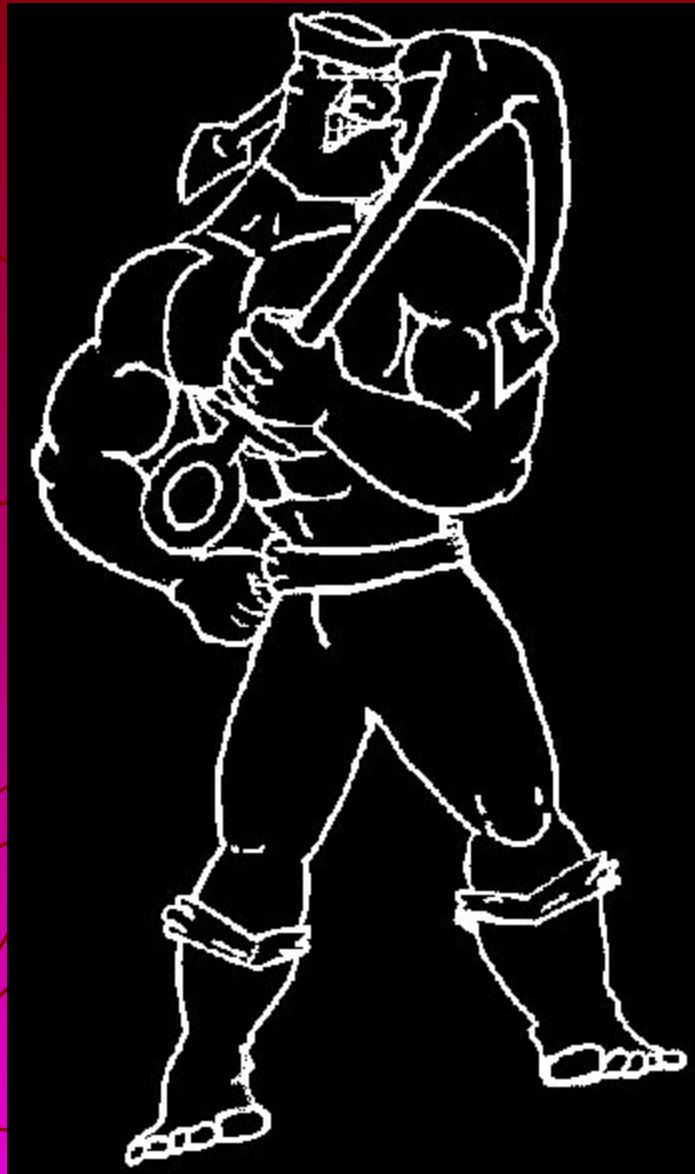


PBIS

Staff Rollout



PBIS Team

- Nikki Morawski – Internal Coach
- Erin Robers – External Coach
- Christina Cattey
- Gerriann Crawley
- Nicole Hoffmann
- George Logic
- Jess Senn
- Nikki Slagle
- Bob Sliwinski
- Todd Van Caster

Mission Statement

- The instructional staff at SFHS is committed to instilling critical thinking and problem solving skills in students while preparing them to be productive and responsible citizens and inspiring them to be life long learners.

Who?

- **Everyone!**

- Every single staff member in the school will be part of PBIS...teachers, administrators, technology staff, lunchroom staff, custodians, etc.
- For PBIS to work, everyone has to be included

What?

- Overall Idea:

- Emphasize prevention and positive discipline
- Implementation staged over several years
- Data is collected and responses are developed accordingly
- Long-term commitment and endorsement from staff is crucial

- More to follow!

When?

• NOW!

- We are starting PBIS with all students at the beginning of the school year

Where?

• Everywhere!

- PBIS will have a presence throughout the school...in classrooms, hallways, library, cafeteria, sporting events, etc.

Why?

- We gave a survey last year asking which systems we have in place, which systems we do not have in place, and which systems require the highest priority

■ Results...

School-Wide Survey Results

.Top “Not in Place”

- Student behaviors rewarded regularly
- Booster training activities are done
- Patterns of behavior are reported
- Problem behavior data collected/summarized
- Expected behavior taught regularly

.Highest Priority

- Small number of expectations defined
- All staff involved in school-wide interventions
- Consequences clearly defined
- Problem behaviors clearly defined
- Expected behaviors taught directly

Non-Classroom Survey Results

• Top “Not in Place”

- Staff gets to develop active supervision skills
- Behavior and management practices evaluated quarterly
- Rewards exist for meeting behaviors
- School-wide expectations taught in non-classroom settings

• Highest Priority

- School-wide behaviors apply to non-classroom settings
- School-wide expectations taught in non-classroom settings
- Supervisors actively supervise
- All staff involved in management of non-classroom settings

Classroom Survey Results

- Top “Not in Place”

- Consistent consequences
- Expected behaviors acknowledged regularly
- High rates of academic success

- Highest Priority

- High rates of academic success
- Consistent consequences
- Problem behaviors clearly defined
- Instruction and curriculum materials matched to ability

Individual Student Survey Results

- Top “Not in Place”

- Formal opportunities for families to receive training
- Local resources for assessment-based behavior support planning
- Behavior response team responds promptly to students with chronic behaviors

- Highest Priority

- Behavior response team responds promptly to students with chronic behaviors
- Regular assessments for students with chronic behaviors
- Behavior is monitored and feedback provided regularly
- Simple process for teachers to request assistance

Student Survey Results

- Is there at least one teacher you can talk to if you have a problem?
 - Not Sure / No → 30%
- Do you agree/disagree that your teachers really care about you and give you a lot of encouragement?
 - Not Sure / Disagree / Strongly Disagree → 42%
- My teachers notice when I am doing a good job and let me know about it.
 - Disagree / Strongly Disagree → 50%

St. Francis Expectations

- M - Motivation
- A - Accountability
- P – Pride
- These expectations apply to everyone throughout the school
- All of our rules/behaviors center on these three expectations

Our Matrix

- All “rules” use positive language
 - Do _____ instead of do not _____
- The matrix shows 9 different locations with different rules
- 9 different maps based on 9 locations
 - Every classroom has the same rules
 - Each classroom can have additional, specific rules as set by the teacher

Our Matrix

Mariner **MAP**

Charting a Course of Excellence Through **Motivation, Accountability and Pride**

	Classroom	Library	Locker Rooms Bathrooms	Sporting Events	Hallways Lobby
Motivation	Have supplies Be ready to learn Participate	Have a purpose and stay on task Use resources and technology appropriately Ask for help	Have a pass Move quickly Report vandalism and inappropriate behavior	Support the Mariner Nation Cheer for your team Show your spirit	Get where you need to be on time Use your assigned locker Gather materials quickly
Accountability	Have homework complete Use agenda Be on time	Have school ID and signed agenda Sign in and out with library staff Bring necessary supplies	Lock your locker Wear appropriate clothing Get where you need to be	Respect opponents Have your school ID Respect the facilities	Have a pass Display affection appropriately Use time efficiently
Pride	Do your best Be positive Communicate respectfully	Take care of materials and equipment Respect others' right to work Challenge yourself to produce quality work	Respect the facilities Maintain personal hygiene Be safe	Keep your language clean Be positive Proudly represent the Mariner Nation	Keep your language clean Respect the facilities Act and communicate respectfully

Our Matrix cont.

	Technology	Building-Wide	Study Hall	Cafeteria
Motivation	Stay on task Have an academic purpose Expand technology skills	Welcome visitors Respect differences Remember why you are here!!!	Ask your instructor for help Have goals Be aware of current grades	Be quick Be respectful Be neat
Accountability	Know and use your assigned login and password Use technology at appropriate times Complete and follow the school Internet use policy	Respect school building and property Report safety issues Report bullying	Be productive and allow others to be productive Bring needed materials Stay awake and alert	Wait your turn Manage your lunch account before 7:40 am Clean up after yourself
Pride	Produce quality work Respect equipment Use proper etiquette	Act and communicate respectfully Follow dress code Display affection appropriately	Use your time to improve academic performance Use agenda to stay organized Lead by example	Say thank you Pay for everything you take Return trays neatly to the counter

Single Location Map

Mariner MAP

Classroom

Motivation

- Have supplies
- Be ready to learn
- Participate



Pride

- Do your best
- Be positive
- Communicate respectfully

Accountability

- Have homework complete
- Use agenda
- Be on time

Single Location Map

Mariner MAP

Cafeteria

Motivation

- ➊ Be quick
- ➋ Be respectful
- ➌ Be neat



Pride

- ➊ Say “Thank You”
- ➋ Pay for everything you take
- ➌ Return trays neatly to the counter

Accountability

- ➊ Wait your turn
- ➋ Manage your lunch account before 7:40
- ➌ Clean up after yourself

Teaching the Behaviors

- All of the desired behaviors need to be *taught*
- Lessons will be provided to you, to be used during PORT (the new time block between 2nd and 3rd hours)
- Lessons will take various forms...videos, comics, discussions, quizzes, etc.
- If interested in looking at some other schools' lessons online, they are often called "cool tools"

Behaviors

- Negative Behaviors

- Categorized as minor or major
- Various consequences
- Tracked in TRENDS

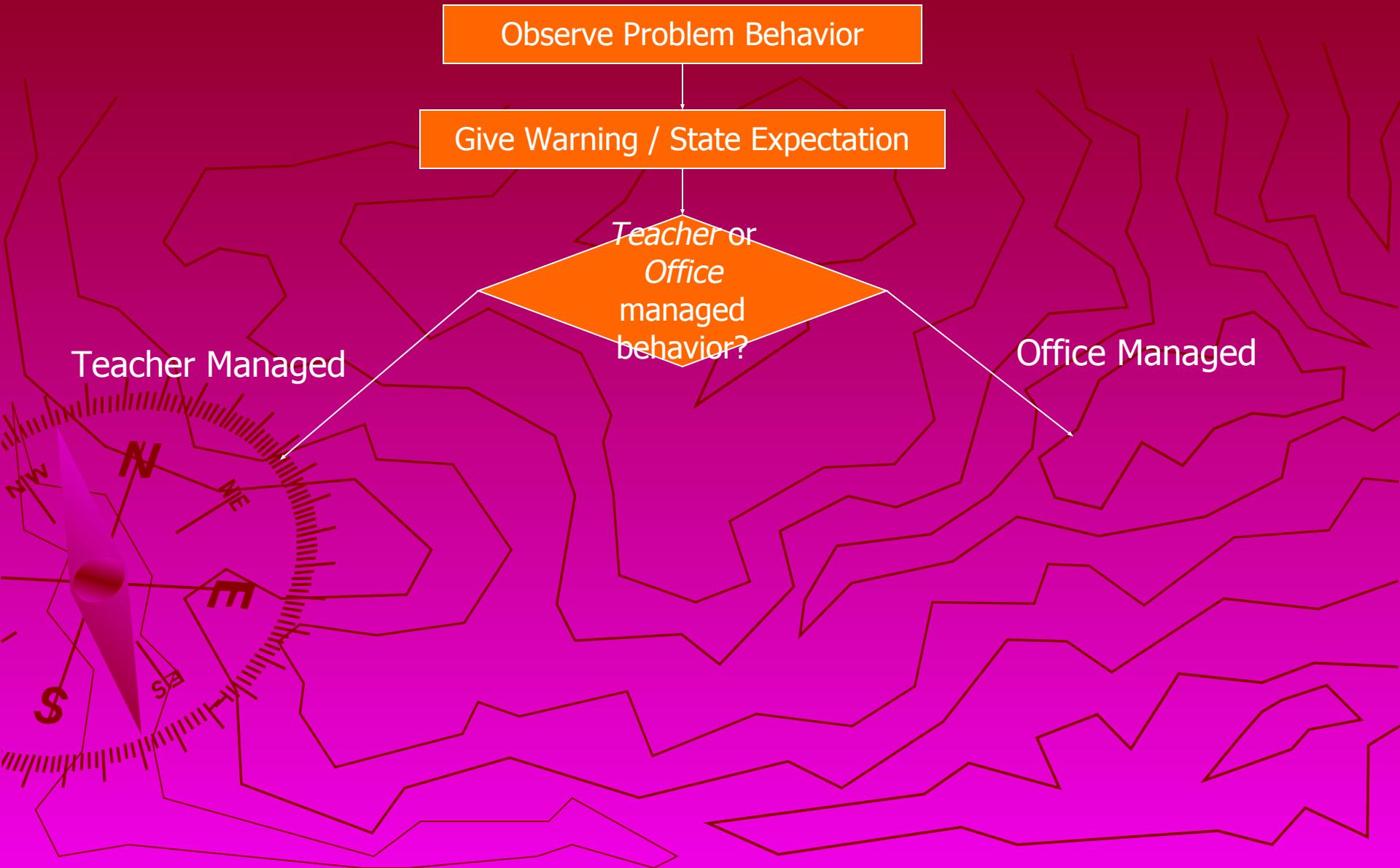
- Positive Behaviors

- Acknowledged

Negative Behaviors

- Referral definitions
- Minor Problem Behaviors
 - Teacher managed according to flowchart (ADD)
- Major Problem Behaviors
 - Office managed according to flowchart (ADD)
 - Consequences...

Behavior Flowchart



Behavior Flowchart cont.

Teacher Managed

Office Managed

Redirect student, review expectations from the MAP matrix, reteach behavior

Implement an intervention and remind student of appropriate behavior in the situation and of potential consequences

Recognize/reinforce corrected behavior.
If behavior warrants documentation...

Teacher completes an SBR as a Minor and sends to AP.

Teacher continues managing classroom behavior and makes parental contact

TEACHER MANAGED VS. OFFICE MANAGED (Minor)

- Inappropriate Language
- Physical Contact/ Physical Aggression
- Defiance/Disrespect/ Non-Compliance
- Disruption
- Dress code Violation
- Technology Violation
- Tardy
- Inappropriate Display of Affection
- No Hall Pass
- Unprepared for Class
- Cell phones/MP3
- Sleeping

- Abusive Language/ Inappropriate Language/ Profanity
- Bomb Threat/False Alarm
- Defiance/Disrespect/ Non-Compliance
- Disruption
- Dress Code Violation
- Fighting
- Forgery/Theft
- Gang Affiliation
- Display
- Harassment/Bullying
- Inappropriate Display of Affection
- Inappropriate Location
- Lying
- Physical Aggression
- Property Damage/ Vandalism
- Skipping Class
- Truancy
- Tardiness
- Technology Violation
- Use/ Possession of Illegal Substances
- Use/Possession of Weapons
- Use/Possession of Combustibles

Ensure safety

Referring teacher contacts administration regarding the student immediately, completes an SBR as a Major and promptly sends SBR to AP

Administrator determines appropriate action, follows through on the consequence, documents action on the SBR form and returns a copy to the teacher who reported the behavior

Administrator follows up with referring teacher as needed, parent contacted

Positive Behaviors

Acknowledgement system

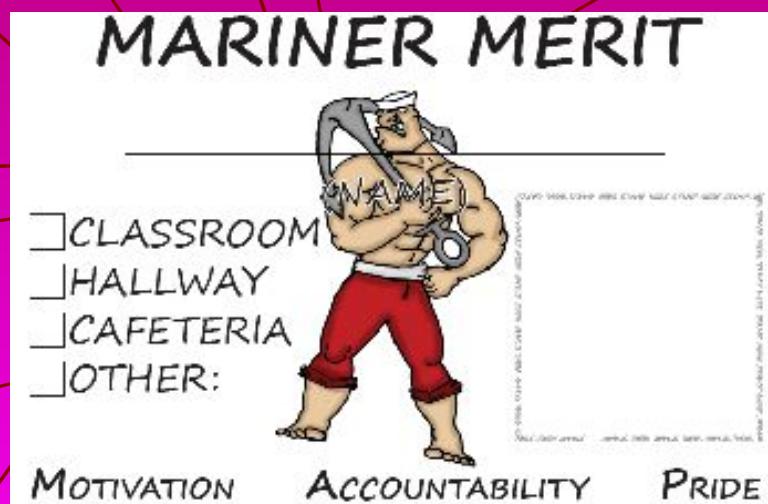
- Acknowledgments are NOT bribes
- Over time, acknowledgments will shift from:

- High frequency to low frequency
- Predictable to unpredictable
- Tangible to social

■ Our acknowledgement system will be based on cards that staff will hand out to students when positive behavior is observed

Acknowledgment System

- Cards will be stamped by staff in order to make them valid
- Card color will change monthly
- Cards can be used to purchase items, enter raffles, or as entrance to an activity



TRENDS

- An online computer program for tracking student behaviors
- Will allow us to quickly compile and analyze behavior data
 - This will help us focus our efforts
- Can be used on computers, tablets, mobile devices
- Training today!

PBIS Misconceptions

- Acknowledgement = bribe

- Bribes persuade people to do something they have not already done
- Acknowledgments reinforce something that has already happened

- Our students should already know how to behave

- The behaviors need to be taught, acknowledged, and re-taught

A World Without PBIS

- Your principal is giving you your formal observation and doesn't notice all the good things, only point out everything you did wrong without explaining or helping you correct these problems.
- You make dinner for your spouse every night and he/she never compliments you, only yells at you when you burn dinner or make something he/she doesn't like.

A World With PBIS

- Your principal lets you know what his/her expectations are for your classroom and compliments the great things he/she sees and works with you to improve areas you need help with
- Your spouse tells you what they like to eat and compliments you every time you make dinner and occasionally treats you to a movie out for being such a great spouse

Long Term Objectives

- Tier 1
 - Universal Instruction
 - This is where are starting with PBIS this year
- Tier 2
 - Supplemental Supports
- Tier 3
 - Intensive Supports

Long Term cont.

- Tier 1

- All students
 - Preventive and proactive

- PBIS

- Teach behavior expectations
 - Common rules for whole school
 - Collect data on office discipline referrals
 - Screen for behavior disorders

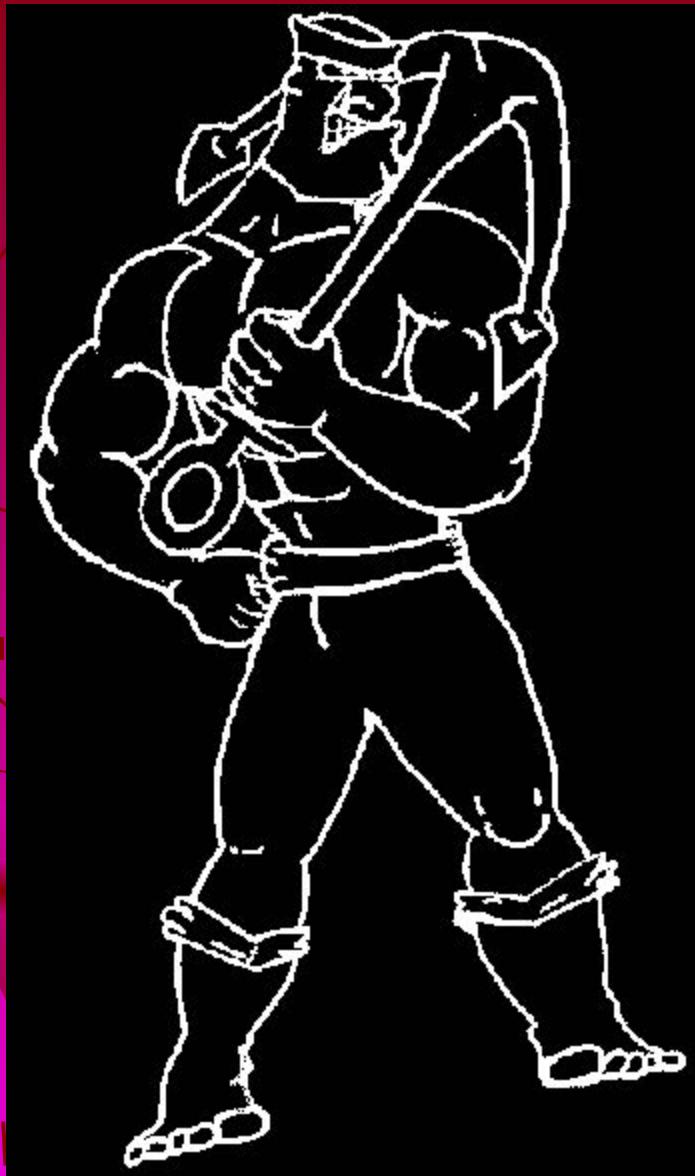
Long Term cont.

- Tier 2
 - Some students
 - High efficiency and rapid response
 - PBIS
 - Social skills instruction
 - Collect data on office discipline referrals

Long Term cont.

- Tier 3

- Individual students
- High intensity, assessment based
- PBIS
 - Intensive case management
 - Intensive progress monitoring



Questions?