PUTTING IT ALL TOGETHER

Using All Tiers in a Middle School Setting
OUTCOMES

- Learn proven ways to increase buy in and staff participation at Tier 1.
- Learn how to sustain Tier 2.
- Examples of behavior plans for Tier 3.
EAGLES
EASTGATE MIDDLE SCHOOL
Missouri Schoolwide Positive Behavior Support
GOLD LEVEL SCHOOL
EASTGATE 6TH GRADE CENTER

- Currently transitioning from a 6-8 middle school to a 6th grade center.
- Diverse population
- 700 6th grade students from 11 different elementary schools
- Increased focus on literacy development
- More nurturing transition to secondary school
PBIS HISTORY

- 9 Years
  - First 3 years Tier 1 focus
  - Started Tier 2 in our 4th year
  - Started Tier 3 in our 6th year
- Gold Level status 2015-16 and 2016-17
  - Scored our highest SAS score this year
- Nominated for the Dr. Mary Richter Award
TIER 1 COMPONENTS

- E tickets with E store
- Golden Tickets
- Student of the Month
- Renaissance
- 8 Classroom Practices-Focus of the Month
- Lessons on Eagle Eye News
- Videos, PSA’s
EAGLES ARE READY
Do you have a hall pass?

EAGLES ARE RESPECTFUL
Do you show kindness and consideration to others?

EAGLES ARE RESPONSIBLE
Do you report problems?
TIER 1: LESSONS LEARNED

- Make sure your foundation is strong, backbone for Tier 2 and 3
- Who is on your Tier 1 team? Staff buy in
- Building Leadership Team and PBIS Action Committees. Everyone needs ownership
- Who is sending out emails?
- Train new and OLD staff every year
TIER 1 DISCUSSION

- What systems do you use for Tier 1?
- Please complete the Tier 1 portion of your handout.
TIER 2

- Check In Check Out
- Self-Monitoring
- Weekly Check-Ins
CHECK IN CHECK OUT

- Counselors, SCRS, and School Psychologist run the show
- Choose the right students
- Use your data, not emotion
- Consistency in staff
- Move graduates who want to stay to Self-Monitoring
- Use as a back down from a Tier 3 plan
CHECK IN

- In the counseling office before school starts
- Come in off the bus
- Get breakfast
- Check In in the counseling hallway with the counselors, SCRS, or school psychologist
- Head to class before bell rings at 8:00
BEHAVIORAL EXPECTATIONS

- READY
  - I have my binder with contents and homework

- RESPECTFUL
  - Responded appropriately
  - Engaged and attentive in class

- RESPONSIBLE
  - Followed Rules and Procedures

- Daily Points Goal
  - Daily goal is 38/48 points (80%)
  - Weekly goal is 4/5 days
The student gives the teacher at the start of each class.
The teacher will fill out and return at the end of class.
The power of CICO is in the feedback time!
The student must accept positive and corrective feedback. This might take some practice.
CHECK OUT

- The student returns to the counseling hallway at the end of the day (2:55)
- The counselors, SCRS, or school psychologist add up the points
- If goal is earned the student can pick a small candy
REINFORCEMENTS

- E-tickets for checking in, having DPR filled out, returning with parent signature
- Choice of small candy at the end of each day when goal of 38 out of 45 points is reached
- Soda on Friday if goal is reached on 4 out of 5 days
- Must accept disappointment when goal isn’t reached
Plan for Fading

- Gradual move to self-monitoring
- Add a day of self-monitoring each week
- Graduation celebration of choice when fading is complete
- Self-Monitoring can become its own intervention for some
USE YOUR DATA, NOT THE EMOTION

- Data Decision Rules
- Spreadsheets of data each quarter to identify Tier 2 students
- Teacher Nomination Forms, Review of Tier 1 first
- DPRs
- DPR Tracking Forms
THE KEYS TO SUSTAINABILITY

- Counselors, SCRS, and School Psychologist run the show
- Choose the right students
- Use your data, not emotion
- Consistency in staff
- Teachers, parents, and even students ask to be part of CICO
WEEKLY CHECK INS

- Similar to Check and Connect
- Counselors, SCRS, and sometimes Administrators
- A more private intervention
- Monitor grades, attendance, and behavior weekly
- Incorporates goal setting and celebrations
TIER 2 DISCUSSION

- What Tier 2 systems do you have in place?
- Please complete the Tier 2 section of your handout.
TIER 3 BEHAVIOR PLANS

- FBA/BIP Development
- Gathering the data
  - Parent and Student Interviews-Counselor or SCRS (best relationship)
  - Teacher Interviews-School Psychologist or Administrator
- Record Review-School Psychologist
- Observations-any of the above (no relationship)
BEHAVIOR PLANS CONT.

- Complete the Adapted FACTS-School Psychologist with Action team
- Complete the BIP Template-School Psychologist or SCRS with Action team

- Review the plan with teachers
- Orient student and family on plan
BEHAVIOR INTERVENTION PLANS

- Tier 3 needs a point person to coordinate and organize
- In-put from all parties
- Unique for each student and academic team
- Create a structure and relationship for the student
- Think “inside the box”
BIP EXAMPLE 1

- Handout on Lewis
Target Behavior

Lewis will respond appropriately to adults in class and get to work.
BIP FOR LEWIS CONT.

- Plan
  - Morning check in to organize, pre-correct, and receive positive attention
  - Early passing time to avoid unstructured time with peers
  - Teachers can assign helpful tasks in the classroom
  - A “secret signal” will be used by teachers so hey can redirect Lewis without drawing a lot of attention to him
  - He will carry a DPR so teachers can monitor and give feedback at the end of each class
  - He will have 2 break passes daily on his DPR that he can use to address issues with the counseling hallway staff
BIP FOR LEWIS CONT.

- Reactive Strategies
  - When Lewis is disruptive and/or refusing to work
    - Give one redirection and then eliminate verbal interaction
  - Attend to the class and provide others with reinforcement (e-tickets) for appropriate
  - Point to his work
  - When he is reengaged deliver attention and/or reinforcement
  - If Lewis continues to disrupt and refuse work he will be sent to a safe seat
Rewards

Lewis will receive points on his DPR for starting an assignment and additional points for completing an assignment. He can cash in those points to earn a reward of his choice (5 min. counselor time, preferred adult time, time with a peer, or candy.)

We will start with 10 points needed to earn a reward. We will continue to monitor this and hopefully add points as appropriate to earn the rewards.
OTHER PLANS

- Ezra
- Gabe
- Salvy
EAGLES
RISE
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