

# Staying Cool When Things Heat Up

---

We cannot ask Calgon to take us away....



# Session Outcomes

- Look at current practices and compare to typical/traditional Tier II interventions.
- How does PBIS contribute to our safety and progress?



Alternative School

---

What Beacon Looks Like



# Beacon Alternative School

- 9 staff, 22 students
- Staff meet daily at end of each day.
- Discussing the day: kid behavior, our response, did it work as planned, what do we need to change.





# Beacon Alternative School

- Special Education Placement recommendation for more restrictive placement on continuum.
- 
- Followed by a referral process.



Data, Systems, Practices

---

Challenges faced in the Alternative Setting



# Beacon School: Majors/Minors

Criticals : Used as traditional schools use ODR's to document serious offenses.

- Physical aggression, specific in nature
- Elopement: Leaving the building or school property
- Unlawful act: Weapons, drugs, etc.



# Majors/Minors: Continued

Marks: Used as traditional schools use minors for classroom managed behaviors.

- Each student has life skills that are created based on their individual behavior challenges.
- Data is also utilized for progress reporting for behavioral IEP goals.



# Beacon School: Essential Components

- ✓ Common philosophy and purpose
- ✓ Leadership
- ✓ Clarifying expected behavior
- ✓ Teaching expected behavior
- ✓ Encouraging expected behavior
- ✓ Discouraging inappropriate behavior
- ✓ Ongoing monitoring
- ✓ Effective classroom practice



# Beacon School: Essential Components

## Common Philosophy and Purpose

- ❑ Small number of staff, each specifically hired to fill a role.  
BUT each is a teacher, working with students, and coming to the table with ideas and input.
- ❑ Shared responsibility, accountability, and passion.



# Beacon School: Essential Components

## Leadership

Principal: serves as teacher, administrator, coach.

Keeps the entire staff aware of state/federal/district mandates.

Each staff member **RESPONSIBLE** for coming to the table with “voice.”



# Beacon School: Essential Components

## Clarifying Expected Behavior

Our team meets daily. We have our matrix of expectations and have created procedures (lessons) for these expectations.

At Beacon, students learn from the very first day that we are all about PROCEDURES.



# Beacon School: Essential Components

## Clarifying Expected Behaviors (Continued)

Our team confers about our EXPECTATIONS and the procedures that students need to follow to meet those expectations.

- What it looks like to be a student.....
- What it sounds like to be a student.....
- What happens when a student is looking/sounding like a student.....
- What happens when he/she is not.....



# Beacon School: Essential Components

## Teaching Expected Behaviors

- ✓ Beacon staff teach and reteach the procedures for expected behaviors daily.
- ✓ Students are provided extra opportunities to practice procedures during non-instructional times.
- ✓ Students are reinforced at a significant rate when first entering our school and also during those times that team has determined data indicates historical need for review and increased reinforcement.



# Beacon School: Essential Components

## Encouraging Appropriate Behavior

- Free and frequent
- Positive Principal Referral
- Beacon Store
- Made days
- Advancement on Level System: Increased privileges and transition



# Beacon School: Essential Components

## Discouraging Inappropriate Behavior:

- ◆ Procedure practice
- ◆ Marks
- ◆ Loss of privileges (included more procedure practice)
- ◆ Failure to make a day for advancement on level system
- ◆ Level drop



# Beacon School: Essential Components

## On-going Monitoring

- ❖ Daily behavior sheets
- ❖ Monthly Level/Day Calendars
- ❖ Critical Incident Reports



# Beacon School: Essential Components

## MO SW-PBS Eight Effective Classroom Practices

- Classroom Expectations
- Classroom Procedures & Routines
- Encouraging Expected Behavior
- Discouraging Inappropriate Behavior
- Active Supervision
- Opportunities to Respond
- Activity Sequencing & Choice
- Task Difficulty

Source: SW-PBIS Tier I Workbook



# Alternative Schools Tier II and III

## Givens:

- There are only so many hours in a school day.
- Academics plus social skills training for all students is required.

## Question:

- How can we cram any more into our days without something/someone breaking?



# Alternative Schools Tier II and III

Six years ago, had to decide if pursuing Tier II was worth the stress of continuing to do extra meetings and ask our small group of staff to put the interventions in place.

Consulted with RPDC consultants about how this really seemed to be duplicating what our school had as basic components that every student was receiving.

The consultants agreed.



# Alternative Schools Tier II and III

## Tier III:

- For most Beacon students, FBA and BIP have been completed prior to referral.
- BIPS will get scrapped for the most part and replaced with Beacon structure and procedures.
- When the data shows us that a student is not responding well enough to the “usual” then we give them a Tier III plan, with specific steps and procedures for implementation, including teaching, reinforcement, and consequences.



Questions????



Thank you for your kind attention today.

Have a great 2018-2019 school year!!

If I can ever be of service to you, do not  
hesitate to contact me.

Susan James  
Beacon School  
417-625-5215