Gamifying PBIS: Changing behavior by fostering lasting engagement

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Here are some **tips**...

- Post in the chat to join the live discussion.
- Answer the poll questions to give us an understanding of your background knowledge.
- Close other applications that use bandwidth or resources on your device.
- For audio issues you can also use your phone by clicking the phone icon at the top of your screen.
- If you’re having trouble connecting, try relaunching Zoom.
The SWPBIS platform that intrinsically motivates students

classcraft.com
Polling questions
The case for games
Any successful school climate initiative has to be motivating & culturally relevant.
Global revenue by sector
Games are incredibly effective at internalizing motivation

**Autonomy**
- Minecraft

**Meaning**
- World of Warcraft

**Competency**
- Tetris
Playing fulfills essential emotional needs

**Needs fulfilled by games**

- **Autonomy** (Minecraft, Pokemon Go)
- **Competency** (Fortnite, Tetris)
- **Relationships** (World of Warcraft)

**Motivation in education**

- **Controllability**
- **Competency**
- **Meaning**


Viau, R. La motivation : condition au plaisir d'apprendre et d'enseigner en contexte scolaire, 3e congrès des chercheurs en Éducation, Bruxelles, mars 2004.

Other Important Gaming Principles:
**Discovery, Storytelling, Feedback, Surprise**
SW PBIS
What it is, what works and what doesn’t
SWPBIS as tiered-intervention

- Tier 1: Universal prevention (All)
- Tier 2: Targeted prevention (Some)
- Tier 3: Intensive, individualized prevention (Few)

+ Adaptation
+ Individualized
+ Wraparound supports
+ Intervention plans
+ More data requirements
Tier 1: universal prevention

Tier 1 emphasizes **prosocial skills** and **expectations** by teaching and acknowledging appropriate student behavior.

- Effectively teach appropriate behavior to all children
- Intervene early before unwanted behaviors escalate
- Use research-based, scientifically validated interventions whenever possible
- Monitor student progress
- Use data to make decisions
Schoolwide positive expectations & behaviors are defined and taught

“Rather than establishing specifically what not to do, schools define and teach the behaviors and expectations they want to see. **Schools should identify 3-5 positively stated, easy-to-remember expectations.** These should align with creating the kind of positive school climate the school wants to create. Anyone should be able to walk into the school at any time and ask 10 random students to name the school-wide expectations. At least 80% of the time those students should be able to say what they are and give examples of what they look like in action.

For students to know the expectations, they must be taught. The **Tier 1** team should decide how students will learn expected academic and social behaviors across various school settings.”

[www.pbis.org/pbis/tier-1](http://www.pbis.org/pbis/tier-1)
Establishing classroom expectations and routines consistent with schoolwide expectations

“Students spend the majority of their day within classroom settings. It’s critical the expectations in the classroom align with the broader schoolwide systems. This consistency supports better behavioral outcomes for all students. Teachers explain what the schoolwide expectations look like in their classrooms during specific classroom-level routines.”

https://www.pbis.org/pbis/tier-1
Continuum of procedures for encouraging expected behavior

A school’s Tier 1 team determines how to acknowledge students positively for doing appropriate behaviors. **Schools adopt a token system in addition to offering specific praise when students do what’s expected.** No matter the system, it should be:

- Linked to schoolwide expectations
- Used across settings and within classrooms
- Used by 90% or more of all school personnel
- Available to all students within the school

https://www.pbis.org/pbis/tier-1
All discipline policies should include definitions for behaviors interfering with academic and social success. They offer clear policies and procedures for addressing office-managed versus classroom-managed problems. Defining both the behaviors and the procedures promote consistent application of Tier 1 across all students and school personnel.

https://www.pbis.org/pbis/tier-1
GREAT that something is happening, but...

Traditional PBIS

1. No data tracking
2. Extrinsic rewards that wear out over time
3. Limited student involvement
4. Expensive, $ and time, for inventory and staff
5. Lack of rigor in implementation
Tier 2: targeted prevention

Tier 2 supports often involve group interventions with ten or more students participating. Specific Tier 2 interventions include practices such as social skills groups, self-management, and academic supports.

- Increased instruction and practice with self-regulation and social skills
- Increased adult supervision
- Increased opportunity for positive reinforcement
- Increased pre-corrections
- Increased focus on possible function of problem behavior
- Increased access to academic supports

https://www.pbis.org/pbis/tier-2
Tier 3: intensive, individualized prevention

At most schools, there are 1-5% of students for whom Tier 1 and Tier 2 supports have not connected. At Tier 3, these students receive more intensive, individualized support to improve their behavioral and academic outcomes. Tier 3 strategies work for students with developmental disabilities, autism, emotional and behavioral disorders, and students with no diagnostic label at all.

- Function-based assessments
- Wraparound supports
- Cultural and Contextual Fit

https://www.pbis.org/pbis/tier-3
Gamifying SW PBIS
Gaming culture and intrinsic motivation as a twin-engine to drive behavior intervention
Classroom management & noncognitive skills

**Collaborative**
Students are accountable to each other, can be each others’ heroes

**Impacts real life**
Game powers are privileges, like handing homework in a day late

**Customizable**
Works in any grade, any subject
Over **25,000** kudos in 3 weeks!

Totally awesome!! Rafiq you are very kind and smart, and your a very good friend.

From: Josh McKenzie
January 29, 2020
Classcraft makes the **invisible** visible.

Real-time initiative-aligned data
Student engagement, school climate, SEL, PBIS, noncognitive skills, standards development
Case study: East Paulding Middle School

85% Less referrals after implementing Classcraft
Privacy
Bringing an educator’s perspective to an ed-tech startup
First comes student privacy. Then comes innovation.
Our commitment to compliance

- Signatory of the Student Privacy Pledge
- Standardized data security agreements in place under SDPC
- Annual reviews of federal and local requirements to ensure continued compliance
- Clear outline of what data we collect and how we’ll use it
- Inquiries: wecare@classcraft.com
Classcraft’s 2020 PBIS Guide: Download PDF

Traditional PBIS is great, but... : Watch video

Analysis of the Alignment of Classcraft’s SEL Environment and CASEL SEL Standards - Download PDF

Free resources
Continue the conversation!

1. Visit: Classcraft.com/districts for more information

2. Email us for your demo: PBIS@classcraft.com

3. Share with your colleagues and members of your school community
Thank you for attending!

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