

Back to the Basics: creating a firm foundation

Matthews Elementary - Grain Valley R-5 School District



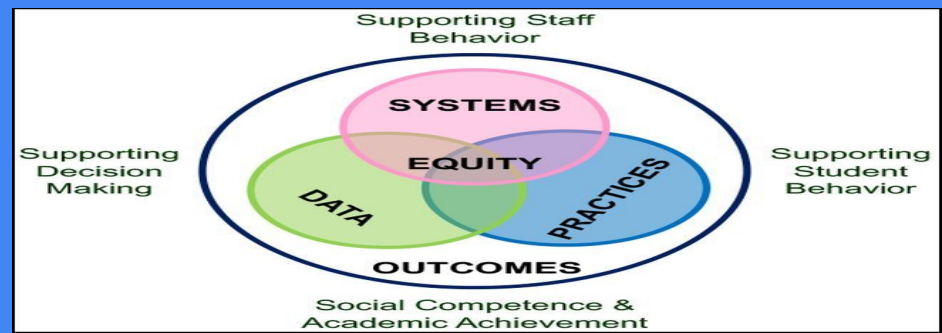
Topics Covered



- **Session Description:**

Engage attendees in the basics of Tier 1, teaching expectations, monitoring student progress, and make data-based decisions. We will review and share examples of Tier 1 scenarios to give attendees real-world expertise of PBIS Tier 1 in action. Our goal is to have attendees leave our session feeling knowledgeable and ready to implement Tier 1.

Outcomes



Session Outcomes:

- Attendees will use matrices to see how universal expectations provide consistent expectations for everyone.
- Attendees will identify the 8 essential components of PBIS and how they influence the systems and practice for schoolwide implementation.

Common Philosophy and Purpose

Tier 1 is all about engaging staff in common expectations to support students.

From the Center on PBIS:

- Effectively teach appropriate Social/Emotional/Behavioral (SEB) skills to all students
- Intervene early before unwanted behaviors escalate
- Use research-based, scientifically validated interventions whenever possible
- Monitor student progress
- Use data to make decisions

Family Engagement

- [Parent Brochure](#)
- [Slideshow for families- what is PBIS?](#)

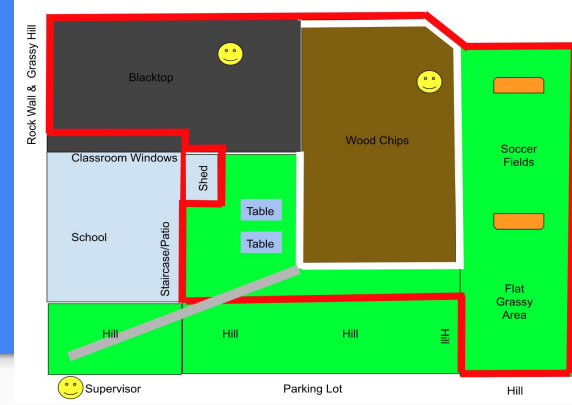
Clarifying Expected Behavior/Identification

Matthews utilizes several tools to clarify expectations and identify students struggling with expectations.

- - [Matthews Matrix](#)
 - [Three Ways](#)
 - Decision Rule
 - Nomination
 - SAEBRS
 - [School Data form for individuals](#)



Teaching Expected Behavior



- Beginning of the year expectations are taught explicitly to students
 - [Teaching Schedule](#)
 - [Lesson Plans](#)
 - [Booster Lessons](#)
 - Everything MUST be taught
 - [Playground boundaries, Primary Boundaries, & Playground Expectations](#)
 - [Arrival/Dismissal](#)
 - [Videos](#) can be a creative/fun way to model expectations

Leadership Team

- Tier 1 Team
 - Representation from the building
 - Administrative support
- Tier 2 Team
 - Crossover from Tier 1
 - Administrative support
 - Academic & Behavior experts
- Tier 3 Team
 - Crossover
 - Administrative support
 - Individualized



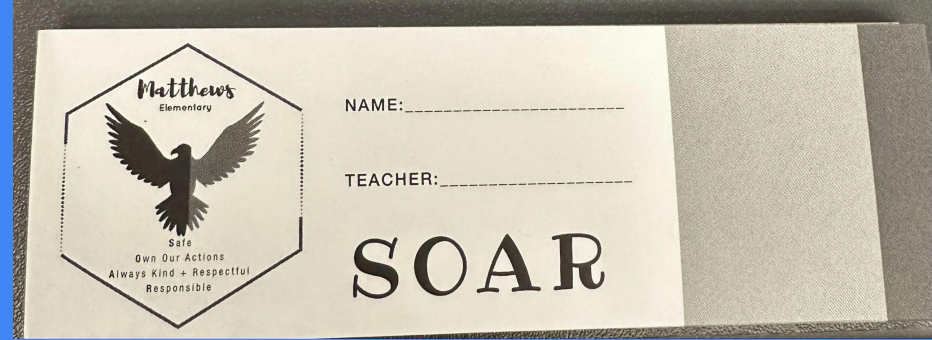
Encouraging Expected Behavior/ Function Matching



PIC • COLLAGE

- Each fall, we provide a PBIS kickoff to the year for all staff.
- During this kickoff for staff, we review the expectations for specific positive feedback and the use of our SOAR tickets. When teachers kick off the first day of school with students, they not only introduce SOAR tickets, they also introduce their classroom SOAR menus and the office SOAR menu.
- We intentionally schedule/plan for bootcamps after extended breaks or holidays to provide everyone with practice.
- Function matching is used more in-depth at the Tier-2 level

SOAR Tickets



- Students have an opportunity to help select reinforcers for the classroom menu and they learn that tickets are drawn weekly within the classroom, students also learn that their tickets are sent to the office weekly to the grade level basket and the office draws monthly recognizing a student from each grade level.

Jeans Day T-Shirts	Sonic Drink	No Recess Duty Choice office supplies
VIP Parking Spot	SOAR Staff Reward Menu	NO Lunch Duty
Starbucks Drink	Catered/ordered teacher lunch out	Gift Card

Discouraging Inappropriate Behavior

- Pre Correct students, misbehaviors
- Observe and identify the problem behavior
- Identify staff managed and office managed behaviors
- Staff Managed versus Office Managed Behaviors
- Misbehavior Menu 1 & 2 Menu 3

Matthews Elementary Incident Report: 2018-2019

Your name: _____

Today's Date: _____

Incident Date: _____ Incident Time: _____

Location of Incident: _____

Witnesses: _____

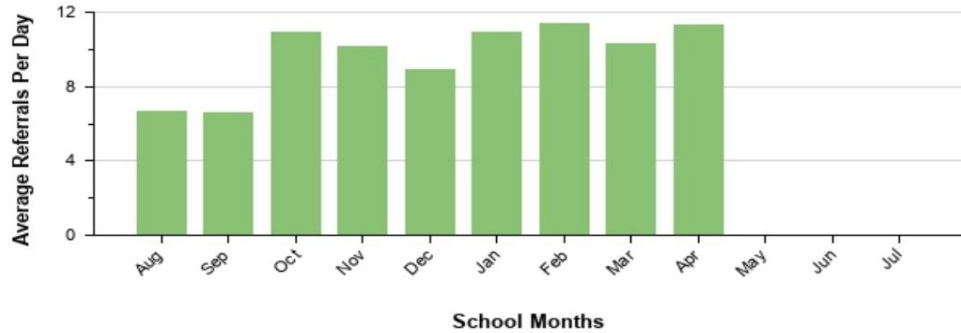
Details/ what happened:

Big 5 Data

- Average Referrals Per Day, Per Month
- Referrals by Problem Behavior
- Referrals by Location
- Referrals by Student
- Referrals by Time

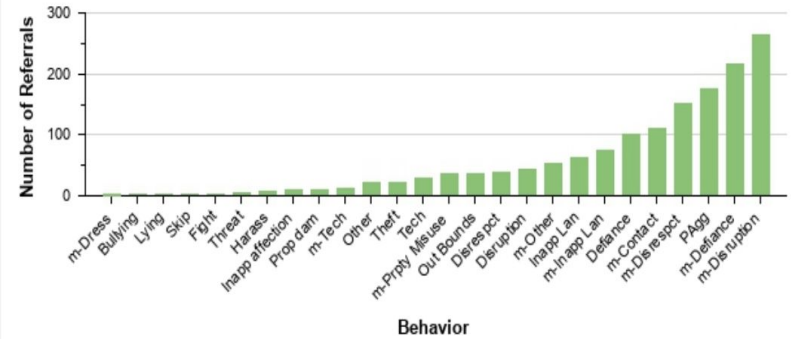
Average Referrals Per Day Per Month

All, 2022-23



Referrals by Behavior

All, Aug 1, 2022 - May 1, 2023



Data Table

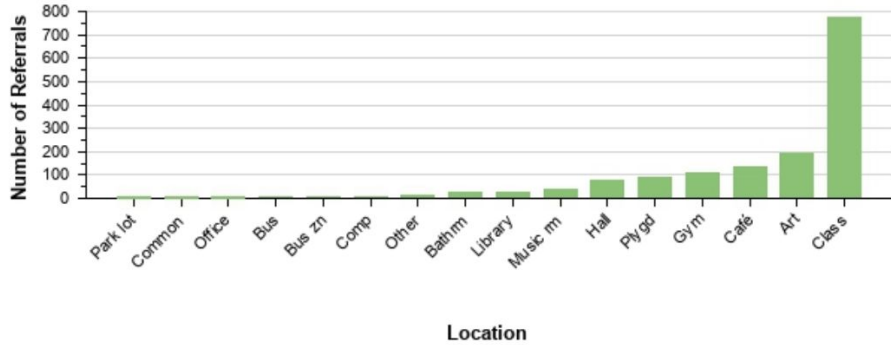
Year	Month	Days Count	Referral Count	Referrals/School ...
2022	August	8	53	6.63
2022	September	21	138	6.57
2022	October	19	207	10.89
2022	November	19	193	10.16
2022	December	14	125	8.93
2023	January	18	196	10.89
2023	February	17	193	11.35
2023	March	18	185	10.28
2023	April	18	203	11.28
2023	May	0	1	0.00
2023	June	0	0	0.00
2023	July	0	0	0.00
Totals:		152	1,494	7.25

Data Table

Behavior	Frequency	Proportion	Additional Frequency
Staff-managed (minor) - Dress Code Violation	1	0.07%	0
Bullying	2	0.13%	0
Lying	2	0.13%	0
Skip Class	2	0.13%	0
Fighting	3	0.20%	0
Threatening Behavior	5	0.33%	0
Harassment	8	0.54%	0
Inappropriate Display of Affection	9	0.60%	0
Property Damage/Vandalism	10	0.67%	0
Staff-managed (minor) - Technology Violation	13	0.87%	0
Other Behavior	22	1.47%	0
Theft	22	1.47%	0
Totals:	1,494	100%	0

Referrals by Location

All, Aug 1, 2022 - May 1, 2023

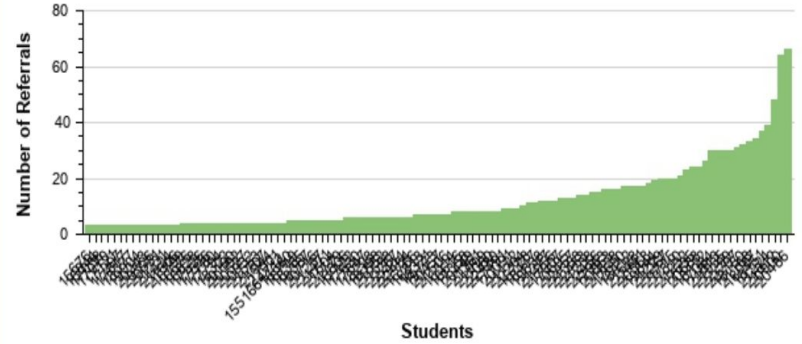


Data Table

Location	Frequency	Proportion
Parking Lot	1	0.07%
Commons/Common Area	2	0.13%
Office	2	0.13%
Bus	4	0.27%
Bus Loading Zone	4	0.27%
Computer Lab	8	0.54%
Other Location	11	0.74%
Bathroom/Restroom	25	1.67%
Library	25	1.67%
Music Room	36	2.41%
Hallway/Breezeway	79	5.29%
Playground/Outdoor Area	89	5.96%
Totals:	1,494	100%

Referrals by Student

All, Aug 1, 2022 - May 1, 2023, At Least 3 Referrals

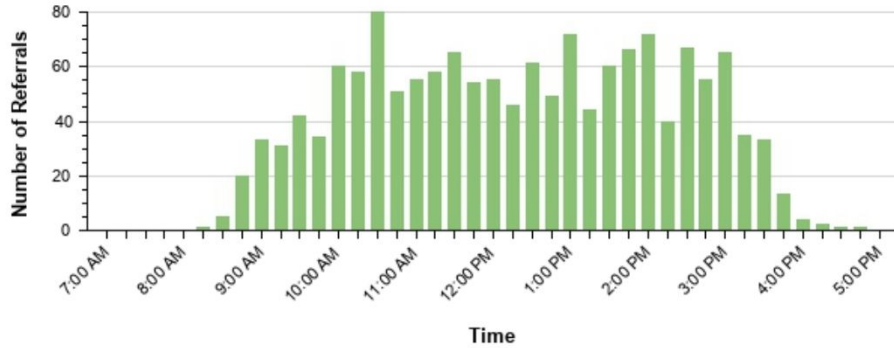


Data Table

Student ID	Frequency	Proportion
15676	3	0.22%
16844	3	0.22%
17038	3	0.22%
17070	3	0.22%
17121	3	0.22%
17297	3	0.22%
17817	3	0.22%
18377	3	0.22%
19904	3	0.22%
20243	3	0.22%
20526	3	0.22%
20531	3	0.22%
Totals:	1,357	100%

Referrals by Time

All, Aug 1, 2022 - May 1, 2023



Data Table

Time	Frequency	Proportion
7:00 AM	0	0.00%
7:15 AM	0	0.00%
7:30 AM	0	0.00%
7:45 AM	0	0.00%
8:00 AM	0	0.00%
8:15 AM	1	0.07%
8:30 AM	5	0.34%
8:45 AM	20	1.34%
9:00 AM	33	2.22%
9:15 AM	31	2.08%
9:30 AM	42	2.82%
9:45 AM	34	2.28%
Totals:	1,488	100%

Intervene Early Before Unwanted Behaviors Escalate

Proactive Measures:

- Staff are trained to address behavior as soon as they
- are noticed
- Staff are responsive to student needs and keep a pulse of the building and classrooms
- 4:1 ratio for SPF
- Pre-correct



Use Research Based Scientifically Validated Interventions Whenever Possible

Whole Class Interventions

- Starts with effective instruction
 - Academics- teacher led classwide interventions support engagement and limit unexpected behaviors
 - If students are highly engaged, unwanted behaviors are less likely to occur.
 - Behavior- explicit instruction, examples and non-examples
 - Role play
 - Scenario examples
 - Monthly counselor lessons
 - SEL Curriculums/Resources

Real Life Example

- First Grade at Matthews
 - Whole grade level concern (Tier 1)
 - Re-teach
 - Practice
 - SPF, SPF, SPF
 - SEL curriculum

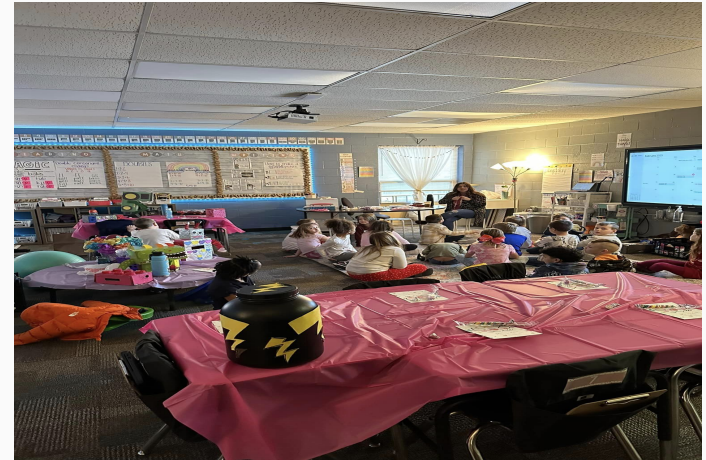


Monitor Student Progress

- Student progress is monitored in a variety of ways
 - Teacher observation
 - Office referrals (majors and minors)
 - Student and parent input
 - Benchmark Assessment- SAEBRS

Use Data to Make Decisions

- Reteach/Revisit expectations at the beginning of second semester and when returning from a longer break (ex: Spring break).



Q&A

References

- Central Regional Professional Development Center 232 Foster-Knox
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