

ALL ABOARD!

Our PBIS Journey

TIFFANY RIDGE ELEMENTARY SCHOOL
PARK HILL SCHOOL DISTRICT



TODAY'S OUTCOMES

Attendees will:

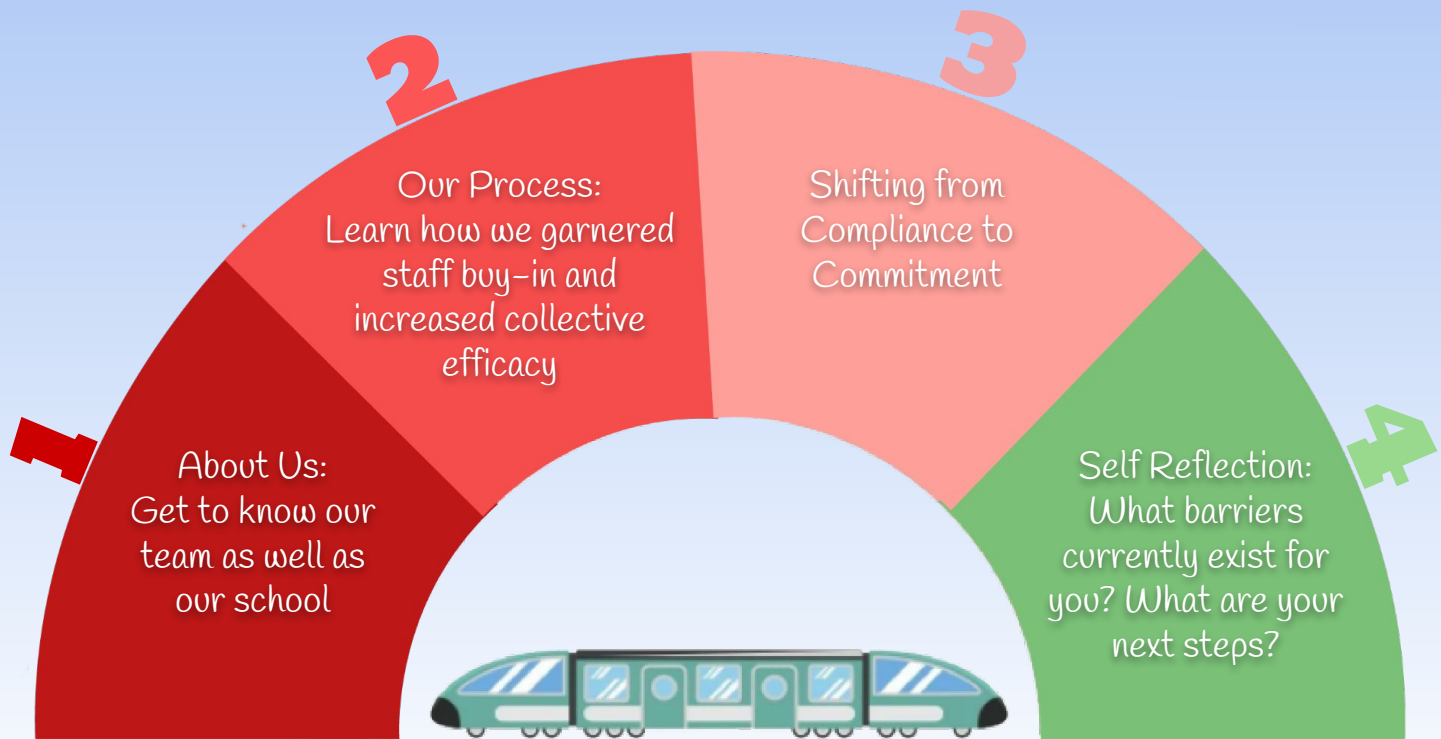
Understand the importance of staff buy-in throughout the implementation process

Evaluate their current level of staff commitment and barriers to PBIS implementation at a systemic level

Outline next steps to increase commitment to shifting behavior



TODAY'S AGENDA



ABOUT US



Dr. Desiree Rios



Megan Podenz



Lorenna Anderson



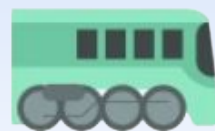
Leslie Andes



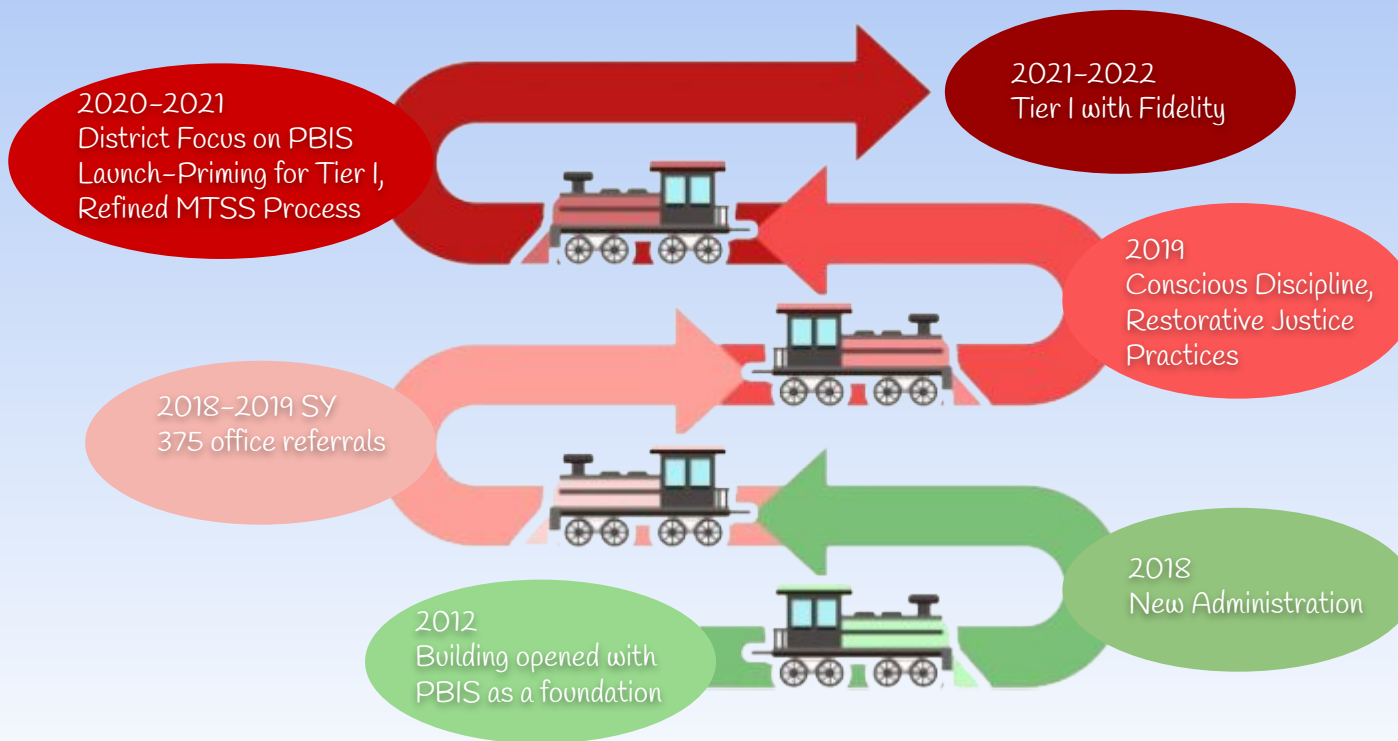
Ali Stott



Lynsey Peck



OUR PROCESS



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Help teachers see PBIS in the work they are already doing

Behavior
Flow Chart

Comparison
Charts

Students earn
quality time with
staff- PBIS
Rewards

Conversations
with Pack
Points

Safe
Keepers



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Reinforcement Recommendations and Guidelines	PBIS	Conscious Discipline
States that acknowledging positive student behaviors is important to increasing the reoccurrence of appropriate behaviors.	✓	✓
Emphasizes that schools should have methods for acknowledging students' positive behaviors.	✓	✓
Prescribes methods for the acknowledgement of appropriate behavior.	✓	✓
Encourages schools to provide reinforcements that highlight the fact that everyone is working together to build a positive community rather than focusing on individuals earning rewards.	✓	✓

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Tiffany Ridge Elementary School Student Behavior Flowchart

Classroom Environment Strategies:

- ✓ Teach expectations and procedures; post visuals
- ✓ Establish a classroom-level PBIS Matrix
- ✓ Model and teach executive brain functions
- ✓ Engage learners with high quality instruction, with conscious, intentional interactions
- ✓ Create an environment of safety, connection, and problem solving
- ✓ Continuously build positive relationships by establishing a classroom family environment
- ✓ Teach and model coping strategies and self-regulation strategies
- ✓ Establish a Safe Place and Wish Well program
- ✓ Reinforce positive behaviors, use logical consequences
- ✓ Utilize the problem solving time machine
- ✓ Build partnerships with parents and families through ongoing communication

School-wide Strategies:

- Teach Expectations and Procedures
- Specific Positive Feedback 4:1
- Utilize pre-corrects and post-reflects
- Active Supervision

For problem or concerning behavior, select the appropriate category to support the student:

Behavior managed in Classroom.

- Failure to follow classroom rules/procedures
- Cheating
- Classroom disruption
- Uncooperative behavior
- Play fighting
- Put-downs, Teasing/tattling
- Unsafe actions
- Disrespectful tone, attitude and/or body language
- Profanity/Foul Language
- Minor disputes among students/pushing

1. Redirect and reteach using assertiveness and encouragement.
2. Offer choices and empathy, using positive intent and logical consequences.
3. Classroom Safe Place
4. Use problem solving time machine.
5. Proximity Control
6. Signal or Nonverbal Cue
7. Ignore/attend/praise
8. Student Conference

-Teacher contacts parent if problem becomes repetitive.
*Document all parent contact.

Behavior managed in the Recovery Room.

- Excessive teasing/bullying
- Student leaves classroom
- Student refuses transition when class moves to recess, lunch, specials
- Purposeful physical contact
- Excessive classroom disruptions
- Minor threats
- AND/OR**
- The student is unsuccessful in the Safe Place in the classroom.

1. Seek support from MTSS team and/or Care Team for repeated visits to Recovery Room.
2. Begin SIP/Start MTSS Process (Academic and Behavior)

-Teacher contacts parent when students are sent to the Recovery Room.
*Document all parent contact.

Behavior managed by an Administrator.

- Aggressive physical contact
- Fighting
- Credible verbal threats
- Vandalism
- Repetitive theft
- Possession of weapons
- Possession of an illegal substance
- Racial/ethnic/sexual harassment

The student should be referred to an Administrator. Teacher fills out discipline notice form, then notifies administrator about incident.

-Administrator determines parent contact about office visit/action taken. Administrator will communicate any additional response to behavior steps for teacher.
*Document all parent contact and inform staff of action taken.

IMPORTANCE OF STAFF BUY-IN



1

Lacking staff confidence leads to unresolved conflict simmering



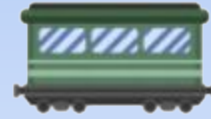
2

Increased engagement leads to increased positive outcomes



3

Belief in the work yields growth mindset and collective efficacy



4

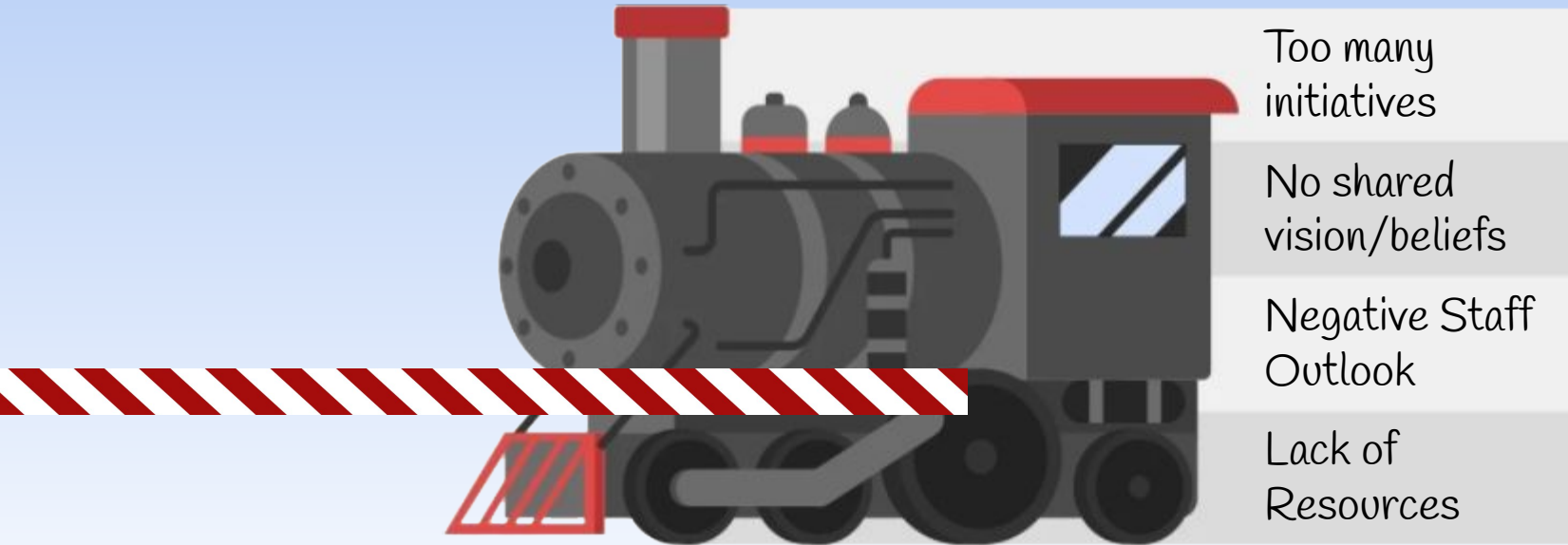
Adult Buy In is directly correlated with positive behavior from students



5

High Trust and Low Stress Environments

WHAT BARRIERS EXIST?



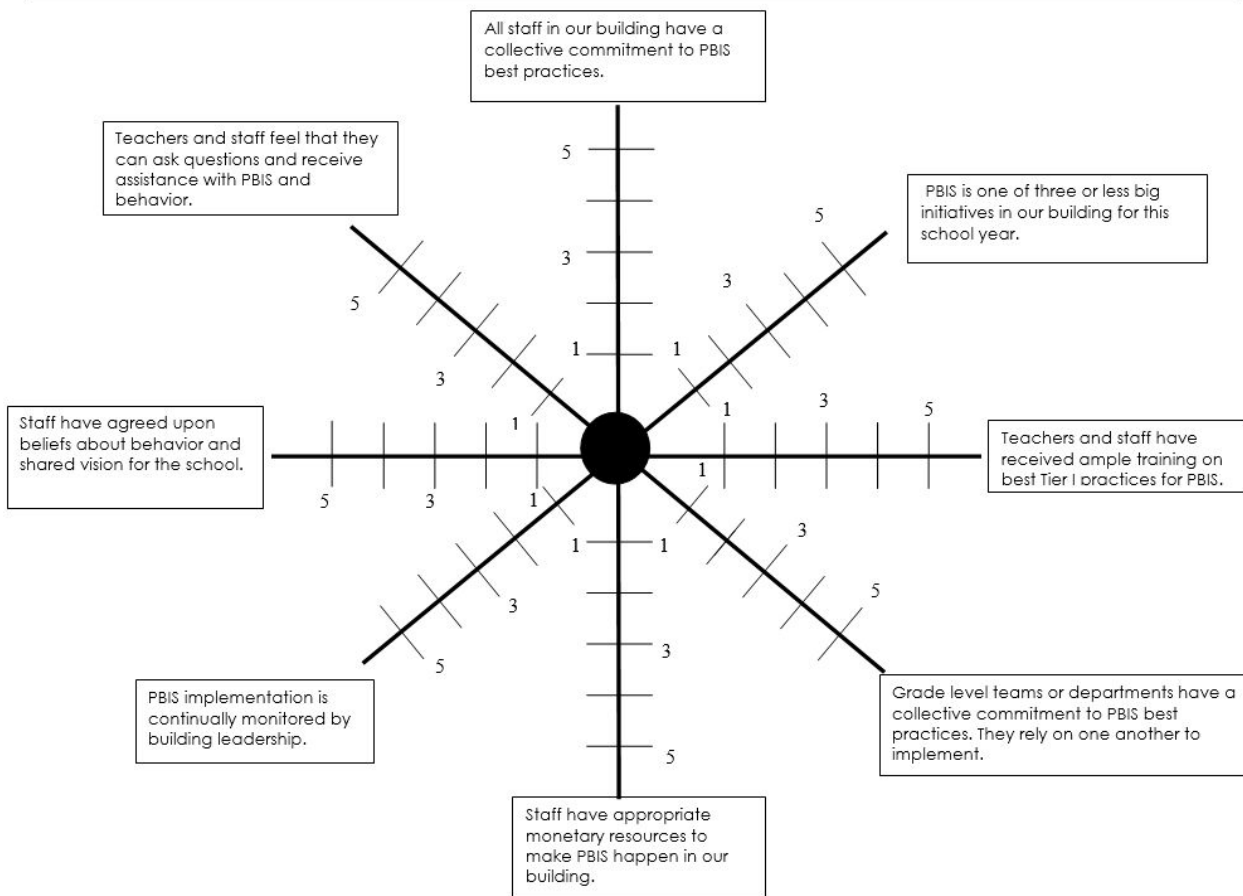
Too many initiatives

No shared vision/beliefs

Negative Staff Outlook

Lack of Resources

Radar Diagram – PBIS Self Reflection



NEXT STEPS TO INCREASE COMMITMENT

Hone in on the
genius of AND

What are you currently
doing that aligns with best
practices of PBIS?

Help staff to have a
personal stake, a
compelling vision for
the work

Allow them to see
the successes of
others



CONTACT INFORMATION

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