PBIS in the classroom
A supportive approach

INTRODUCTIONS

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School Psychologist

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School Counselor, Secondary Educator, School Administrator
ENERGIZER - THAT’S ME

Teachers?
Administrators?
Mental Health Professionals?
University Professionals?
Came from somewhere cold?
Prefer 5pm over 5am?
ACKNOWLEDGEMENTS

- Midwest PBIS
- Oakridge Public Schools
- Muskegon Area Intermediate School District
- Ottawa Area Intermediate School District
- Safe and Civil Schools
AGENDA

➔ What is classroom group coaching
➔ Why did we select this model
➔ How did we implement classroom group coaching model
➔ What were the results and celebrations
➔ What is next
What is Classroom Group Coaching?

Classroom Group Coaching is a powerful, proactive, restorative format of professional coaching. Meetings are facilitated by a coach and are a way for teachers to learn, reflect and share about teaching practices, plan to implement practices, problem solve barrier removal and provide feedback to peers on their use of practices.
WHY
★ Elevating voice and choice of the experts in the classroom
★ Improve both climate and culture
★ Structured time for thought partnership, idea exchange, community building, and barrier removal
★ Research based methods - coaching and restorative practices
★ One and done training often does not equate fidelity of full classroom implementation
★ We are committed to delivering our educators the support needed for high fidelity of classroom PBIS implementation
Oakridge Public Schools, in Muskegon, Michigan, proudly educates nearly 2,000 students in grades K-12. 64.9% of students are considered economically disadvantaged.
HOW

Commitment: District, building, staff, community

Training: PBIS in the Classroom, Restorative Practices, Coaching for PBIS in the Classroom, Supporting PBIS in the classroom for administration, PBIS for paraeducators and bus drivers

Time: Initial Training, Coaching Planning, Coaching Sessions

Talent: Coaches, Classroom Educators

Plan for Sustainability: Gradual release model of coaching
# Proactive Circle Planning Guide - Restorative Practices in Group Coaching

<table>
<thead>
<tr>
<th>Circle Planning Form</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opening</strong></td>
</tr>
<tr>
<td>what is the purpose of your circle?</td>
</tr>
<tr>
<td>(Building connection, Clarification, Ongoing reflection, etc.) How will you open the circle? (Breathing, quote, game, etc.)</td>
</tr>
<tr>
<td><strong>Goals/Outcomes</strong></td>
</tr>
<tr>
<td>what are the core outcomes you’re going to introduce?</td>
</tr>
<tr>
<td><strong>Introduction of the talking piece</strong></td>
</tr>
<tr>
<td>What object will you use and why?</td>
</tr>
<tr>
<td><strong>Check-In</strong></td>
</tr>
<tr>
<td>what question will you ask for the initial check-in round?</td>
</tr>
<tr>
<td><strong>Discussion Rounds Or Activity</strong></td>
</tr>
<tr>
<td>What needs to be addressed in the circle?</td>
</tr>
<tr>
<td>can you do an activity or have a discussion?</td>
</tr>
<tr>
<td>what questions will you ask? more about whether your questions are low or high risk?</td>
</tr>
<tr>
<td><strong>Closing/Check Out</strong></td>
</tr>
<tr>
<td>how will you close the circle, thank members for participating, and...</td>
</tr>
</tbody>
</table>
**SELF-ASSESSMENT: STOIC CHECKLIST**

**Who?**
- 107 Classroom educators

**When?**
- Pre-implementation
- Mid-year
- End of year (yet to come!)

**Why?**
- Guide coaching
- Measure implementation
- Provide reflection opportunity

**1st Semester Results**
- From 22% to 87% in Structure and Organization
- From 25% to 100% in Teaching Expectations
- From 72% to 89% Interact Positively
- From 35% to 58% Correcting fluently
OUTCOMES AND CELEBRATIONS

● Shared resources
● Cross-grade/program collaboration
● Increased commitment to implementation
● Massive increases in implementation fidelity
● Systems level change beyond the classroom
● Stronger communication structures district-wide
● Created a culture of coaching
## SWPBIS TFI Data

<table>
<thead>
<tr>
<th>School Building</th>
<th>Tier 1 TFI Score 21-22</th>
<th>Tier 1 TFI Score 22-23</th>
<th>% Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Elementary</td>
<td>70%</td>
<td>93%</td>
<td>23%</td>
</tr>
<tr>
<td>Upper Elementary</td>
<td>53%</td>
<td>80%</td>
<td>27%</td>
</tr>
<tr>
<td>Middle School</td>
<td>43%</td>
<td>67%</td>
<td>24%</td>
</tr>
<tr>
<td>High School</td>
<td>43%</td>
<td>70%</td>
<td>27%</td>
</tr>
</tbody>
</table>
OPTIMISTIC CLOSURE

- Our classroom teachers are amazing humans
- Classroom teachers deserve the support of administrators, coaches, and mental health staff
- Being an educator makes a difference
- Positive relationships in school make a lasting mark on the lives of students, families, and educators

MATERIALS AND CONTACTS

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