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## Meaningful Work: A Tier 2 Standard Treatment Protocol

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- Previous work related to Tier 2 by PBIS.org
- Kirkwood School District

## What to Expect

- Secondary Interventions in Context of PBIS
- Brief description of Meaningful Work
  - Key Features
- The story of one school
- Q & A

## Why Do We Need Tier 2 Interventions?

- For those students who exhibit difficulties despite proactive school-wide prevention efforts
- Likely to be student with both academic & behavioral challenges
- Approximately 15% of school population

Rationale

## Remember...

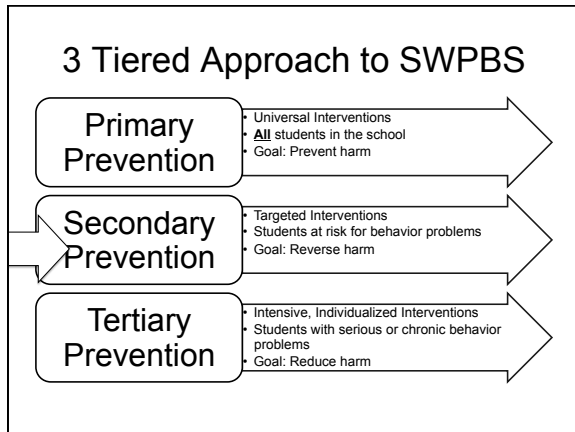
Without school-wide prevention,  
we cannot reliably identify  
targeted-level students.

Rationale

## The challenge....

Provide individualized behavior supports to a number of students whose behaviors are unresponsive to school-wide approaches without adding extra staff.  
Creating supports that  
fit into our natural environment.

Rationale



- ### Targeted Interventions are Most Effective When:
1. Intervention is continuously available
  2. Rapid access to intervention (5 days)
  3. Very low effort by teachers
  4. Consistent with school-wide expectations
  5. Able to be implemented by all staff/faculty
  6. Flexible intervention based on assessment
    - Functional Assessment
  7. Adequate resources (admin, team)
  8. Student chooses to participate
  9. Parent consent
  10. Screening assessment (i.e. SRSS)
  11. Continuous monitoring for decision-making
  12. Similar implementation across students in intervention

- ### Meaningful Work
- School-based jobs intervention designed to:
    - increase student responsibility.
    - give students an increased sense of purpose and connectedness in the school.
    - serves to meet the functions of escape from the classroom and/or gain adult attention.

- ### Meaningful Work
- Provides escape from some of the frustrations of school and allow students to have an area to excel on a regular basis.
  - Provides connectedness to the school environment and someone in the school.

### Why Connectedness Matters

- *"What we have found from our research is that kids who felt connected to school . . . smoked less, drank alcohol less, had a later age of sexual debut and attempted suicide less. On top of this, from the educational literature, they do better across every academic measure we have. As our research expanded, [we learned that] this is not just an association - kids who smoke less also felt more connected to school. It is a causal relationship. There is something in that bond, in that connection to school that changes the life trajectory - at least the health and academic behavior. It is very powerful - second only to parents in power. In some contexts it's more powerful than parents."*
  - Robert Blum, professor and chair, Department of Population and Family Health Sciences, Johns Hopkins, Bloomberg School of Public Health

- ### Connectedness to School Has Three Elements
- providing opportunities for **active involvement** so students have a **contributing role** in a social unit,
  - **developing the skills** to be successful in that involvement
  - making sure that young people are **recognized** for their skills in ways that mean something to them.

## Meaningful Work Evidence-base

- None
- Grounded in sound theory and evidence on school connectedness
- We here in Kirkwood are starting to create an evidence-base

## Secondary Prevention Meaningful Work (MW)

### *Standard Protocol Example*

Clear screening procedures  
Group of 5 - 10  
Student goes to "work" daily at assigned time for a specific amount of time.  
Daily report card completed by job supervisor after job completed  
Daily report card completed by teacher at least twice.  
Chart student data daily  
Student report card shared with family daily.  
10-20 weeks

## Key Features of Meaningful Work

1. Meaningful Work is an efficient system that is capable of providing behavior support to moderate-sized group of at-risk students at the same time
2. Students are identified and receive support within a week
3. Work daily in a respected job with a caring supervisor.
4. MW increases the likelihood that each day the student has a positive experience with an adult away from the classroom.

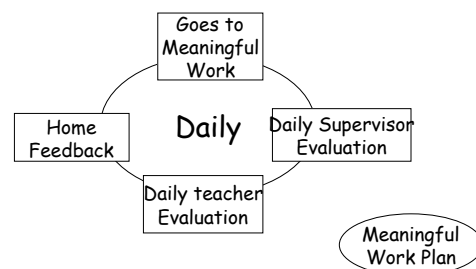
## 10 Key Features of Meaningful Work

5. MW increases the frequency of contingent feedback from the teacher.
6. MW requires low effort and results in large changes in student behavior.
7. MW links behavior and academic support.
8. MW is implemented by all staff in the school.
9. Students choose to participate.
10. MW employs continuous monitoring student behavior and active use of data for decision making.

## Organization and Structure (Systems)

- Coordinator
- Staff commitment and training
- Implementation details
- Simple data collection and reporting system

## Meaningful Work Process



## Identification & Referral

- Routine review of individual student data
  - Multiple office referrals
  - Low work completion
  - SRSS + additional data
- Efficient teacher referral system
- Recommendation by parent
- Student request
- Time to action:
  - 30 min to 7 days (goal is < 72 hours)

## How to Identify Students for MW

- Other Data to Consider
  - Absences and tardies
  - Frequent visits to nurse or counselor
  - In-school detentions (lunchtime or after school)
  - Interclass Time-out / “Think time”
  - Low work completion
  - Multiple risk factors

## For Whom Is the Meaningful Work Appropriate?

### APPROPRIATE

- Quiet, withdrawn, isolated
- Low-level problem behavior (not severe)
- 3-7 referrals
- Behavior occurs across multiple locations
- Function of the students' behavior is escape/avoidance or adult/peer attention and escape/avoidance.

### INAPPROPRIATE

- Serious or violent behaviors/ infractions
- Extreme chronic behavior (8-10+ referrals)
- Require more individualized support
  - Full functional assessment
  - Wrap-around services

## Basic Cycle of Meaningful Work

1. Student picks up DPR and Work Badge
2. Student reports to job at assigned time
3. Supervisor evaluates job performance and student behavior
4. Classroom teacher evaluates student behavior throughout the day (AM / PM)
5. DPR is turned in at end of day
6. Data is entered
7. Copy of DPR is taken home
8. Data is evaluated bi-monthly by team

## Meaningful Work Readiness Checklist

- School-wide system of behavior support in place
- Staff buy-in for implementation of MW
- Administrative support
  - Time and money allocated
- No major changes in school climate
  - e.g., teacher strikes, administrative turnover, major changes in funding
- Tier II social/emotional/behavioral intervention implementation a top priority

## Working with Schools Interested in Implementing Meaningful Work

- Provide overview of MW to PBIS team
- Provide overview to MW to all staff
  - Faculty buy-in
- 1-2 professional development days for behavior team to develop MW to fit school culture
  - Complete MW Development and Implementation Guide
  - Complete list of jobs and job description
  - Match jobs with supervisors
  - After MW development, gather feedback from all staff on format/structure of MW
- Ongoing coaching and feedback

## Possible Jobs – The List is Endless

The Administrator's Desk Reference of Behavior Management, Volume III:  
Meaningful Work

- Advice Column Editor
- Aluminum Can Crusher
- Answering Machine Programmer
- Art Docent
- Assembly Chair Crew Member
- Audiovisual Specialist
- Badge Maker
- Banner Maker
- Battery Technician
- Birthday Manager
- Bulletin Board Manager
- Bus Line Cone Manager
- Calendar Printer
- Campbell's Soup Label Manager
- Card Artist
- Classroom Recycler
- Classroom Tutor
- Coffee Cup Collector
- Computer Cleaner
- Computer Error Message Reporter
- Computer Technician
- Computer Word Search Designer
- Conflict Resolution Team Member
- Copier Technician
- Custodial Assistant
- Digitized Image Photographer
- Dishwasher Unloader
- Display Case Manager
- Door Unlocker
- Employee of the Week
- Photographer
- Energy Manager
- Entrance Maintenance Person
- Eraser Cleaner

## Begin by Identifying a Meaningful Work Coordinator

- Take care of MW requests for assistance
- Track jobs/supervisors
- Applications for jobs
- Finalize job assignments
- Organize and maintain records
- Create graphs for Tier 2 team meetings
- Gather supplemental information for Tier 2 meetings about MW
- Prioritize MW students for team meetings
- Lead discussions about MW at Tier 2 meetings

## Characteristics of an Effective Job Supervisor

- Flexibility within job responsibility (e.g., paraprofessional/custodian/librarian)
- Positive and enthusiastic
- Someone the students enjoy and trust
- Organized and dependable
- Works at school every day

## Use of Daily Progress Report (DPR)

- What will the behavioral expectations be?
  - Consistent with school-wide expectations?
- Are the expectations positively stated?
- Is the DPR supervisor/ teacher friendly? How often are teachers asked to rate the student's behavior?
- Is the DPR age appropriate and include a range of scores?
- Are the data easy to summarize?
- Is there a place to write each student's goals (i.e., in case some students need to start with a lower goal)?

Meaningful Work Report												
Date _____		Student _____			Teacher _____							
0 = No 1 = Good 2 = Excellent	Be Safe			Be Respectful			Be Your Personal Best			Teacher/Supervisor initials		
	Keep hands, feet, and objects to self			Use kind words and actions			Follow directions					
AM Class	0	1	2	0	1	2	0	1	2	0	1	2
PM Class	0	1	2	0	1	2	0	1	2	0	1	2
On the Job	0	1	2	0	1	2	0	1	2	0	1	2
Total Points = _____				Points Possible = 50				Today _____%				Goal _____%

## Employee of the Week

- "Employee of the Week" poster or bulletin board with a slot for the student's name, picture, and job title.
- Certificate and a letter sent home
- Setting and keeping this up could be another "meaningful job" for a student.

## Staff Meetings

- Regularly scheduled (15 minutes monthly or quarterly) staff meetings
- Students meet with receive praise about the quality of their work, identify the importance of each student's contribution to the school, and give the students the opportunity to talk about how their jobs are going and relate any concerns or accomplishments.
- Another opportunity of appropriate "escape" from classroom and connect with a small group.

## What each student experiences when going to "their job":

- Greeted by supervisor
- Completes meaningful job (on own or with supervisor)
- Given feedback on job performance and behavior

## MW Data Process

- Team analyzes data Bi-monthly
- Data shared with all staff at least quarterly
- 9-week graph shared with parents

## Next Steps

### Build Action Plan

- Review and present current data
- Administration/Faculty commitment
- Develop Action Steps within a doable timeline.
- Set up a time to meet with Michele to prepare for implementation.