

SHADY GROVE SCHOOL
Poplar Bluff, Missouri
District: Missouri Schools for the Severely Disabled



Home of the Thunderbirds



Where students learn to soar



Unity is strength... when there is teamwork and collaboration, wonderful things can be achieved.

Mattie Stepanek

Missouri Schools for the Severely Disabled

Number 1 Goal Is Student Achievement

Shady Grove is 1 out of 34 MSSD schools serving students in Missouri

- All of the students have significant cognitive deficits
- All students have individualized educational programs
 - 100% Special Education Services
 - Serving students from ages 5-21
- IEP goals align with the Missouri Learning Standards
- All students receive a 6 hour instructional program
- 35 students in 5 classrooms with needed supports
 - 12 students have behavior intervention plans

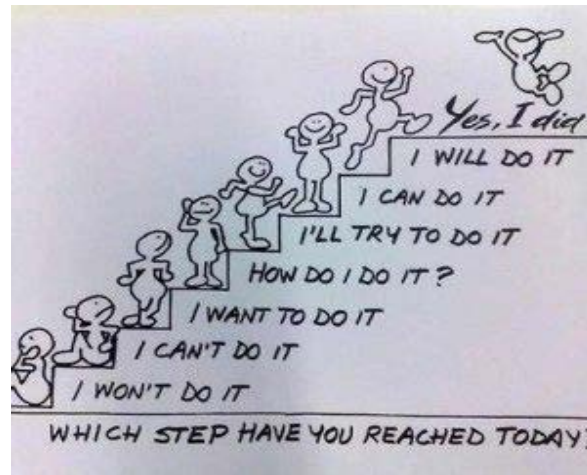
Creating Learning Environments

Students learn to be safe, respectful, and responsible.

- ❖ I am safe
- ❖ I am respectful
- ❖ I am responsible

*"If a child
can't learn
the way we teach,
maybe we
should
teach the
way they learn."*

~ Ignacio Estrada
An Everyday Story



*"Every child has a
different learning
style and pace.
Each child is
unique, not only
capable of
learning but also
capable of
succeeding."*

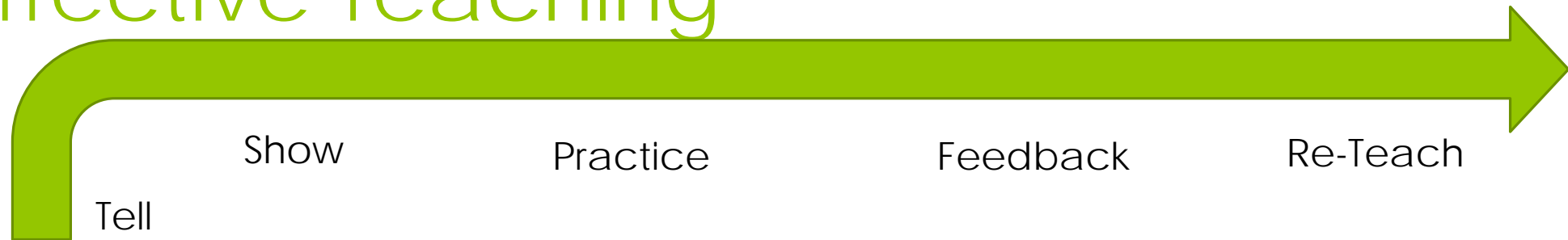
- Robert John Meehan

teachingwithsimplicity.com

SCHOOLWIDE SOCIAL BEHAVIOR MATRIX FOR SHADY GROVE SCHOOL

I am	Classroom	Bathroom	Hallway	Cafeteria	Playground	Bus
Safe	Walk or drive safely Keep hands/ feet/ mouth to self Use materials correctly Stay in <u>approved areas</u> /Stay with group Keep area clean					
	Feet on floor				Swing safe Sit down on slide Watch for others Keep your space	Use hand rail Stay seated Use seat belt
Respectful	Gentle touch Keep personal space Take turns Use kind words Share/Help others Wait Say, "No, Thank You."					
	Use inside voice	That's private	Use inside voice	Use table manners Use inside voice	Keep hands/ feet to self	Keep hands/ feet to self Use inside voice
Responsible	Stay with group Listen Follow directions Do your work Ask for help Help others					
	Pay attention Finish your work Keep <u>area</u> clean	Wash hands Take care of self Take care of business	Follow your group	Stay seated Keep area clean Ask for help	Clean-up	Take care of your <u>belongings</u>

Effective Teaching



Daily in all school settings by all staff

- Morning group lesson on a school-wide topic
- Individual lessons throughout the day as needed
- Social stories on topics related to the matrix
- Afternoon group lesson to review school-wide topic
- Monthly school-wide lesson

Classroom Rules and Procedures



Classroom Rules

We are Safe

- Keep hands and feet to self
- Use materials in the right way
- Stay in approved area
- Keep area clean
- Follow safety rules

We are Respectful

- Keep in personal space
- Take turns
- Use kind words
- Share and help others
- Wait
- Use inside voice

We are Responsible

- Listen
- Follow directions
- Participate
- Ask for help
- Pay attention
- Finish your work
- Keep area Clean
- Join in activities

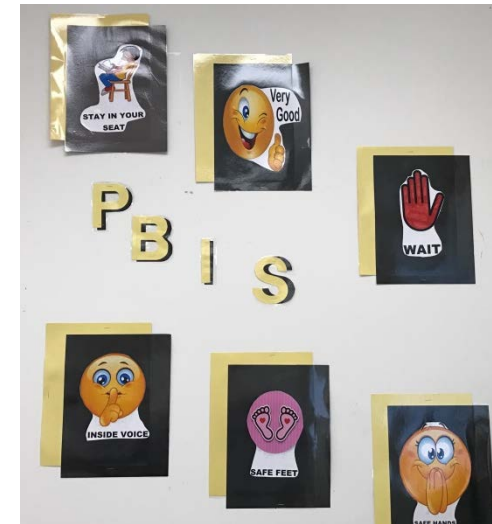
***** A STUDENT'S JOB IS TO LEARN, BE SAFE, & HAVE FUN!**

***** A TEACHER'S JOB IS TO HELP CHILDREN BE SAFE & TO HELP THEM LEARN IN FUN WAYS!**

I am RESPONSIBLE

I am RESPECTFUL

I am SAFE

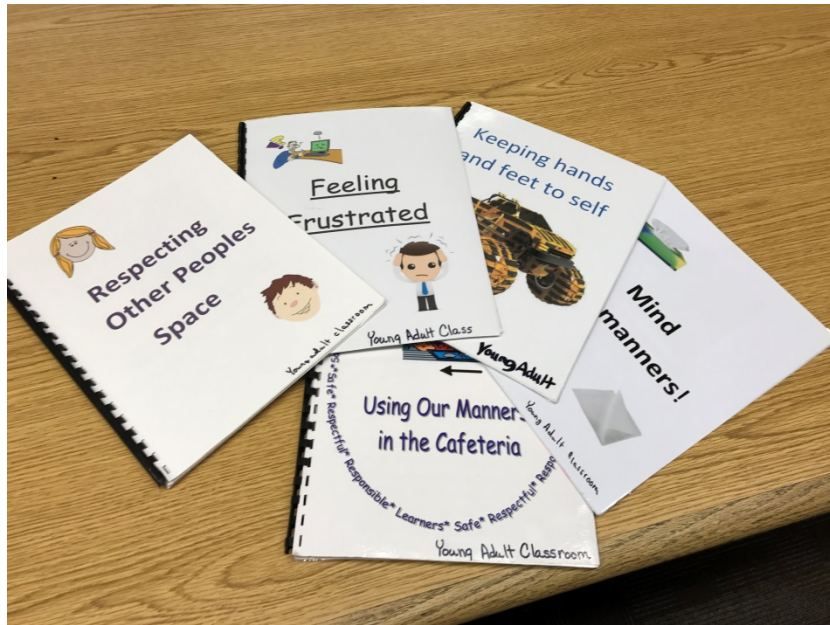




SUCCESS Stories One Student at a Time



Specialized Teaching



Teaching through Social Stories



Teaching through Music

School-wide Lessons

Shared Lesson Plans

Data Driven Decisions



Collaborative Meetings

Managing Minor Behaviors

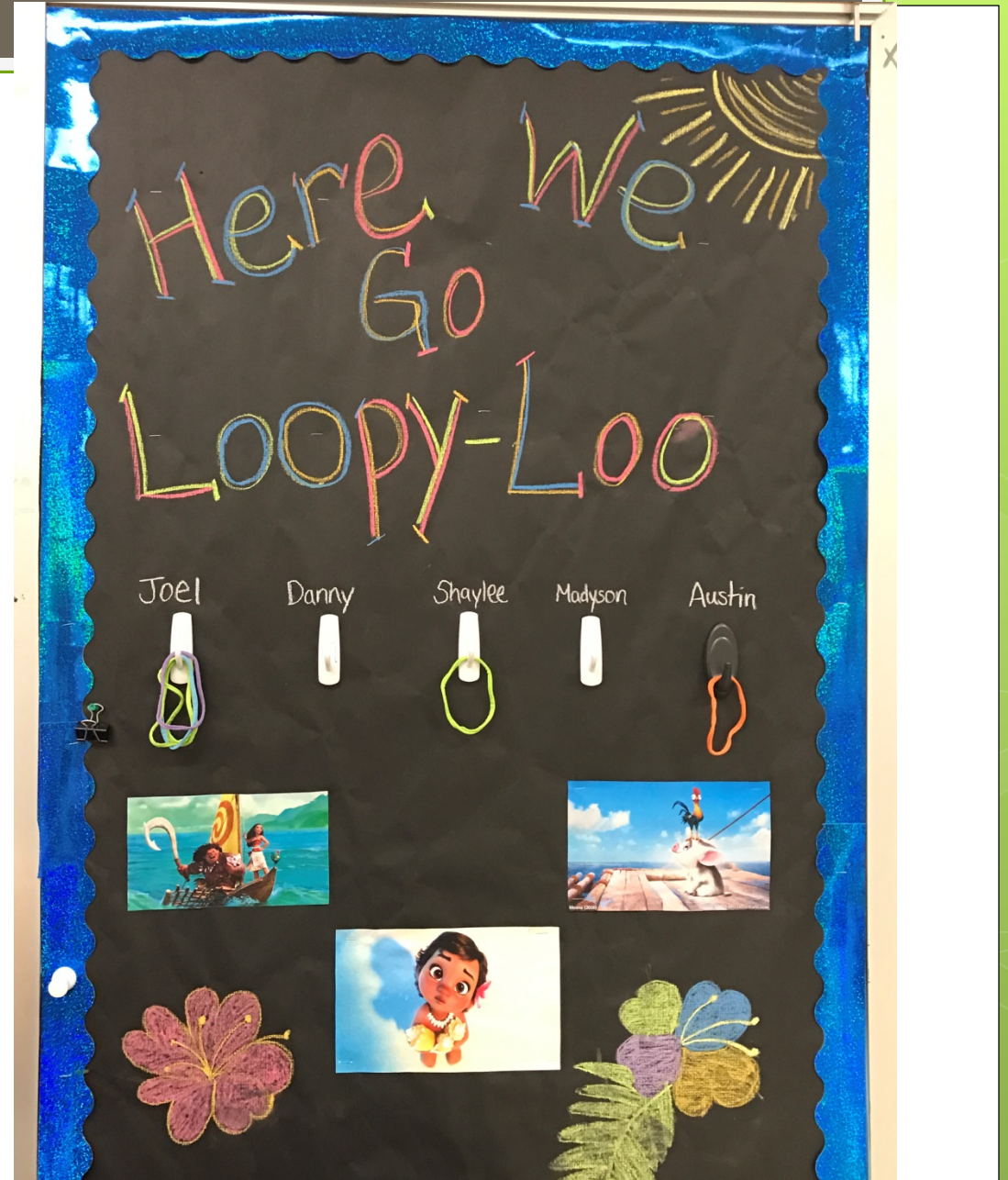
Student Recognition

Intangible Systems

- Verbal Recognition
- Verbal Praise
- Notes/Calls to Parents
- High Fives/ Shake Hands
- Other Special Privileges

Tangible Systems

- School Store
- Weekly Assembly
- Student of the Month
- Monthly Celebration for Individuals
- Classroom Parties Earned



Staff at Shady Grove ROCK

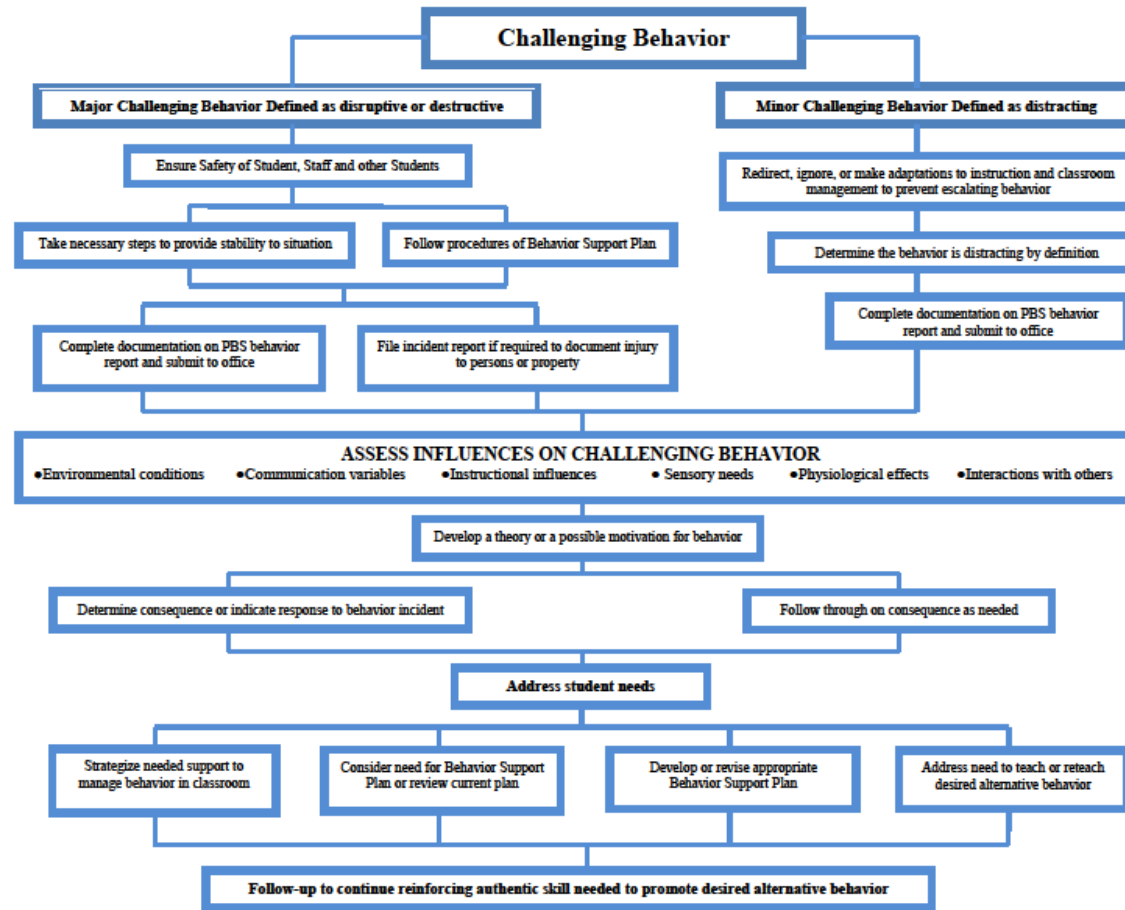
R RESPECT	O OWNERSHIP	C COMMITMENT	K KINDNESS
Listen	Give 100% Effort	Support "I Can" Motto	Use Kind Words
Communicate Needs	Complete Work Well	Arrive on Time	Give Compliments Often
Accept Viewpoints of Others	Put Abilities to Action	Work Together as a Team	Interact in Positive Ways
Offer Constructive Criticism	Look for Ways to Improve Services	Volunteer to Reach Goals	Smile

Staff Recognition

- Staff uses ROCK matrix to write notes to other co-workers
- Staff recognition is an agenda on professional development days
- Special recognition days
- Notes from building administrator
- Monthly drawings for prizes
- Staff of the month recognition
- Motivational rewards placed in mail boxes



Managing Major and Minor Behaviors



SW-PBS Supports

Our Commitment to Safety for Students and Staff



Function Based Intervention

Using FBAs and BIPs to Support the SUCCESS of Individuals

A Student's Behavior Interferes
with His or Her Learning or the Learning of Others

- Team based problem solving system in place
- Weekly Teacher Collaboration Meetings
- Collect needed data on behavior, review previous records, interview all IEP implementers and survey parents
- Follow the procedures to conduct Functional Behavioral Assessment and conclude the next intervention needed
- Develop a 'Competing Behavior Pathway' and follow the steps to develop , implement and evaluate a Behavior Intervention Plan for the student
- Schedule an IEP meeting with all members to confirm the BIP

Crisis Prevention and Interventions

Skills and Strategies of CPI Training Correlate with SW-PBS

CPI Concepts and SW-PBS Work Together to Reduce and Prevent Problematic Behavior

- Behavior has a purpose and a form of communication
- Build routines, create relationships, provide rules and expectations, teach skills and acknowledge with rewards
- Environmental change includes changing staff behavior
- Early intervention focuses on the social, emotional and behavioral needs of students
- Provide the best possible “Care, Welfare, Safety and Security” to increase students’ quality of life

Additional Professional Development

- **Authentic Instruction-** Provide students with real-life learning experiences that are significant and meaningful
- **Transition Planning-** Preparing students to make a successful transition into adult life.
- **Writing Compliant IEPs-** Outlining the components needed to write quality educational programs
- **Making Data Based Decisions-** Using data on SMART goals and behavior charts to assess student needs and implement effective action plans
- **Student Behavior Management and Supports-** Presenting key principles of behavior theory, conduct meaningful FBAs and design BIP when necessary

Contact Information

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