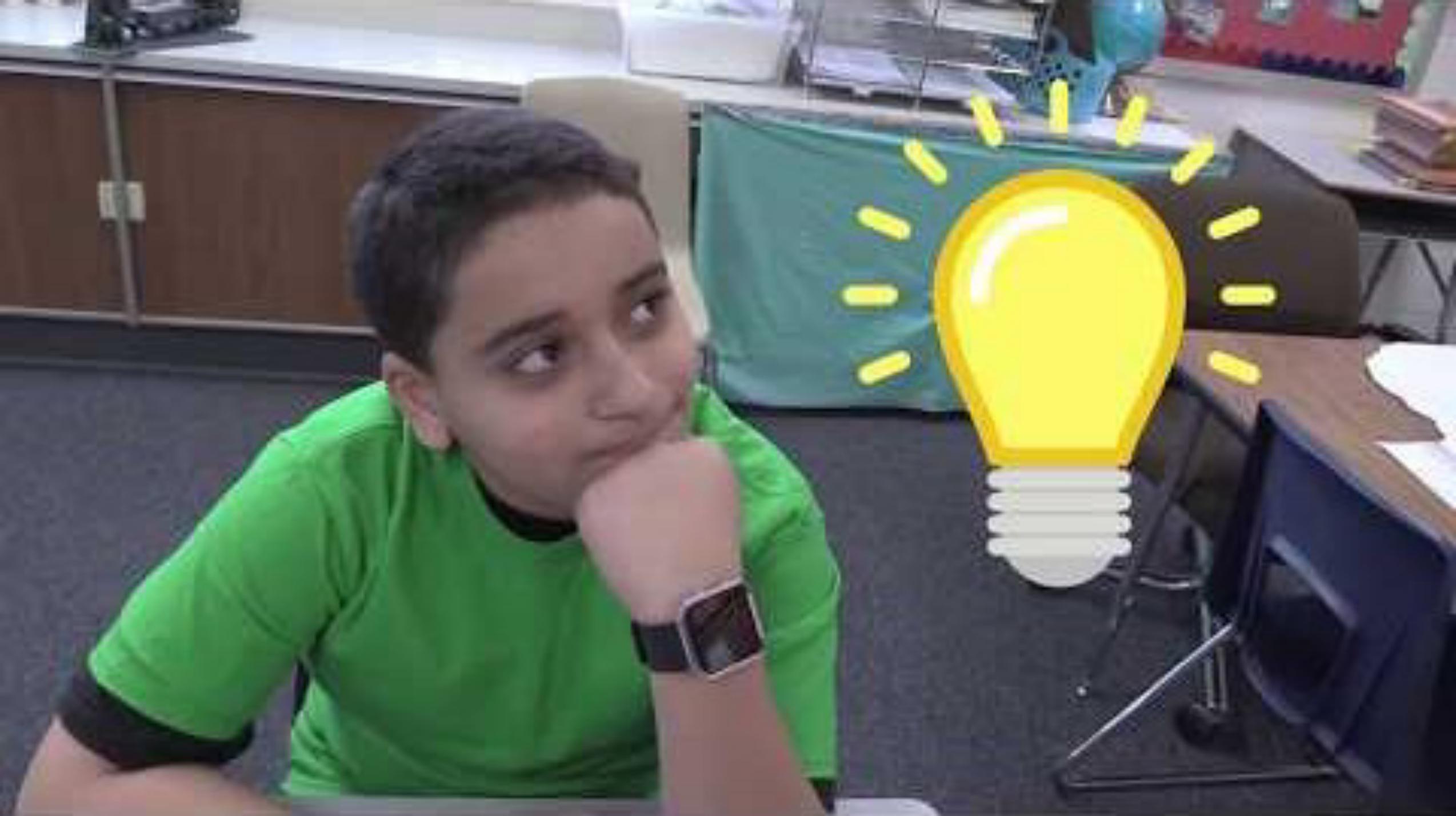
Positive acknowledgement is the presentation of something reinforcing or rewarding immediately following a behavior.

**It can be verbal,
or
it can be verbal and tangible.**

(SBCUSD Positive Behavior Support Initiative)

What does behavior specific praise (BSP) look like?





Counting 5:1 Positive to Corrective



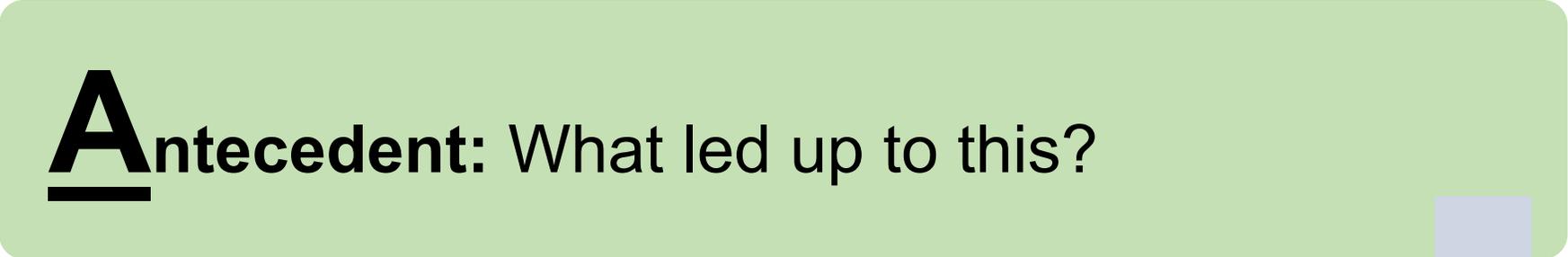


**Play
Positive™**

Give your count

A – B – C's of Behavior

Antecedent: What led up to this?



Behavior: What did the **player** do?



Consequence: What was the result?





Open Ended:
Share some of the conditions or antecedents that may have led up to this winning coaches' ability to interact with players so well.

Next Steps

- Consider creating a complete matrix for your program.
- Consider creating lesson plans and provide opportunities to teach, model and practice what you expect.
- Provide positive feedback regularly and consistently. You get more of what you pay attention to.

“Adults and children alike, thrive when they are in an environment that is **predictable, consistent, positive, and safe**. Creating a space like this *does not happen by chance*, it takes **intentionality and planning**.”



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