

Synergizing Is Our Superpower

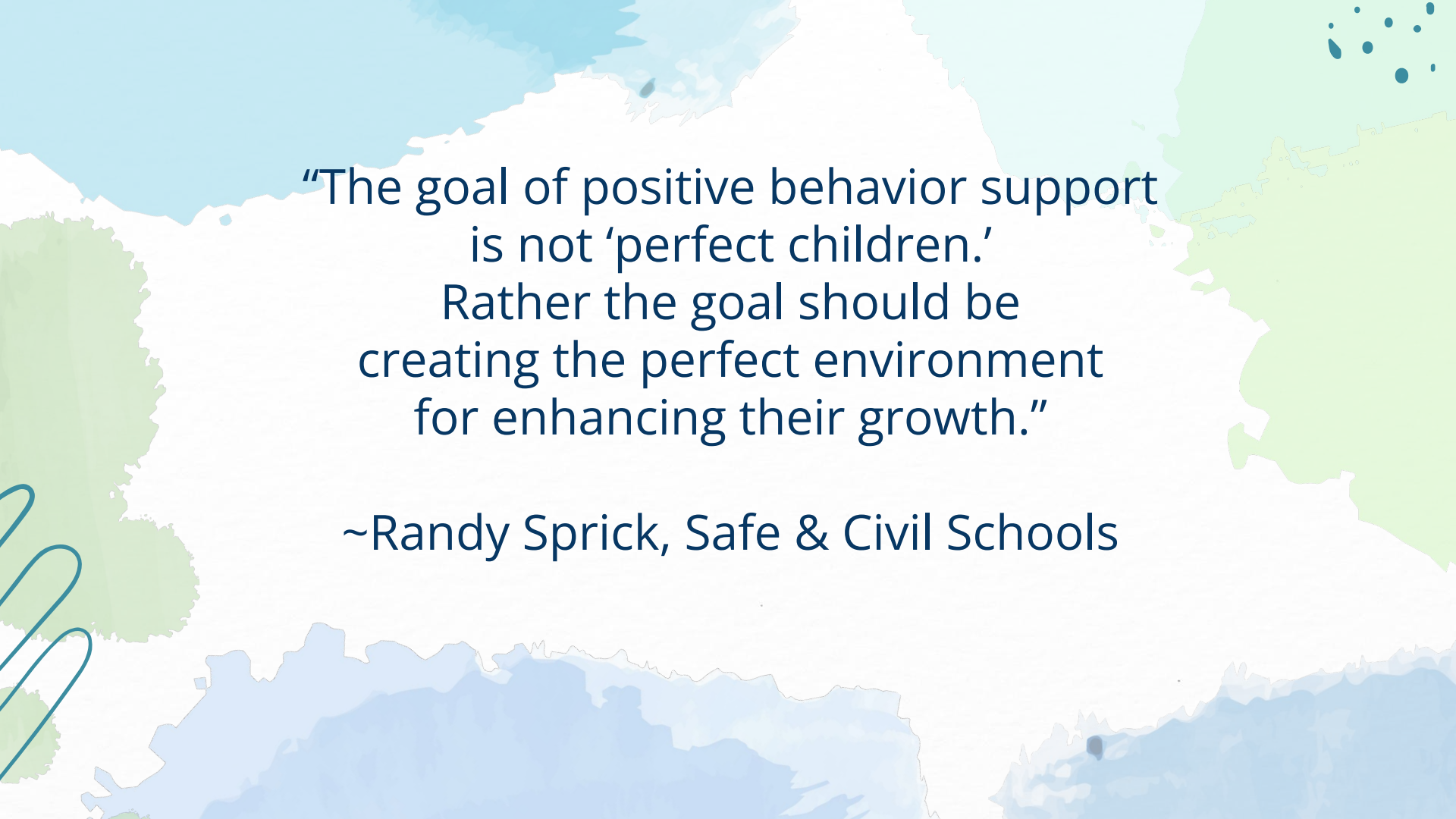
Union Chapel Elementary
Park Hill School District



Presentation Outcomes

1. Discover one way to implement each tier of the SW-PBS framework based on more than a decade of experience
2. Learn how to incorporate adult reinforcers along with positive behavior supports for students





“The goal of positive behavior support
is not ‘perfect children.’
Rather the goal should be
creating the perfect environment
for enhancing their growth.”

~Randy Sprick, Safe & Civil Schools

Welcome to Union Chapel

Park Hill School District

Suburb of Kansas City, Missouri

Student enrollment: 613
students K-5

Demographic Profile:

23.9% Minority

76.1% Non-minority

Free/Reduced:

19/20 15.1%

18/19 13.9%



Once a Gator, Always a Gator





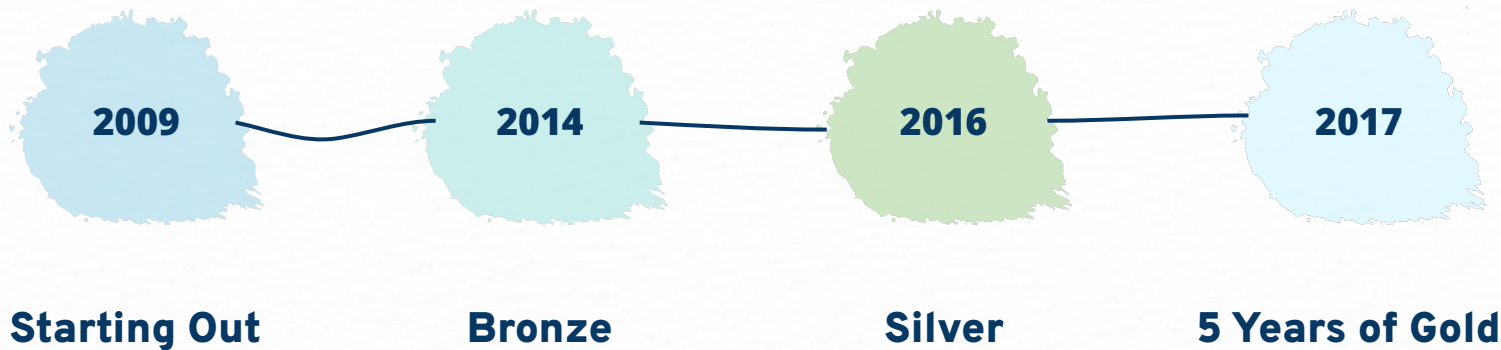
PARK HILL BEHAVIOR PHILOSOPHY STATEMENTS

We believe....

- ★ All behavior is communication.
- ★ All behavior is learned, and positive behavior can be taught.
- ★ Teaching both positive and academic behavior is our responsibility.
- ★ Positive student-teacher relationships are essential to student success.
- ★ Every student is deserving of positive relationships with staff, regardless of behavior.
- ★ Proactive practices are more effective than punitive practices at promoting positive behaviors.
- ★ Individual student needs require unique approaches.
- ★ When students engage in inappropriate behavior, they must be empowered to make things right, which may include experiencing natural consequences.




Our PBS Journey





Innovations



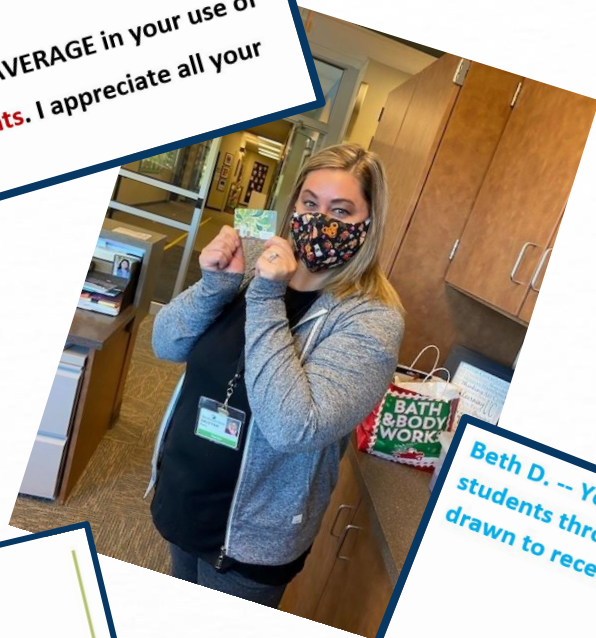
“Do the best you can
until you know better.
Then when you know better,
do better.”
Maya Angelou

PBS Staff Recognition

1. At the beginning of each month, check PBIS Rewards and reward staff who have reached the next level.
2. Prizes include swag from other schools as well as UC, snacks, drinks, denim coupons, break coupons, and gift cards.
3. Classroom teachers earn a reward for every 500 Gator Golds awarded. Support staff earn a reward for every 300 Gator Golds awarded.
4. Staff members turn in tickets in the office for prizes of their choice.
5. The top $\frac{1}{2}$ of users for the month receive denim coupons.
6. Use of a random selector tool to identify 5 staff from the top $\frac{1}{2}$ to receive a Sonic drink.



Thanks, **Eve**, for being **ABOVE AVERAGE** in your use of PBIS Rewards! In February, you **awarded 44665 points**. I appreciate all your attention to recognizing positive student behaviors!



Beth D. -- You were one of our top EduGators who recognized students through PBIS Rewards in February. AND you were randomly drawn to receive a delicious Sonic drink! Just wanted to say,

Many Thanks!



GATOR GOLD!

THANKS FOR RECOGNIZING OUR GATORS FOR MEETING UC BEHAVIOR EXPECTATIONS!

OWN OUR ACTIONS | RESPECTFULLY | SAFE

NAME

POINTS AWARDED



Positive Referral: _____

Student Name

Teacher

Date

Reason For Referral

_____ Own My Actions

_____ Respond Respectfully

_____ Stay Safe

How was the student using the Big 3?

Action Taken By Teacher

_____ Lots of kind words and TLC

_____ Postcard/phone call to parents

_____ Note to the student

Other _____

Action Taken By Administration

_____ Phone call home

_____ One on one time with administrator

Teacher Signature

Administrator Signature



Union Chapel Gator Expectations

Gators Always Try our best to:	Own our Actions	Respond Respectfully	Stay Safe
All Areas/Settings	<ul style="list-style-type: none"> ◆ Follow requests from adults promptly ◆ Put forth your personal best effort ◆ Take ownership for mistakes ◆ Use appropriate Voice Level and tone ◆ Be responsible for your personal belongings 	<ul style="list-style-type: none"> ◆ Treat everyone fairly ◆ Acknowledge others ◆ Treat others' property with care ◆ Use kind and appropriate words ◆ Be honest 	<ul style="list-style-type: none"> ◆ Report concerns to an adult ◆ Walk ◆ Use line basics* - appropriate side of the hallway ◆ Be where your teacher expects you to be ◆ Honor others' personal space
Arrival/Dismissal	<ul style="list-style-type: none"> ◆ Go straight to your destination ◆ Keep electronics and food in your backpack 	<ul style="list-style-type: none"> ◆ Listen to announcements ◆ Stop for the Pledges 	<ul style="list-style-type: none"> ◆ Walk into or out of the building
Assembly	<ul style="list-style-type: none"> ◆ Keep your attention on the speaker 	<ul style="list-style-type: none"> ◆ Applaud appropriately 	<ul style="list-style-type: none"> ◆ Sit crisscross on pockets with your body facing forward
Bus	<ul style="list-style-type: none"> ◆ Keep electronics and food in your backpack ◆ Sit in your assigned seat, on your pockets ◆ Help younger students when needed ◆ Wear your badge 	<ul style="list-style-type: none"> ◆ Respect school property ◆ Speak only to those sitting close to you ◆ Bring a book to read 	<ul style="list-style-type: none"> ◆ Follow all safety rules ◆ Keep your body and items inside the bus ◆ Report problems to the driver
Cafeteria	<ul style="list-style-type: none"> ◆ Finish eating in a timely manner ◆ Honor personal space ◆ Stay with the choice you ordered ◆ Stay seated with your legs under the table ◆ Wear your badge 	<ul style="list-style-type: none"> ◆ Clean up after yourself ◆ Practice good table manners ◆ Raise your hand to get adult attention ◆ Visit with the students sitting at your table ◆ Wait your turn 	<ul style="list-style-type: none"> ◆ Make safe decisions with food ◆ Walk carefully and carry your tray with two hands ◆ Watch for spilt liquids or food on the floor ◆ Report spills immediately
Classroom	<ul style="list-style-type: none"> ◆ Be prepared to learn ◆ Stay focused on the lesson or activity ◆ Bring needed materials ◆ Complete your personal best work in a timely manner 	<ul style="list-style-type: none"> ◆ Raise your hand to speak and wait to be called on ◆ Actively listen to others ◆ Be considerate of classmates' ideas and questions 	<ul style="list-style-type: none"> ◆ Use supplies and materials appropriately ◆ Follow technology guidelines ◆ Ask permission to leave the classroom
Hallway	<ul style="list-style-type: none"> ◆ Walk directly to your destination ◆ Voice Level 0 	<ul style="list-style-type: none"> ◆ Admire work on the walls without touching ◆ Use Gator Greeting ◆ Be considerate of others who are working 	<ul style="list-style-type: none"> ◆ Use stairs safely-One stair at a time without jumping, one hand on rail
Playground	<ul style="list-style-type: none"> ◆ Follow game rules ◆ Ask for help if you are unsure of the rules ◆ Put away equipment when you are done 	<ul style="list-style-type: none"> ◆ Include others ◆ Share equipment ◆ Wait your turn 	<ul style="list-style-type: none"> ◆ Avoid chasing games ◆ Stay in your assigned area ◆ Use equipment safely and as intended
Restrooms	<ul style="list-style-type: none"> ◆ Be prompt (quick) 	<ul style="list-style-type: none"> ◆ Respect privacy by staying in your own space ◆ Keep the restroom clean ◆ Wait your turn 	<ul style="list-style-type: none"> ◆ Wash your hands after using the restroom ◆ Use the restroom space the correct way ◆ Report problems to an adult

Missouri School Wide Positive Behavior Supports (MO SW-PBS) Strategic Plan Goals

1. MO SW-PBS is the social behavioral, three-tiered intervention utilized in the Statewide System of Support (SSOS). MO SW-PBS consultants sustain capacity by providing professional development and technical assistance for social behavioral interventions across three tiers of support.
2. MO SW-PBS provides standardized professional development and technical assistance for school teams and administrators.
3. MO SW-PBS utilizes a systematic process for data collection and evaluation of implementation fidelity and student outcomes.
4. MO SW-PBS implements systems for replication, sustainability, and improvement.
5. MO SW-PBS utilizes a communication plan targeted to stakeholders.

Union Chapel Elementary has been recognized by the MO SW-PBS as an Exemplar School.

2014 BRONZE Recognition

Recognizes schools that implement with high quality at the universal (Tier 1) level.

2016 SILVER Recognition

Recognizes schools that implement with high quality at the universal (Tier 1) and targeted (Tier 2) levels.

2017, 2018, 2019, 2020, 2021

GOLD Recognition

Recognizes schools that implement with high quality at the universal (Tier 1), targeted (Tier 2) and intensive (Tier 3) levels.



MO SW-PBS information is available at www.pbissmissouri.org



Union Chapel Elementary

PBS

Positive Behavior Support

***Philosophy & Purpose**

*** Teaching Expected Behaviors**

*** Clarifying Expected Behavior**

***Encouraging Expected Behaviors**

***Discouraging Undesired Behaviors**

Union Chapel Elementary School

7100 NW Hampton Rd.

Kansas City, MO 64152

What is Schoolwide Positive Behavior Support (SW-PBS)?

Schoolwide Positive Behavior Support (SW-PBS) is a framework for creating safe and orderly learning environments in schools, while improving the social-emotional outcomes for students. It is a proactive approach that relies on research-based practices, including developing clear behavioral expectations, teaching these expectations, acknowledging appropriate behavior, consistently correcting undesired behavior, and using behavioral data to systematically solve problems.



MO SW-PBS MISSION

The mission of Missouri Schoolwide Positive Behavior Support (MO SW-PBS) is to assist schools and districts in establishing and maintaining school environments where the social culture and behavioral supports needed to be an effective learning environment are in place for all students.

TIER 1

Tier 1 includes universal management strategies designed to meet the needs of all students and develop a common language and focus for all school staff, families, and community members.

TIER 2

Tier 2 provides targeted small group interventions for up to 15% of students who are at risk for negative social, emotional, and/or behavioral health outcomes.

TIER 3

Approximately 1-5% of students will continue to experience difficulty after participation in ongoing Tier 1 support and inclusion in a Tier 2 intervention. Tier 3 support systems are individualized.



Common Philosophy and Purpose

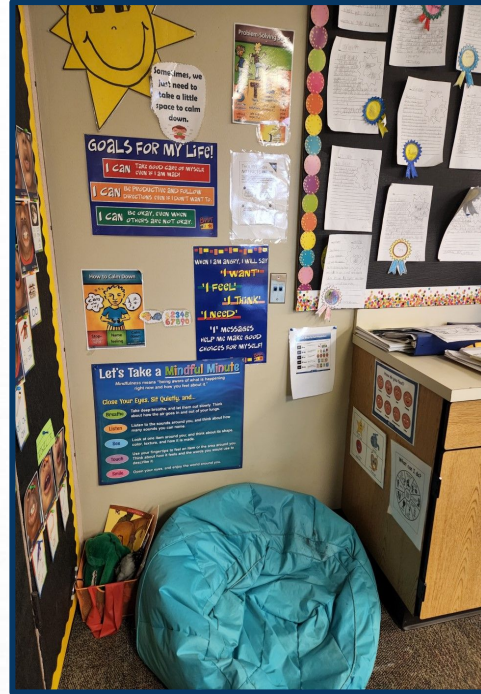
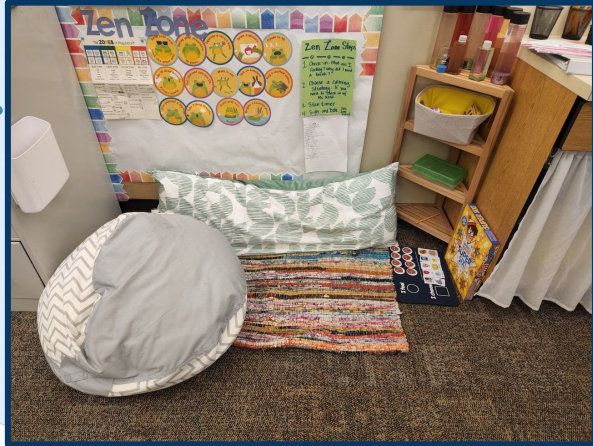
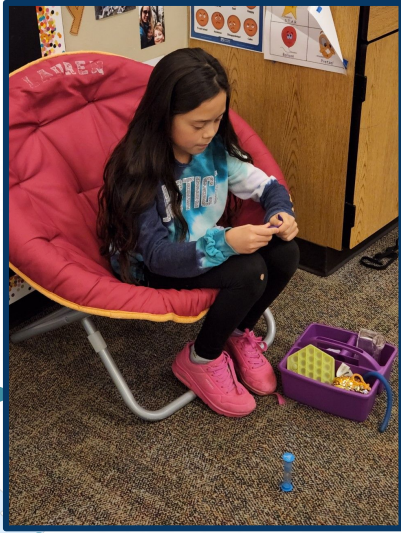
At Union Chapel, we utilize PBS to manage and positively shape our school environment. Through clear, well-defined, and communicated behavior expectations, students are able to learn in a safe and orderly environment. School-wide expectations are taught at the beginning of the year, then reinforced and re-taught through the year as needed. Positive behavior is recognized and reinforced through the Gator Gold reward system.

*Tier 1: Establishing, communicating and reinforcing school wide expectations. ALL students and staff

*Tier 2: Interventions such as check-in/check-out, social skills, RTI, mentoring, etc. as indicated by data collected or as referred by staff or family

*Tier 3: Students needing more individualized and specific interventions, data is used as a tool to identify students for these individualized supports

Safe Seats and Buddy Rooms



Let's Think About It

Let's Think About It





Name _____ Date _____

What I wanted:

So I did/said:

Where and when did this happen?





My behavior was a problem because I bothered or hurt:

<small>The Class</small> 	<small>An Adult</small> 	<small>Another Student</small> 	<small>Myself</small> 	<small>The School</small> 
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When I want:

I will say or do:

How am I feeling now?

<small>Good</small> 	<small>Sad</small> 	<small>Worried</small> 	<small>Mad</small> 	<small>Tired</small> 
--	---	---	---	---

I will make better choices next time by:

Owning My Actions	Responding Respectfully	Staying Safe

Now that I have thought about it, here is my plan to fix it:

Parent Signature: _____ Date: _____

Rev 2020



Tier 1 Team

- Tier 1 Team meets monthly for intentional actions
 - based on data from SRSS-IE, Panorama, SWISS data focusing on Big 5 (location, time of day, day of the week, behavior)
- Ad hoc team creates action plans
 - Classroom/staff/students
 - Family and communication home
 - PBIS expectations outside the classroom focus on unstructured areas (lunchroom, recess, hallway, bathroom, bus, etc.)
- Make changes to matrices, lessons
- Create and share out booster lessons as needed
- Identify students who may need to be referred to the Tier 2 Team

Gator Gold Store Is open February 18th

It's time to sign up for the Gator Gold store. You can sign up for a time by clicking on this link:

https://docs.google.com/spreadsheets/d/10clPaJRA_daVYNdXdDffpgMvo-3YQJecj1DWbL0rWE/edit?usp=sharing

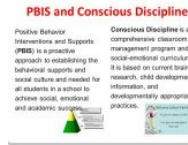
Be sure to go into the Park Hill Portal to the PBIS Rewards App and make your student's prize selections also.



Staff bulletin examples

PBIS Tidbits: PBIS/CD Comparison

An overview of PBIS, Conscious Discipline, and their connectedness was shared with staff during the December 1, 2021 Plan Time Meetings as a loom presentation. Staff were asked to complete a DLIQ reflection. There were reflective and thoughtful questions asked at that time. Please see the PDF for answers to these questions. For another look at the presentation click [HERE](#).



What role do staff play?

- ALL staff are responsible for knowing & enforcing PBIS expectations w/common language.
- PBIS refreshers before school starts
- Classified staff are trained.
- Information is communicated in the weekly bulletin as needed throughout the year for staff.
- Tier 1 team & FAB team include staff from across the building in decision making.
- ALL staff in the building utilize positive reinforcement.
- Fidelity checks with TFI & SAS

UPDATED as of August 10, 2021

PBS Gator Expectation Rotation Schedule Sept. 2021

Day	Grade	Classroom Teacher	Playground	Recovery Room	Restroom/Hallway	Cafeteria
Tuesday, Sept. 7th	1st Grade	Langan/ Brennan	9:30-9:40	9:45-9:55		10:00-10:10
Tuesday, Sept. 7th	1st Grade	Hildebrand/ Lamparter	9:45-9:55	10:00-10:10		9:30-9:40
Tuesday, Sept. 7th	1st Grade	Kaiser	10:00-10:10	9:30-9:40		9:45-9:55
Wednesday, Sept. 8th	2nd Grade	Conklin/ Schmidt	9:30-9:40	9:45-9:55		10:00-10:10
Wednesday, Sept. 8th	2nd Grade	Gastel/ Becker	9:45-9:55	10:00-10:10		9:30-9:40
Wednesday, Sept. 8th	2nd Grade	De Haro	10:00-10:10	9:30-9:40		9:45-9:55
Thursday, Sept. 9th	3rd Grade	Deibel/ Corbin	9:15-9:25	9:30-9:40	-----	9:45-9:55
Thursday, Sept. 9th	3rd Grade	Edlin/ Kaiserski	9:45-9:55	9:15-9:25	-----	9:30-9:40
Thursday, Sept. 9th	3rd Grade	Kent	9:30-9:40	9:45-9:55	-----	9:15-9:25
Monday, Sept. 13th	4th Grade	Holt/ Tischinski	9:30-9:40	9:45-9:55	-----	10:00-10:10
Monday, Sept. 13th	4th Grade	Smith/ Vorbeck	9:45-9:55	10:00-10:10	-----	9:30-9:40
Tuesday, Sept. 14 th	5th Grade	Saltzman/ Uribe	10:15-10:25	10:30-10:40	-----	10:45-10:55
Tuesday, Sept. 14 th	5th Grade	Galoyan/ Embrey	10:45-10:55	10:15-10:25	-----	10:30-10:40
Tuesday, Sept. 14 th	5th Grade	TBD	10:30-10:40	10:45-10:55	-----	10:15-10:25

*kindergarten specials begin at 1:10/lunch at 10:55

*3rd grade specials begin at 10:15/lunch at 11:48

*1st grade specials begin at 2:00/lunch at 11:17

*4th grade specials begin at 11:05/lunch at 12:16

*2nd grade specials begin at 2:50/lunch at 11:32

*5th grade specials begin at 9:25/lunch at 12:35

Each grade level will be separated into smaller cohorts and will rotate through 10-minute mini lessons at each location. There will be a five-minute passing period in between sessions.

There will be sanitizer at each station in the event you touch anything.

Danielle Wood and Joanna Roeder will be here on these mornings and will teach the expectations for the playground and the cafeteria.

Jan Rapp will communicate the expectations for the recovery room.

Each group will facilitate their own hallway, restroom and drink break expectations during their slotted time.

Third-fifth grade do not have a time slot for restroom/hallway practice. Please find a time that works best for you to teach and practice these expectations.

Arrival and dismissal, bus, and classroom expectations will be taught by individual teachers at a time that works best for you. Attached you will find lesson plans for each as well as a beginning of the year procedure checklist.

Please complete each of the items on the checklist during the first couple weeks of school. **Complete the form and place in Laura Tyler's box or email to tylerla@parkhill.k12.mo.us by the end of the day Friday, September 24, 2021.**

Union Chapel Elementary Student Behavior Management

Classroom Environment and Staff Strategies:

- Teach behavior expectations and review, reteach, practice
- Reinforce positive behaviors- 4:1 ratio, with Gator Golds, PBIS Rewards App
 - Continue building relationships
 - Problem solve with students
 - Elicit guardian help/support
 - Utilize classroom safe seat

Observe and identify problem behaviors fitting into three categories:

Behaviors handled in **Classroom** or **Buddy Room:**

- Failure to follow classroom rules/procedures
- Classroom disruption
- Uncooperative behavior
- Disruptive transition
- Play fighting
- Out of assigned area (safety is not a concern)
- Not doing work/homework
- Put-downs
- Teasing/tattling
- Not having materials ready
- Running
- Minor dishonesty
- Disrespectful tone, attitude, body language, arguing
- Minor profanity
- Minor threats
- Minor disputes among students ie shoving, kicking
- Minor technology violations

Follow BIST steps when problem behavior occurs:

1. Redirect student; reteach desired behavior
2. Safe seat in classroom- think sheet may/may not be given.
3. Sent to buddy room with think sheet
4. Teacher checks in with student at first opportunity & transitions student back to class if/when ready

Teacher contacts parent if problem becomes repetitive.

Behavior handled in the **Recovery Room:**

- Excessive teasing/ bullying
- Cheating during a test or repeat offender
- Profanity/ foul language
- Aggressive physical contact
- Excessive classroom problem behaviors (teacher should have documentation)
- Disputes among classmates
- Minor threats
- Technology violations (repeat offenses)

A think sheet should accompany the student to the RR.

Three reasons to refer a student to the Recovery Room:

1. The first 3 BIST steps were followed & student is still unsuccessful.
2. Student is not able to handle safe seat and/or buddy room.
3. Immediate office referral

Consider a written daily behavior plan to keep track of targeted behaviors. Plans may/may not be sent home to parents daily. Teacher may have an incentive goal in place. Teacher question: Is the student on track for a tier two referral?

Teacher contacts parent if sent to Recovery Room and think sheet is sent home. *RR will email teacher how situation was processed.

Behavior handled by an **Administrator:**

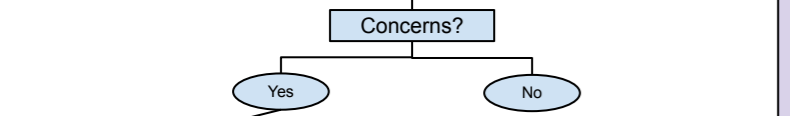
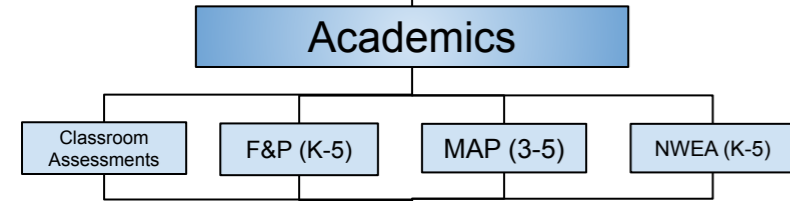
- Reoccurring theft
- Severe intimidation
- Credible verbal threats
- Vandalism
- Bus conduct
- Major technology violations
- Possession of weapons
- Severe use of profanity
- Possession or under the influence of an illegal substance
- Fighting
- Racial/ ethnic/ sexual harassment
- Chronic infractions of classroom and/or RR rules (documentation)
- Chronic refusal to follow school rules (documentation)

A student may skip the BIST steps and be sent directly to the RR for an office referral, but **only** for **severe** offenses listed.

Staff member fills out office referral, then sends the student(s) to the Recovery Room and submits the discipline notice to the office. An administrator will get the student from recovery and process with the student.

Administrator contacts the family about office visit/action(s) taken.

Union Chapel Pathways for Students at Risk 2021-2022



Classroom Teacher fills out [Teacher Concern Form](#)
 Joe Reed will check form and make contact to identify area of need, intervention, and progress monitoring.
This begins RtI process. Tier 3 students will also be getting Tier 2 and Tier 1

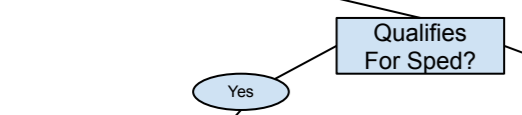
Goals are set. 4 intervention sessions before progress monitoring begins. Progress monitoring is regularly reviewed with RtI/FAB team (Process Coordinator, Reading Interventionist, Special Education Teacher, Classroom Teacher)
 -Joe is available to meet T and Th.
 -Time will be scheduled to review data at monthly SPED teams
 -Before school meetings

Decisions on

- Tier (additional or less intense)
- Intervention (decisions are made based off of the data points from progress monitoring)
- Progress monitoring [EASY CBM LINK HERE](#)

If enough data exists, an evaluation to determine a Specific Learning Disability will be requested

SPED Team Evaluates following discrepancy model



Student is in Least Restrictive Environment with measurable goals, modifications, and accommodations to address the specific disability that hinders the student's progress in the regular classroom. Specialized Instruction is with Special Education Teacher. Tier II and Tier I continue in regular classroom

4 consecutive data points below the aimline will justify an additional intervention. The first addition should be in the classroom (still Tier 2).

4 additional consecutive data points below aimline after additional intervention, move to Tier 3. Minimum of 1 intervention change prior to changing tiers.

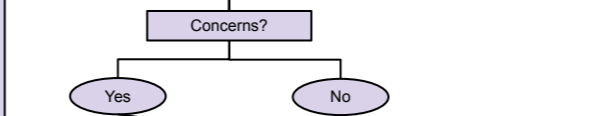
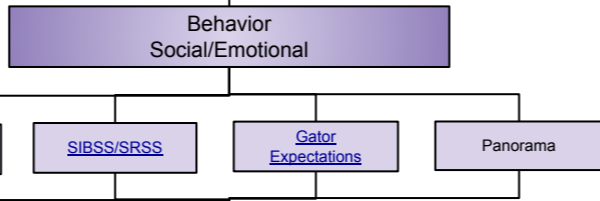
4 additional consecutive data points below aimline at Tier 3 becomes a sped referral.

Some above and some below the aimline: we continue the intervention. No changes.

4 consecutive data points above the grade level GOAL means we can move back to Tier 1. If still below grade level but meets goal, we adjust goals and/or remove interventions accordingly.

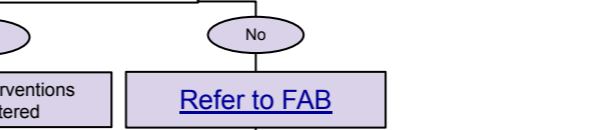
Student does not have disability. Information from the evaluation is used to make decisions for Intervention and progress monitoring

Behavior concern: no visit to the Recovery Room



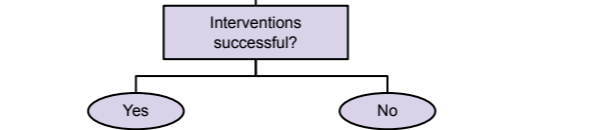
[Teacher Concern Form](#)
[Secondary Drill Down Screener](#)

*CICO *Check/Connect
 *Social Emotional Referral
 Interventions successful? SWIS DATA



Team Evaluates utilizing FBA and BIP

Classroom Interventions:
 *CICO *Check/Connect
 *Social Skills
 (six weeks minimum)



Evaluate (School Psych Form)



Sped/IEP / Continue Interventions until Mastered

Speech and Language

[Park Hill School District Language RTI screening to sped referral flow chart. click here.](#) You will need to zoom in.
<https://www.loom.com/share/7429335cd94c481c8f1a70de54f9c8f6>

All K-1 students getting Tier 3 academic RTI will receive a speech-language screening. Refer to flow chart above.

2-5th Tier 3 students can be referred if there are concerns in areas of S/L, see flow chart above and referral form below.
[Teacher Concern Form](#)
<https://www.loom.com/share/7a88acc4f18b49d19c333710bdbd3597>

[Language activities for progress monitoring. click here to search for materials.](#)
<https://www.loom.com/share/219fa5dd147f4b39a66ae99d6d8cf14f>

Category data sheets:
https://drive.google.com/file/d/1_qweGvKy1dxCmW7dm_Ryjj_vrMkOuYy4/view?usp=sharing

Antonym data sheets:
https://drive.google.com/file/d/14khtCeinx4KLXS5bXXN1ID9p_SWSHbY3/view?usp=sharing

3rd grade synonym data sheet and progress monitoring to use in class:
https://drive.google.com/file/d/1Sp2zcnvhqdVwxKAcOYVb_Uux3HxYyJ0N/view?usp=sharing

Seesaw language activities to save and assign:
https://docs.google.com/presentation/d/1jhGMSZjio_e-sB1cV8xGV1O1aZvSugdB5NkF7LjWiRE/edit?usp=sharing

<https://www.loom.com/share/572c079e317a476fb4c4ba570e237c03>

[Park Hill School District Tier 1,2,3 speech intervention flow chart. click here](#)
<https://www.loom.com/share/82818959a0404734874e9365403a06b0>

[Park Hill School District Age of Sound development chart, used to determine if they are eligible for speech intervention. click here.](#)
<https://www.loom.com/share/5a100a069b684293876d8df0f8ec5033>

Sound must be 1 year or more delayed to get Tier 3 speech interventions by the SLP. Work on student's speech in class or send homework until then.

[Speech Sound activities for Tier 1-2, click here to search for materials.](#)
<https://www.loom.com/share/3070b090940240669fd3d869c78e57d6>

PBIS Posters and Lessons



Classroom

Gators
Always
Try Our Best to.....

Own our Actions

- ◆ Be prepared to learn
- ◆ Stay focused on the lesson or activity
- ◆ Bring needed materials
- ◆ Complete personal your best work in a timely manner

Respond Respectfully

- ◆ Raise your hand to speak and wait to be called on
- ◆ Actively listen to others
- ◆ Be considerate of classmates' ideas and questions

Stay Safe

- ◆ Use supplies and materials appropriately
- ◆ Follow technology guidelines
- ◆ Ask permission to leave the classroom

Union Chapel PBIS Lesson Plan	
Expectation	Own Our Actions, Respond Respectfully, Stay Safe
Specific Behavior(s) and/or Procedures <i>List behavior and steps to complete</i>	Own Our Actions: <ul style="list-style-type: none"> ◆ Be prompt (quick) Respond Respectfully: <ul style="list-style-type: none"> ◆ Respect privacy by staying in your own space ◆ Keep restroom clean ◆ Wait your turn Stay Safe: <ul style="list-style-type: none"> ◆ Wash hands after using the restroom ◆ Use the restroom space the correct way ◆ Report problems to an adult
Context <i>Identify the location(s) where behavior is expected</i>	Restroom
Teaching All Students	
Orientation Plan	For underclassmen and new students to the building
Tell <i>Introduce the behavior and why it is important</i>	<p>"Today we are going to learn the restroom procedures that describe how all students and staff own our actions, respond respectfully and stay safe during times we are in the restroom so that everyone can contribute to a respectful and clean environment."</p> <p>"There will be steps to follow at all times while we use the restroom." The teacher may choose to briefly brainstorm with students why it is important to have procedures for the restroom.</p>
Show <i>Teacher demonstrates or models the behavior. Teacher models non-examples</i>	<p>Teacher first describes steps for each part of the procedure. "Students should respect the privacy of others by staying in their own space."</p> <p>Teacher models examples and non-examples of waiting to use the restroom, while in the restroom and exiting the restroom and asks students to give performance feedback with thumbs up for appropriate and thumbs down for inappropriate.</p>
Practice <i>Give students opportunities to role play the behavior across all relevant settings</i>	Have students role-play while in the classroom immediately after the "Show" portion of the lesson. Teacher sets a time to practice restroom procedures in the restroom areas.
Check for Understanding	<p>Pre-correct/Remind: Anticipate and give students a reminder</p> <p>Before entering the restroom, the teacher prompts students by asking, "Who can remind us of how we should wait in line to use the restroom?" "Who can remind us of how we should wash our hands after using the restroom?" "Who can remind us what we should do if we see something that is a problem in the restroom?"</p>

Union Chapel Elementary
PBIS Booster Lesson: Classroom
[All Areas/Settings Lesson](#)
[Classroom Lesson](#)
 Classroom Video

	Own My Actions	Respond Respectfully	Stay Safe
Classroom Expectations	-Be prepared to learn -Stay focused on the lesson or activity -Bring needed materials -Complete your personal best work in a timely manner	-Raise your hand to speak and wait to be called on -Actively listen to others -Be considerate of classmates' ideas and questions	-Use supplies and materials appropriately -Follow technology guidelines -Ask permission to leave the classroom
All Areas/Settings Expectations	-Follow requests from adults promptly -Put forth your personal best effort -Take ownership for mistakes -Use appropriate Voice Level and tone -Be responsible for your personal belongings	-Treat everyone fairly -Acknowledge others -Treat others' property with care -Use kind and appropriate words -Be honest	-Report concerns to an adult -Walk -Use line basics*- appropriate side of the hallway -Be where your teacher expects you to be -Honor others' personal space

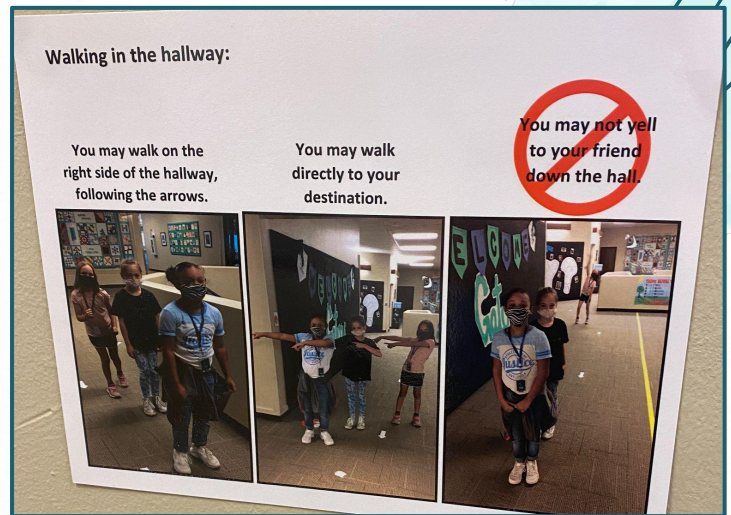
Materials Needed: NONE

Steps:

1. Review the Union Chapel GATOR expectations for All Areas/Settings and discuss.
2. Review the Classroom GATOR expectations and discuss.
3. Discuss any other classroom matrix expectations you have and discuss.
4. Have students partner up with a shoulder or face partner and complete a timed pair share (directions below).
 - a. Students will share one expectation from each column they are doing really well with. Switch partners and share again.
 - b. Students will set a goal from each column of something they want to continue to improve upon. Switch partners and share again.
5. If you wish to use this as an AVID opportunity a personal goal setting sheet is linked [HERE](#).

Timed-Pair-Share (Open ended questions.)

1. teacher announces a topic and states how long each students will have to share (divide time equally)
2. Teacher provides think time
3. In pairs, partner A shares their answer, partner B listens.
4. Partner B responds with a positive gambit (“One thing I learned listening to you was ...”, “I enjoyed listening to you because ...”, “Your most interesting idea was ...”)
5. Students switch roles. Teacher asks another question/problem and gives think time
6. Partner B shares their answer, partner A listens
7. Partner A responds with a positive gambit (“One thing I learned listening to you was ...”, “I enjoyed listening to you because ...”, “Your most interesting idea was ...”)



Gator Gold and Gator Gold Fridays

- First and third Friday when school is in session, we have Gator Gold Friday.
- Students have the opportunity to utilize their Gator Gold to turn them in for incentives.

Gator Gold Menu

- School Wide Menu
- Classroom Menu

Relationship

50



3D Printed Fidget Spinner w/Mrs. Hyatt

50



Bingo with Dr. Archer

100



Glittering w/Mrs. Irwin

50



Storytime with Ms. Tyler

Main Category

20



Art Hub for Kids

10



Candy

20



Free Tech Time

15



Hat Day

20



Indoor Recess

15



No Shoes Day

10



Pencil

15



Treasure Chest

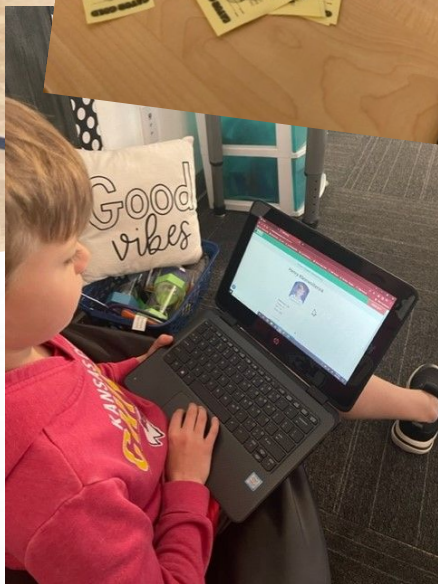
Line Leader

Lunch w/ Mrs. Becker


CHECK OUT

Show Me How!





“We can improve our relationships with others by leaps and bounds if we become encouragers instead of critics.”
Joyce Meyer



“Do the best you can
until you know better.
Then when you know better,
do better.”
Maya Angelou

Tier 1 Fidelity

How do we make sure that our program is being implemented with fidelity?

1. Beginning of the Year Checklist
2. Tiered Fidelity Inventory
3. SWIS Data
4. SAS Survey
5. Data-based Decision Making
6. Counselor Lessons

Teacher's Name _____



Beginning of the Year Procedures

Please complete each of the following action items with students during the first couple of weeks of school.

Date

1. Teach, re-teach, model and practice Gator Expectations

a. Arrival and Dismissal Expectations
Practice for Adventure Club, car rider, and bus rider.

b. Assembly Expectations

c. Bus Expectations

d. Cafeteria Expectations

e. Classroom Expectations

f. Hallway Expectations
Hallway greetings, removal of hats in the building, etc.

g. Playground Expectations

h. Restroom Expectations

i. Line Basics

j. Voice Levels

2. Review Recovery Room Process with Ms. Rapp

3. Review Crisis Drill Procedures

Fire (Evacuation) drills will be conducted each month
Tornado, Hold/Lock Down/Earthquake drills will be conducted each semester

4. Set the stage for Continuous Improvement with students

a. Set Ground Rules

b. Develop Mission Statement

c. Discuss grade level/program goals for the year

d. Discuss goals you anticipate tracking with students

5. Review Flag Etiquette during the Pledge of Allegiance

Thank you for doing your part to build common expectations throughout the Gator community!

Data Informed Decision Making

We utilize the use of ad hoc groups within our Tier 1 PBIS team to divide and conquer tasks needed to be completed based on data collected.

Members: Kristin Corbin Beth Dusin Jan Rapp Bekha Embrey	21-22 Goal of ADHOC: The goal of our ADHOC is to analyze our processes and materials for PBIS and how we can educate staff on how to utilize these processes and materials to their full potential.		
	Long-Term Goal:		
Meeting Date	Discussion Points	Action Going to Take	Materials/Resources Needed
11/29	Looking for similarities and differences between Think Sheet and Behavior Flowchart	<ul style="list-style-type: none"> We worked together to start this process; saw some discrepancies <ul style="list-style-type: none"> Some things on Think Sheets aren't correlating with UC behavior flow chart. Some things aren't on flow chart We want to look at the student handbook/discipline 	Think Sheets Flow Chart
	Consistency on that "how we handle think sheets" in the classroom setting	<ul style="list-style-type: none"> Poll staff members on how they would like to handle think sheets and how it is communicated home (see table below) Kristin is creating email <ul style="list-style-type: none"> Bekha 5/4 Kristin 3/2 Beth K/1 	
	Juggle between on PBIS, CD and BIST	<ul style="list-style-type: none"> Not sure; was just a conversation about all three and the juggle <ul style="list-style-type: none"> What's the future of CD look like at UC? What's future of BIST look like at UC? We know PBIS isn't going anywhere 	
	Jan shared Google Slide re: Think Sheet/How to use	https://docs.google.com/presentation/d/1yofzqmcl7Q2tdVjV4TLID3Km_zgihH-6LKqK5ngWwKI/edit?usp=sharing	

Meetings & Scheduling

- Tier 1 meets the first Friday of every month
- FAB meets the second and fourth Thursdays
 - Second Thursday is new referrals
 - Fourth Thursday is review meetings of existing data points
- Some members meet outside of this time to develop interventions and provide resources
 - SpEd, Reading Intervention, School Psychologist
- Meetings are on the UC calendar



Tier 2 Team (Academic & Behavior)

- Monthly meetings to create and update individual student plans
- Based on teacher referrals
- Champion identified to support teacher
- Moving toward creating plans in Panorama Student Supports
- Success: clarifying and documenting processes

Focus on Academics & Behavior (FAB) Team

Roles represented on the team:

- Administration
- Primary and intermediate teachers
- Special education teachers
- Behavior experts: Recovery room interventionist, behavior interventionist
- Academic experts: Reading interventionist
- Social/emotional experts: School social worker and counselors
- Other experts as needed (nurse, previous schools)

Data Collection

- Attendance
- Academic data (running records, F&P, Bridges intervention, formative assessment, anecdotal data)
- Behavior data (majors, minors, bus)
- Social Emotional data (utilizing the competencies from the CASEL framework)
- Family system data
- Other data as required by the district

Tier 2 Interventions

- Check-in/Check-out
- Check & connect
- Direct teaching & practicing
- Social skills groups
- Triage

Tier 3 Interventions

Individual supports--

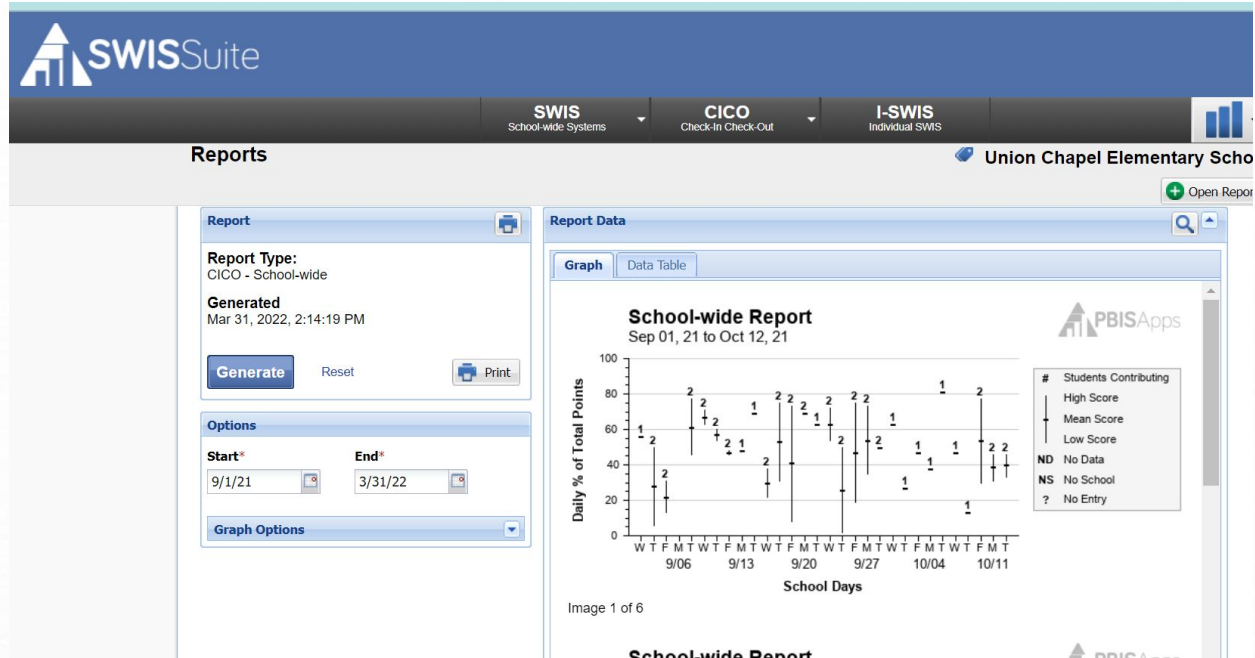
- Counselor/social worker support
- “Dot” kids
- Direct instruction and practice
- Behavior plan
- Functional behavior thinking

Intensifying Interventions--

- More times per week?
- More times per day?
- More minutes per intervention?
- New intervention?

Data-based Decision Making

Data from Tier 2 interventions



Behavior Planning

The school psychologist, behavior interventionist along, classroom teacher and members of the FAB team who are involved in the student's Tier 2 plan meet to discuss the following:

- Strengths and Interests -- To be used throughout the behavior plan for reinforcers, interest-based curriculum, and so on
- Problem behaviors -- Operationally define to pass the stranger test and provide baseline if possible
- Setting events and triggering antecedents (through ABC data: Antecedent, Behavior, Consequence)
- Maintaining consequences -- What is the naturally occurring payoff?
- Hypothesized Functions (sensory, escape, attention, tangible)
- Goal

Behavior Planning

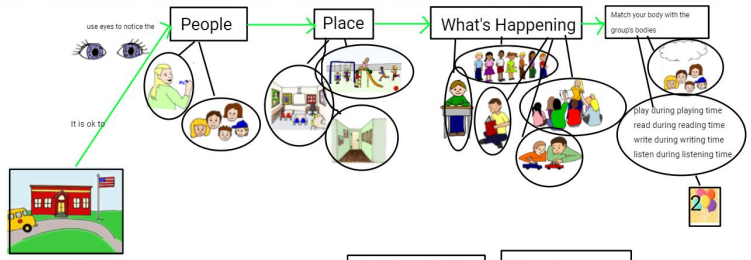
- Target and replacement behaviors
- Intervention
- Direct instruction of replacement behavior: Include what, who, when, and how
- Prevention strategies: Remove or modify the influence of each identified setting event or triggering antecedent or provide additional support
- Remove or reduce naturally occurring maintaining consequences
- Positive reinforcement system
- Natural or logical undesirable consequences

Example of student's schedule with specifics of how plan will be implemented

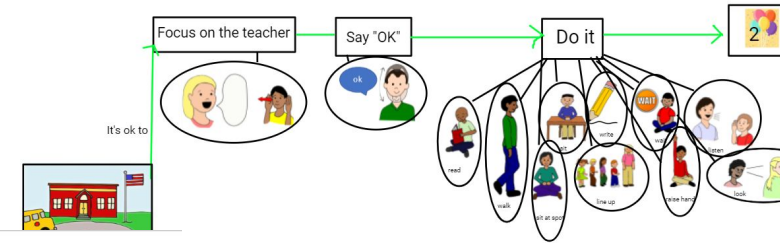
Period/Time of Day	Who, What, Where, When, Why
9:15-9:45	Gouge Checks in- ##### brings breakfast to Gouge's room, goes through AM schedule and expectations with ##### point sheet.xlsx , Contingency Maps , videomodeling (Stacey will make), Teacher's job vs Student's job, calming sensory time (if necessary)
9:30-9:45 Social skills T and F	Irwin or Sturm social skills instruction (Group plan, Growth mind set, executive functioning, perspective taking) 2 days a week Other 3 days a week, Battle will reinforce expected behaviors (using Contingency Maps if necessary) and show visually by marking on the point sheet for ##### to see.
9:45-10:15 Gator time with Reading Specialist	Graves will reinforce expected behaviors (Contingency Maps) and show visually by marking on the point sheet for ##### to see.
10:15-11:05 Reader's Workshop	Sits close to teacher. Battle will reinforce expected behaviors and show visually by marking on the point sheet for ##### to see. Declarative Language ideas - I bet you can get this work done so you don't have to work during recess. - I wonder what you will do at recess after you get this work done - It looks like it's reading time. Let's think about what to do during reading time
Lunch/ Recess	With peers in cafeteria and at playground
11:45-12:00 Midday Triage/ Reward time	Goes to Beth G with point sheet- 13 points to get reward time Contingency Maps Calming tools and assess if he is able to be in large group setting

12:00-12:40 Writer's Workshop	Battle will reinforce expected behaviors and show visually by marking on the point sheet for ##### to see. Declarative Language idea- I bet you can get this work done so you don't have to work during recess. Let's figure out how to get started on writing.
12:40-1:10-Math	Battle will reinforce expected behaviors (using visuals in folder if necessary) and show visually by marking on the point sheet for ##### to see.
1:10-2:00 Specials	Specials teacher will reinforce expected behaviors Contingency Maps and show visually by marking on the point sheet for ##### to see.
2:00-2:25 Math Workshop	Battle will reinforce expected behaviors (using visuals in folder if necessary) and show visually by marking on the point sheet for ##### to see.
2:25-3:05-Sm Grps/Science/SS	Battle will reinforce expected behaviors (using visuals in folder if necessary) and show visually by marking on the point sheet for ##### to see.
3:05-3:25 Afternoon Recess	Complete work with Beth G if he avoids it during midday (Hillary will send ##### and work) RS Contingency Maps
3:25-3:50	Hillary will send ##### to Beth G with his point sheet. 19 points for reward time *if he completes reading and writing work (drawing, iPad, play). If he doesn't earn reward time, discuss what he can do differently tomorrow. Beth writes down or takes picture of point sheet to send to Jan for data in SWISS
3:50	Return to classroom to pack up and dismiss on the bus

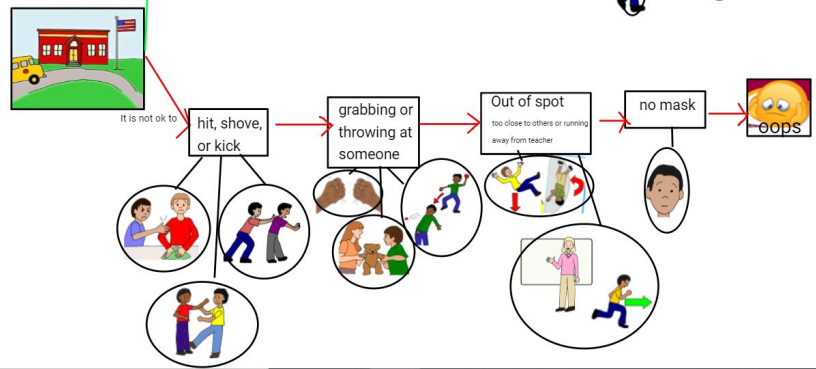
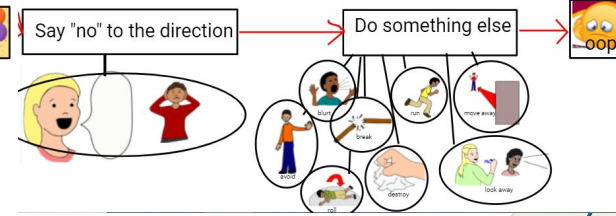
Contingency Maps and other visuals specific to student's needs are developed



Own My Actions

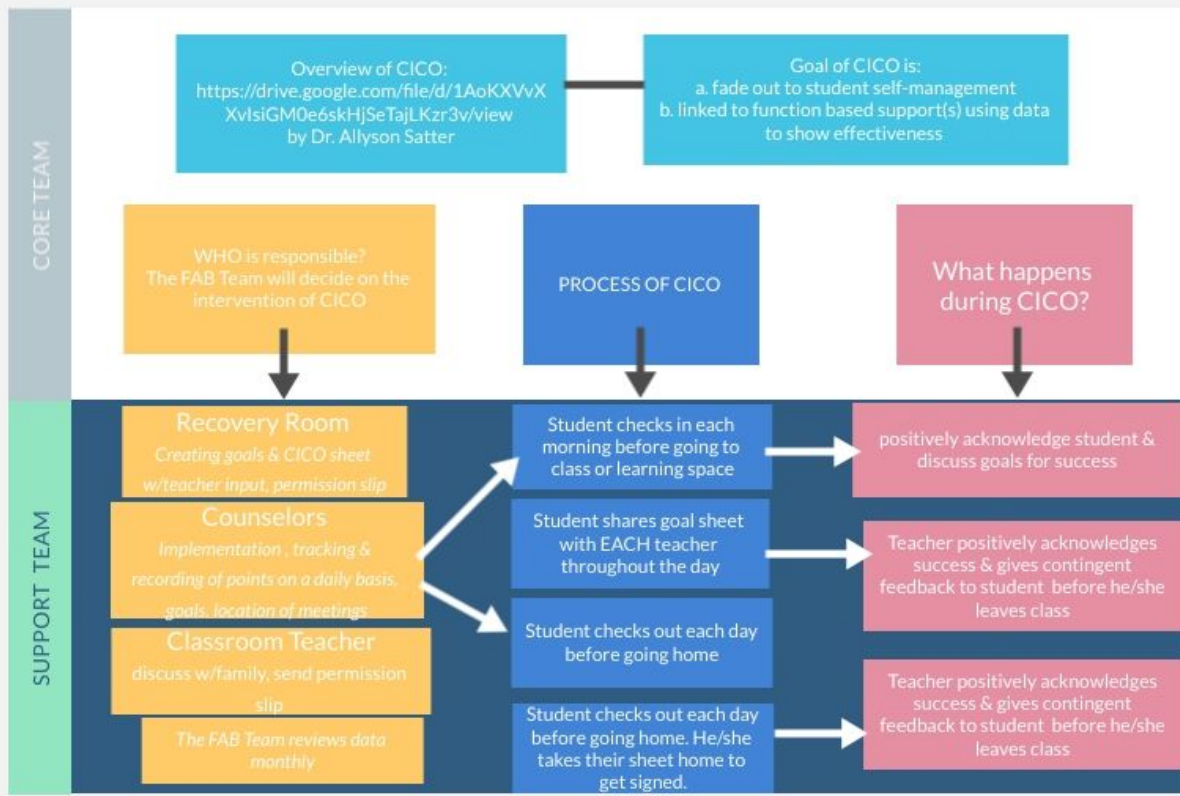


Stay Safe



Check In Check Out

Fidelity Checklist of Responsibilities



Processes are clarified and streamlined for adults

Now What?

Is this student successful with this level of support?

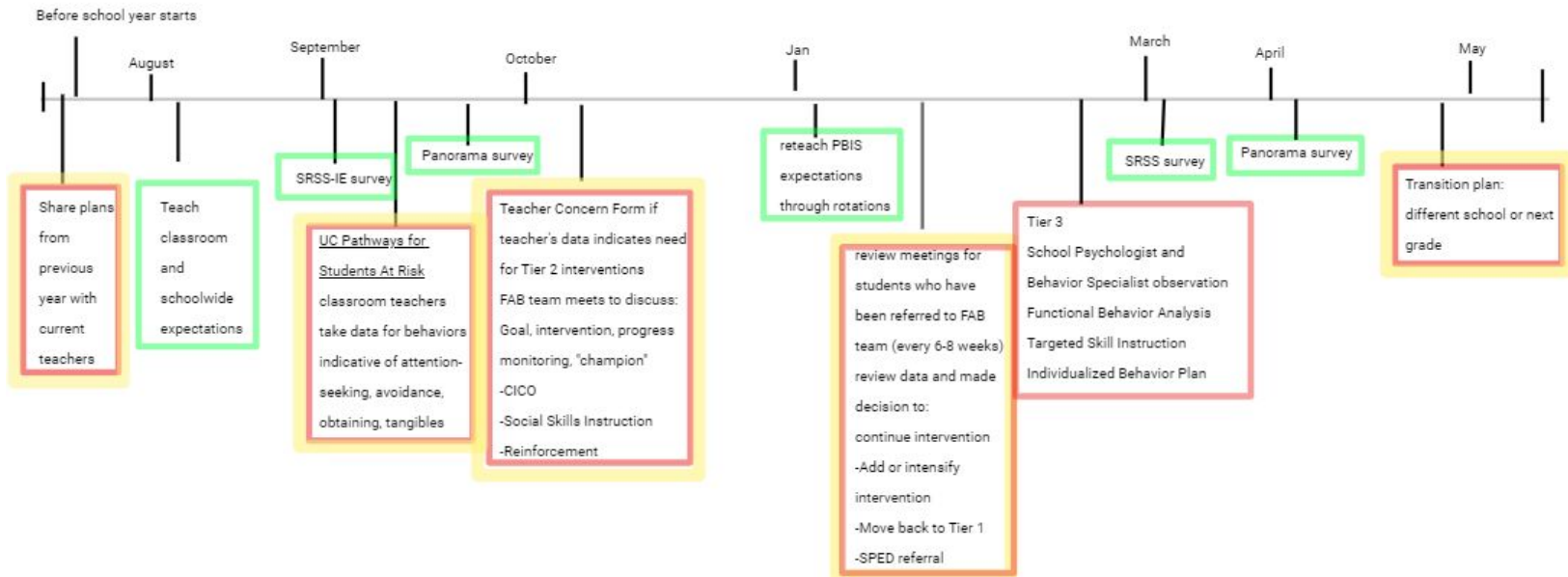
- If so, how can we fade the support to enable the student to become more independent?
- If not, what other interventions could we try?



What do we do when nothing works?

- Assess fidelity and research-based practices
- Keep digging
- District behavior specialist observes and provides ideas for the classroom





Throughout School year

Entire School

PBIS points for reinforcement with school and class redemption for PBIS rewards

Posters and visuals (It's ok to..., It's not ok to...) throughout building

Think sheets (tutorial sent to staff)

Tier 1 team meets monthly for intentional actions based on results for data from SWIS data (the BIG 5 data), SRSS-IE, Panorama survey

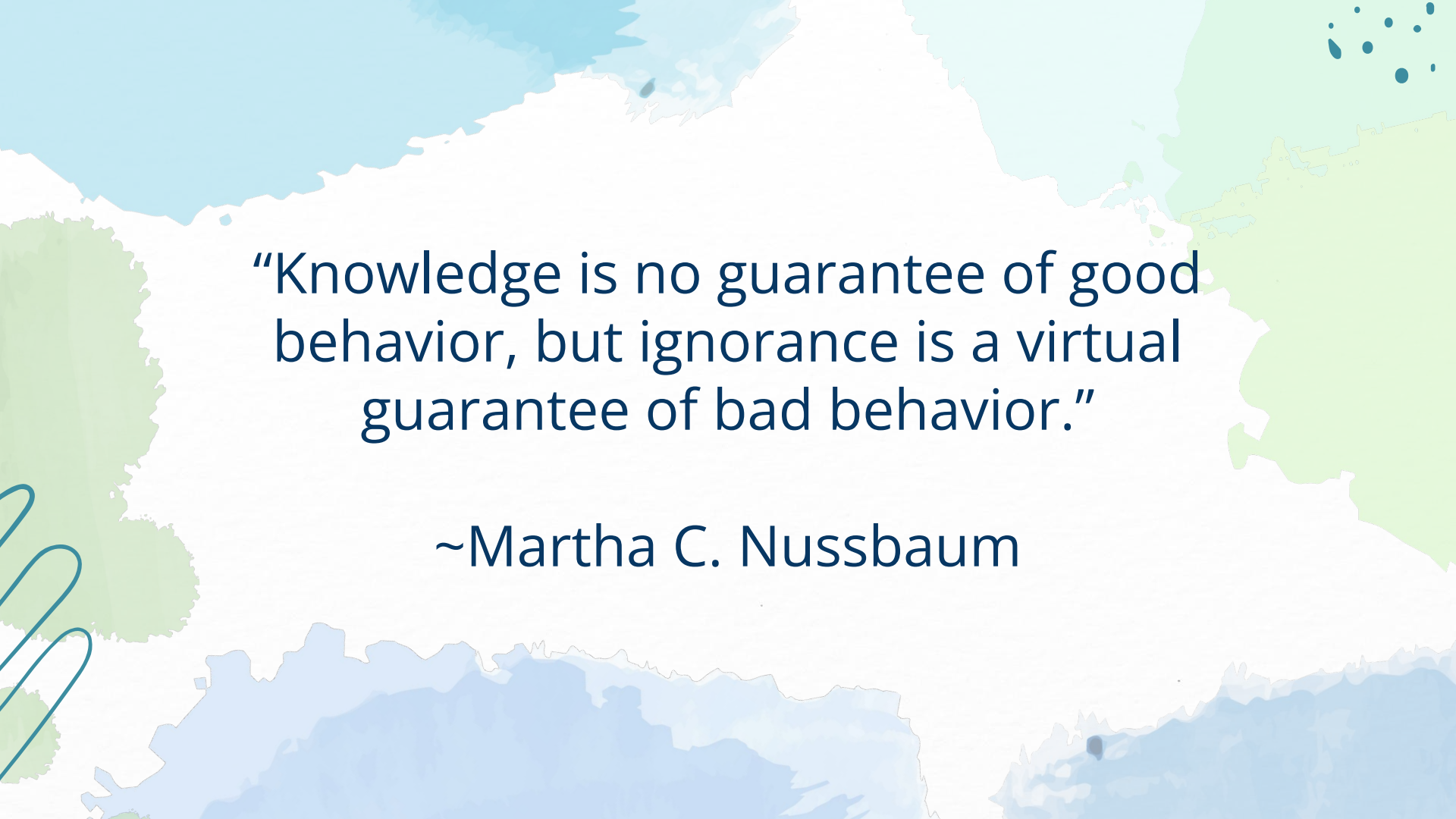
Provide booster lessons to grade level or whole school (video and lesson links).

Ad Hoc Action plans for each of building, staff, family, and non-classroom levels in order to "divide and conquer"

Notice patterns and decide if Tier 2 supports are needed

FAB team (Tier 2 and 3 team) meets bimonthly for new referrals and review previous referrals

Union Chapel PBIS Tiered Timeline



“Knowledge is no guarantee of good behavior, but ignorance is a virtual guarantee of bad behavior.”

~Martha C. Nussbaum

Contact Us

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