

THE WILDCAT WAY!

Field Early Childhood Center
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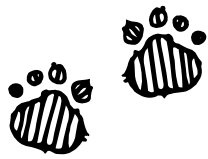
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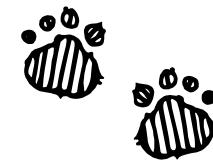
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THE WILDCAT WAY



Field Early Childhood Education Center's Behavior Matrix

Expectations	Classroom and All Settings	Bathroom	Playground	Snack	Hallways
Practice Respect	Eyes Watching Ears Listening Be a Good Friend	Quiet Mouth	Follow Rules	Super Manners Quiet Mouth	Quiet Mouth
Act Safely	Nice Hands Nice Feet	Wash Your Hands	Bottoms on Swings and Slides Woodchips Stay on the Ground	Sit on Your Bottom	Eyes Watching
Work Hard	Make Good Choices Work Together	Button and Zip clothing	Play Hard	Open Your Own Snack	Go Where You are Supposed to Go
Show Responsibility	Do Your Job	Put Trash in Trash Cans	Line Up Quickly When Whistle Blows	Clean Your Area	Walking Feet



THE WILDCAT WAY AT HOME

Field Early Childhood Education Center's Home Behavior Matrix



Expectations	Behavior
Practice Respect	I listen. I tell the truth. I have nice hands. I have nice feet. I use kind words. I use super manners.
Act Safely	I play safely. I use safety equipment (seatbelts, bike helmets, etc.) I stay with an adult when I leave the house. I stay out of the street. I stay away from strangers. I use walking feet indoors.
Work Hard	I put away my toys and personal belongings. I help at home. I try my best.
Show Responsibility	I put away my toys and personal belongings. I help at home. I follow directions the first time. I share my schoolwork.

Wildcat WOW!

Here at Field School, we are excited to share with you our Positive Behavior Intervention and Support (P.B.I.S) program. P.B.I.S. is used to positively reward our students' appropriate behavior and discourage inappropriate behavior.

The **Wildcat WOW!** is an important part of the P.B.I.S program, and allows parents to participate by recognizing positive behavior our students exhibit at home. When your child does something praiseworthy at home, please fill out a **Wildcat WOW!** so we can recognize this behavior at school! When a student earns a **WOW!** it will be read over the intercom and displayed on a special bulletin board by the office.

We are sending home a **Wildcat WOW!** with this letter. There are more copies on the **Wildcat WOW** bulletin board, or, if you need one sent home with your child, just send a note to your child's teacher and we will be happy to send one to you. We are excited to hear about how our students are showing **The Wildcat Way** outside of school!

Wildcat Wow!

_____ was caught doing
"The Wildcat Way" by _____
when he/she



Way to go Wildcat!

Teacher: _____

Date: _____

AM/PM



ECSE: Y/N
Kindergarten Eligible: Y/N

Field Early Childhood
PBIS Discipline Referral Form

Child's Name: _____ Teacher: _____

Referring Staff: _____ Date: _____ Activity: _____

Problem Behavior	Location	Person(s) Involved
_____ Physical Aggression	_____ Classroom	_____ None
_____ Defiance/Disrespect	_____ Playground	_____ Peer(s)
_____ Disruption	_____ Hallway	_____ Teacher
_____ Property Misuse	_____ Bathroom	_____ Staff
_____ Inappropriate Language	_____ Library	_____ Substitute
_____ Bullying	_____ Snack	_____ Other: _____
_____ Dishonesty	_____ Assembly	
_____ Other: _____	_____ Other: _____	

Trigger	Intervention(s)	Consequence
_____ Adult Request/Redirection	_____ Adult Ignored Behavior	_____ Loss of Privilege
_____ Peer Provoked	_____ Adult Verbal Redirection	_____ Time Out
_____ Attention Getting Peer/Adult	_____ Adult Eye Contact	_____ Parent Contact Phone/Note/Conference
_____ Obtain Item	_____ Adult Physical Attention	_____ Office Referral
_____ Adult Not Nearby	_____ Sensory Strategy: _____ _____	_____ Other: _____
_____ Unstructured Play		
_____ Difficulty of Task	_____ Other: _____	
_____ Other: _____		

Comments:

Think Sheet


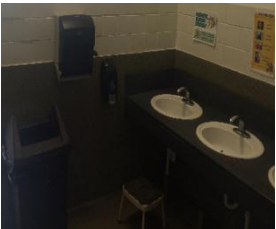



Name: _____

Date: _____

I had trouble with:

My Words	My Body	My Friends	Following Directions	Listening
				

It happened:

In the Classroom	In the Bathroom	In the Hallway	In the Library	On the Playground
				

I was having a problem. . . . Practicing Respect Acting Safe Working Hard Showing Responsibility
With:

An Adult	Myself	Myself and Others	My Class
			

I feel:

Mad	Sad	Scared	Happy	I Don't Know
				

It is okay to be upset, but you still need to:
practice respect, act safely, work hard, and show responsibility.

Individual Data Analysis

Month: _____

1. Total Number of ODRs for the month: _____

2. Data Analysis:

Problem Behavior

- _____ Physical Aggression
- _____ Defiance/Disrespect
- _____ Disruption
- _____ Property Misuse
- _____ Language
- _____ Bullying
- _____ Dishonesty

Location

- _____ Classroom
- _____ Playground
- _____ Hallway
- _____ Bathroom
- _____ Library
- _____ Snack
- _____ Assembly

Trigger

- _____ Request
- _____ Provoked
- _____ Attention
- _____ Obtain Item
- _____ Adult Not Near
- _____ Unstructured Play
- _____ Task Difficulty

Most frequent problem behavior: _____

Location these behaviors happen : _____

Why these behaviors happen: _____

Students with most ODRs:

3. What Matrix behavior do you want your students to exhibit instead of the problem behavior?

4. Game plan for changing this behavior: _____

Sample Care Team Meeting

School-Wide Data Discussion - Problem Behavior, Location, Time, Trigger
Group together by room for Individual Data Analysis
Break into groups to discuss individual behavior issues
Regroup by room to allow sharing of ideas

Sample Post-It Note Data Meeting

Four Corners Data Prediction - positively reinforce correct corner
Distribute School-Wide Data - Problem Behavior, Location, Time, Trigger
Individual Data Analysis by room
Each teacher writes a specific behavior problem they would like help with on
chart paper

Post-It Note Walk

Reclaim posters

Share one idea you will implement

Sample Stir The Room Data Meeting

Four Corners Data Prediction - positively reinforce correct corner
Share Building-Wide Data - Problem Behavior, Location, Time, Trigger
Individual Data Analysis by room
Each classroom works together to create an index card with a behavior they would like help
addressing (Larger index cards will provide more room for idea sharing)
Music Mingle - When the music stops, share card with nearest room. Explain behavior on the card,
trade cards, jot down an idea to try and mingle again. Repeat five times.
Regroup - Each room shares the card they ended the activity with and one idea they like off the
card.
Lay cards on the table by the door to be reclaimed as they leave the meeting. Each behavior should
have five new ideas for addressing the problem behavior.



Field Early Childhood
PBIS Tier 2 Referral Form



Student: _____

Date: _____

Teacher: _____

Which of the following apply to this student? ELL IEP Poverty

Student Strengths (please list at least 3 strengths): _____

Problem Behavior

External Behavior:

Physical Aggression Defiance Disrespect Disruption
 Property Misuse Inappropriate Language Bullying Dishonesty
 Other: _____

Internal Behavior:

Exhibits Sadness Shy or Timid Teased or Bullied Acts Fearful
 Non-Assertive Withdrawn Does Not Participate Other: _____

Describe the problem behavior:

When does the behavior occur:

large group activity small group activity independent activity transitions
 unstructured activity

Where does the problem behavior occur:

classroom hallway restroom playground library snack assembly

Who does the student's behavior affect: him/herself peers teacher

What happens after the behavior:

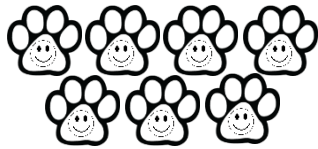
adults respond peers respond student obtains item
 adults remove interaction peers remove interaction activity changed
 student sent to timeout/office

What interventions have you already tried?

talk with students use of visual supports time out in classroom
 talk with family teacher proximity specific seating arrangement
 classroom reward system redirection restricted privileges

's P.A.W.S. Club Report

My Goal:



Expected Behavior:	
Circle Time	
Bathroom Break	
Snack	
HWT	
Centers	
Recess	
Thematic	

I was successful today when I:

KEY:



Redirects: 0-2 3-4 5+

's P.A.W.S. Club Report

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P.B.I.S. Monthly Incentive Ideas

August/September – Lotion – “Off To A Smooth Start”

October – Candy bags with plastic spiders – “Bugs and Kisses from Your PBIS Team”

November – Nail Polish – “Polish Your PAWS and show the Wildcat Way”

December/January – Chapstick – Merry “Kiss”mas and a “Chappy” New Year!”

February – Chocolate Lips – “Love and Kisses from Your PBIS Team”

March – Kit Kat Bars – “You Deserve a Little Break”

April – Candy Bar Eggs – We think you’re “Egg”cellent!

May – Mini Notebooks and M&Ms – “Take Note: We Think You’re Magnificent & Marvelous!”

PBIS Review Games

1. Hungry, Hungry Hippos

2. BINGO

3. Scavenger Hunt

4. Matrix Puzzles

Thank you so much for visiting with us today! We hope that the information you have collected will be helpful to you. Please feel free to contact us with any questions, or we always welcome an onsite visit.

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