

**Positive Behavior Intervention and
Support
at
ROCK TERRACE SCHOOL**



Goals of the Positive Behavior Intervention System Session:

- By the end of this session, new staff will be able to agree to and to enhance student outcomes and school climate by implementing our PBIS-based behavior management System, including the following:

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Goals of session:

- Teaching and reteaching school wide agreements (rules), and utilizing data based strategies and interventions
- Defining Staff and Parent roles: Teacher, Admin., Paras, PBST, Alt Ed, Supporting staff.



Goals (cont.)

- **Collecting data (easily) to assess student needs and interventions**
- **Following clarified interventions and timelines for addressing chronic and critical behaviors**



Ground Rules:



- positive/optimistic attitude,
- pay attn. & follow directions, save questions until designated time.
- do your best,
- be kind, courageous and respectful in expressing differences,
- Finish on time, other?



Background: How did this PBIS workshop Come about?



- Unmet Challenges in use of the Level system, Rockers, Task Nominations, Student of the Month, In-Class recognition, Stop and Think, WGRT, Classroom systems
- Mandated Maryland Statewide PBIS Program Implementation,
- **Staff Needs Assessment:**



RT Needs Assessment: Staff Survey Says:

- 20% of students chronically misbehaving-disruptive and/or violent toward students and staff;
- Teaching staff & Paras teaching and responding to behavior problems inconsistently, and feeling powerless, unsafe, unsupported by admin.; particularly with respect to 20%

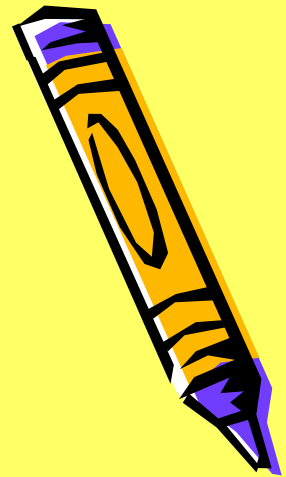


- Admin. responding that: staff wasn't consistently performing expected teaching behaviors:
- knowing individual student needs,
- collecting and utilizing data; and
- consistently enforcing consequences.



Staff Survey, cont.

- Both supportive or disruptive students are often infrequently and inconsistently recognized, or consequenced.
- Staff unclear and sometimes resentful about inconsistent staff intervention, availability and roles in response to chronic misbehavior and violence. (*'my job, your job!'*)



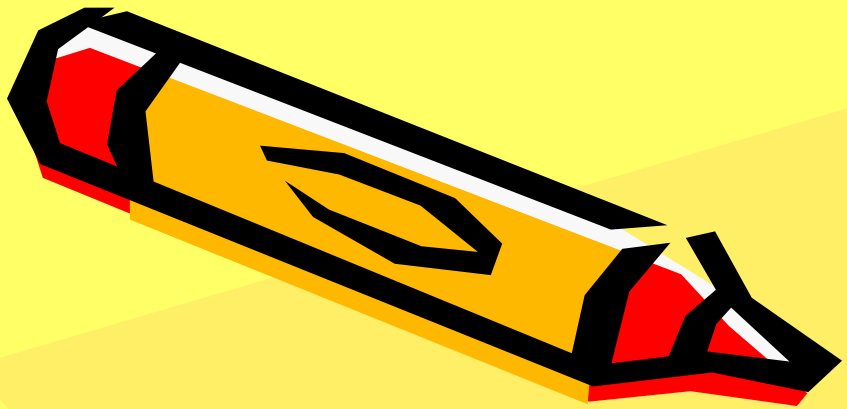
STAFF ADDITIONS?

Please note or voice:



- What's most important of above?
- What's missing and/or not emphasized enough?





ESSENTIAL ELEMENTS OF PBIS:

(ALL In-Process-TO BE
MODIFIED as we go!)



We can communicate positive behavior expectations by...

- Being good role models
- Promoting **positive behavior** often and everywhere through

• Posters

• Classroom lessons

• Videos

• Activities

• Class climate

• Announcements

• Recognition & Reinforcement



We can reinforce positive behaviors by offering students...

★ Constant Smiles, Praise and positive reinforcement:

★ (ROARS Tickets, Recognition Time, Celebrations, and Prizes



PBIS Depends on CONSISTENCY



BY

Administrators

Teachers

School staff

in

Expectations

Training

Involvement

Interpretation

Implementation

Accountability

BY

Students

Families

Support groups



What is PBIS?

- PBIS is a 3 – 5 year process.
- Over 2,000 schools across the country - **over 400 in Maryland** – have implemented PBIS.
 - 50% or more schools reduce their office referrals by 50% the first year.
- This is a data driven program.
- PBIS is a process for creating safer and more effective schools.
- PBIS focuses on improving a school's ability to teach and support positive behavior for all students.

What is PBIS? (cont.)

- It is a **SCHOOL-WIDE** design for discipline.
- It is team-based systematic planning.
- It is for (and by) **ALL** students, **ALL** staff, and in **ALL** settings.
- It is a program that can be upgraded as we go along.
 - Each month we will analyze the discipline data.
 - We will survey the staff, students, and parents for upgrades.

What is different about PBIS?

- ✓ **Consistent teaching & disciplinary actions in all settings**
- ✓ **Consistent articulated school wide expectations with incentives and consequences**
- ✓ **Consistent Behavioral recognition system for kids doing the right thing**

What's Different (cont.)

- **Major emphasis on most needy 20%**
- **Closely monitored consistent, timely, critical Data collection, and follow up with Staff**



The Major Components of PBIS

- ✓ **Consistent Teaching and modeling** appropriate behavior in all settings.
- ✓ **Consistent Interventions** when behavior expectations are not met.
- ✓ **Recognition** when behaviors are met.
- ✓ **Data based** decision making and follow through in timely manner

OUR PBIS CORE VALUES



The Cougar ROARS, “Be:

- ❖ Respectful**
- ❖ Organized**
- ❖ Achieving**
- ❖ Responsible. and**
- ❖ Safe**

Interventions for staff and students

SURFACE MANAGEMENT STRATEGIES

Positive Responses by Teachers

- Non-verbal
- Verbal



PBST & ALTERNATIVE TEACHER

How and when will they be utilized?

- After previous strategies have been implemented without positive results, these can be used as a resource.
 - When a student has been identified in TEAMS as needing behavioral interventions and support.
- *The PBST and Alt teacher should not be used as a quick fix for student behavior problems.**

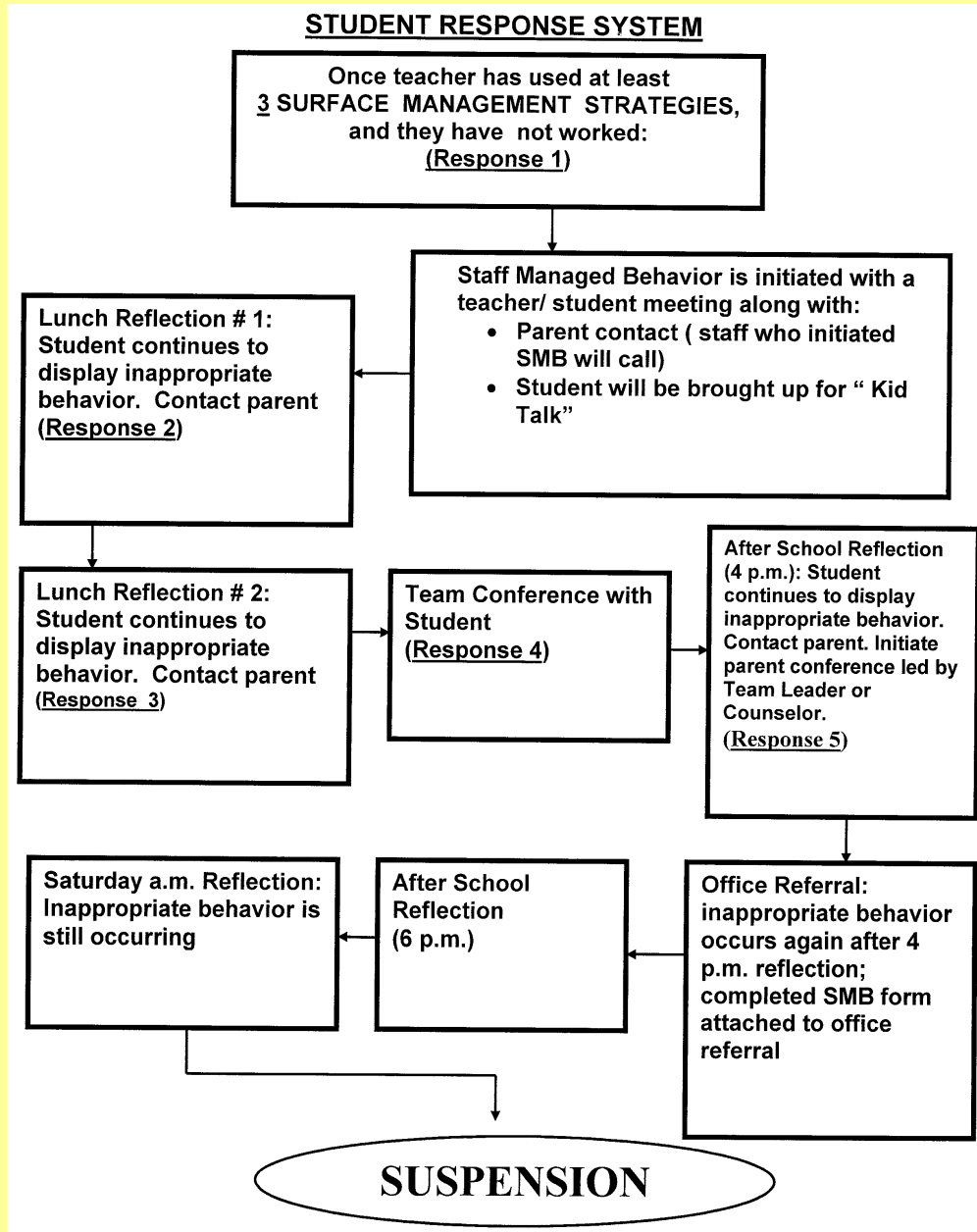
Staff Managed Behaviors

- Tardiness (*on 3rd tardy, enter student into Response System*)
- Skipping class (*1st offense is phone call home and 4pm reflection. 2nd offense is immediate office referral*)
- Non-compliance with staff direction
- Classroom disruption
- Bullying
- Inappropriate language
- Failure to serve teacher assigned detention
- Unprepared for class
- Leaving the classroom without permission
- Inappropriate computer use
- Inappropriate locker behavior
- Dress code violation
- Throwing objects
- Eating/drinking in class
- Academic dishonesty
- Inappropriate language
- Sleeping in class
- Carrying backpack
- Electronic devices/cell phones (visible and/or on)

Office Managed Behaviors

- Failure at Classroom, PBST, and ALT. Ed for chronic minor behaviors
- Bomb Threat/False Alarm
- Possession of a Weapon/Explosive Device
- Threats of bringing/using Weapons
- Fighting/Physical Aggression
- Physical Assault/Harassment
- Intimidation
- Sexual Harassment/Sexual Offense
- Loitering
- Theft/Burglary
- Verbal Abuse and/or Threat of Violence
- Inappropriate Bus Behavior
- Failure to Identify Oneself
- Truancy
- Inappropriate hallway behavior
- Vandalism/ Property Damage
- False Fire Alarm or Arson
- Possession/Distribution/Use of OTC Medication, Controlled Substance, Tobacco, or Alcohol
- Leaving the Classroom without Permission
- Forgery/Extortion
- Gambling
- Chronic Violation of Teacher Managed Behaviors
- Possession/Use of Imitation Weapons
- Possession/Use of Imitation Drugs
- Possession of Drug Paraphernalia

Response System Clarified-for Most students AND Most needy!



Staff and Office Data Collection AND Referral Form

ROCK TERRACE STUDENT REFERRAL (10/22/09) _____ (PI)
 Student referred to (please circle one): PBST--Alt Ed—Administration
 (Always forward copies to PBST & Admin for recording and for central student filing)

Student: _____ Team: _____
 Referring Staff: _____ Date: _____ Period: _____

Location of Student Infraction (Circle):
 Bathroom CBI Hallway
 Bus Classroom Locker Room-School Media Center/-Computer Lab
 Cafeteria Gym Grounds/Parking lot Other _____

TEACHER has tried(circle) Greet, Routine/rules, Praise, Proximity, Ind Help, Redirect, Remind, Bounce, Personal interest boost, Restructure Activity, Incentives/Rewards, Ask staff/team for help
 Other Intervention: _____

Student Held accountable (Circle): Level 2A & calls home (at least 3x each), consult PBST /Alt Ed/ Team, Security, previous Office Referral

BST Managed Infractions: Fails Above Teacher Interventions for: (circle)
 Abusive language, profanity Disruption* Non-Compliance with Staff Direction
 Dress-code violation Inappropriate Language Lying, Tardy
 Disrespect, Non-compliance, cheating *Eating, drinking, sleeping in class; cell phone, tobacco visible, no books/ assignment notebook
PBST Action: _____ Other: _____

ALT EDUCATION (AE) Managed:	ADMINISTRATION Managed:	
Fails PBST or commits: (Circle)	Fails AE or commits (circle):	Physically Assault-Staff/Student/ fighting
Defiance	Arson or False Fire Alarm or	Possession of a Weapon/Explosive Device
Gang Affiliation Display	Bomb threat	Possession/Distribution/Use of Controlled
Inappropriate Location	Gambling/Forgery/Extortion	Substance or Tobacco Theft/Burglary (list)
Leaving class no permission	Harassment (sexual) /Bullying	Vandalism/ Property Damage
Physical Restraint needed	Inappropriate Bus Behavior	Threat of Bringing/using Weapons
Repeated Intimidation	IL-off school ground (U-18),Truant	Other _____
Verbal Abuse and/or Threat	Lying-Failure to Identify Oneself	

Detailed Incident Description: (quote & report facts, antecedents, frequency, intensity, and/ or duration, & others involved:

Teachers and Paras-DO NOT write below this line)

Administrative Action: (If "other", describe in comments below.)

Conference with Student/warning	Administrative Detention	Bus suspension
Parent contact: call (mother/ father/ guardian), letter, or referral copy	Bullying Services Extended After School Detention	Counselor/PPW Intervention
Conference with teacher/parent	Suspension pending conference	EMT/PET/SAP Intervention
Team Intervention	Out-of-school suspension _____ Days	Other: _____

Comments: _____

Administrative Signature: _____ Date: _____ * SWIS Data Entered: Date: _____
 Original : Office/Ms Hopkins, Yellow-Referring Staff, Pink-PBST, Gold-AE

Data, Contracts and Referrals

- Using common individual Student files on T-Shared OR Hard Copy
- 2A, PBST, Alt ED, and ADMIN interventions must be Recorded
- Designated Staff collect, graph and use Data to inform and follow up on quality timely interventions by teams!

Referral Procedure

- Following failed classroom interventions, or extremely abusive, disruptive and/or dangerous behaviors, referring Staff (including ANY staff working with RT) does the following:
- In the top box, fill in the student's name, team, referring staff, date, period and TIME.
-
- In the LOCATION box, circle the location where the infraction occurred.
-
- In the TEACHER box, circle and describe what the teacher OR other staff tried related to this student and infraction, and how the student was held accountable.

In the appropriate PBST or Alt Ed-ADMINISTRATION box, circle which infraction occurred; and then write a detailed description of the incident in the next box.

Go back to the top of the form and circle the recommended place the student is referred to, based on the infraction or history of such: PBST, Alt Ed or Administration.

Submit the form to the office: Shelly, Dr. T, Ms. Quist, Camille, or whoever else is in office. (NOT PBST or Alt Ed!)* Admin will then distribute the referral to the appropriate staff (PBST, Alt Ed., Admin, who continue to complete what was done in these areas)

After the referral procedure is complete, Ms. Hopkins/office enters the data on T shared and places the referral in each student's private folder in the main office for any staff to review as needed.

Core Team Members

- **Tim Francis (coordinator)**
- **Kevin Brand (coach)**
- **Poonam Kunjeer
(consultant)**
- **Henry Baiyeshea.
(consultant)**
- **Nancy Lloyd (consultant)**
- **Pat McCormick (consultant)**
- **Other Staff?**





COUGARS

Always watching, waiting for you to let your guard down

ROARS POSTER

Respect

- * **Kind words**
- * **Cooperate**
- * **Raise hand**

Organize

- * **Have all materials ready on task**
- * **Take a seat**
- * **Stay**

Achieve

- * **Complete all work**
- * **Follow rules**
- * **Do your best**

Responsible

- * **Stop and think**
- * **Make a good choice**
- * **Accept consequence**
- * **Accept**

Safe

- * **Hands to yourself**
- * **Walk in the hallway**
- * **Follow directions**

RTS ROARS Recognition Activities (revised 11/20/9)

What are ROARS Recognition Activities?

I. ROARS RECOGNITION TIME: At the end of each class or lunch period, students gather to be awarded ROARS Recognition: They have successfully followed ROARS agreements for at least 80% of the class and **have not earned a level 2a**. The achievement is recorded as a **CHECK, STAR, or STICKER**, on the classroom's **ROARS RECOGNITION CHART** (\$3 in any teacher supply store). **Staff posts ROARS Agreement Posters** (See PBIS Tshared file) next to their charts for frequent reference.

II. ROARS WEEKLY CELEBRATIONS: These take place on the first three Fridays during Project Achieve for the first three weeks of each month. They are earned as described in the next section.

1) **Movie and Popcorn (staff provides) OR**

2) **Gym & Table Games. Staffed by assigned classroom teachers and par educators.**

III.ROCKERS! MONTHLY RECOGNITION CELEBRATION:

Rockers is on the last day of each month from 2:00-3:00. It includes Basketball, dancing, table games, art tables, and ROARS TICKET DRAWING for IPOD SHUFFLE.). This is earned as described in in the next section.

IV. ROARS TICKETS:

All staff gives out ROARS! TICKETS throughout the day in any school environment: These are tangible rewards for exceptional ROARS behavior or significant improvement in school work.

ROARS! TICKET templates are available to sign and print in the T-Shared PBIS file. Each teacher keeps their own supplies, and shares with par educator support staff. We have agreed that we will be consistent and we will not give out tickets unless they are truly earned.

WHERE do students and teachers place the earned ROARS Tickets?

Each classroom teacher has agreed to keep something like a decorated **slotted shoe box or envelop in each room, to be turned into a central holding box for end of month IPOD drawings for the ROCKERS ROARS celebration. All tickets will be kept in Dr. Francis's office until the end-of-year drawing main event.**

What is the expected behavior to earn admission to ROARS weekly and monthly celebration?

Let's see this on the next page -----

Students earn admission to these events by following ROARS agreements to the level described below OR they must attend the Alternative Activity:

ROARS WEEKLY CELEBRATION: Students earn checks/stars in at least 80% (4/5) in each of their classes and lunch period for the week. Students MAY NOT attend who have, during the week: 1) earned fewer than 80% checks for any period, 2) have more than one 2a in any class, or 3) any referral during the week.

ROCKERS!: Students may attend **ROCKERS who have** not received more than 4 2a's or a referral that month. (Criteria may vary according to individualized need).

Roars Alternative Activity: On Friday morning, Teachers report to the team leader which students DO NOT earn the events.

During this event, the student must be engaged in an academic task: NOT playing games, surfing the computer, watching TV, or simply sitting.