



BARK Club

S.M. Rissler Elementary
Trenton R-9 School District

Check In Check Out Tier II Intervention

Presented by: Kayli Burrell, Assistant Principal
Leslie Woodard, Professional School Counselor



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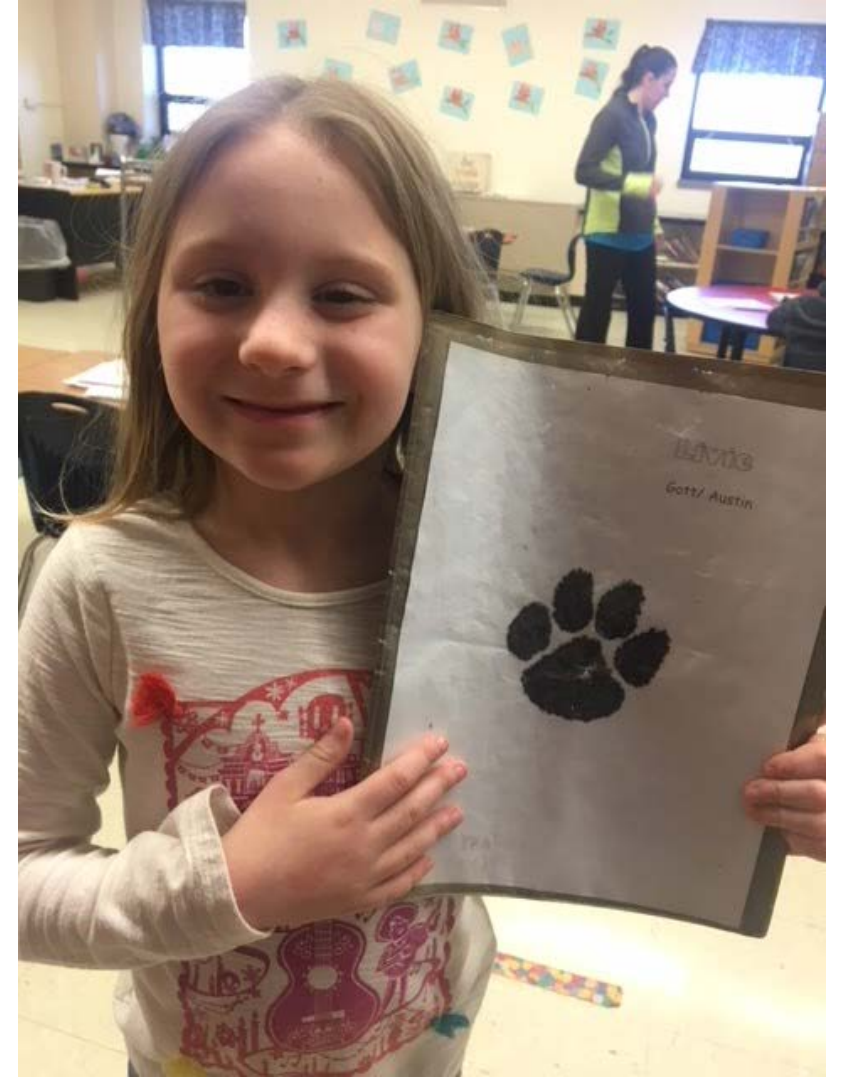
What is BARK Club?

BARK Club is a Positive Behavior Support (PBS) Tier 2 intervention to help students learn to manage their own behaviors. Students who seek to obtain attention from those around them are students who this intervention targets.

Students will be linked with a mentor who will do a quick morning check in and afternoon check out to monitor behavior. This mentor will help give positive feedback and set goals with students for success. BARK Club is approximately a 6 to 10 week intervention with a fading process after that. This intervention uses regular data review to update goals and monitor success.



PICTURES



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How students become members of BARK Club?

Students are identified for this intervention in two ways:

- Teacher/Staff Nomination- Educators nominate students for intervention and then data is collected to see if the intervention will be effective for student.
- Data Decision Rules- Students data is reviewed monthly to see if they are in the At-Risk or High Risk in areas of safe seats, ODR's, ISS/OSS, and Minors(buddy room).



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Nomination Process

Students are nominated to be a part of the BARK Club by their classroom teachers and then our Tier 2 team will determine if they qualify. The team determines whether a student qualifies based on a data review which could include: minor and major referrals, attendance, grades, safe seat infractions and other data as needed. Qualifying students and their parents will be notified after the team meeting. At which time the student will be placed in the BARK Club when parental consent is returned.



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Getting Started

A PBIS Tier II Coach meets with the student after the nomination has been approved by the Tier II Team to discuss and explain what Check-in/Check-out is and its purpose.

Parent Communication: After the Coach has met with the student a permission slip for participation in the intervention, along with a “Bark Club” Handbook is sent home to the parents. Often times, parents are contacted by phone as well. It is important to get them on board and explain their role in making this a positive intervention for their student.

Students are matched with a staff mentor of their choice. This makes the experience more personal for each individual student and helps encourage student buy in.

Continued Communication

Communication is made through the check-in/check-out form that is sent home daily and requires a parent signature to be returned to the mentor the next day.

Phone calls, emails, and in-person conferences are made or scheduled as needed by the classroom teacher.

Behavior Goals

Students are evaluated on our four major schoolwide expectations. Students have personalized daily goals that align with the Schoolwide Expectations Matrix, BARK. This provides students with continuity of all expectations so they can generalize and maintain expectations in all settings and overtime. This can be modified for students as needed, especially if they are having questionable or poor response.

Examples of this are having fewer than 4 goals, or an additional mid-day check in with their mentor.

CICO Daily Behavior Sheet

Check Out Daily at 2:40 with Mrs Woodard

2 = WOW!
1 = OK
0 = Tough Time

Name: _____ Date: _____




Communication Arts

GOALS		Transitions	Block 1	Block 2	Lunch	Specials	Math	SS/Sci
Be Safe	*Stay in your own space/room	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Act Responsibly	Listen to teacher <u>with out</u> talking	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Respect Others	*Raise hand & wait patiently to be helped or called on	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Kind Actions	*Let other students learn	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2

Teacher Initials: _____

Total Points _____ Points Possible 96 Today _____ % Goal 90%

Way to Be: _____

Parent Signature/ Comment: _____

BARK Infraction Comments: _____



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Mentor - Student Relationship

Each mentor meets with their students one-on-one. This makes the CICO process very personal and individualized for each student. Some of the rewards involved in BARK Club include a mentor reading with their student or eating lunch with their student. This really helps form a bond and encourages a strong positive adult relationship for the student.

Team Approach

Student Responsibilities for Success:

- Checking in and out with their mentor
- Taking their BARK Club folder with them to classes
- Sharing chart with parent and returning it to mentor
- Take ownership of their behavior and accepting feedback

Team Approach

Parent Responsibilities for Success:

- **Signing consent form**
- **Review daily chart and providing feedback to child**
- **Communicating regularly with school**

Team Approach

Classroom Teacher Responsibilities for Success:

- **Providing Positive Feedback—through DPR**
- **Prompt for appropriate behavior**
- **Making student referrals to team for Tier 2 intervention**



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Team Approach

Staff Responsibilities for Success:

- Figuring points and percentage for student
- Providing positive reinforcement for meeting goal
- Developing a positive relationship with student

Reinforcement

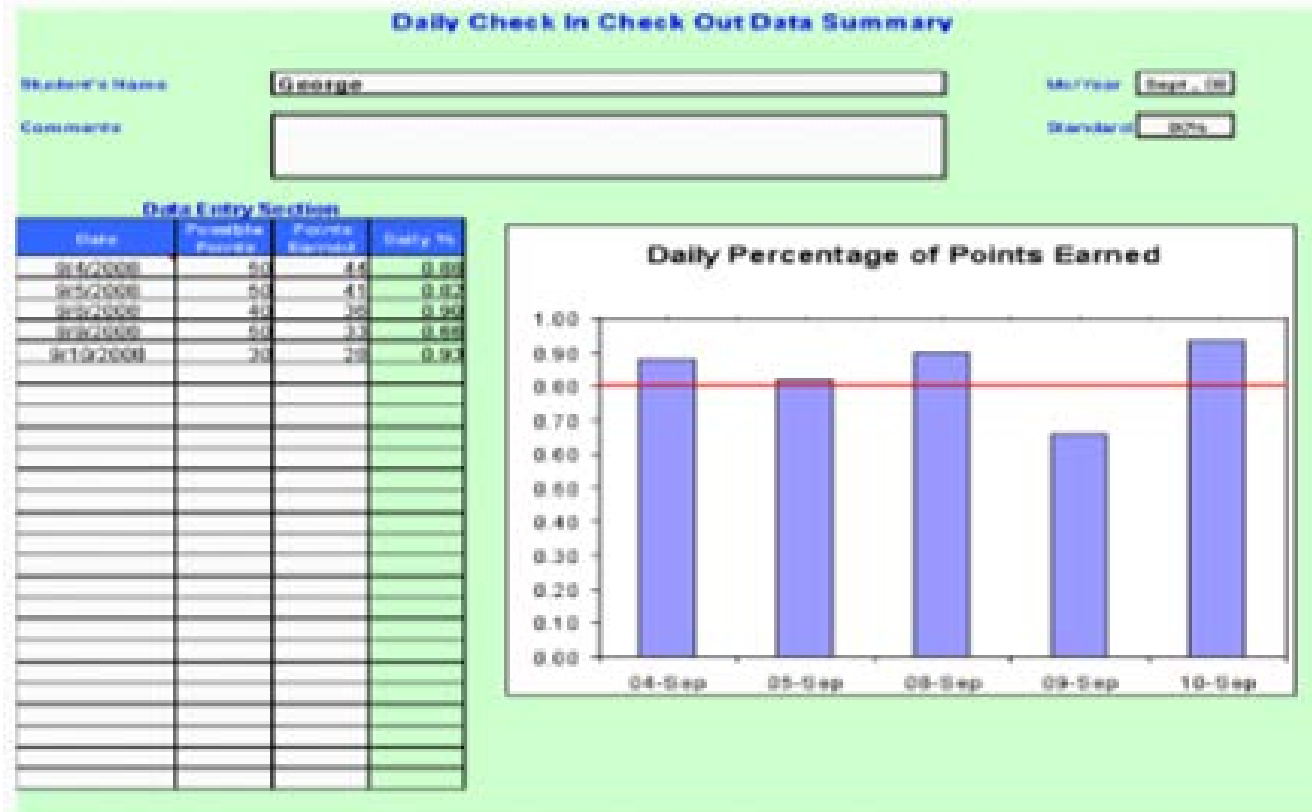
Students will be given 3 bones a day if they meet all requirements/goals of the BARK Club. Students can either cash 10 of these in with their classroom teacher or with the mentor. This is how they earn bones:

1. Remembering to check in before 7:55.
2. Bring daily chart back with parent signature.
3. Meeting their daily goal.

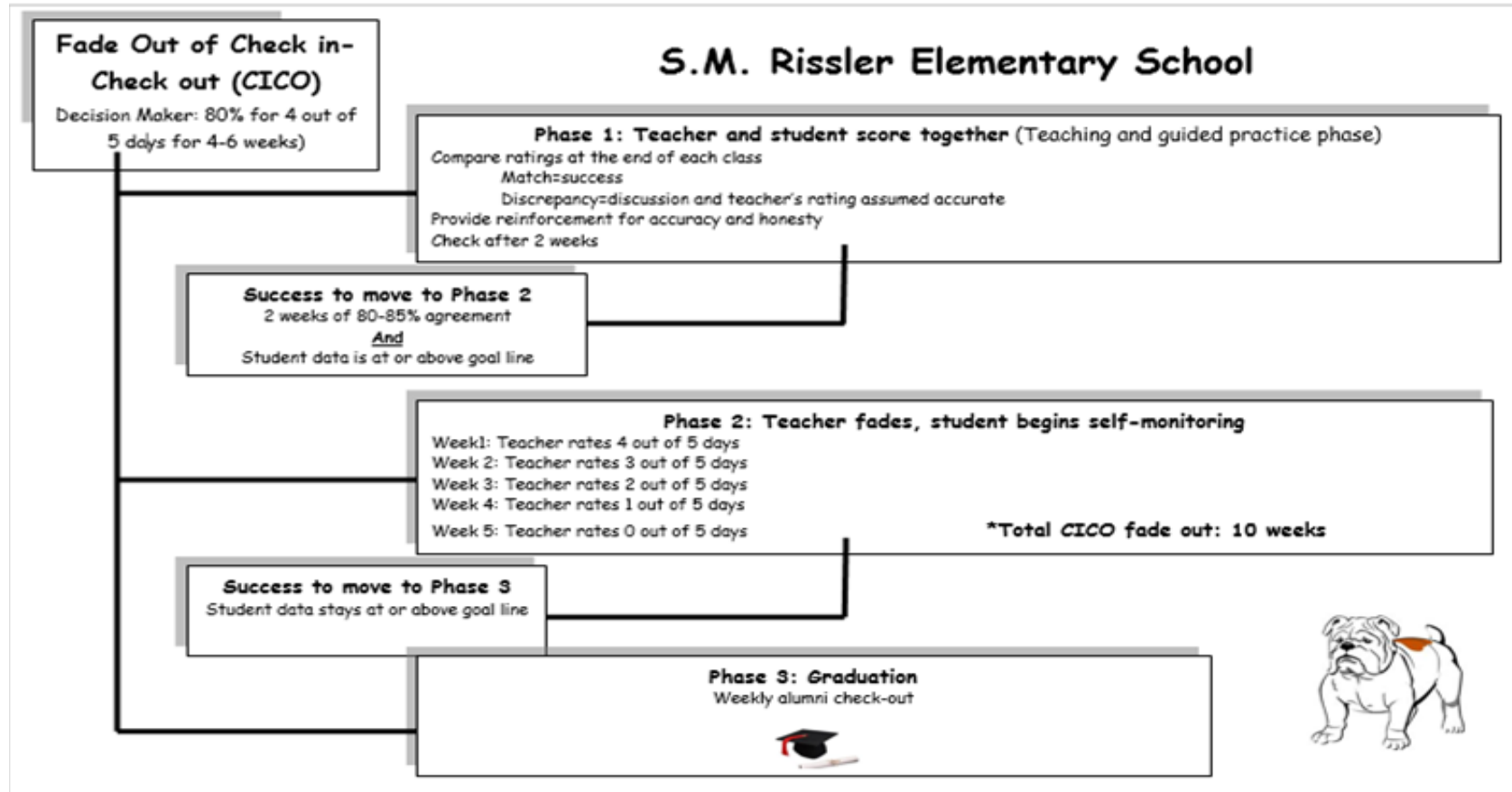


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Data



Fading



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PBS TIER 2

Current BARK CLUB

Until 80% for 4 out of 5 days for 4-6 weeks

MB KS
KW 9-28-17

SS DP
10-11-17

KS TC
1-18

NH LB
10-17-17

Fade Phase 1: score together

2 weeks - 80-85% agreement above 80%

ES LW
8-21-17

LB
10-2-17

MB SY
9-25-17

Fade Phase 2: Student self monitor

Teacher rates 4 out of 5 days

Teacher rates 3 out of 5 days

Teacher rates 2 out of 5 days

Teacher rates 1 out of 5 days

Teacher rates 0 out of 5 days

the
cat
BY LA YIA

Other

KW JB
10-14-17

moved

CR - work

SC - work

IY JB
10-14-17

moved

BC AD
8-22-17

- Small group

matience

KK KS
8-22-17

TP LW
9-18-17

SS TP
9-25-17

GF JB
11-8-17

DC TC
8-24-17

JM LW
10-11-17

DP

MC KL

Not Successful

CD LW
8-22-17

CE - att
- Small Group

Graduation: weekly check out

K - Green

1st - Blue

2nd - Yellow

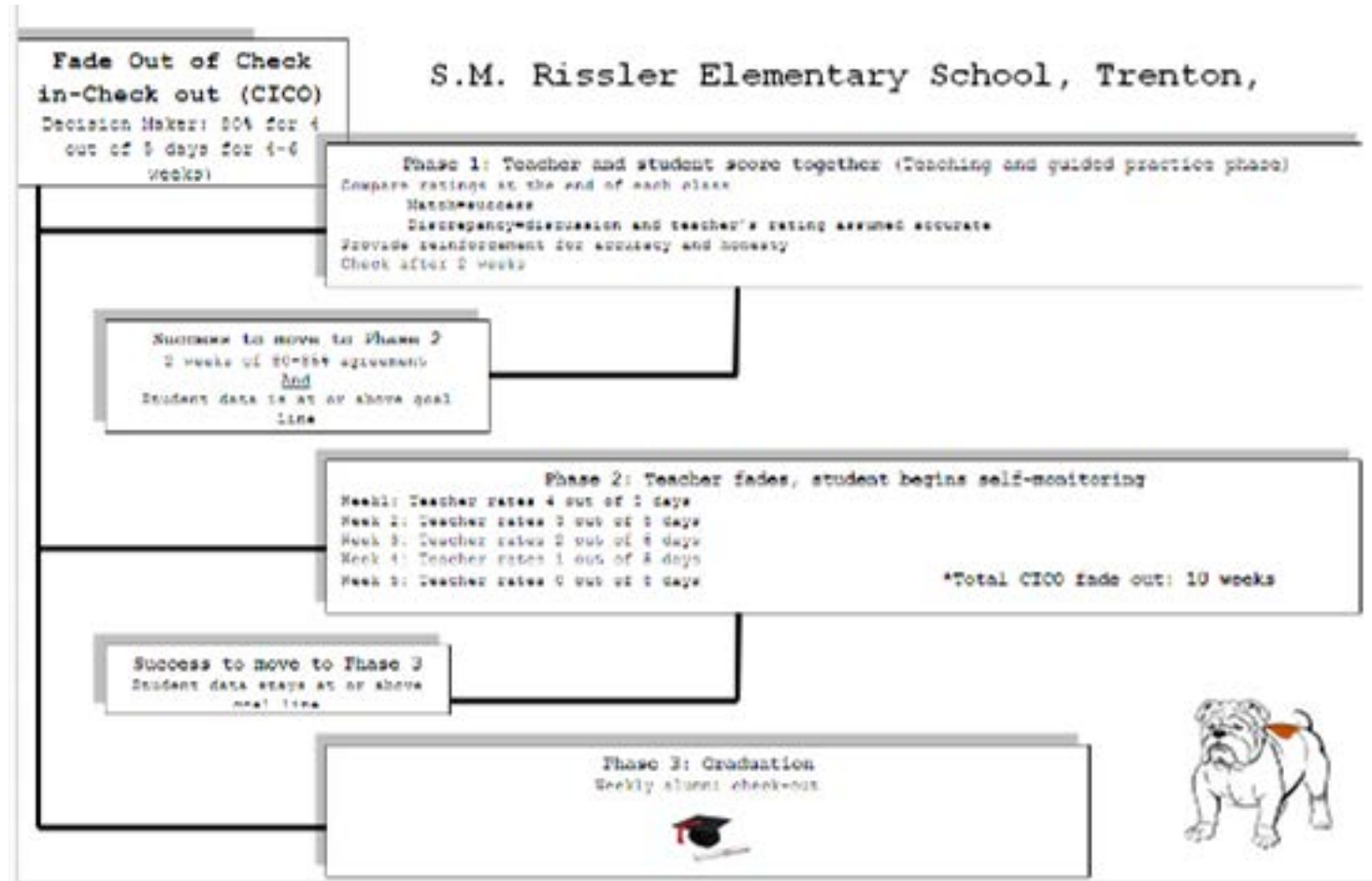
3rd - Red/Pink

4th - Black/Grey



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Graduation/ Monitoring



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Thank You

Questions

Contact Info.

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