

MANAGING MINOR MISBEHAVIORS

Winfield Primary School

June 13, 2013

ABOUT WINFIELD PRIMARY

- ◉ Part of the Heart of Missouri RPDC
- ◉ Eighth year of implementation
- ◉ We are maintaining Tier I and Tier II
- ◉ Beginning Tier III this upcoming year
- ◉ Have received Bronze award three years
- ◉ Have received Silver two years

M&M Game



In the upcoming school year, what Tier will your school be implementing?



Share a reward that your building does for students.



Share a reward that your building does for staff members.



How are your parents involved in your school wide PBS?



Share one way your building uses discipline data to make decisions.

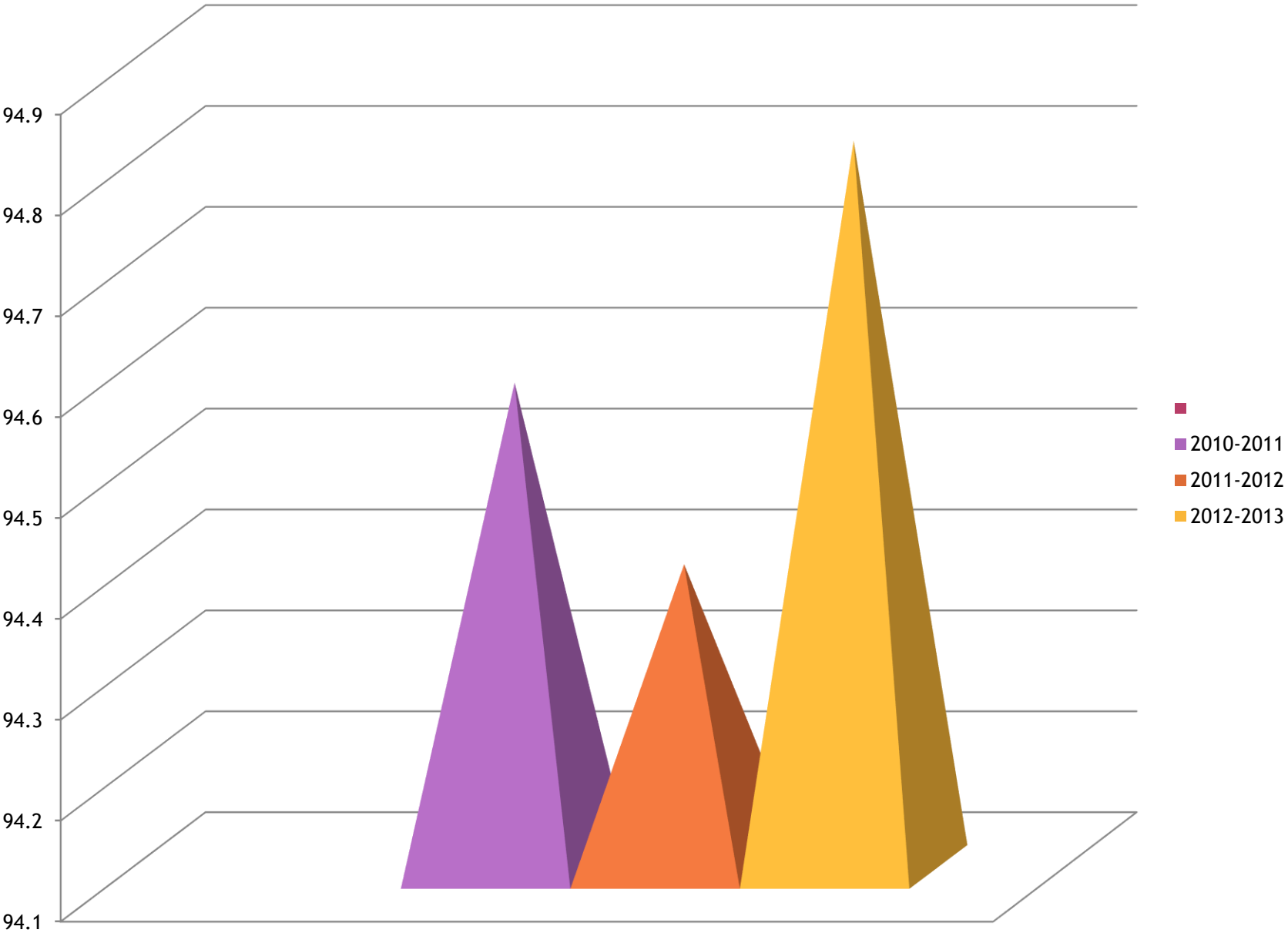


How does your building ensure consistency with implementation of all Tiers? How does your building educate new staff about PBS?

OBJECTIVES

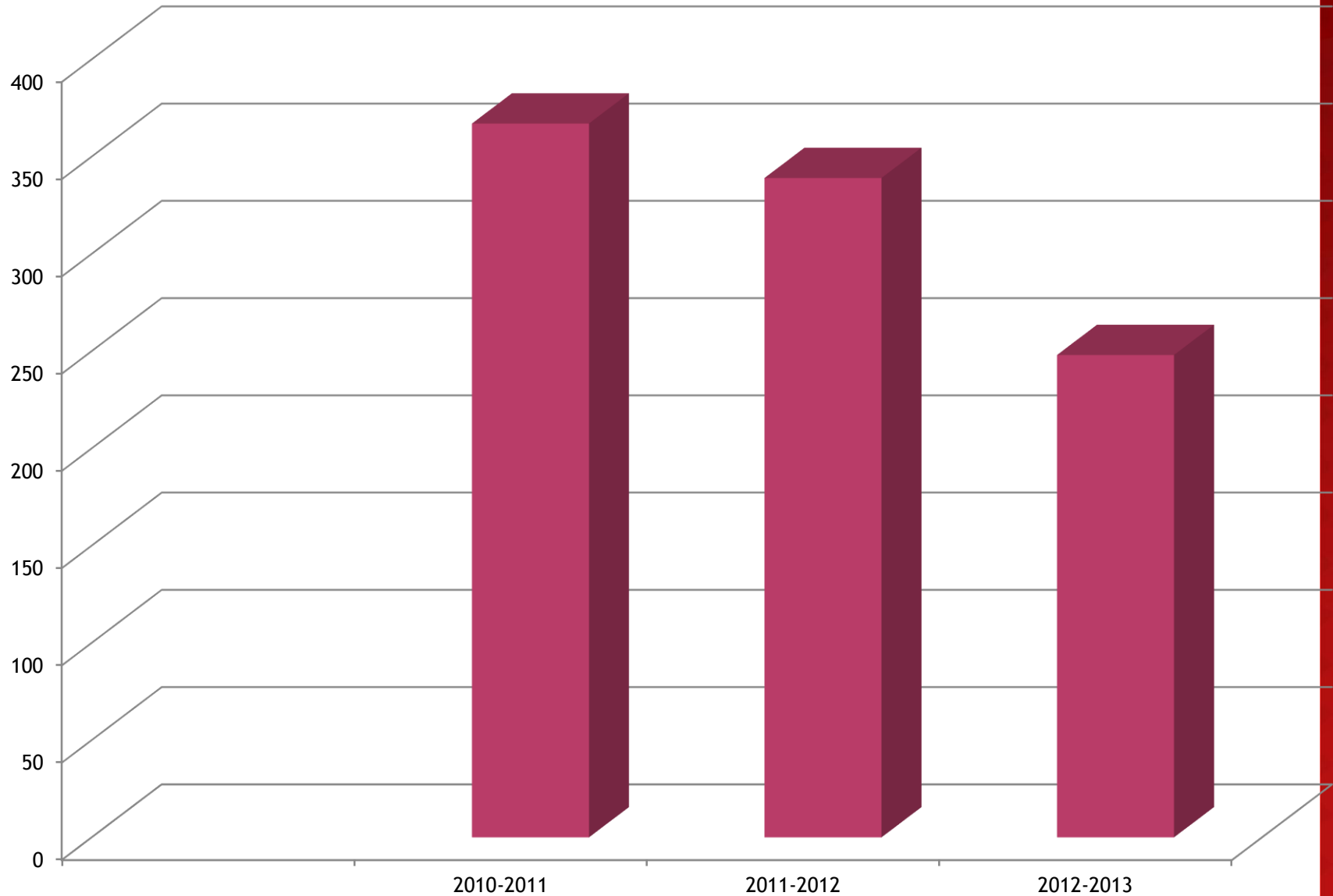
- ◉ Managing Minor Behaviors in the Classroom
- ◉ Managing Minor Behaviors in Non-Classroom Settings
- ◉ Managing Minor Behaviors on the Bus
- ◉ Rewards
- ◉ Carousel to Share Ideas

ATTENDANCE RATES YEAR TO YEAR COMPARISON

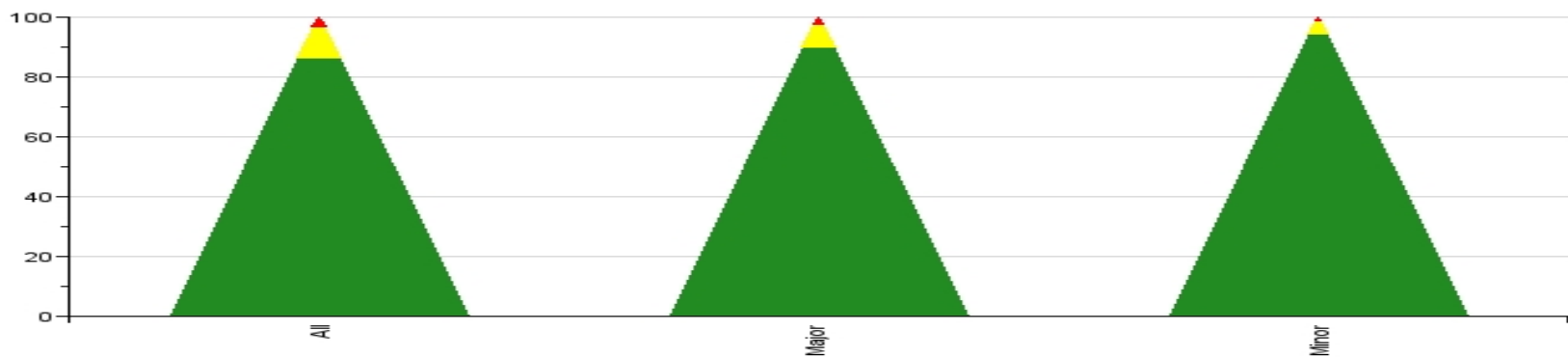


OFFICE DISCIPLINE REFERRALS

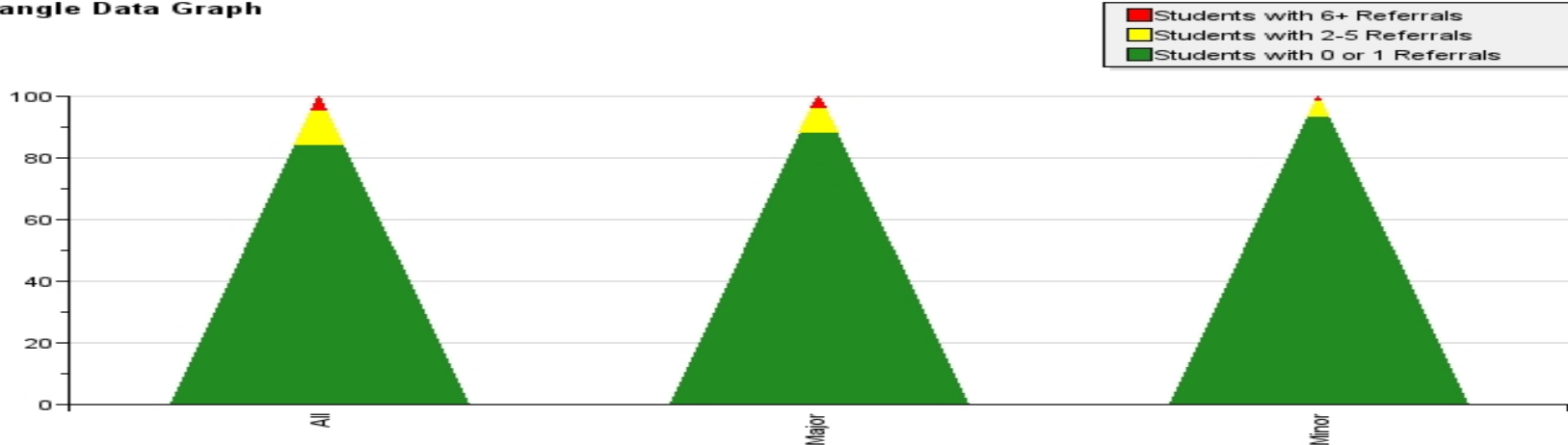
YEAR TO YEAR COMPARISON



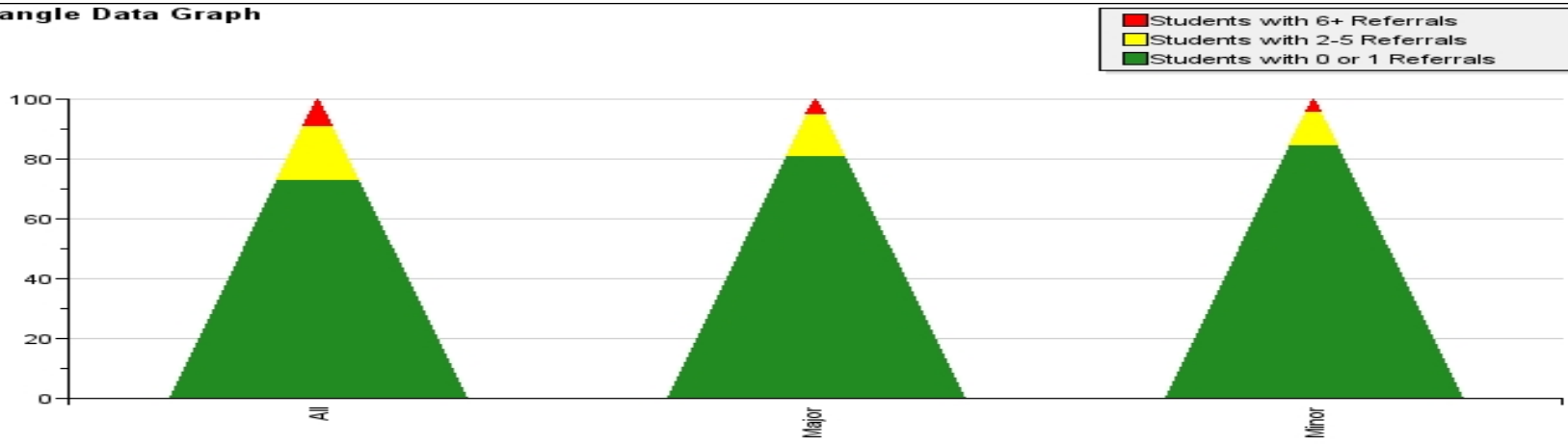
Triangle Data Graph



Triangle Data Graph



Triangle Data Graph



Type of Referral

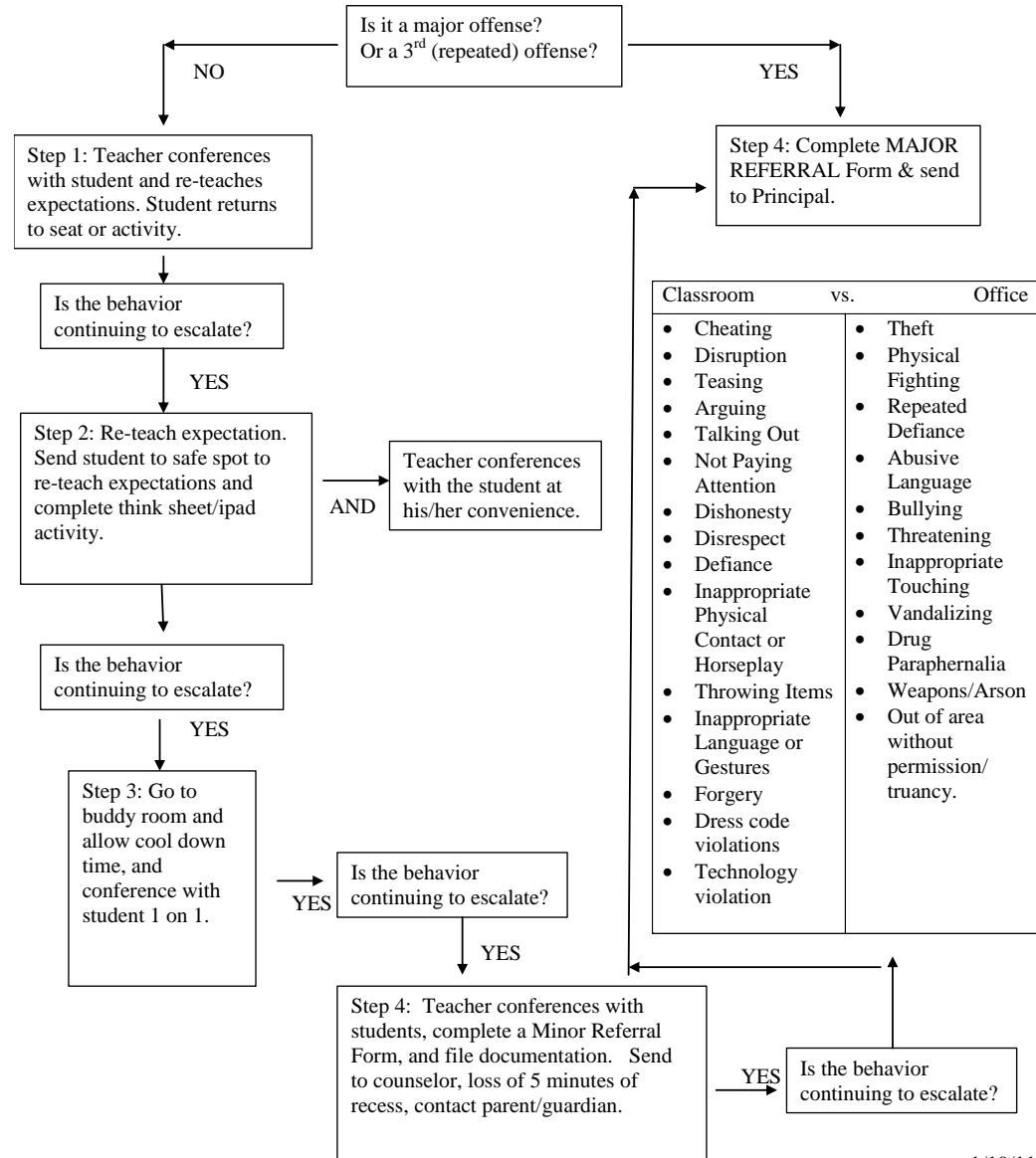
2012-2013

2011-2012

2010-2011

MANAGING MINOR BEHAVIORS IN THE CLASSROOM

Winfield Primary Discipline Flow Chart



STEP 1: VERBAL WARNING

- ① Teacher conferences with student and re-teaches expectations.
- ① Student returns to seat or activity.

STEP 2: SAFE SPOT

- ◉ Send student to **SAFE SPOT** to calm down, think, and to re-teach them the expectations through the use of a think sheet.
- ◉ Use the Calm Counter App on the iPad if needed before completing think sheet.
- ◉ Safe Spot is a location in the classroom that is only used as a think spot.
- ◉ Student's only join the class after conference and completion of the think sheet.

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Think Sheet

What was I doing?



Yelling



Throwing



Not Using KHFAAOOTY



Aggravating



Mean Words/ Teasing



Not Paying Attention



Talking



Not Working



Not Following Directions



Shouting Out

Next time I will:



Ask for help



Nice words



Stop and Think



Listen



Pay Attention



KHFAAOOTY



Cool Down

Draw:

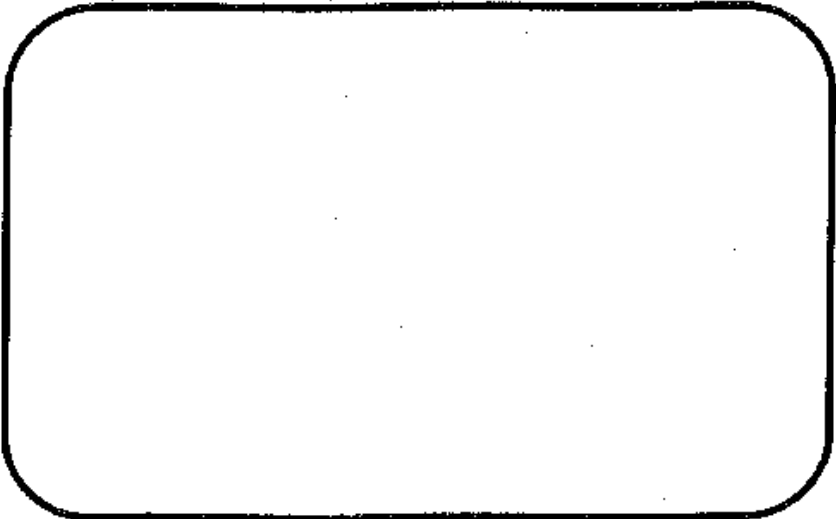
Comments:

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Name: _____ Date: _____ Time: _____

Draw a picture of what you did:



Tell your teacher what you will do next time instead:

Sign here: _____

Teacher signature: _____

Parent signature (when checked): _____

The 5-step plan to PROBLEM SOLVING

Step 1: STOP!



Think about the problem.



Step 2: What are some choices?



Step 3: Choose one.



Step 4: Do it.



Step 5: How did it work?



STEP 3: BUDDY ROOM

- ⦿ Send student to the **BUDDY ROOM** and allow cool down time.
- ⦿ Buddy Room Teacher conferences with the student 1 on 1.

Winfield Primary Buddy Room Student Information

Student Name: _____ Teacher: _____ Date: _____

Time Sent to Buddy Room: _____ Time Returned to Class: _____

- Not doing work
- Throwing or destroy work or the room
- Refusing to go to the safe seat
- Has been to the safe seat for _____
- Other: _____

Comments from Buddy Teacher:

- Conferenced and re-taught expectations– Returned to class
- Refused to work sent to Office (major)
- Other: _____

Winfield R-IV Primary School Minor Office Referral

Student: _____ Referring Staff Member: _____ Substitute (Y/N)
 Grade: _____ IEP Student: _____ Yes _____ No Date: _____ Time: _____ (a.m/p.m.)

Learning Error (check one or prioritize)	Location:	Others Involved:
<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	<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: _____	<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
	The behavior by this student:	Possible Motivation (Function):
	<input type="checkbox"/> Has never happened before <input type="checkbox"/> Has happened once or twice prior <input type="checkbox"/> Continues to occur	<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

Step 1 (Verbal Warning) <input type="checkbox"/> Re-teach expectations AND <input type="checkbox"/> Conference with student one on one	Step 3 (Buddy Room) - <input type="checkbox"/> Send to Buddy Room w/ half sheet AND <input type="checkbox"/> Allow Cool Down Time AND <input type="checkbox"/> Conference with student one on one by buddy room teacher Comment: _____
Step 2 (Safe Spot) <input type="checkbox"/> Re-teach expectations AND <input type="checkbox"/> Complete Think Sheet <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 AND <input type="checkbox"/> Meet with Counselor

Description of Incident: _____

Teacher Signature _____ Date _____

Winfield Primary - School Office Referral

Student: _____ Teacher: _____ Grade: _____

Referred by: _____ Date of Incident: _____ Time of Incident: _____

IEP for following areas: ___Academics ___Speech ___Language ___OT ___PT ___Behavior

Describe the specific events and observed behaviors as they occurred:

Learning Error (check one)		Location	Possible Function
Harassment/Intimidation/Bullying	<input type="checkbox"/> Defiant	<input type="checkbox"/> Classroom	<input type="checkbox"/> Get peer attention
Out of area without permission	<input type="checkbox"/> Theft	<input type="checkbox"/> Special Classes	<input type="checkbox"/> Get adult attention
Safety Violations causing harm to self/others	<input type="checkbox"/> Fighting/Physical Aggression	<input type="checkbox"/> Playground (recess)	<input type="checkbox"/> Get item/activity
Abusive language threatening toward others	<input type="checkbox"/> Vandalism/Property Destruction	<input type="checkbox"/> Bus	<input type="checkbox"/> Avoid task
3 minors (orange):	<input type="checkbox"/> Assault of student/staff	<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Avoid peer(s)
	<input type="checkbox"/> Drug/Alcohol related conduct	<input type="checkbox"/> Restroom	<input type="checkbox"/> Avoid adult(s)
	<input type="checkbox"/> Weapons/Arson related conduct	<input type="checkbox"/> Hall	<input type="checkbox"/> Unknown
	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:	

Trigger for Learning Error	Prior Actions Taken Related to Behavior/Report	
	Today	Previous
Adult request of student	Severe - Immediate referral to principal	<input type="checkbox"/>
Redirection	Informal talk and/or warning	<input type="checkbox"/>
Unstructured setting	Conference with student	<input type="checkbox"/>
Transition	Change in student's work setting	<input type="checkbox"/>
Peer provoked	Re-teaching expectations	<input type="checkbox"/>
Frustration with task difficulty	Removal of privilege/Time out	<input type="checkbox"/>
No direct adult attention	Student meeting with counselor	<input type="checkbox"/>
No peer attention	Behavior contract	<input type="checkbox"/>
Communication difficulty	Consultation with Care Team	<input type="checkbox"/>
Prior agitation	Parent/Guardian Notified:	<input type="checkbox"/>
Other:	____ Phone _____ Letter _____ Conference	
	(date) (date) (date)	

Administrative Action Taken:

- | | |
|---|---|
| <input type="checkbox"/> Student Conference | <input type="checkbox"/> Referral to Care Team |
| <input type="checkbox"/> Formal Apology | <input type="checkbox"/> Referral to behavior support staff |
| <input type="checkbox"/> Behavior Contract | <input type="checkbox"/> Referral to social worker/school counselor |
| <input type="checkbox"/> Lunch Detention | <input type="checkbox"/> Referral to outside agency |
| <input type="checkbox"/> Loss of privileges _____ | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Suspension: _____ I.S.S. _____ O.S.S. Start Date: _____ End Date: _____ Total Days _____ | |
| <input type="checkbox"/> Parent Notified: _____ Phone _____ Letter _____ Conference | |
| (date) (date) (date) | |

Comments: _____

Administrator Signature: _____ Date: _____

Return with Parent Signature: _____ Date: _____

V I D E O

NON-CLASSROOM SETTINGS: RECESS

- ◉ Same procedures as a classroom are followed.
- ◉ Playground expectations are posted on the exit door and retaught daily.
- ◉ Each grade level has a set safe spot on the playground.
- ◉ Conferencing and re-teaching of expectations is still an important part of the process.
- ◉ Teacher's have think sheets in the playground backpack.



NON-CLASSROOM SETTINGS: HALLWAY

⊙ WOW Line

- Fourth square
- Bubbles
- Thumbs
- Eyes Forward

⊙ Classroom Monitors

⊙ Academic Sponge Activities

Line in the Hallway:

1. **Voice at Level 0**
2. **Face Forward**
3. **Bubble in your Mouth**
4. **Hug your Thumb behind your Back**
5. **Stand/Walk on the Fourth Square**



In the Bathroom:

1. **Walk in and out of the Bathroom**
2. **Voice at Level 0**
3. **Correctly Take Care of Going to the Bathroom**
4. **One Squirt of Soap**
5. **One Paper Towel**
6. **Correctly Dispose of Paper Towel**

V I D E O

NON-CLASSROOM SETTINGS: CAFETERIA

Cup System - visual

Green Cup

Yellow Cup

Red Cup



NON-CLASSROOM SETTINGS: CAFETERIA

● Bulletin Board



- Movie Challenge - grade level must earn three days of all green cups to earn a movie on the smart board on Friday.

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NON-CLASSROOM SETTINGS: BUS

WINFIELD PRIMARY'S BUS BEHAVIOR CARD

Student Name: _____

Bus Driver: _____

Bus Number: _____

Date: _____



_____ Your child received a bus write up today.

Bus Driver Comments: _____



_____ Your child received a bus warning today.

Bus Driver Comments: _____

REWARDS AT WINFIELD PRIMARY

Individual Student:

- ◉ Warrior Way Tickets
- ◉ Bragging Postcards
- ◉ Perfect Attendance Luncheon
- ◉ Lunch Bulletin Board
- ◉ Warrior Heads
- ◉ Celebration Assemblies
- ◉ Field Trips

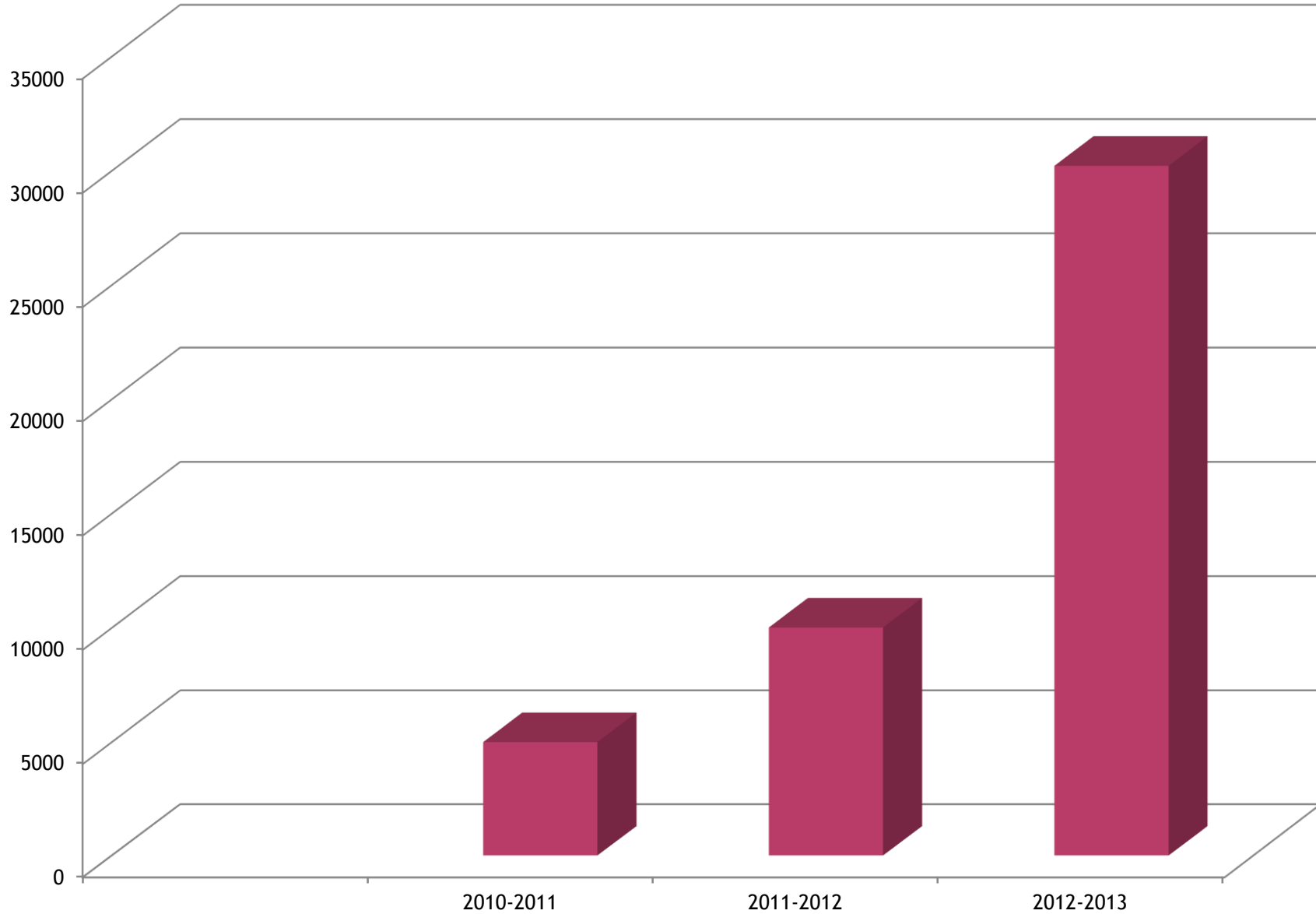
Classroom:

- Monthly Classroom Awards
- Quarterly Awards
- Lunch Bulletin Board
- Warrior Heads
- PAT the Attendance Bear
- Wii Dance Party

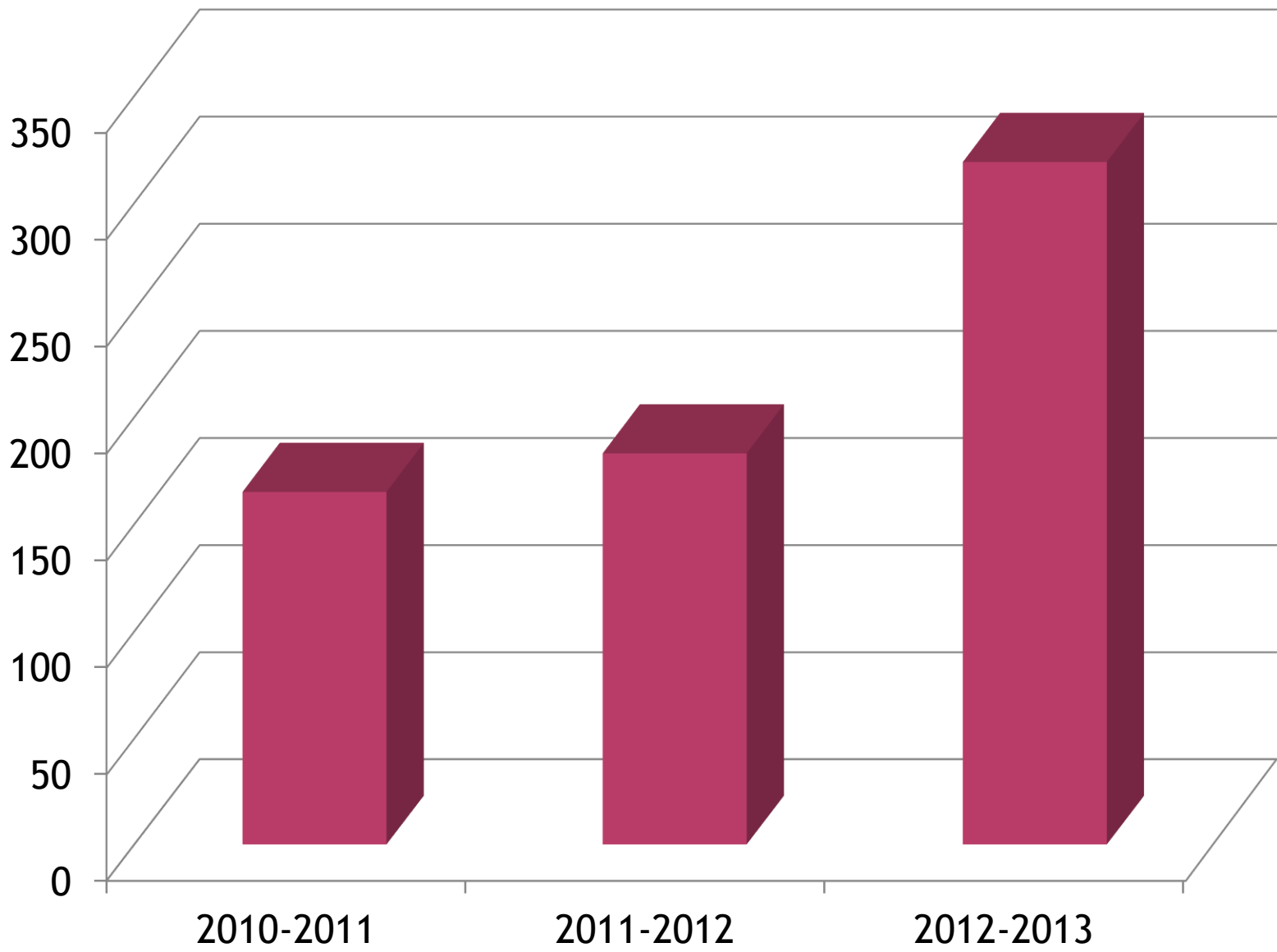
School - Wide:

- WOW Boot
- Quarterly Assemblies

WARRIOR WAY TICKET TOTALS



CELEBRATION FIELD TRIP TOTALS



CAROUSAL

- ⦿ What did you gain from this presentation? How will you implement it in the upcoming year?
- ⦿ Share a reward that your building does for students.
Share a reward that your building does for staff members.
- ⦿ How are your parents involved in your school wide PBS?
- ⦿ Share one way your building uses discipline data to make decisions.
- ⦿ How does your building ensure consistency with implementation of all Tiers? How does your building educate new staff about PBS?

CONTACT INFORMATION

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THANKK

YOU!