

KEPPEN ELEMENTARY SCHOOL



LINCOLN PARK, MICHIGAN

Agenda

- Demographics
- Data over the last two years
- Tier 1 Interventions
- Restorative Practices
- Resilient Schools Project
- Cross Categorical Classroom
- Questions/ Comments



Demographics of our school:

- Kindergarten through Grade Five
- Presently we have about 350 students
- One of seven elementary schools in LP



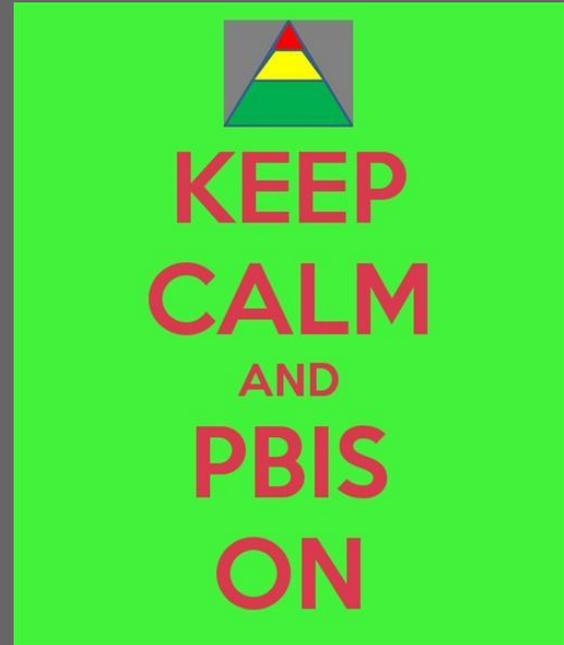


Intense Student Support Network

- PBIS
- School Bound Mental Health
- Restorative Practices
- Social Emotional Lessons
- Social Workers
- Behavioral Support Team
- Resilient Schools Project
- Sensory Interventions
- Universal Meals
- Student Support Team
- Capturing Kids' Hearts

Positive Behavioral Intervention & Supports (PBIS)

- Twelfth year using PBIS
- Continually revamping PBIS based on end of year surveys and student needs



Teaching Positive Behaviors

Lead the Railsplitter Way!

LINCOLN PARK ELEMENTARY SCHOOL BEHAVIOR EXPECTATIONS MATRIX



	ARRIVAL/ DEPARTURE	CLASSROOM	HALLWAY & STAIRWELL	BATHROOM	CAFETERIA	RECESS	TECHNOLOGY	OFFICE	BUS
BE RESPONSIBLE	<ul style="list-style-type: none"> Report to your assigned entrance and wait patiently for the bell 	<ul style="list-style-type: none"> Follow directions of all staff members the first time given Be prepared for class Ask for help when you need it Give your best effort 	<ul style="list-style-type: none"> Walk in line Go directly to where you are going 	<ul style="list-style-type: none"> Flush when done Report any problems right away Return to class promptly 	<ul style="list-style-type: none"> Clean up after yourself Keep opened food in cafeteria Wait in line quietly and patiently 	<ul style="list-style-type: none"> Enter and exit quietly Stay in designated areas Follow the rules 	<ul style="list-style-type: none"> Use equipment with care Keep personal devices in a safe place Follow the technology contract "THINK" before you post 	<ul style="list-style-type: none"> Stand at counter and address the staff politely Return to class promptly 	<ul style="list-style-type: none"> Wait in appropriate areas
BE RESPECTFUL	<ul style="list-style-type: none"> Use kind words Follow all staff directions Listen and respect the safety patrol 	<ul style="list-style-type: none"> Take care of materials and belongings Use kind words Speak when it is your turn Follow the social contract Use an inside voice 	<ul style="list-style-type: none"> Keep voices, hands and feet quiet Follow directions 	<ul style="list-style-type: none"> Clean up after yourself Respect others' privacy Help keep bathroom clean Use quiet voices 	<ul style="list-style-type: none"> Use good manners Follow directions of all staff members 	<ul style="list-style-type: none"> Use kind words Follow directions of all staff members Be a good sport Play fairly and include everyone 	<ul style="list-style-type: none"> Use equipment properly "THINK" before you post 	<ul style="list-style-type: none"> Enter and wait quietly Use indoor voice Say "please" and "thank you" 	<ul style="list-style-type: none"> Listen to the driver and aide Use quiet voices and kind words
BE SAFE	<ul style="list-style-type: none"> Cross at the corners Stay on the sidewalk Keep your hands, feet, and objects to yourself Go directly home Arrive no more than 10 minutes prior to start time 	<ul style="list-style-type: none"> Keep hands, feet and objects to yourself Always walk Use self-control Remain seated until dismissed 	<ul style="list-style-type: none"> Keep hands, feet, and objects to yourself Walk on the right side of the hallway Face forward 	<ul style="list-style-type: none"> Wash your hands with soap and water Use restroom correctly and quickly 	<ul style="list-style-type: none"> Raise your hand for permission to leave your seat Keep your hands, feet, and objects to yourself Always walk Eat your own food 	<ul style="list-style-type: none"> Keep hands, feet and objects to yourself Use playground equipment correctly Report injured or problems to an adult 	<ul style="list-style-type: none"> Notify staff of problems or uncomfortable situations Protect personal information "THINK" before you post 	<ul style="list-style-type: none"> Wait patiently Keep your hands, feet, and objects to yourself 	<ul style="list-style-type: none"> Walk to and from the bus Stay with an adult until the bus is stopped and ready

IF YOU SEE DISRESPECT:

STOP:
Tell them to stop what they are doing in a calm voice.

WALK:
Walk away from the problem behavior

TALK:
Talk to a staff member if the problem behavior does not stop

WHO YOU CAN TALK TO:

- Teacher
- Principal
- Social Worker
- Intervention Specialist

"THINK": Is it True? Hurtful? Illegal? Necessary? Kind?

Reviewing, Reteaching and Modeling

 **PBIS HALLWAY EXPECTATIONS** 

• **BE RESPONSIBLE** •

- Walk in line
- Go directly to where you are going



• **BE RESPECTFUL** •

- Keep voices, hands and feet quiet
- Follow directions

• **BE SAFE** •



- Keep hands, feet and objects to yourself
- Walk on the right side
- Face forward



 **PBIS RECESS EXPECTATIONS** 

• **BE RESPONSIBLE** •

- Enter and exit quietly
- Stay in designated areas
- Follow the rules



• **BE RESPECTFUL** •

- Use kind words
- Follow directions of all staff
- Be a good sport
- Play fairly and include everyone



• **BE SAFE** •

- Keep hands, feet and objects to yourself
- Use playground equipment correctly
- Report injuries or problems to an adult



_____ was Caught Acting Terrific!

Issued by: _____

Date: _____

C.A.T.

was Caught Acting Terrific!

Issued by: _____

Date: _____

 **KEPPEN**
ELEMENTARY SCHOOL

Issued by: _____

Date: _____

✂

Caught
Acting
Terrific



C.A.T.
Coupons



Railway Tickets

Lincoln Park Railway Ticket	
RESPECT	Teacher Name:
ACHIEVEMENT	Student Name:
INTEGRITY	Positive Behavior:
LEADERSHIP	
SAFE	



School Wide Celebrations



Tier 2 Interventions

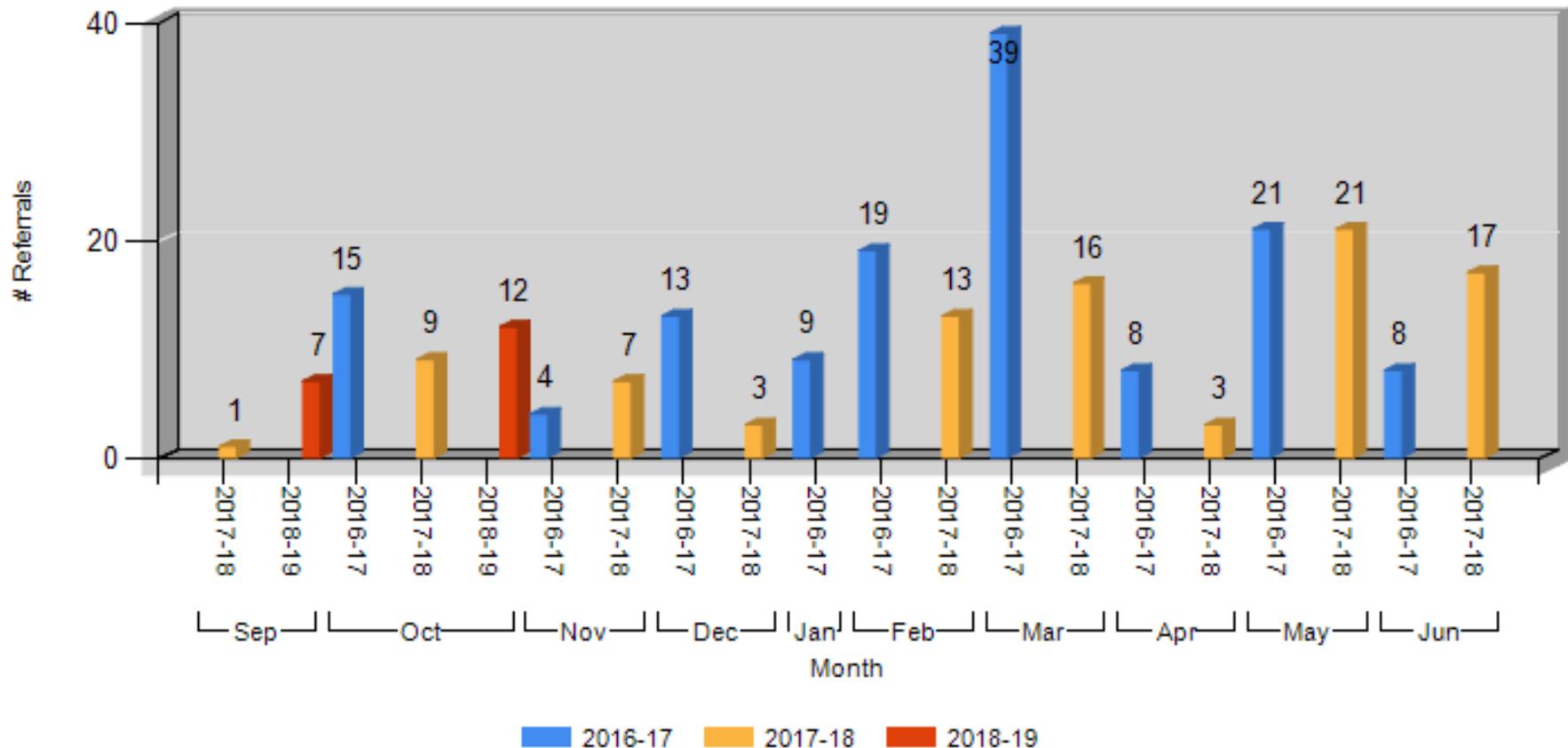
- Check In/ Check Out
- Buddy Teacher
- Reset with Coach
- Job opportunities throughout the school
- Marathon Mentors



The image displays three examples of 'Check In / Check-Out' forms. Each form has a header with the title and a legend for 'Good', 'Fair', and 'No Effort'. The forms include fields for 'FOR:', 'DATE:', 'DAY:', and 'PARENT:'. Below these fields are several rows for tracking behavior, with columns for 'BE SAFE', 'BE RESPECTFUL', and 'BE RESPONSIBLE'. A vertical 'Assignment/Comment' column is on the right side of each form. The 'Lp' logo is visible in the bottom left corner of each form. The middle form also features a cartoon illustration of two children sitting at desks.

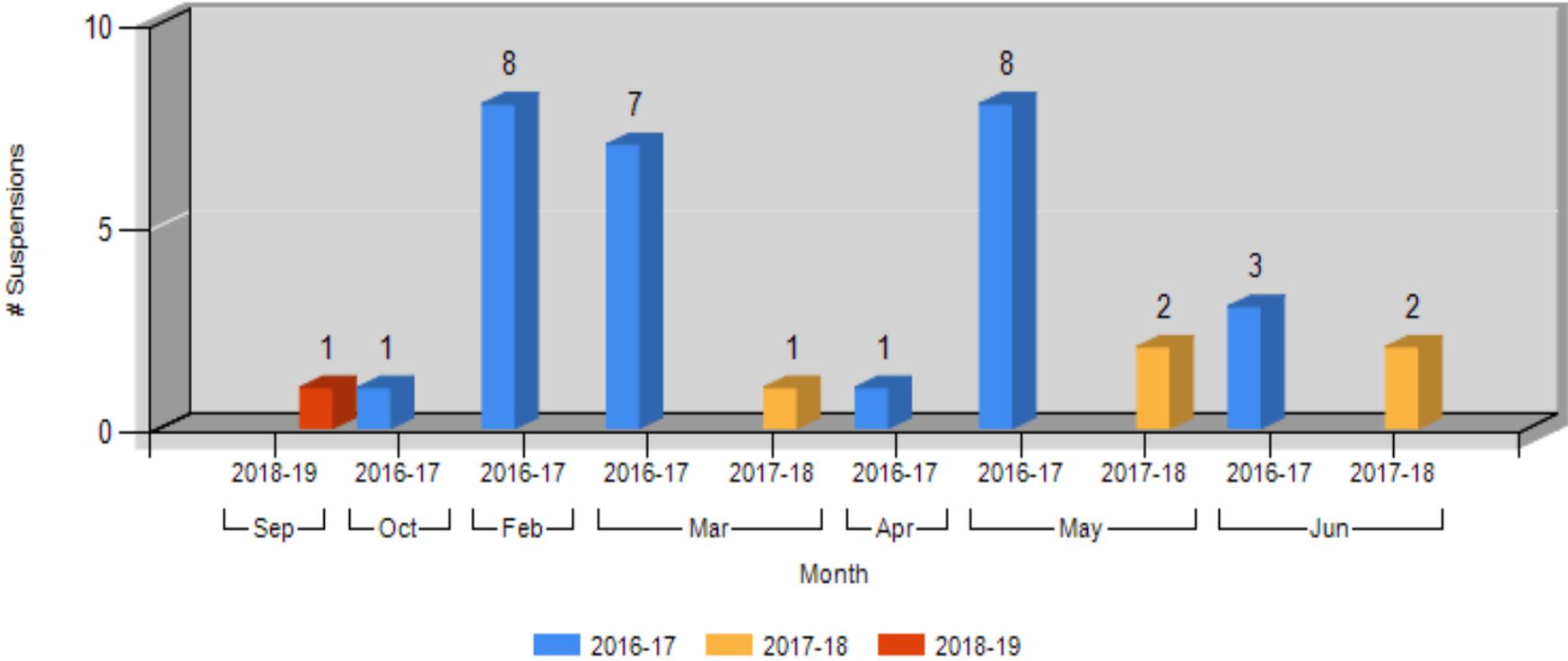


ODR Data



Suspension Data

Suspensions



Restorative Practices:

- Proactively building relationships
- Creating a strong sense of community
- Establishing connections
- Preventing conflict and wrongdoing
- Providing a safety net for mistakes



Restorative Practices

informal

formal



affective
statements

affective
questions

small impromptu
conference

group
or circle

formal
conference

Community Circles

- Conflict Resolution
- Healing
- Support
- Decision Making
- Information Exchange
- Relationship Development



Sequential Circles

- Circle facilitator raises the topics and the questions
- Forbids back and forth argument
- Maximizes opportunity for more quiet voices
- Permission is granted to speak
- Listen more, talk less



Non-Sequential Circles



- **Freely Structured**
- **Conversation may proceed from one to another without a fixed order**

Fish-Bowl Circles

- **Inner-circle of active participants who may discuss an issue.**
- **Outside the circle are the observers.**
- **Empty Chair**
- **Problem Solving**



Lincoln Park Public Schools' Resilient Schools Project



1. Trauma Informed
2. Resilient Focused

What does it mean to be Trauma Informed?



Understanding the brain research behind students who have been exposed to some events of trauma

CHANGE your WORDS

-

CHANGE your MINDSET

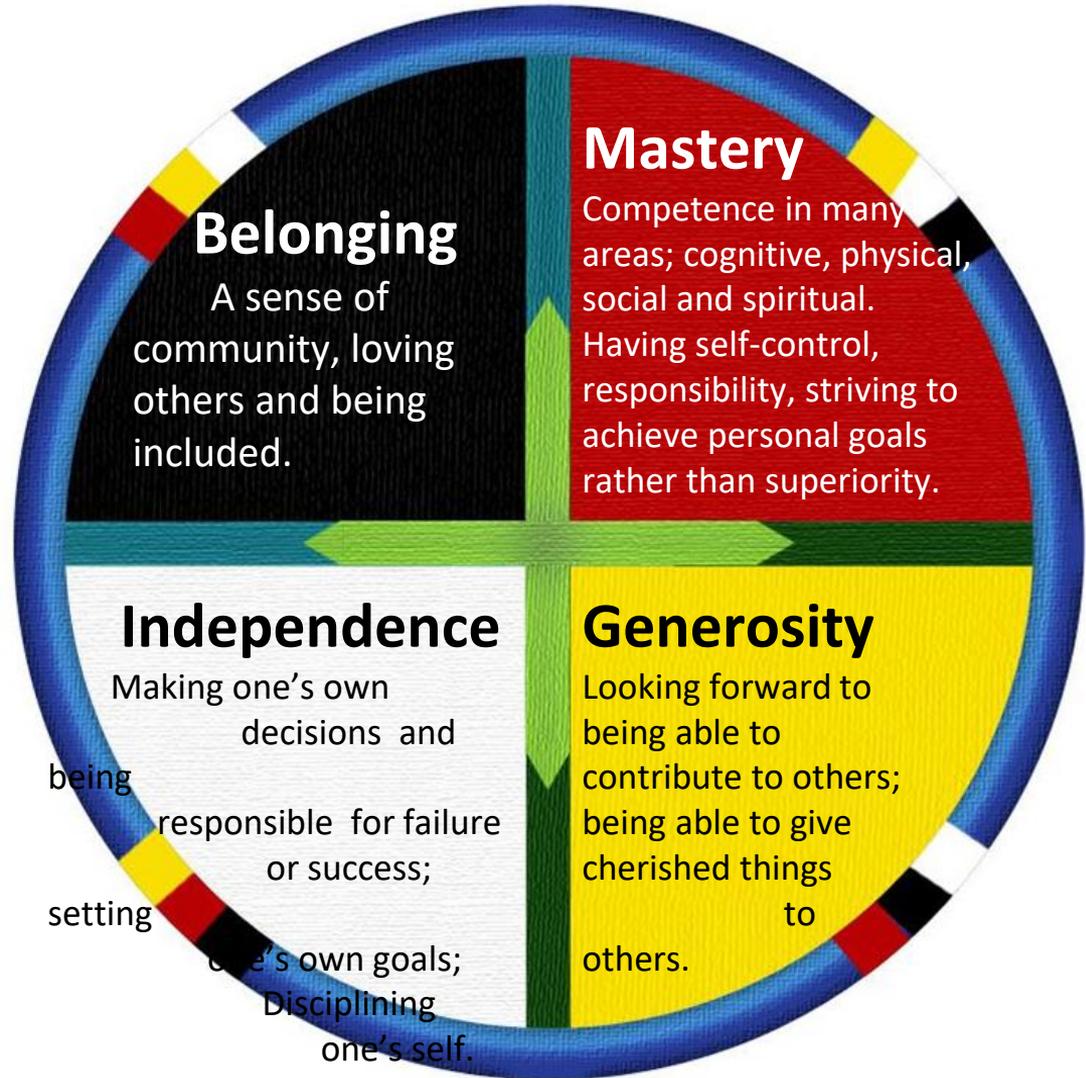
Be curious

- **Ask questions**
- **Let the child talk**
- **Listen**



Circle of Courage

Universal principles needed to be emotionally healthy, everyone need a sense of **belonging, mastery, independence, and generosity**



What does it mean to be Resilient Focused?



Focusing on strategies to teach students to become resilient and to overcome the negative impacts of trauma and how it affects brain development, ability to function, regulate emotions, behaviors and thinking.

Building Resilience



- **Building relationships and connections**

- **Creating positive experiences**



Reset/Sensory Interventions



- Reset Kits
- Mindfulness
- Yoga
- Brain Gym
- Sensory/
- Reset Room



Reset/Sensory Interventions continued



PBIS: Behavioral Strategies for Students with Emotional Impairments



KEYS TO SUCCESS:

- **Daily Morning Routine (Sets The Mood)**
- **Audio Visual Cues**
- **Visual Daily Schedule, Social Contract, Student Daily Behavior Goals and PBIS board.**
- **Clear Goals and Expectations and A Way for a Student To Redeem Their Composure 😊**
- **Hierarchy of Rewards and Incentives**
- **Role Play and/or Role Model**
- **Concise and Appropriate Data**
- **Know Your Students (Be A Detective)**
- **Consistency and Love 😊**
- **Fair Isn't Always Equal!**

mantra

A mantra is a motivating chant, like the “I think I can, I think I can” you repeat over and over to yourself on the last stretch of every marathon you run.

**I
CAN**

**I
WILL**

**I'LL
TRY**

Definition of audiovisual

1 :designed to aid in learning or teaching by making use of both hearing and sight

2 :of or relating to both hearing and sight

Daily Morning Routine

- I CAN
- I WILL
- I'LL TRY
- O'HANA
- FAMILY
- NOBODY LEFT

LEAVE
YOUR
BAGGAGE
AT THE
DOOR



Social Contract

Respect
Responsibility
Safety
Patience
Politeness
Focus
No Putdowns
Listening
Effort

Atath
A Job Samano
CANTU
Nathaniel
Massengale
M E Tidel

Mr.
Zilka
Miss Lee

James
Dutman
Mrs. Stacie

THE
MY SC

A.M.

P.M.

Launch

Morning Routine

Lunch

Reading

Gym

Vocabulary

Math

Social Skills

Launch

Proof

=

Who, What,

Where, When,

Why, AND How

to demonstrate

Understanding

of key details

in a text.

edify

sequence

author

illustrator

order

chaos

enthusiasm

concentrate

confidentiality

patriotic

consequences ↔ choices

perspective

non-negotiable

encouragement

composure

epiphany

Be patient



Use good
manners



Raise my hand
to speak

I
Can

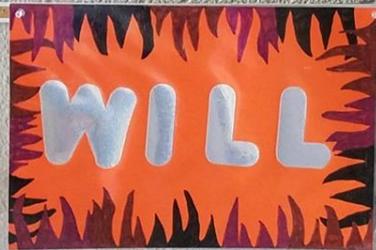
THINK

EMERGENCY EXIT





WE



WILL



TRY



WORLD OF WORDS PEOPLE PLACES

Our Good Manners Teaching Tree

Chew with mouth closed

Be polite to guests

Hold the door open

Please

Wait your turn

Be helpful

Excuse me

People

Parents

Lunch Ladies

Teachers

Friend Family

Class mates

Yes Sir, Yes Ma'am

Thank you

Your welcome





Every day is
Every hour A
Every minute new
Every second beginning

KEPPEN



CARDINALS

Soaring to new heights!

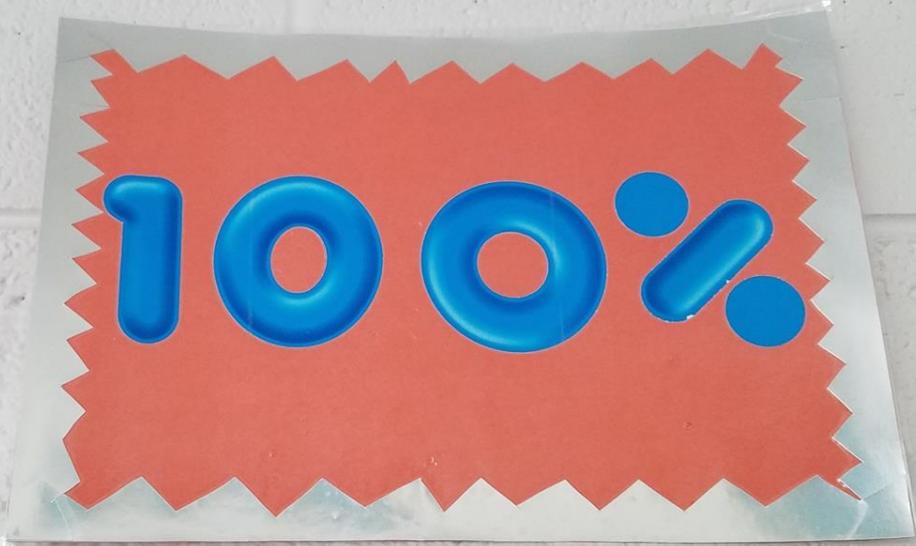
FOUR QUESTIONS

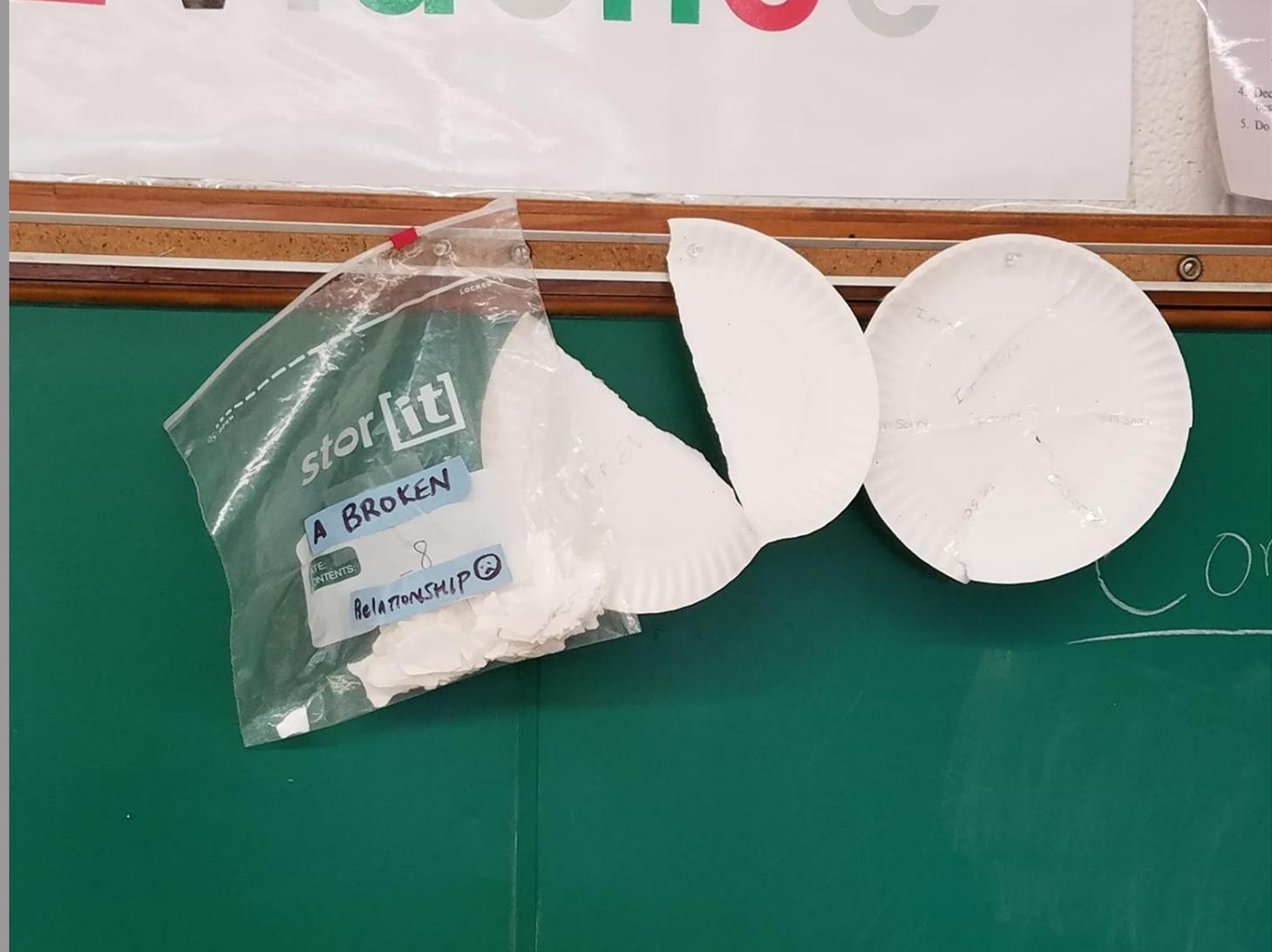
What are you doing?

**What are you supposed
to be doing?**

Were you doing it?

**What are you going
to do about it?**





4. Dec
5. Do

stor[it]

A BROKEN

8

RELATIONSHIP 😞

COY

Daily Point Sheet

Name _____ DATE _____

	Classroom Expectation			Student Objectives			Home Checklist: If elected as necessary by the Teacher/Parent etc.
	Be Respectful	Be Responsible	Be Safe	Objective 1:	Objective 2:	Objective 3:	Parents: Please complete this report of home behavior and sign & return each day. Evening Behavior: Difficult Moderate Appropriate Ate Breakfast: Yes No Hygiene: (circle all completed) Comb hair Brush Teeth Wash Face
AM Schedule:							Morning Behavior: Difficult Moderate Appropriate Parent Signature _____ X _____ Notes:
Arrival							
Breakfast							
Morning Routine							
Special							
Reading/Writing							
Math							
Lunch							
Z Club				Yes	No		
PM schedule:							
Learning Groups							
Learning Activity							
Assessment							
Recess							
Jobs							
End of day							
Z Club				Yes	No		
C.A.T. Coupon				Yes	No		
Totals							

WEEKLY SCATTERPLOT

WEEK OF:

YEAR: 2017

TARGET BEHAVIORS:

1. *Bad use of time*
2. *Not Showing effort*
3. *Disrespect to others*

INTERVENTIONS:

- A. *Redirection*
- B. *Behavioral Journal*
- C. *Parent Contact*

TIME	MONDAY DATE:	TUESDAY DATE:	WEDNESDAY DATE:	THURSDAY DATE:	FRIDAY DATE:
:10-8:15					
:15-8:30					
:30-8:45					
:45-9:00					
:00-9:15					
:15-9:30					
:30-9:45					
:45-10:00					
0:00-10:15					
0:15-10:30					
0:45-10:45					
1:00-11:00					
1:15-11:30					
1:30-11:45					
1:45-12:00					
12:00-12:15					
12:15-12:30					
12:30-12:45					
12:45-1:00					
1:00-1:15					
1:15-1:45					
1:45-2:00					
2:00-2:15					
2:15-2:30					
2:30-2:45					
2:45-3:00					
3:00-3:10					

F **A** **I** **r**

**ISN'T
ALWAYS**

equal

Be Creative

Respect Each Other

Study Hard

Read & Learn

Just Imagine

Practice Practice

Be Creative

Read &

How Are You Feeling Today?

KEY

Be

Questions & Comments

