

PBIS Coach's Playbook

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Opener

Find someone who.....

Please fill out the find someone who paper by walking around and determining what strengths other people have.



Session Outcomes:

Attendees will learn how to use meeting times to effectively train staff on PBIS.

Attendees will develop strategies for working together as coaches to have an efficient PBIS school.

Bartley Elementary School

Fulton Missouri



A little about our school:

- We are a K-5 school in Fulton, Missouri
- We have approximately 270 students
- We are a Tier 3 school in maintenance



Bartley Hornets

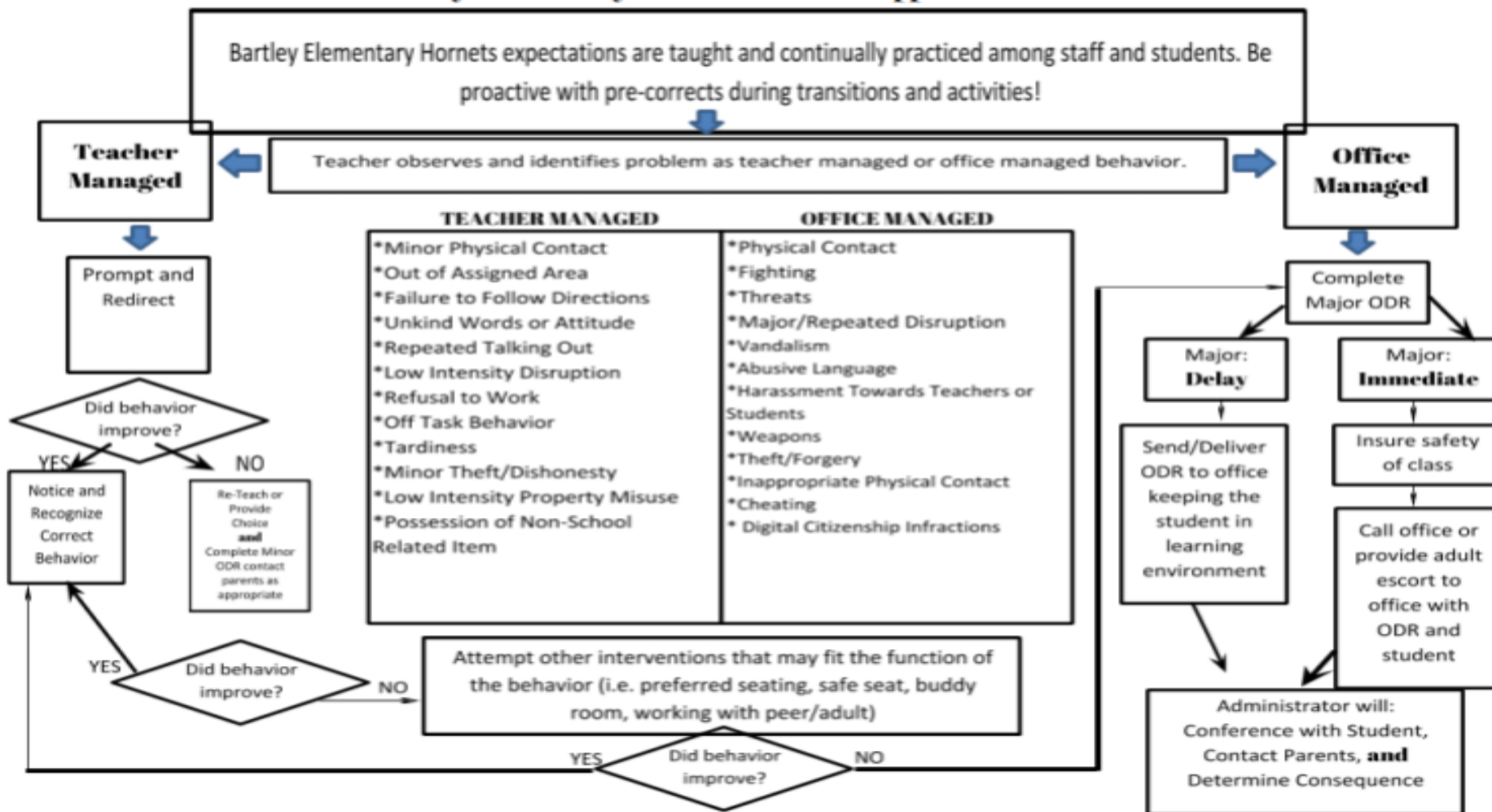
PBS Expectations Matrix



We are Learners who are...	All Settings	Classroom	Hallways	Cafeteria	Playground	Bathroom	School Dismissal
Safe	<ul style="list-style-type: none"> KAHFOOTY Report Safety Concerns Ask to Leave Walk Inside 	<ul style="list-style-type: none"> KAHFOOTY Keep Area and Desk Neat 4 on the Floor Ask to Leave 	<ul style="list-style-type: none"> KAHFOOTY Stay to the Right Eyes Forward Walk 	<ul style="list-style-type: none"> KAHFOOTY Walk with 2 Hands on Tray Sit Forward Report Spills Put Trash in Cans Keep Food on Tray 	<ul style="list-style-type: none"> KAHFOOTY Use Playground Equipment Only Be Seen 	<ul style="list-style-type: none"> KAHFOOTY Trash in Cans Water in Sink Feet on the Floor 	<ul style="list-style-type: none"> KAHFOOTY Stay in line Walk Ask to Leave Cross Traffic with Adult
Respectful	<ul style="list-style-type: none"> Be Honest Use the Golden Rule Be a Listener Follow Directions Respect Property 	<ul style="list-style-type: none"> Use the Golden Rule Raise Your Hand Be Positive Speak in a Kind Voice Respect Other's Ideas 	<ul style="list-style-type: none"> Be Silent 	<ul style="list-style-type: none"> Use Good Manners Eat Your Own Food Ask to Leave Inside Voices Only 	<ul style="list-style-type: none"> Share Allow All to Play Come in and out Quietly Be a good sport Respect Nature 	<ul style="list-style-type: none"> Allow for Privacy Be Silent 	<ul style="list-style-type: none"> KAHFOOTY Follow Directions
Responsible	<ul style="list-style-type: none"> Stay Organized Make Good Choices Keep School Clean Be Timely Be a Learner! 	<ul style="list-style-type: none"> Be an Active Learner Turn in Homework Ask for Help Be Prepared 	<ul style="list-style-type: none"> Go and Get Back Follow Hallway Expectations 	<ul style="list-style-type: none"> Clean Up Take What You Need Choose Correct Seat 	<ul style="list-style-type: none"> School Games Only Use "Talk It Out" Squares Line up Quickly Stay Dry Follow Playground Expectations Dress for the Weather 	<ul style="list-style-type: none"> Flush! Be Quick Wash Hands Use What You Need 	<ul style="list-style-type: none"> Pack, Zip, and Go Be on Time Follow Dismissal Expectations



Bartley Elementary Positive Behavior Support Flowchart



Flow Chart

How we collect our minor data?

- We collect minors online.
- 3 minors in the same area converts to a major.

Minor Tracking Form

This is the PBS minor tracking form. Please fill out the form when a child receives a minor for not following the expectations of being a safe, respectful, or responsible Hornet. If you have already filled out 2 forms on the same student for the same expectation please fill out a major form and turn it into Mrs. Epperson. Thank you for taking the time to fill out the form so we can make data driven decisions.

Your email address (kfinley@fulton58.org) will be recorded when you submit this form. Not you? [Switch account](#)

* Required

Date *

Your answer

Teacher *

Your answer

Student *

Your answer

Time

Your answer

Bartley MAJOR Referral (ODR)

This form is used to make an office discipline referral for a student that is violating our PBIS expectations pertaining to be Safe, Respectful, and Responsible behaviors. This form is used for our most severe behavior infractions. Please answer each question to the best of your ability. In cases where you indicate "other", please explain.

Your email address (kfinley@fulton58.org) will be recorded when you submit this form. Not you? [Switch account](#)

* Required

Name of Student: *

Your answer

Does the student have an IEP *

Your answer

Grade: *

- ☐ Kindergarten
- ☐ 1st grade
- ☐ 2nd grade
- ☐ 3rd

How we collect our major data

Bartley Elementary School Office Discipline Referral

Student:	IEP- Y or N	Date:
Grade: K 1 2 3 4 5		Time of Incident:
Classroom Teacher:		Referred by:
Location of Incident: (please check)		
<input type="checkbox"/> bathroom	<input type="checkbox"/> library	<input type="checkbox"/> playground
<input type="checkbox"/> bus area	<input type="checkbox"/> on bus	<input type="checkbox"/> hallway
<input type="checkbox"/> cafeteria	<input type="checkbox"/> classroom	<input type="checkbox"/> special event (field trip/assembly)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

REASON(S) FOR THE REFERRAL:		
Please attach narrative of the incident if necessary		
SAFETY	RESPECT	RESPONSIBILITY
Minor <input type="checkbox"/> Physical contact Major <input type="checkbox"/> Physical aggression/assault <input type="checkbox"/> Bullying/harassment <input type="checkbox"/> Danger to self or others <input type="checkbox"/> Weapons <input type="checkbox"/> Other	Minor <input type="checkbox"/> Defiance/disrespect/insubordination <input type="checkbox"/> Inappropriate verbal language <input type="checkbox"/> Disruption Major <input type="checkbox"/> Disrespectful-compliance <input type="checkbox"/> Discipline <input type="checkbox"/> Verbal abuse/insult <input type="checkbox"/> Damage or destruction of property <input type="checkbox"/> Inappropriate language <input type="checkbox"/> Other	Minor <input type="checkbox"/> Property offense <input type="checkbox"/> Other Major <input type="checkbox"/> Schoolwork/home work <input type="checkbox"/> Incomplete <input type="checkbox"/> Technology violation <input type="checkbox"/> Possession of illegal school objects <input type="checkbox"/> Other
POSSIBLE MOTIVATION:		
Attention from peers(s) <input type="checkbox"/> Attention from adult(s) <input type="checkbox"/> Name <input type="checkbox"/> Peers <input type="checkbox"/> Staff <input type="checkbox"/> Teacher Avoid peer(s) <input type="checkbox"/> Avoid adult(s) <input type="checkbox"/> Avoid work <input type="checkbox"/> Substitute <input type="checkbox"/> Unknown <input type="checkbox"/> Other Obtain item <input type="checkbox"/> Don't know <input type="checkbox"/> Other		
TEACHER ACTION TAKEN PRIOR TO REFERRAL:		
Changed student's seat <input type="checkbox"/> Coached Counselor <input type="checkbox"/> Sent previous report home Conferred privately with student <input type="checkbox"/> Conferred Principal <input type="checkbox"/> Time out in the classroom Had a conference with parent <input type="checkbox"/> Telephoned parent/guardian* <input type="checkbox"/> Odies (Please specify) Sent to another teacher's room <input type="checkbox"/>		
*Except for the most serious disciplinary matters, this step should be followed prior to office referral.		
TYPE OF DISCIPLINE ASSIGNED BY ADMINISTRATOR:		
<input type="checkbox"/> Consider referral <input type="checkbox"/> Time out in office <input type="checkbox"/> Parent contact <input type="checkbox"/> Out of school suspension <input type="checkbox"/> Time out in bulky room <input type="checkbox"/> Individual instruction <input type="checkbox"/> (days) <input type="checkbox"/> Loss of privilege <input type="checkbox"/> Sent home <input type="checkbox"/> Saturday School <input type="checkbox"/> Conference with student <input type="checkbox"/> Other <input type="checkbox"/> After school detention		
Parent Contacted: Check one: <input type="checkbox"/> Call <input type="checkbox"/> Mail <input type="checkbox"/> Message <input type="checkbox"/> Email <input type="checkbox"/> Conference		
COMMENTS: (Use back if needed)		

Teacher's Signature: _____ Principal's Signature: _____

Student's Signature: _____ Parent's Signature: _____

____Teacher Copy ____Office Copy ____Parent/Guardian Copy

Turn and talk- One thing you want to add as a coach.



Attendees will learn how to use meeting times to effectively train staff on PBIS.

Training the Implementers

- Training the teachers on how to implement PBIS.
- We had a voluntary summer training regarding PBIS.
- Highly attended and went through the 4 to 1 ratio, consistency across all grade levels, and how to use positivity to change behavior.



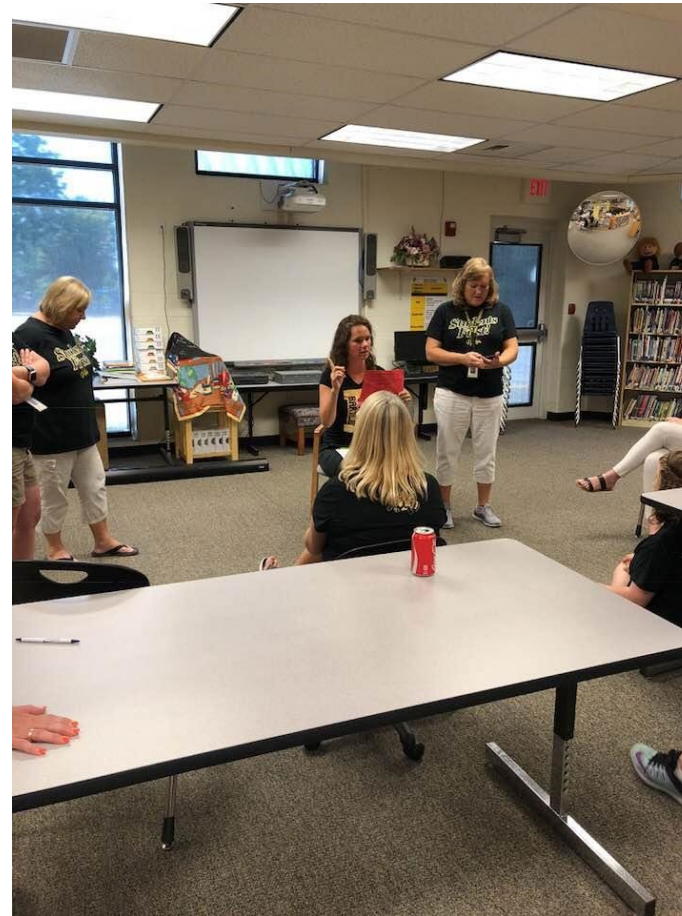
Everyone is a member of PBIS



Training during the meetings

Mix up the format

- EDcamps
- Carousel
- Discussion
- Lessons making meeting



Changing the format for Tier 1 meeting

- Every new teacher is on Tier 1.
- Tier 1 meetings are 30 minutes long.
 - 10 minutes- Tier 1 training based on needs. Examples- How to handle a talkative classroom?, Safe Seat, PBIS website, When to give tickets?
Using Data Based Decision Model
 - 10 minutes- Analyzing Data
 - 10 minutes- Upcoming events, any changes that we need to make.

SWIS Drill-Down Worksheet

Red flag item is identified by analyzing Core Reports (*most common*), Additional Reports, Student Dashboard, or SWIS Dashboard (*less common/less preferred*). **Reminder:** Add filters one at a time.

Red flag item:

☐ Who? ☐ What? ☐ When? ☐ Where?

Bartley Students have a high rate of disrespect in the classroom. 72 students with 264 referrals.

Date Range:

August- April 4

Drill-Down Filter(s):

☐ What?

The behavior either a minor or a major in disrespect.

Drill-Down Filter(s):

☐ Who? ☐ What? ☐ When? ☒ Where? ☐ Why?

In the classroom

Drill-Down Filter(s):

☐ Who? ☐ What? ☐ When? ☐ Where? ☒ Why?

Either obtain peer attention or avoid task.

Drill-Down

☐ Who? ☐ What? ☐ When? ☐ Where? ☐ Why?



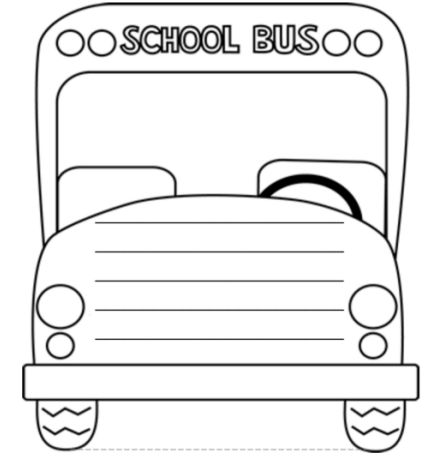
4 Corners pictures



How does your district handle transportation?



Safe	Managed	Responsible
Remain in assigned seat	Be courteous, welcome board using products	Observe the teacher's conduct as in the classroom
Keep hands, feet and feet and all objects inside bus	Comply with driver's/yielder's instructions	Refrain from eating or drinking on bus
Only assigned bus only	Refrain from using cellphone products	Help keep bus clean
Use on/off bus at assigned bus stop only	Board bus quickly and quietly	Assess at designated bus pickup location on time
Use emergency exits (Exits to be used only by bus driver)	Turn off electronic devices when asked	Keep bus safe and well-maintained



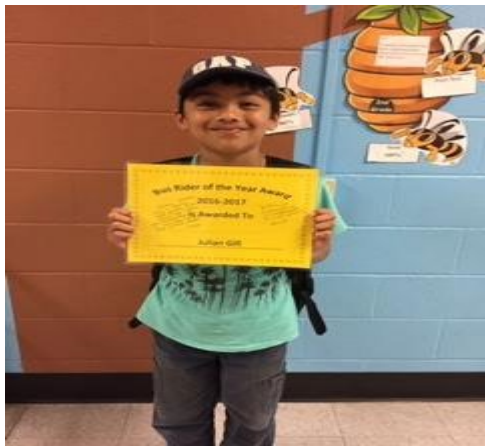
Bus Driver Recognition/ Training

Safe	Respectful	Responsible
Remain in assigned seat	Be courteous; refrain from using profanity	Observe the same conduct as in the classroom
Keep head, hands and feet and all objects inside bus	Cooperate with driver's/aide's instructions	Refrain from eating or drinking on bus
Ride assigned bus only	Refrain from using tobacco products	Help keep bus clean
Get on/off bus at assigned bus stop only	Board bus quickly and quietly	Arrive at designated bus pick-up location on-time
Use emergency exits ONLY when directed by bus driver	Turn off electronic devices when asked	Keep bus aisle free and uncluttered



[Bus Driver Training](https://youtu.be/VxyxywShewI)
<https://youtu.be/VxyxywShewI>

Bus dismissal lining up, signs with stickers, 10 stickers they get to go outside for games to help students pass time



Safe	<ul style="list-style-type: none">-Your items must be in contact with your body-Criss-cross your legs-KAHFOOTY-Facing forward-Walk to the bus
Respectful	<ul style="list-style-type: none">-Follow directions-Raise your hand-Be silent
Responsible	<ul style="list-style-type: none">-Be prepared-Pack, zip, and go quickly-Stay in your assigned bus line-Keep technology stored away

Car Riders

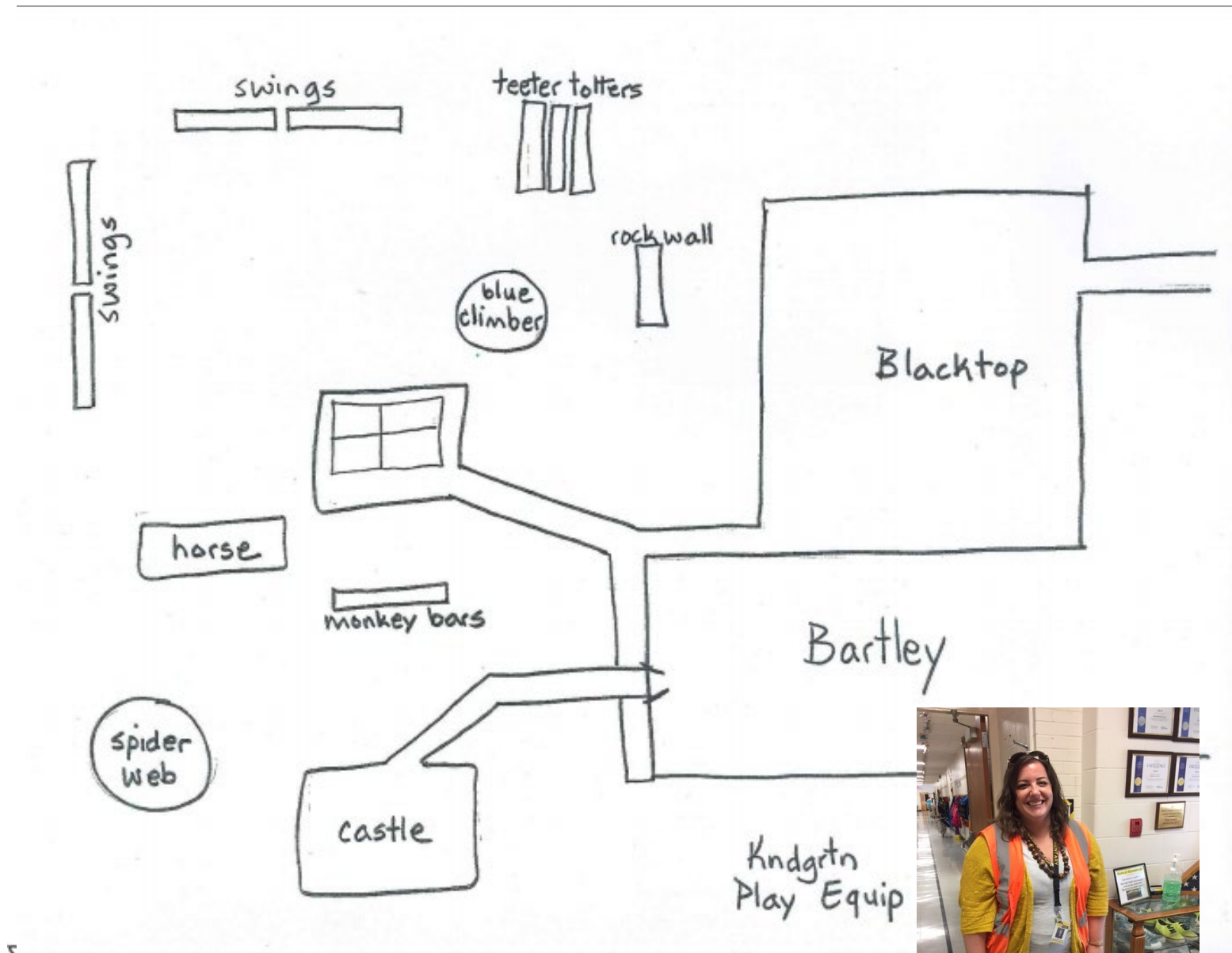




MO SW-PBS
Missouri School-Wide Positive Behavior Support

A black and white line drawing of a man and five children at a swing set. The man, wearing glasses and a long-sleeved shirt, stands on the left, pushing a child on a swing. Four other children are sitting on swings in the center. A fence and a tree are in the background.

Why science teachers are not asked to monitor recess.



Playground

Kickball Rules

1. There are two teams: Offense and Defense
2. Defense must get three outs before the can come in to bat
3. Defense can get an out by:
 - a. Catching a ball in the air
 - b. Throwing a ball and hitting somebody below the shoulders
 - c. Stepping on a base for a force out
 - d. If the batter has three strikes
 - e. If the batter kicks two foul balls
 - f. If a runner is leading off the base when the ball is pitched
4. If the defense throws the ball at a runner and misses, that runner may only advance one base
5. If the defense catches a ball in the air, the runner may not tag up (this is different than baseball and most likely different than kickball leagues)
6. There must be a new pitcher every inning
7. The pitcher must make sure they are pitching the ball so the batter can kick
8. The batting order must be boy/girl or girl/boy
9. The batters will stand on the squares as they wait for their turn to bat
10. If a batter forgets what square they are suppose to stand on they will have to move to the end of the line
11. There is NO ARGUING
12. All players must show sportsmanship or they will not be allowed to play that day

Playground Games!



Playground Safety Rules

Climbing Wall

1. The playground supervisor ALWAYS has the right to take away climbing privileges if students are climbing in an unsafe manner.
2. Only two climbers on the wall at one time.
3. Students must take turns on the wall if other students are waiting a turn.
4. Students must climb side to side and NOT up and over the wall.
5. No students may sit on top of the wall.
6. No jumping off of the wall; you must climb down it.

Glider

1. Do no jump off or on while the glider is moving
2. Do not climb on top of the glider.

Ball games—soccer, football, basketball, kickball, etc...

1. Use only school balls.
2. Ball games should be played on blacktop, soccer field and the area just west of the blacktop.
3. No tackling, tripping, pushing, or other rough play will be permitted.

Playground Rules!



Knockout Rules

1. There must be a single file line at the foul line
2. There are two basketballs and the first two people start with them
3. You cannot shoot until the person in front of you has shot
4. There is no cheating
 - a. Do not touch the basketball when it is not your turn
 - b. Do not mess with or distract the shooter
5. If the person behind you makes a shot before you then you are out
6. When a person gets out they must stand on the side and wait for the next game
7. Last person standing is the winner
8. All players will show sportsmanship during the game

4-Square Rules

1. There are only 4 people allowed to play at one time
2. If a person is waiting they must stand behind the square
3. There are NO SPECIAL RULES (ex: cherry bomb, bus stop, tea party, etc...)
4. The person in "A" square must serve the ball to start the game
5. The serve must be underhand
6. A person playing cannot be out on the serve
7. There is no holding the ball
8. People are not allowed to say when a person is out
9. All players must show sportsmanship

Playground Safety Rules

Proper Dress

If a student wears flip flops or sandals to school, they are expected to bring tennis shoes to wear during recess. If they don't a parent will be called to bring a pair to school or the student will not be able to participate in recess.

Below 50 degrees a heavy coat is required

Below 60 degrees a jacket is required

Consequences

1. First Offense—Warning—Read the rules
2. Second offense—Five minutes standing by the wall
3. Third offense—Sent to office—loss of recess
4. Forth offense—Sent to office—Loss of recesses next week and letter to or conference with parents.

General Playground Rules

1. Do not pick up or kick sticks, rocks, wood chips, snow, ice, dirt, leaves, grass, etc...
2. Stay out of water and mud.
3. Stay away from boiler room stairwell.
4. When the bell rings or the siren sounds, everyone should stop and line up immediately.
5. Do not throw or bounce balls; carry them to the line.

Playground Safety Rules

General Playground Rules

1. Form lines straight and quiet facing forward with hands down.
2. When dismissed, quietly walk single file in to the building
3. Tag games are not allowed.

Swings

1. Sit down.
2. One at a time on the swings.
3. Do not jump out, twist, or swing sideways.
4. Do not throw the swings over the top of the bar.
5. When pushing a friend, do not run under the swing.
6. Do not climb on the chains or supports of the swings.
7. Do not play around swings that are in use.

Monkey Bars

1. Do not climb or sit on the top of the bars.
2. Do not bother children who are using the bars.

Teeter Totter

1. One student on each end.
2. Do not stand or walk on the teeter-totter.
3. Do not jump off.

Snow Days/ Rainy Days lunch time.

- The kids go back and eat in the classroom.
- Supervision is provided!

Scheduling is important!



Transition Area- Hallway



- We put 2 colors of tape on each side of the hallway.
- Hives are given for the hallway.
- Teachers work together to make our school a PBIS School.



Brainstorm

Determine a transition time that is data supported and determine a way to change adult behaviors to affect change.

Tickets

I am a safe, respectful,
and responsible learner!

I am a Bartley Horner!



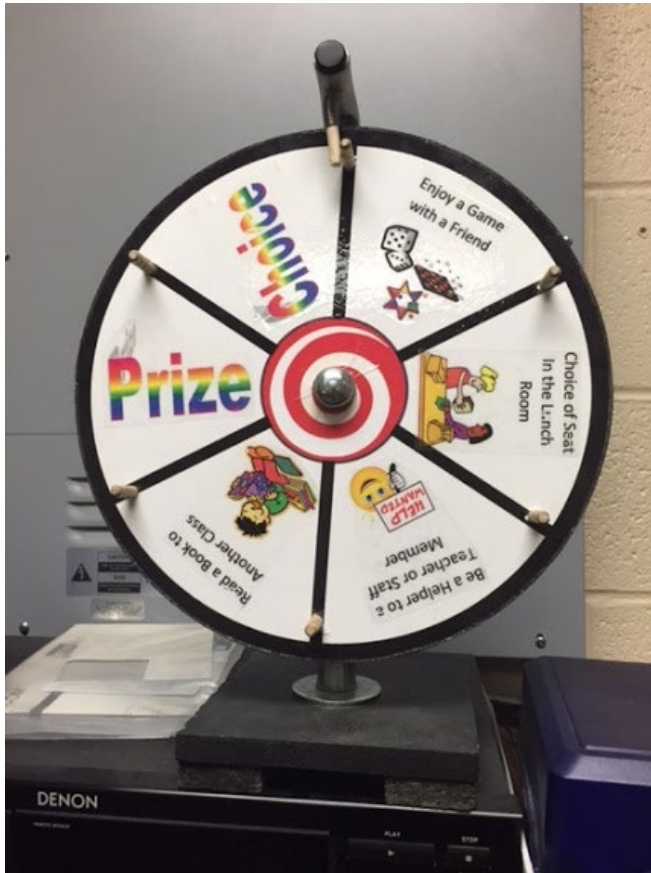
Miss Finley



2017-18 5th Grade PBS Ticket Turn-In Menu

Number of Tickets	Choices
5	Choose one: <ul style="list-style-type: none">○ First 5th grader to lunch
10	Choose one: <ul style="list-style-type: none">○ Sit Next to a Friend in Class○ Teacher Assistant for a day
15	Choose one: <ul style="list-style-type: none">○ Help a Staff Member○ Eat in the Classroom with 2 Friends○ 10 Minutes of free time (no Chromebook)

Student Rewards



2015-16 1st Grade
PBS Ticket Turn-In Menu

Number of Tickets	Choices
5	Choose one: <ul style="list-style-type: none"> Color a Picture for Mrs. Epperson Enjoy a Game with a Friend Read to a Special Friend
10	Choose one: <ul style="list-style-type: none"> Eat Lunch with a Friend Eat Lunch with Your Teacher 10 Minutes on the Computer Help a Teacher (Mr. Miles or Coach Quick) Help a Teacher (Miss Tina or Mrs. LaFeir) Help a Teacher (Mrs. Totta or Mrs. Wilson)
15	Choose one: <ul style="list-style-type: none"> Wear a Funny Hat All Day Wear Pajamas to School Bartley Bulldog/Paw Print t-shirt (while supplies last)
20	Choose one: <ul style="list-style-type: none"> Special Photo with Mrs. Epperson Color Change Cup Special Pen Special Folder
25	Choose one: <ul style="list-style-type: none"> PBS T-Shirt PBS Back Pack
50	Choose one: <ul style="list-style-type: none"> Be Great, Graduate Hornet Pride T-Shirt Lunch on Stage -- 5 times
100	Principal of the Day



Winter Time Ticket Store



Share one thing that you are going to try or something that made you think in either (Bus or transition time)



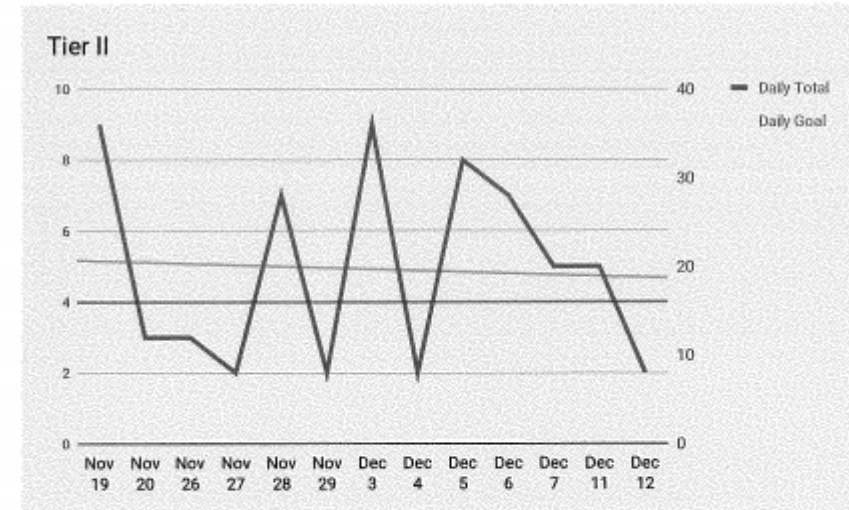
Attendees will develop strategies for working together as coaches to have an efficient PBIS school.

Coach's meetings

- Tier 1, 2, and 3 coaches go to all of the PBIS meetings.
- We meet prior to the year and look at data and goals together for the year.
- We plan the bashes, look over last year's data, and review teaching strategies to review.

Tier 2/3 Meetings

- Review data
 - School total ODR's
 - Individual student ODR's (over 3)
 - Students receiving tier 2/3 services
- Trainings
 - Types of interventions
 - Familiarizing ourselves with resources
 - Future trainings



Thoughts:

- Change from daily reward to weekly reward on Fridays.
- _____ be in charge of chart for self monitoring, compare with teacher at end of day.
- One goal for the whole day (change from 2). Change to 10 for whole day.
- Make changes after break.
- Include specials on chart.
- Today: Change 5 and 5 for two daily goals. On Monday: Include Specials.
- January: Daily to weekly reward on Fridays. Gavin and teacher compare chart at end of day. One goal for the whole day.

Check In Check Out

Daily Report

Date: _____

Daily Schedule	Be Responsible	Be Respectful	Success Notes
MW/A Math	3 2 1	2 1	
Soc. Studies	3 2 1	2 1	
Reading	3 2 1	2 1	
Blitz	3 2 1	2 1	
Writing	3 2 1	2 1	
Bathroom/Drink	3 2 1	2 1	
Math	3 2 1	2 1	
Science	3 2 1	2 1	
Line/Hallway	3 2 1	2 1	
Dismissal	3 2 1	2 1	
Goal: 45/50		____/50	

Daily Total: ____/50

Goal 1: Be responsible - complete work independently

- 3 = completes work independently (0-1 prompts or initiations)
 2 = completes work independently with minimal assistance (2-3 prompts or initiations)
 1 = does not complete work independently (4+ prompts or initiations)

Goal 2: Be respectful- use respectful language and body language to teacher and peers

- 2 = Uses respectful language/body language (does not roll eyes, flail body, put head down, or pout)
 1 = Does not use respectful language/body language (rolls eyes, flails body, puts head down or pouts)

Date: _____

*Before each task _____ must be reminded of the expectations to receive a 3
 *After each task _____ must have a 30 second conversation about successes during the task

Schedule	Task Completion Respectful			Safe with technology Safe/Responsible	Success Notes
7:55-8:30 Morning Work	3	2	1	N/A	
8:30-9:00 Special 1	3	2	1	N/A	
9:00-9:30 Special 2	3	2	1	N/A	
9:30-10:00 A-Math	3	2	1	3 2 1	
10:00-10:30 Math	3	2	1	N/A	
10:30-11:00 Science	3	2	1	N/A	
11:00-11:30 Blitz	3	2	1	3 2 1	
12:30-1:00 Read Aloud	3	2	1	3 2 1	
1:00-1:30 Writing	3	2	1	3 2 1	
1:30-2:30 ELA	3	2	1	3 2 1	
2:30-3:05 Social Studies	3	2	1	3 2 1	
3:05-3:10 Pack Up	3	2	1	N/A	
3:10-3:25 Check Out	Total: _____			Total: _____	Goal: 80% Total: ____/____ %

Task Completion (respectful) criteria:

3-work is comparable to typical 4th grader. 2-work is a bit less than a typical 4th grader. 1-below grade level

Safe with technology (safe & respectful) criteria:

3-0 reminders with technology. 2-1-2 on task reminders for technology. 1-Not appropriate with technology

Social Groups

- Use data SABERS
- Tier II Nominations
- ODR's
- Topics
 - Friendship
 - Body control
 - Organization skills
 - Completing tasks
 - Size of the problem

Student At-Risk Form for Tier 2 Assistance

Student: _____ Teacher: _____
Grade: _____ Date: _____

Academically is the student above or below grade level? _____
STAR Math: _____ STAR Reading: _____

Attendance: _____ Did the student start the first day of school here?
yes no

Major referrals: _____ Minor referrals: _____

Please describe the specific concerns prompting this referral. List any academic, social, emotional or other factors that you think negatively impact the student's performance.

List (if possible) what setting/situation the concern occurs in most frequently.

List interventions that have been tried along with the amount of time the intervention was utilized for.

List the students strengths.

What motivates this student for positive behavior?

Questions?



Contact Information

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