

Smith Middle School

Safety ~ Respect ~ Responsibility



**Positive
Behavior
Support**

*A School-Wide Character
Education Initiative*

Always Your Best!

WHAT IS PBS?

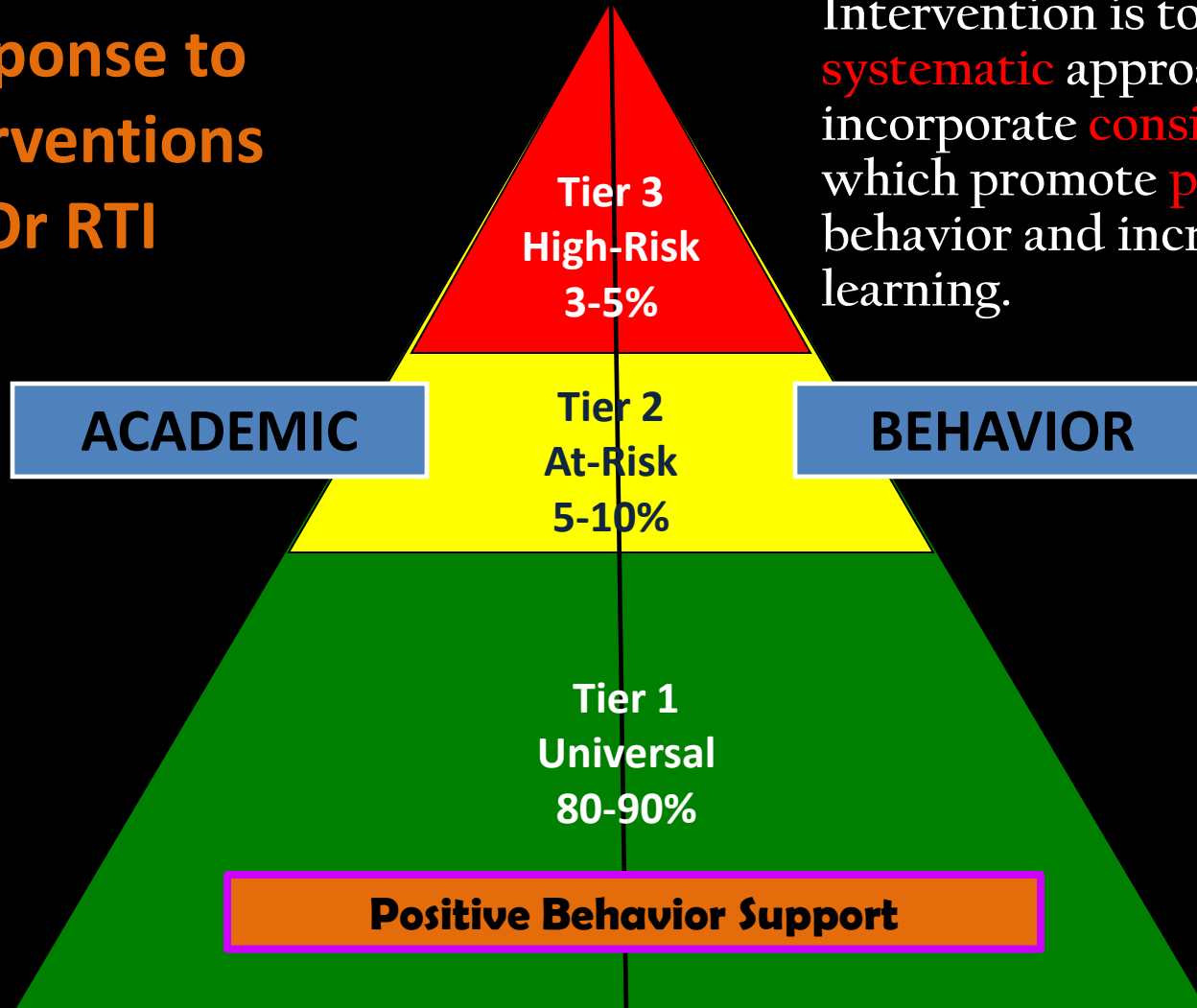
PBS is...

- A general approach to prevent problem behavior
- For all students
- Systematic, Proactive and Consistent
- Based on a long history of behavioral practices and effective instructional design and strategies

PYRAMID OF INTERVENTIONS

Response to
Interventions
Or RTI

The objective of the Pyramid of Intervention is to create a **systematic** approach and to incorporate **consistent** strategies which promote **positive** student behavior and increased student learning.



PYRAMID OF INTERVENTIONS

**Response to
Interventions
Or RTI**

Student Referral to Administrator
In-School Suspensions
Police Liaison/Troy Youth Assistance

Communication with Parents/Teacher
Collaboration with Staff/Administration
Data Collection
Social/Emotional Support
Small Group Interventions

Code of Conduct
Classroom Interventions
Counseling Program
Relationship Building
Re-teaching Matrix
Positive Behavior Support

WHY PBS?

Research Shows...

Exclusion and punishment are the most common responses to conduct disorders in schools.

(Lane and Murakami, (1987); Rose, (1988); Nieto, (1999)

Exclusion and punishment are ineffective at producing long-term reduction in problem behavior.

(Costenbader and Markson, (1998)

Punishing problem behaviors (without a proactive support system) is associated with increases in:

(a) aggression, (b) vandalism, (c) truancy and (d) dropping out.

Mayer, (1995); Mayer & Sulzar-Azaroff, (1991); Skiba & Paterson, (1990), March & Horner, (2002)

If a student doesn't know how to read, we teach.

If a student doesn't know how to swim, we teach.

If a student doesn't know how to multiply, we teach.

If a student doesn't know how to behave, *we punish?*

**HOW DO I
IMPLEMENT PBS IN
MY BUILDING?**

Big Ideas in PBS

STEP 1: Establish a Commitment

STEP 2: Establish and Maintain a Team

STEP 3: Identify Expectations

STEP 4: Teach Expectations

STEP 5: Monitor Implementation and Progress

STEP 6: Build a Reward System

STEP 7: Build Consequence Systems

STEP 8: Use Data Driven Decision Making

Step 1: Establish a Commitment

- Administration supports PBS effort
- Behavior support is one of top 3 goals of school
- 80 % of faculty support effort
- Commitment to at least three years of effort

Actions:

- Self-Assessment survey with team
- Faculty presentation and vote
- Write school improvement plan goals

Step 2: Establish and Maintain a TEAM

- The team has a mission to improve behavior support systems with common vision, language and experiences
 - ✓ Retain strategies that are working
 - ✓ Only adopt procedures that address needed outcomes
 - ✓ Work on achievable goals (one system at a time)
 - ✓ Work from an action plan with clear outcomes
- The team is representative and includes an administrator
- The team has a scheduled meeting time

Step 3: Identify Expectations

- Define 3-5 core principles
- Build expectation matrix

3 Core Principles at Smith

Be Safe

Be Respectful

Be Responsible

Identify Expectations



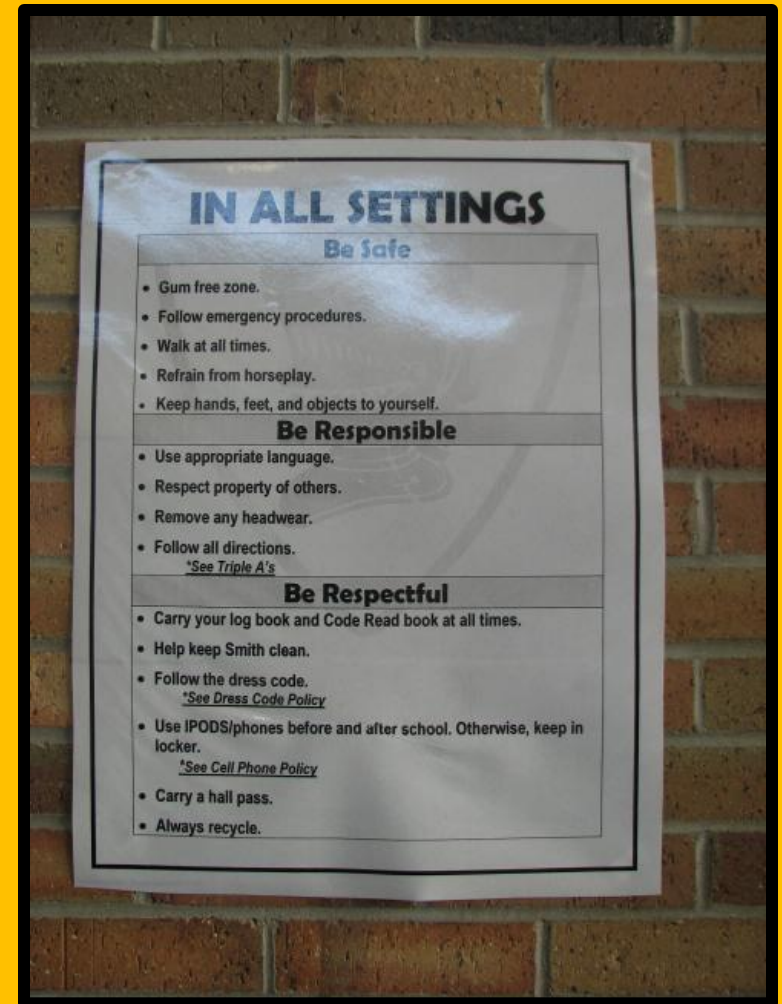
Smith Middle School Expectations Matrix



| | In all Settings | Classroom | Restroom | Office/Clinic | Cafeteria/ Gym | Arrival/Departure | Bus | Hallways | Media Center/ Computer Labs | Assemblies/ Field Trips |
|-----------------------|--|--|--|--|--|--|---|--|--|---|
| Be Safe | <ul style="list-style-type: none"> Gum free zone. Follow emergency procedures. Walk at all times. Refrain from horseplay. Keep hands, feet, and objects to yourself. | <ul style="list-style-type: none"> Sit in your chair properly. Clean up your area. Keep hands, feet, and unkind words to yourself. | <ul style="list-style-type: none"> Get in and out quickly. Wash hands with soap. Report any damage or horseplay to an adult. | <ul style="list-style-type: none"> Use student door to enter office. Open door to the hallway slowly. | <ul style="list-style-type: none"> Report spills immediately. Refrain from horseplay. Use restrooms next to the gym. Follow lunch time rules. <p><i>* See lunch time rules.</i></p> | <ul style="list-style-type: none"> Refrain from horseplay. Stay on the sidewalk. Cross at the crosswalk. | <ul style="list-style-type: none"> Stay in your seat. Maintain order during loading and unloading. Tell an adult if you see problems or dangerous behavior on the bus. | <ul style="list-style-type: none"> Stay to the right. Refrain from horseplay. Report inappropriate behavior. | <ul style="list-style-type: none"> Always walk. Push chairs in. Follow laptop rules. Follow computer lab rules <p><i>* See COW Rules.</i> <i>* See Camp, Lab Policies.</i></p> | <ul style="list-style-type: none"> Pay attention to presenter and surroundings. Enter and Exit in an orderly fashion. |
| Be Respectful | <ul style="list-style-type: none"> Use appropriate language. Respect property of others. Remove any headwear. Follow all directions. <p><i>* See Triple A's.</i></p> | <ul style="list-style-type: none"> Listen to announcements. Do your own work. Follow adult directions the first time. Raise your hand. | <ul style="list-style-type: none"> Clean up after yourself. Give others privacy. | <ul style="list-style-type: none"> Wait patiently and quietly. Say "please" and "thank you." | <ul style="list-style-type: none"> Use your indoor voice. Use good table manners. Eat your own food. Include everyone. Remain seated while eating. | <ul style="list-style-type: none"> Place coats, backpacks, headwear and electronic devices in locker. | <ul style="list-style-type: none"> Talk quietly. Respect the personal space of others. Keep hands, feet and unkind words to yourself. | <ul style="list-style-type: none"> Use your indoor voice. Respect property of others. Keep hands, feet and unkind words to yourself. Be helpful to others Avoid disturbing other classes. | <ul style="list-style-type: none"> Use your quiet voice. Clean up after yourself. Stay on task. | <ul style="list-style-type: none"> Listen closely. Participate positively. Be courteous and polite. |
| Be Responsible | <ul style="list-style-type: none"> Carry your log book and Code Read book at all times. Help keep Smith clean. Follow the dress code. <p><i>* See dress code policy.</i></p> <ul style="list-style-type: none"> Use IPODS /phones before and after school. Otherwise, keep in locker. <p><i>* See cell phone policy.</i></p> <ul style="list-style-type: none"> Carry a hall pass. Always recycle. | <ul style="list-style-type: none"> IPODS used only with teacher permission. Always do your homework. Participate in class. Stay focused. Bring all materials to class. Be on Time. <p><i>* See tardy policy.</i></p> | <ul style="list-style-type: none"> Flush the toilet. Dispose of trash. Report graffiti, damage, or disturbances to a staff member. Use restroom closest to your class. | <ul style="list-style-type: none"> Report to the counter and address staff politely. Tell the truth. Use telephone only for emergencies. Ask permission to use cell phone. | <ul style="list-style-type: none"> Wait in line. Have your school ID ready. Keep food and drink in the cafeteria. All tables must be clean before you leave the cafeteria. Leave with permission or with a pass. Always recycle. | <ul style="list-style-type: none"> Report to the cafeteria or gymnasium upon arrival. Report inappropriate behavior. | <ul style="list-style-type: none"> Keep the bus clean and free of clutter. Have a note signed to ride a different bus. <p><i>* See Bus Policy.</i></p> | <ul style="list-style-type: none"> Use hall time efficiently. Have a hall pass when walking without a teacher. Keep food and drink in the cafeteria. <p><i>* See Laney Pass Policy.</i></p> | <ul style="list-style-type: none"> Follow the acceptable use policy for all technology. Return books and materials on time. Check "tree" sign for open or closed status. Use ID to check out materials. <p><i>* See Acceptable Use Policy.</i></p> | <ul style="list-style-type: none"> Turn in all necessary forms on time. Ask appropriate questions. |

*** Please see Appendix for more detailed information.**

Expected behaviors are visible



Step 4: Teaching Expectations

First Few Days

Teaching PBS

PBS Video

Accompany students

Discussion/Role-play

Throughout the year

- If problems arise- re-teach
- New students
- After a break
- Quarterly
- 6th grade orientation programs
- Student Leadership groups



Step 5: Monitor Implementation and Progress

- Monitor progress using data
- Monitor in all areas
 - Classroom
 - Non-Classroom
 - Individual Student Systems
- Establish and Practice Routines and Expectations
- EBS (Effective Behavior Support) Survey

Step 6: Build Reward Systems

- Systems for Acknowledging Appropriate Behavior
 - ✓ Students should be acknowledged regularly (at least every 2 weeks)
 - ✓ 5 to 1 ratio of positive to negative
 - ✓ Always build toward independence
 - ie. Move from “other” delivered to “self” delivered
 - ie. Move from frequent reward to infrequent
 - ie. Move from concrete to natural
- Build on person-to-person relationships

Acknowledging/Encouraging Expected Behaviors

Gold Cards

Movie Night

Chill Time

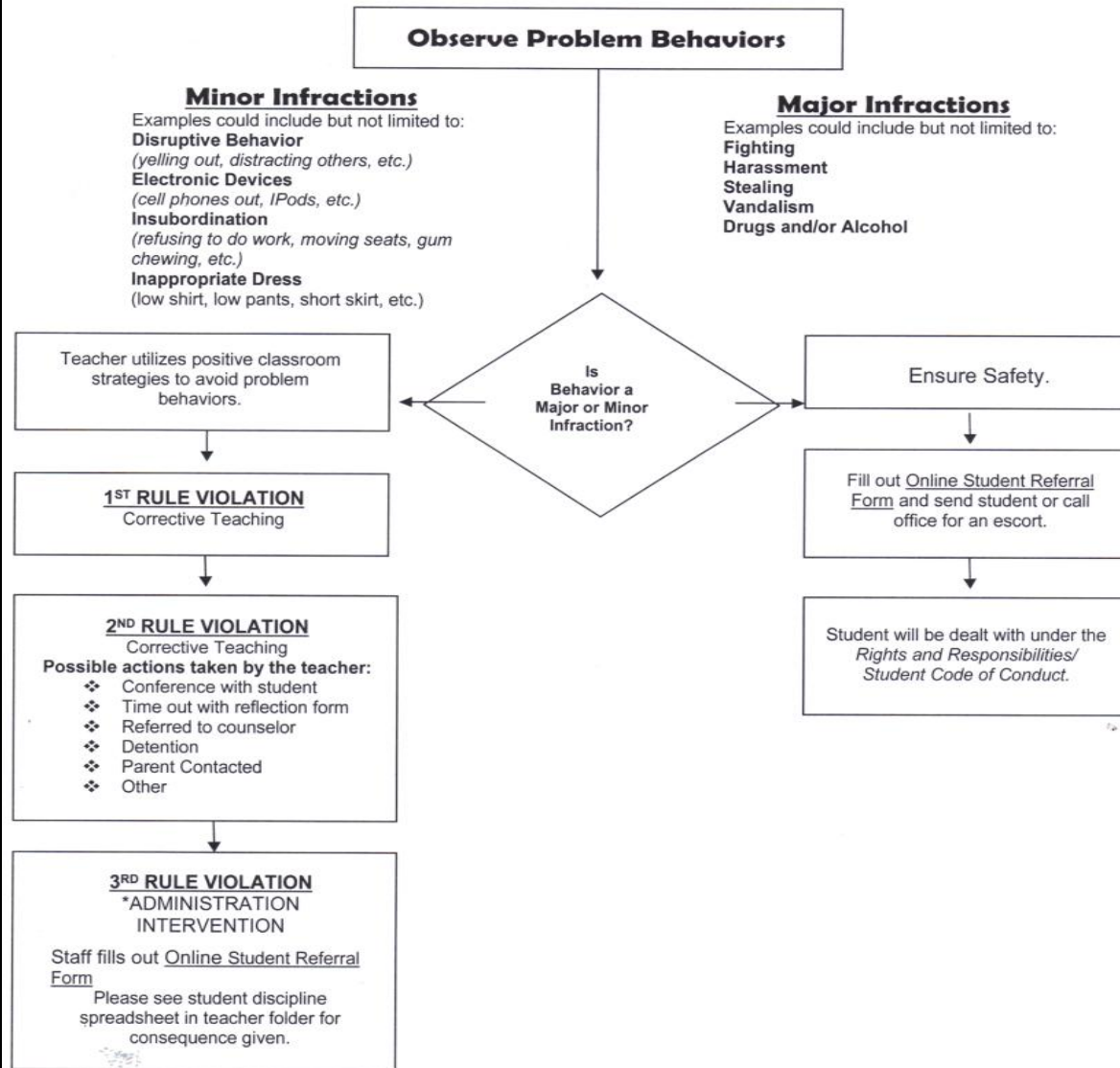
Knight of the Week

PRAISE!!!

Step 7: Building Consequence Systems

- Systems for monitoring, interrupting and discouraging inappropriate behavior
 - Consistency across staff and administration
 - Predictability, but not rigidity
 - Clarity about what is handled in class vs. office
 - Establish efficient record keeping system to allow rapid response to behavior error patterns
(office referral form...clearly defined problem behavior categories)

CONSEQUENCES FOR PROBLEM BEHAVIORS



***Warning:** Administrative Interventions could include more than "consequences", such as, social skills training, appropriate feedback, mentoring, etc. Wherever possible, we will be utilizing different strategies as research shows that "consequences" rarely changes a student behavior.

Where do I go to refer students?

<http://www.educationmadeeasy.net/Student%20Referral%20Form.htm>

STUDENT REFLECTION FORM

Name _____

Hour: 1 2 3 4 5 6

Teacher _____

Quarter: 1 2 3 4

Class _____

What was the behavior that results in receiving a 2nd Violation?

What caused the behavior?

- ☐ I did not understand the assignment (I am frustrated)
- ☐ I was not prepared for class
- ☐ I had a problem at school today
- ☐ I had a problem outside of school
- ☐ I had a problem with another student
- ☐ Other _____

What do I need to do to be successful in class?

- ☐ Follow directions and/or procedures
- ☐ Work during class time
- ☐ Pay attention to instruction
- ☐ Participate in class
- ☐ Ignore those around me
- ☐ Be appropriate with words and actions
- ☐ Apologize
- ☐ Other _____

Responsibility:

- ☐ I accept responsibility for my behavior and I will follow expectations.

Student Signature _____

Date _____

Teacher Signature _____

Date _____

Parent Contact _____

Date _____

Student Discipline Database

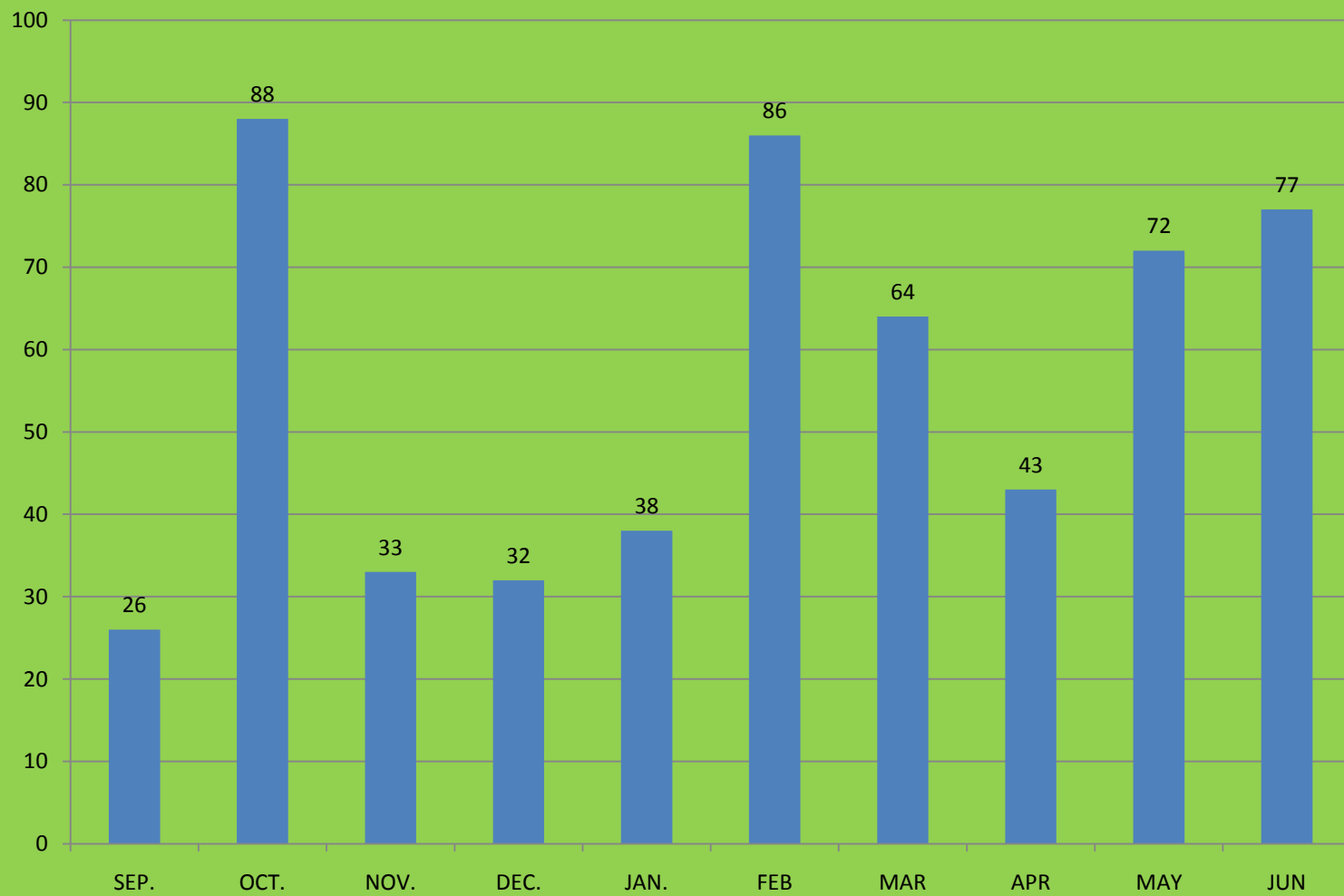
| DE | HR. | STAFF | WHO | LOCATION | DESCRIPTION OF INFRACTION | NAME | CODE | ACTION | DURAT'N |
|----|-----|------------|---------|--------------|---|---------------------|------|---|------------|
| | | Bus 35 | Peers | Bus | Fighting between David, Marvin and Kevin | Disruptive Behavior | 2 | Assigned Seating on bus | 3/1 |
| | 5 | Substitute | Peers | Classrm | Guest Teacher Referral: Excessive talking causing class disruption. | Disruptive Behavior | 2 | Maureen Mailhot/Carolyn Taggart | |
| | 3 | Maher | Peers | Classrm | Guest Teacher Referral: Disrespectful to Substitute: Loud and fooling around. | Disruptive Behavior | 2 | Warning/Reprimand. | 3/2 |
| | | Sebastian | No One | Classrm | Gum Chewing | Insubordinate | 19 | Warning | 3/1 |
| | 6 | Sebastian | No One | Classrm | In one class period I had to ask him several times to put away his electronic device. I should have just taken it the first time I saw him with it. | Electronic Device | 3 | Warning/Reprimand. | 3/2 |
| | 2 | Buchanan | No One | Classrm | Evan and Eddie continue to bully each other, continued behavior will result in a suspension. | Harassment | | Mtg with Evan, Eddie and Hartenburg | 2/18 |
| | 2 | Nayak | No One | Classrm | Logan was talking to peers at his desk during teacher's instructions. After issuing a warning, Logan chose to continue. | Insubordination | 19 | Warning/Reprimand. | 3/2 |
| | | Buchanan | Peers | Lunchrm | Harbrir has been disruptive and insubordinate in the gym during lunch time. He emptied the basketballs out of the bin when Mrs. Lantzy wasn't looking. | Insubordinate | 19 | He has been suspended from the gym until further notice. | 2/26 |
| | 2 | Buchanan | No One | Classrm | Eddie accused Evan of bullying him and received an email from Mr. Cal. Unfortunately, Eddie failed to tell his parents that he too was bullying Evan. | Harassment | | Mtg with Eddie, Evan and Hartenburg | 2/18 |
| 3 | 4 | Drogosch | Peers | Classrm | Slaming the door on a student, snapped another student's pencil, rolled around in Drogosch's chair. | Disruptive Behavior | 2 | Detention letter sent home | 2/11 |
| | | Gibson | Peers | Classrm | Would not stopping talking when asked to do so several times. | Insubordinate | 19 | Warning/Reprimand. | 3/2 |
| 2 | | Buchanan | Peers | AHS | Throwing paper airplanes from balcony, during the NASA downlink. | Disruptive Behavior | 2 | ISS and Parent Notified | 1/0 |
| 2 | 5 | Putrus | No One | Classrm | CJ chooses not to do what is asked of him. He's purposely defiant and does not stick with the class. He continually argues. | Insubordination | 19 | Mtg. with Mrs. Putrus and behavioral contract implemented. Possible removal from Eng Lab | |
| 2 | 6 | Hartenburg | No One | Restroom | CJ shoved another student from behind in the bathroom and the student has a large bump and cut on his forehead. CJ said, "that must have hurt" and walked into a stall. | Harassment | | OSS | 2/18 1.0 |
| 2 | 2 | Sebastian | No One | Classrm | Gum Chewing | Insubordinate | 19 | Warning | 2/19 |
| | 2 | Sebastian | No One | Classrm | Gum Chewing | Insubordination | 19 | Warning | 2/23 |
| | | Sebastian | No One | Classrm | Gum Chewing | Insubordinate | 19 | Lunch Detention | 3/1 |
| | | Buchanan | Peers | After School | Ali and Joey stole Adi Gili's Apple IPOD, he found it on the bleachers during a volleyball game. I told Joey on Friday he better have the IPOD back to me on Monday morning. He did return it. Ali said he put his own music and apps on it and then asked Ali to restore it before he returned it. | Stealing < \$100 | 23 | OSS. Parent Notified. | 3/1 |
| | 2 | Buchanan | Peers | Classrm | Bullying Joey Dalian, he has also included his friends. | Harassment | 18 | Warning/Reprimand | 3/3 |
| | | Buchanan | Peers | Halfways | Joey has been down several times for bullying incidents. It seems that Joey does instigate or at least keep things going by exchanging insults instead of getting help. | Harassment | 18 | Warning/Reprimand. | 3/2 |
| | 3 | Gibson | Peers | Classrm | Continued disruptive behavior. | Disruptive Behavior | 2 | After School Detention. | 3/3 |
| | | Gibson | Peers | Classrm | Disruptive behavior in Mrs. Gibson's class, was given a detention and forged his mother's name. Need counselor names from Mrs. Hartenburg. | Disruptive Behavior | 2 | Detention | 3/4 |
| 4 | 1 | Mordarski | Teacher | Classrm | KD is constantly arguing w/ the teacher & treats teacher like a peer or less than. Each time he argues w/ her from now on, he will be referred | Insubordination | 19 | Parent/Teacher Staffing 3pm 2/23/10, Tchrs will call Mr. Hosang for disruptive behaviors. behavioral contract to be | 2/24, 3 pm |

Step 7: Using Data Driven Decision Making

- Use information for problem solving
 - ✓ Gather information
 - ✓ Summarize information
 - ✓ Report information to the right people at the right times
 - ✓ Use the information to make decisions
 - ✓ Report to faculty, board, community

www.swis.org

Monthly Total # of Infractions



Major Dangers to Implementing PBS

- Begin implementation without staff commitment
- Begin implementation without resources
- Rely on coach or lead person to “do it all”
- Implement insufficient elements, and obtain no effect (e.g Failure to teach behavioral expectations)
- Implement so slowly that commitment is lost
- Implementation without on-going evaluation

Web Sites

www.pbis.org

National technical assistance Web site on positive behavior intervention and supports includes an online library of reference, video, and tools.

www.apbs.org

Association for Positive Behavior Support-membership includes *The Journal of Positive Behavior Interventions*.

www.pbismaryland.org

Positive Behavior Support page for the state of Maryland. The web site has examples of school-wide implementation and tools to use.

www.swis.org

School-Wide Information System: A web-based means of recording and charting student behavior.

Web Sites

<http://flpbs.fmhi.usf.edu>

The Florida Positive Behavior Support Project has resources for school-wide, classroom three tier, and family implementation of PBS. Hosts a powerpoint-based training of school-wide and individual PBS.

<http://apbs.org>

Association for Positive Behavior Support

www.michigan.gov

Michigan's Behavior and Learning Support Initiative
(MiBLSi)

www.kipbs.org

Kansas Institute for Positive Behavior Support

Thank you!

Please email us if you have any further questions...

Amy Buchanan at abuchanan2@troy.k12.mi.us

Lauryn Mordarski at lmordarski2@troy.k12.mi.us

Smith Middle School
Home of the Knights

5835 Donaldson
Troy, MI 48065

