

POSITIVE BEHAVIORAL  
INTERVENTIONS AND SUPPORTS  
2015-2016



GET ACTIVE!

CHANGE THE GAME!



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# POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS



## 2015-2016 ANNUAL REPORT

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*Get Active!  
Change the Game!*

## Program Overview

School-Wide Positive Behavioral Interventions and Supports (PBIS) is a framework of “support that includes proactive strategies for defining, teaching and supporting appropriate student behaviors to create positive school environments” (What is SWPBS?, 2015). In an effort to proactively address issues, positive social behaviors are introduced, modeled and reinforced for all students within the school. At Clark School, these positive expectations have been introduced through the use of the “Clark Core Values” which are: Be Respectful, Be Responsible, Be Caring, and Be Safe. These expectations are set school wide, and are reinforced through the handing out of “Panther Paws.” Paws are written when adults see students modeling positive behaviors within the core values; students are able to use paws as tickets to cash in for class-wide or school-wide incentives.

# SCOPE

## Classroom Presence

On average, Husky Sport visited and ran programs in the classroom 27 times a week at Clark School. Each activity and lesson includes explanations and demonstrations of the Clark core values, as well as reinforcement of these positive behaviors through the distribution of modified “Panther Paws.” At the end of each visit, Husky Sport staff holds a raffle using only the paws distributed during that class period - one winner from each class will be selected to receive the prize of the week. At the end of each day, Program Leaders recorded “Panther Paw” data for each classroom visit, including individual paws received per student, class paw totals, number of Husky Sport staff writing paws and raffle winners.



Husky Sport distributed:

- 21,656 Paws
- 547 Prize Incentives
- 42 Lunch Bunch Incentives!



## Staff Presence

During each Husky Sport visit, Husky Sport had at least two staff members in the classroom. On average, there were four Husky Sport staff and volunteers present in each program. Having multiple adults in the classroom allows for:

- Greater student recognition
- Consistent paw distribution
- Divide and engage methods
- Individual interactions



# PARTNERSHIPS

## Alignment

Working to enhance Husky Sport's partnership with Clark school, we developed four specific paws that matched the core values of the school. In doing so we were able to:

- Provide visual expectations
- Address specific core values
- Develop clear explanations
- Align staff implementation

In this process, Husky Sport also joined the school wide PBIS leadership team to assist in Clark school's planning and development of school incentives, program and events. Having a director on the leadership team created a direct connection for Husky Sport to best align with Clark School. Additionally, Clark Leadership attended the Husky Sport midyear retreat to discuss Husky Sport's efforts with PBIS and to provide feedback on ways to best align with the school's own practices.

**J. C. Clark School**  
Student Name \_\_\_\_\_

CORE VALUE --- RESPECTFUL








Teacher – Husky Sport

**J. C. Clark School**  
Student Name \_\_\_\_\_



CORE VALUE --- RESPONSIBLE

Teacher – Husky Sport

**J. C. Clark School**  
Student Name \_\_\_\_\_

CORE VALUE --- CARING

Teacher – Husky Sport

**J. C. Clark School**  
Student Name \_\_\_\_\_

CORE VALUE --- Safety





Teacher – Husky Sport



## School-Wide Incentives

Husky Sport also assisted Clark School with monthly, school-wide incentives that included physical activity and “minute to win it” games for students to play. Students were able to use the Paws they received throughout the month to participate. Husky Sport staff collected Paws and ran physically active stations that included:

- Long jump
- Football passing competition
- Basketball obstacle course

# VOLUNTEER ENGAGEMENT

## Trainings

Since Husky Sport sent four vans of volunteers to school day programming each week, the Husky Sport PBIS team facilitated several trainings with the sport-based youth development (SBYD) student volunteers. These trainings started with explaining the idea of PBIS and its practices, then introduced how PBIS would be implemented in Husky Sport. These sessions explained:

- the adult's role
- the importance of positive language
- desired behaviors

The objectives of the trainings were to provide student volunteers knowledge of PBIS framework in order to increase comfort in their roles while distributing paws to Clark School students.



## PBIS Practitioners

Before entering the classroom, volunteers were given a Husky Sport matrix to reference, which detailed different expectations for each Clark core value in the various programs and environments they would be programming in. Volunteers were then encouraged to write and distribute Paws to Clark students when they saw them exemplifying positive behaviors. After spending time in the classroom, the students had the opportunity to:

- Share their experiences
- Review PBIS implementation
- Develop situational strategies



### Husky Sport @ Clark- PBIS Matrix

Core Value	Engagement	Transitions	Nutrition Education	Physical Activity
<b>Be Responsible</b>	<ul style="list-style-type: none"> <li>- Actively participate</li> <li>- Share what you learn</li> <li>- Think and connect</li> </ul>	<ul style="list-style-type: none"> <li>- Straight line</li> <li>- Walk on the right</li> <li>- Ready for the next activity</li> </ul>	<ul style="list-style-type: none"> <li>- Try new foods</li> <li>- Two bites of tasting</li> <li>- Share what you learn</li> </ul>	<ul style="list-style-type: none"> <li>- Try new activities</li> <li>- Give effort</li> <li>- Ready to engage</li> </ul>

# DATA

## Paw Distribution

Classroom Teacher	Fall 2015	Spring 2016	Full Year
Butler (K)	939	683	1622
Douglas (K)	1005	629	1634
Diaz (1)	1026	744	1770
Satchell (1)	1012	685	1697
Cruz (2)	1066	802	1868
Mullings (2)	1203	759	1962
Erickson (3)	1498	1100	2598
Granado (4)	1203	848	2051
McMaster (4)	1226	815	2041
DeGroff (5)	509	364	873
Maher (5)	999	399	1398
Simboski (6)	387	315	702
Wheeler (6)	573	257	830

In the classroom, Husky Sport utilized their staff presence to reinforce specific positive behaviors. The results of these efforts can be seen in the data.

- The Paw Distribution table shows paw distribution for each classroom.
- The Average Paws table shows the average amount of paws written during each classroom visit.
- The Husky Sport Staff Presence graph shows the average paws distributed when a certain number of staff are in the classroom.

## Average Paws

Teacher	# of Visits	Paws per Visit
Butler (K)	45	36
Douglas (K)	42	39
Diaz (1)	43	41
Satchell (1)	42	40
Cruz (2)	41	46
Mullings (2)	42	47
Erickson (3)	43	60
Granado (4)	43	48
McMaster (4)	41	50
DeGroff (5)	21	42
Maher (5)	42	33
Simboski (6)	23	30
Wheeler (6)	24	35

## Husky Sport Staff Presence





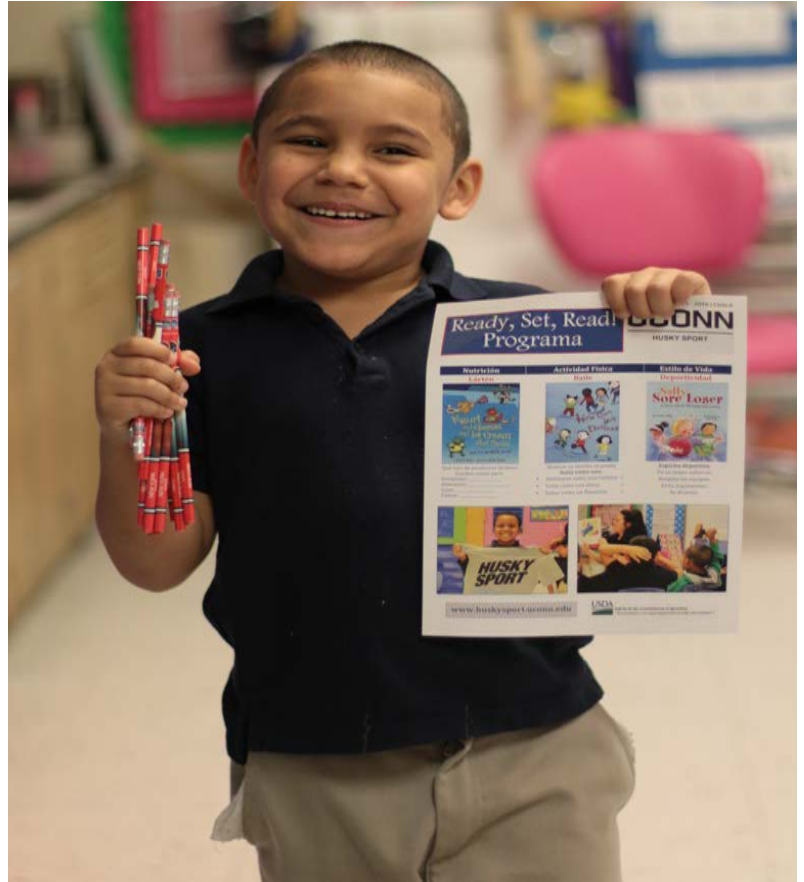
## TESTIMONIALS

It has been really great to see our students brainstorming ways they can show the Core Value of the cycle. If the students can tell you how they show respect, their buy-in into the Paws is so much higher! Their reactions when they win the class raffle are priceless!

- Husky Sport Program Leader

The relationships that students have built with the Husky Sport team members extend beyond health and nutrition. Students see the staff as role models and are reminded that their work in school does not end at Clark.

- Clark School Teacher



Husky Sport takes PBIS up a notch. It makes it a little bit more special for the kids.

- Clark School Teacher



My class is learning how to work together as a team. Sure, there are times when they are doing an individual exercise but they encourage each other by saying things like, "Come on! You can do it! You got it! Keep going! You're almost there!"

- Clark School Teacher

## KEY TAKEAWAYS

### Larger Adult Presence

After reviewing our tracked PBIS data and gathering feedback from stakeholders, Husky Sport has been able to see the aspects of implementation that were successful throughout the year; one being:

**Having large numbers of PBIS trained adults in the classroom allowed for constant positive reinforcements.**

Data showed that when Husky Sport staff and volunteer numbers increased, positive behaviors were reinforced at higher rates.

- Students were engaged in smaller groups
- Consistent student recognition
- Intervention at the students' level.



### Alignment

The efforts in PBIS have all been centered on aligning with our partner, Clark School; however, it has been equally as important for Husky Sport to align its staff, so we could be consistent in implementation. Alignment efforts included:

- Developing a Husky Sport specific matrix, with Clark Core values.
- Using the matrix to reinforce clear, specific and consistent language.
- Seeking feedback from stakeholders about our PBIS efforts.





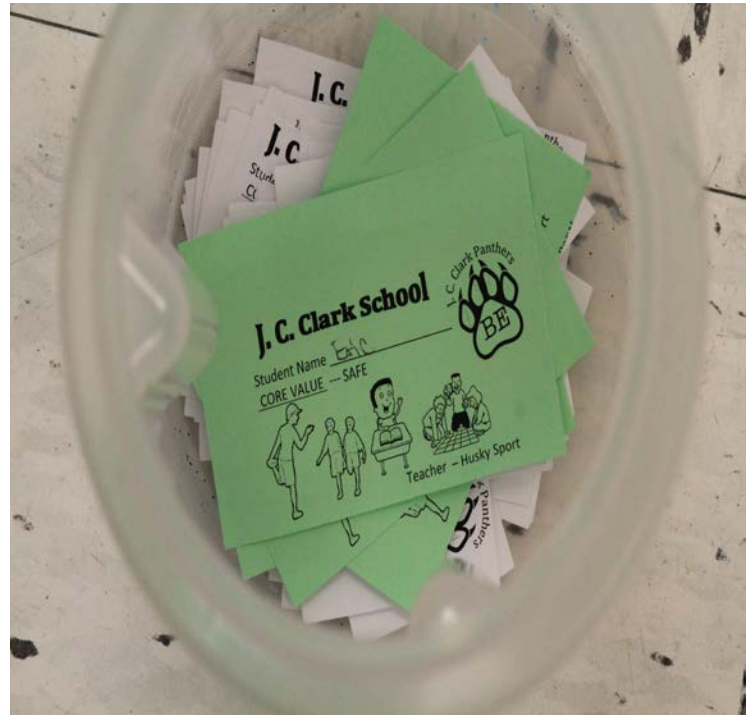
# LOOKING AHEAD

## Preserving Practice

As Husky Sport continues to learn, understand and adopt PBIS framework, there are a few practices that we will hold onto in our efforts:

1. Aligning with schools & partners
2. Collecting & analyzing data
3. Training students and staff
4. Reviewing PBIS literature

Consistently, evaluating and improving upon these four practices will allow Husky Sport and partners to grow in our understanding, alignment and implementation of positive behavior management strategies.



## Improving Implementation

Upon analyzing our 2015-2016 PBIS data, there are notable implementation strategies that Husky Sport will build upon in order to best reinforce desired student behaviors:

- Maintaining a large adult presence
- Tracking individual student totals
- Providing immediate reinforcements
- Offering student-centered incentives

With new partners on the horizon, Husky Sport will need to have open lines of communication with school leadership, teachers, students and Program Leaders to ensure successful implementation.

