

The Administrator's Role in SW-PBS



“Inspiring Possibilities...Defining Success”

Thorpe J. Gordon



“Inspiring Possibilities...Defining Success”

“General education teachers have to deal with ever increasing numbers of students who are difficult to manage and teach. In addition, teachers are discovering that the management practices that have worked so well over the years with typical students do not seem to be very effective with these more difficult students.”

Colvin, 2004

About Thorpe Gordon



- Free and Reduced Lunch Count over 4 years.
 - 2010- 64%
 - 2011- 75%
 - 2012- 75.5%
 - 2013- 78%
 - 2014- 80.4%

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About Thorpe Gordon



- Office discipline referrals.
 - 2010 / 2011- 350
 - 2011 / 2012- 460
 - 2012 / 2013- 202
 - 2013 / 2014- 199

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Thorpe Gordon Data:

Disruptive Speech, Conduct and Disrespect:

August - January 2012/2013: 139 Referrals

August - January 2013/2014: 27 Referrals

Percent Change: Decrease by 80%

Total Office referrals Including Bus:

August - January 2012/2013: 261 Referrals

August - January 2013/2014: 101 Referrals

Percent Change: Decrease by 61%

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"I'm thinking of changing my centers to Sit Quietly, Behave Yourself, and Just Stop That."

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MO SW-PBS Essential Components

1. Common Philosophy & Purpose
2. Leadership- Meetings
3. Clarifying Expected Behavior- Teach and Reteach
4. Teaching Expected Behavior Lessons- Lesson Bank
5. Encouraging Expected Behavior- Ticket Catalog
6. Discouraging Inappropriate Behavior- 4-1
7. Ongoing Monitoring- Data review monthly
8. Classroom Effective Practices - Posted in lounge and drive

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Administrator Role

1. Maintain Standards for Best Practices
2. Publically Provide Support
3. Establish a SW-PBS Leadership Team
4. Support the SW-PBS Team Members
5. Guide the Decision Making Process
6. Take a Leadership Role in Problem Resolution
7. Support the Team Meetings

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Administrator Role-*Continued*

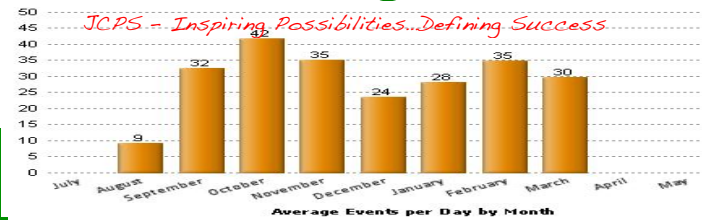
8. Provide Recognition- Students and Staff
9. Serve as the Point Person
10. Monitor Implementation & Provide Feedback
11. Review Data and Provide Feedback
12. Ensure That Innovation is Sustained
13. Make a Time Commitment

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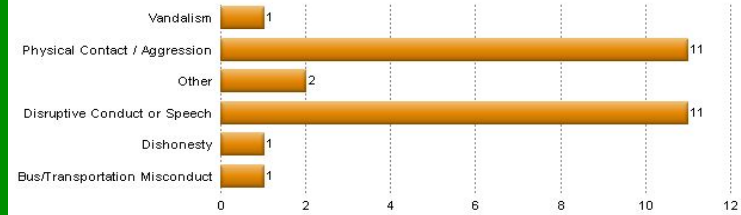
Data Sharing-

1st Monday PBS Meeting
1st Friday newsletter

Building Data



March Breakdown PBS



Cumulative PBS Data

Action Description	Action Count	% of Total
Bus Suspension	3	1.7%
Bus Warning	28	16.1%
Conference with Student	13	7.5%
Contact Parents	3	1.7%
In School Suspension	26	14.9%
Loss of Privileges	45	25.9%
Other	19	10.9%
Out of School Suspension	35	20.1%
Total School Actions	172	

Event Description	Discipline Count	% of School
Bus/Transportation Misconduct	31	17.8%
Dishonesty	1	0.6%
Disrespect to Staff	1	0.6%
Disruptive Conduct or Speech	55	31.6%
Fighting	16	9.2%
Other	5	2.9%
Physical Contact / Aggression	61	35.1%
Vandalism	4	2.3%
Total School Events	174	

Attendance

Thorpe J Gordon ES	297.7	264.3	88.8%	25.3	8.5%	4.9	1.6%	3.2	1.1%
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K-5 SRI & FRA

DEMOGRAPHIC	STUDENTS	PERFORMANCE STANDARD
Advanced	34	14%
Proficient	90	37%
Basic	80	33%
Below Basic	38	16%

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Thorpe Gordon Elementary PBS Matrix

	All Areas	Classroom	Hallway (voice level 0)	Cafeteria (voice level 2)	Restroom (voice level 0)	Playground	Morning Gym (voice level 0)	Assemblies (voice level 0)	Bus (voice level 2)	Car Riders (voice level 0)
S A F E	<p>*KAHFOOTY</p> <p>*Walk</p> <p>*Report unsafe activity</p> <p>*Follow emergency procedures</p> <p>*Ask permission before leaving any setting</p>	<p>*KAHFOOTY</p> <p>*Use materials and equipment for intended purpose</p>	<p>*KAHFOOTY</p> <p>*Single file on silver line.</p> <p>*One stair at a time, right hand on rail.</p>	<p>*KAHFOOTY</p> <p>*Walk facing forward with both hands on tray.</p> <p>*Sit facing forward with feet on the ground.</p>	<p>*KAHFOOTY</p> <p>*Follow bathroom procedures.</p>	<p>*KAHFOOTY</p> <p>*Use equipment correctly.</p> <p>*Follow playground procedures</p> <p>*Stay in approved area</p>	<p>*KAHFOOTY</p> <p>*Stay seated in classroom rows.</p>	<p>*KAHFOOTY</p> <p>*Sit criss-cross in classroom rows</p>	<p>*KAHFOOTY</p> <p>*Walk single file to and from the bus</p> <p>*Stay seated, facing forward at all times</p>	<p>*KAHFOOTY</p> <p>* Stay quiet and seated in classroom rows until your name is called</p> <p>*Walk carefully to your car</p>
R E S P E C T F U L	<p>*Treat others the way you want to be treated.</p> <p>*Keep our school neat and clean</p> <p>*Listen to ALL adults and follow directions</p>	<p>*Listen to ALL adults</p> <p>*Follow directions</p> <p>*Raise your hand to participate</p> <p>*Be a good listener</p>	<p>*Wink and Wave</p> <p>* Keep your place in line</p>	<p>*Use proper manners.</p> <p>*Keep cafeteria neat and clean.</p> <p>*Lights off = Voices Off</p>	<p>*Take turns using toilets and sinks.</p> <p>*Respect others privacy.</p>	<p>*Listen to adult in charge</p> <p>*Include others in your play</p> <p>*Take turns</p> <p>*Be kind</p> <p>* Use polite language</p>	<p>*Listen to the adult in charge.</p> <p>*Raise your hand if you need something</p>	<p>*Look and listen for 3 the finger Gordon way signal</p> <p>*Voices OFF unless asked to participate</p>	<p>*Listen to adult in charge</p> <p>*Use kind language and actions</p>	<p>*Listen to adult in charge</p> <p>*Follow adult directions</p> <p>*Wink and wave goodbye to your friends</p>
R E S P O N S I B L E	<p>*Make good choices even when no one is looking</p> <p>*Look and sound like a learner</p> <p>* Use self-control</p>	<p>*Take care of personal space and items</p> <p>*Use your time wisely</p> <p>*Complete all work as directed</p>	<p>*Return to class promptly.</p> <p>*Hands at your sides and off student work/walls.</p>	<p>*Raise hand if you need something.</p> <p>*Talk quietly with the person sitting next to you</p> <p>*Line up quietly when dismissed.</p>	<p>*Throw away trash.</p> <p>*Wash hands</p> <p>*1-2-3 save a tree <i>(Paper Towels)</i></p>	<p>*Line up when whistle blows.</p> <p>*Return all play equipment to proper place.</p> <p>*Be a problem solver</p>	<p>*Read a book or work on school work independently</p> <p>*Leave toys at home.</p> <p>*Line up quietly when dismissed</p>	<p>*Clap appropriately</p> <p>*Follow teacher directions</p> <p>*Line up quietly when dismissed</p>	<p>*Report unsafe behaviors</p> <p>*Help keep bus clean.</p> <p>*Follow the Gordon Way!</p>	<p>* Listen for your name</p>

KAHFOOTY (Keep all hands, feet and other objects to yourself)

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Thorpe Gordon Elementary SW-PBS Behavior Definitions – Follow Discipline Flow Chart as Necessary

<p>Classroom Redirections</p> <ul style="list-style-type: none"> • Class Disruptions • Lack of preparation for class • Talking Out • Out of seat • Candy/Gum in class • Off task behavior • Unkind words to others (teacher’s discretion) • Not complying with Matrix expectations that do not endanger the safety of self or others. • Possession of electronic devices 	<p>Minor Behavior Offenses</p> <ul style="list-style-type: none"> • Horseplay/Unsafe Behavior • Dishonesty • Unkind words to others (teacher’s discretion) • Throwing objects • Uncooperative Behavior • Not complying with Matrix expectations that may endanger the safety of self or others • Disrespectful to classmates or teacher • Minor threats • Property Misuse 	<p>Major Behavior Offenses</p> <ul style="list-style-type: none"> • Verbal Threats • Bullying • Leaving Area without permission • Harassment • Fighting • Inappropriate Language • Blatant Defiance • Theft • Inappropriate Contact • Weapons • Threats where death is directly communicated or implied • Blatant Property Misuse
<p>How to Handle Classroom Managed Behavior</p> <ul style="list-style-type: none"> • Use the Four Question approach <ol style="list-style-type: none"> 1. What are you doing? 2. What should you be doing? 3. Do you understand the expectation or should we work on it together? 4. Can you follow the expectation from now on? • Use Clip Charts 	<p>How to Handle Minor Behavior Offenses</p> <ul style="list-style-type: none"> • Prompt – with visual or verbal cue signal the occurrence of the behavior • Redirect – restate the Matrix behavior that is expected • Re-teach – tell, show, practice and acknowledge the expected behavior • Provide Choice – give the student options of behavior to do next • Process with the student in private to plan how the student can meet the Matrix expectations 	<p>How to Handle Major Behavior Offenses</p> <p>Teacher Action: Fill out the office discipline referral sheet and turn into the Principal</p> <p>Administrator Action: Parent/Student/Administrator Conversations, Loss of Privileges, ISS or OSS</p>

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Thorpe Gordon Elementary School Office Discipline Referral

Student: IEP- Y or N	Date:
Grade: K 1 2 3 4 5	Time of Incident:
Classroom Teacher:	Referred by:
Location of Incident: <i>(please check)</i>	
<input type="checkbox"/> bathroom <input type="checkbox"/> library <input type="checkbox"/> playground <input type="checkbox"/> hallway <input type="checkbox"/> special event (field trip/assembly) <input type="checkbox"/> bus area <input type="checkbox"/> cafeteria <input type="checkbox"/> classroom <input type="checkbox"/> other _____	

REASON(S) FOR THE REFERRAL: Please attach narrative of the incident if necessary		
<p style="text-align: center;">SAFETY</p> <p>Minor 3rd _____</p> <ul style="list-style-type: none"> <input type="checkbox"/> Physical contact <input type="checkbox"/> Unsupervised Area <p>Major</p> <ul style="list-style-type: none"> <input type="checkbox"/> Physical aggression/assault <input type="checkbox"/> Bullying/harassment <input type="checkbox"/> Danger to self or others <input type="checkbox"/> Weapons <input type="checkbox"/> Other _____ 	<p style="text-align: center;">RESPECT</p> <p>Minor 3rd _____</p> <ul style="list-style-type: none"> <input type="checkbox"/> Defiance/disrespect/non-compliance <input type="checkbox"/> Inappropriate verbal language <input type="checkbox"/> Disruption <p>Major</p> <ul style="list-style-type: none"> <input type="checkbox"/> Disrespect/non-compliance <input type="checkbox"/> Disruption <input type="checkbox"/> Verbal assault/threat <input type="checkbox"/> Damage or destruction of property <input type="checkbox"/> Inappropriate language <input type="checkbox"/> Other _____ 	<p style="text-align: center;">RESPONSIBILITY</p> <p>Minor 3rd _____</p> <ul style="list-style-type: none"> <input type="checkbox"/> Property misuse <input type="checkbox"/> Other _____ <p>Major</p> <ul style="list-style-type: none"> <input type="checkbox"/> Technology violation <input type="checkbox"/> Theft <input type="checkbox"/> Other _____
POSSIBLE MOTIVATION:		OTHERS INVOLVED:
<input type="checkbox"/> Attention from peers(s) <input type="checkbox"/> Attention from adult(s) <input type="checkbox"/> Avoid peer(s) <input type="checkbox"/> Avoid adult(s) <input type="checkbox"/> Avoid work <input type="checkbox"/> Obtain item <input type="checkbox"/> Don't know <input type="checkbox"/> Other _____		<input type="checkbox"/> None <input type="checkbox"/> Peers <input type="checkbox"/> Staff <input type="checkbox"/> Teacher <input type="checkbox"/> Substitute <input type="checkbox"/> Unknown <input type="checkbox"/> Other _____
TEACHER ACTION TAKEN PRIOR TO REFERRAL:		
<input type="checkbox"/> Changed student's seat <input type="checkbox"/> Consulted Counselor <input type="checkbox"/> Sent previous report home <input type="checkbox"/> Conferred privately with student <input type="checkbox"/> Consulted Principal <input type="checkbox"/> Time out in the classroom <input type="checkbox"/> Had a conference with parent <input type="checkbox"/> Telephoned parent/guardian ^o <input type="checkbox"/> Other <i>(Please specify)</i> <input type="checkbox"/> Sent to another teacher's room		
<i>*Except for the most serious disciplinary matters, this step should be followed prior to office referral.</i>		
TYPE OF DISCIPLINE ASSIGNED BY ADMINISTRATOR:		
<input type="checkbox"/> Counselor referral <input type="checkbox"/> Out of school suspension (____ days) <input type="checkbox"/> After school detention	<input type="checkbox"/> Time out in office <input type="checkbox"/> Time out in buddy room <input type="checkbox"/> Conference with student <input type="checkbox"/> Loss of privilege	<input type="checkbox"/> Parent contact <input type="checkbox"/> Individual instruction <input type="checkbox"/> Sent home <input type="checkbox"/> Other: _____
Parent Contacted: Check one: <input type="checkbox"/> Call <input type="checkbox"/> Mail <input type="checkbox"/> Message <input type="checkbox"/> Email <input type="checkbox"/> Conference		
COMMENTS: (Use back)		

Parent: We encourage you to discuss this incident with your student so they may learn to conduct themselves appropriately in a school environment. Questions, please contact Mr. Schmitz.

Teacher's Signature: _____ Principal's Signature: _____
 Student's Signature: _____ Parent's Signature: _____

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**Thorpe Gordon Elementary School
Minor Referral**

<input style="width: 300px; height: 20px;" type="text"/>						
Student: _____ Referring Staff Member: _____ Substitute (Y/N) _____ Grade: _____ IEP Student: Yes _____ No _____ Date: _____ Time: _____ (a.m/p.m.)						
Learning Error (check one or prioritize) <input type="checkbox"/> Violation of classroom rules <input type="checkbox"/> Inappropriate language/gestures <input type="checkbox"/> Classroom disruption <input type="checkbox"/> Tantrums <input type="checkbox"/> Inappropriate noises <input type="checkbox"/> Minor safety violation <input type="checkbox"/> Lying/Cheating/Arguing <input type="checkbox"/> Blatant disrespect <input type="checkbox"/> Tattling	Location: <input type="checkbox"/> Classroom <input type="checkbox"/> Special Classes <input type="checkbox"/> Playground (recess) <input type="checkbox"/> Bus <input type="checkbox"/> Cafeteria <input type="checkbox"/> Restroom <input type="checkbox"/> Hall <input type="checkbox"/> Other: _____ The behavior by this student: <input type="checkbox"/> Has never happened before <input type="checkbox"/> Has happened once or twice prior <input type="checkbox"/> Continues to occur	Others Involved: <input type="checkbox"/> Peers <input type="checkbox"/> Teacher <input type="checkbox"/> Substitute Teacher <input type="checkbox"/> Teacher's Aide <input type="checkbox"/> Support Staff <input type="checkbox"/> Other: _____ <input type="checkbox"/> None Possible Motivation (Function): <input type="checkbox"/> Get peer attention <input type="checkbox"/> Get adult attention <input type="checkbox"/> Get item/activity <input type="checkbox"/> Avoid task <input type="checkbox"/> Avoid peer(s) <input type="checkbox"/> Avoid adult(s) <input type="checkbox"/> Unknown				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> Step 1 (Verbal Warning) <input type="checkbox"/> Re-teach expectations AND <input type="checkbox"/> Conference with student one on one </td> <td style="width: 50%; vertical-align: top;"> Step 3: Focus Room <input type="checkbox"/> Send to Focus room w/ minor referral form AND <input type="checkbox"/> Allow Cool Down Time AND <input type="checkbox"/> Conference with student one on one by Focus' room teacher Comment: _____ </td> </tr> <tr> <td style="vertical-align: top;"> Step 2 (Safe Spot) <input type="checkbox"/> Re-teach expectations AND <input type="checkbox"/> iPad Activity (optional) AND <input type="checkbox"/> Conference with student one on one Comment: _____ </td> <td style="vertical-align: top;"> Step 4 (Minor Office Referral) - <input type="checkbox"/> Loss of 5 minutes of recess <input type="checkbox"/> Contact Parent/Guardian <input type="checkbox"/> Behavior Chart <hr/> <input type="checkbox"/> Send student back to classroom teacher </td> </tr> </table>			Step 1 (Verbal Warning) <input type="checkbox"/> Re-teach expectations AND <input type="checkbox"/> Conference with student one on one	Step 3: Focus Room <input type="checkbox"/> Send to Focus room w/ minor referral form AND <input type="checkbox"/> Allow Cool Down Time AND <input type="checkbox"/> Conference with student one on one by Focus' room teacher Comment: _____	Step 2 (Safe Spot) <input type="checkbox"/> Re-teach expectations AND <input type="checkbox"/> iPad Activity (optional) AND <input type="checkbox"/> Conference with student one on one Comment: _____	Step 4 (Minor Office Referral) - <input type="checkbox"/> Loss of 5 minutes of recess <input type="checkbox"/> Contact Parent/Guardian <input type="checkbox"/> Behavior Chart <hr/> <input type="checkbox"/> Send student back to classroom teacher
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Description of Incident: _____ _____ _____ _____						
Teacher Signature _____		Date _____				

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THORPE GORDON SW-PBS

Behavior Expectations Teaching Schedule

2014

AUGUST

Intensive Overview of Matrix
Work especially on Classroom Area
Include actual practice of procedures in all
areas

September through December:

Monday meetings based on classroom needs.

MONDAY MORNING SW-PBS MEETING TOPICS

January 21: Playground
January 27: Cafeteria
February 3: Assemblies
February 10: Hallways
February 18: Morning Gym
February 24: Restrooms
March 3: Classroom
March 10: Respect in Classroom
March 17: Bus
March 31: Playground
April 7: Cafeteria
April 14: Assemblies
April 21: Hallways
April 28: Morning Gym
May 5: Restrooms
May 12: Classroom
May 19: Respect in Classroom

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Classroom Clip Chart



It is never too early to learn the importance of making responsible choices. So, in our second grade classroom, we keep track of our behavior on our classroom clip chart. Students move their clip up on the chart for making responsible choices and move their clip down on the chart for making inappropriate choices. The best part about this system is that it gives students an opportunity to IMPROVE their behavior and make better choices which allows students to move back up on the chart! Students with exceptional behavior in school have the opportunity to climb off the chart, earn a gem, and maybe even have their clip retired to the "Wall of Fame"! The chart below explains how the clip chart works.

Outstanding Choices	Students move to pink for making OUTSTANDING choices in school. This level is reserved for extraordinary behavior. Students also have the opportunity to climb off the chart and be recognized for their accomplishments!
Great Choices	Students move to purple when they continue to make positive choices. This is a great accomplishment!
Good Choices	Students move to blue for making positive choices, trying their best, and showing good character.
Ready to Learn	All students begin every day on green and are ready to learn. Clips are moved up and down on the chart according to choices they make in school.
Think About It	Students move to yellow as a friendly reminder to follow the classroom rules. They will be asked to reflect about their behavior, the choices made, and how they effected others.
Teacher's Choice	Students who continue to make poor choices move to orange. When students move to Teacher's Choice, the teacher will choose an appropriate consequence. It could be taking a break, loss of recess time, loss of privileges, phone call home, whatever is logical for the misbehavior and meaningful to the student.
Parent Contact	Students who move to red will reflect on their choice by completing a Think Sheet. This will come home to be signed by a parent and returned to school the next day. The student may also lose recess time or other privileges. There may be additional contact from the teacher through a note, e-mail, or phone call home to discuss the student's behavior.

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Effective Classroom Practices

- Expectations and Rules
- Procedures and Routines
- Active Supervision
- POSITIVE Specific Feedback
- Choice
- Opportunities to Respond
- Task Difficulty

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Mr. H Video

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Why Do People Behave?

- Modeling?
- Accident?
- Instinct?
- Condition?

Why Do People Continue Behaving?

IT WORKS!

(ABC Training Curriculum, Borgmeier)

Behavior is Functional

Not GOOD or BAD

- Functional: It pays off for the student in some way... so he/she will do it again
- Adults may see the behavior as being “good” or “bad”, but the student does it because it is effective; it works for him/her

*Student Learns through repeated experience, that under these specific **A**ntecedent conditions, if I engage in this **B**ehavior, I can expect this **C**onsequence.*

Understanding Chronic Problem Behavior

- Behavior is a form of communication, unfortunately some students learn that *problem behavior* is the most efficient way for them to communicate their needs.
- If a student repeatedly engages in a problem behavior, he/she is doing it because it is effectively meeting his/her needs.
 - The behavior is functional or serves a purpose

Final Thought

“It is always important to remember that “if you inadvertently assist the student to escalate, do not be concerned; you will get another chance to do it right the next time around.”

Colvin, 1989



"DREAMS
DON'T WORK
-UNLESS-
YOU DO"

J.P.B.

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