MAINTAINING AND SUSTAINING SW-PBS OVER THE YEARS-15 YEARS OF IMPLEMENTATION

CARL JUNCTION

Intended Outcomes

1. Utilize your behavior flow chart to develop and maintain efficient implementation.
2. Compile a list of strategies that fosters a Professional Learning Community to promote a positive school culture.
3. Compile a list of strategies to involve student voice while staying focused on data.

Our Story: Carl Junction Intermediate

- 2009-2010: Welcome to PBIS!
- 2010-2011: Created PBIS position
  - Teacher was also behavior specialist for Special Education. Implemented Tier 1 building wide.
- 2011-2014: Bronze
- 2015-2016/2017-2018: Silver
- 2018-Present: **Gold**

DISTRICT LEVEL SUPPORTS

- ○ SWIS
- ○ PBIS Teacher
- ○ Budget for supplies, rewards for positive referrals
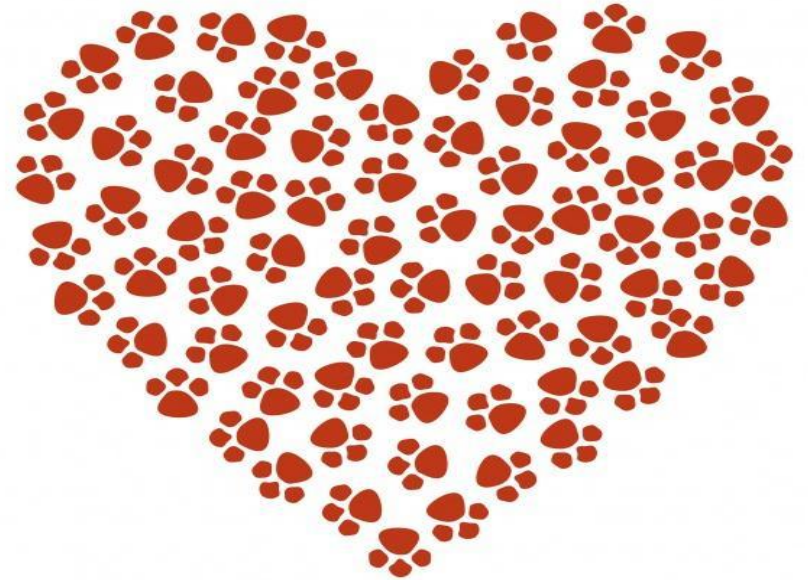
Outcome # 1: Utilize your behavior flow chart to develop and maintain efficient implementation.

- Systems
  - Flowchart Process- Developed Reviewed, and Sustained by Tier 1 Team
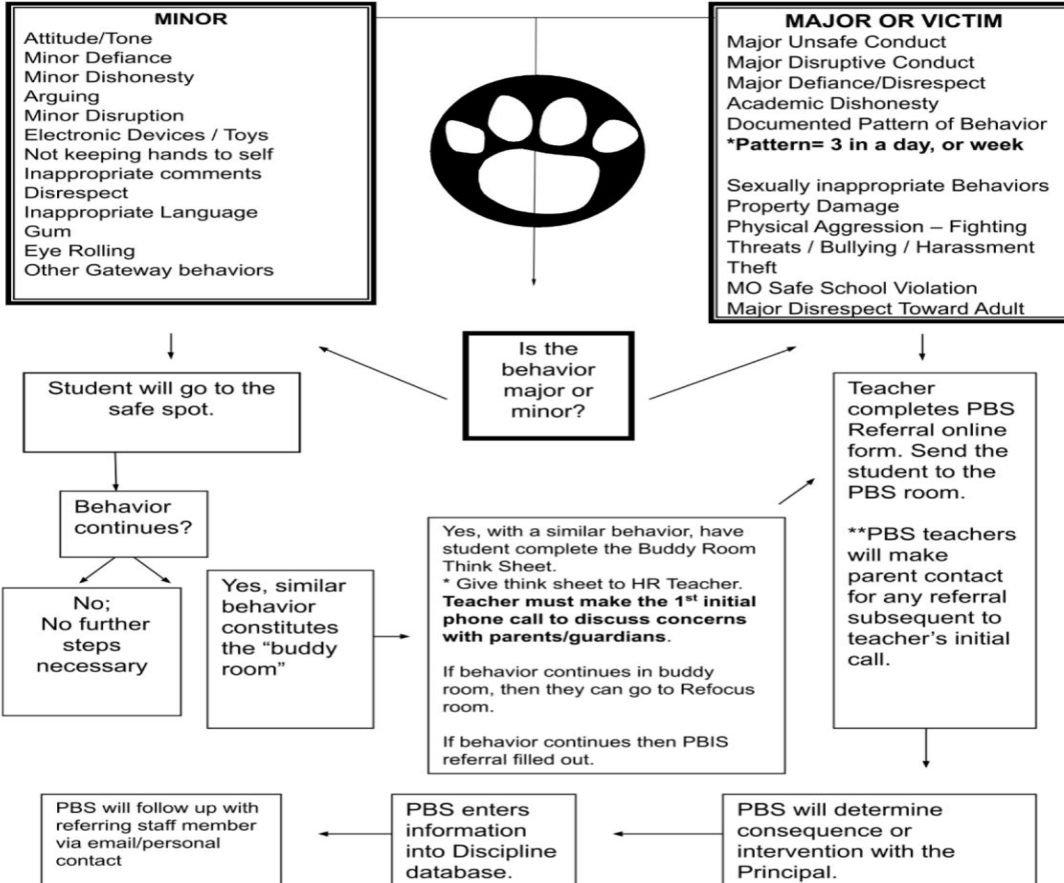   - Training
      - New Teacher Survival Guide
        - Intermediate New Teacher Survival Guide
        -
      - Substitute Survival Guide: Behavior packet given to all substitute teachers
        - Substitute Survival Guide
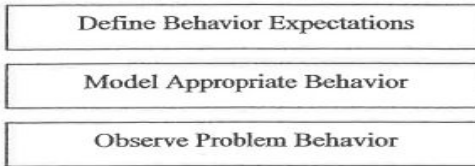   -

EXPECTATIONS

PBS Behavior Matrix

Carl Junction Intermediate 4-6 SW-PBS Behavior Flow Chart

MINOR
Attitude/Tone
Minor Defiance
Minor Dishonesty
Arguing
Minor Disruption
Electronic Devices / Toys
Not keeping hands to self
Inappropriate comments
Disrespect
Inappropriate Language
Gum
Eye Rolling
Other Gateway behaviors

MAJOR OR VICTIM
Major Unsafe Conduct
Major Disruptive Conduct
Major Defiance/Disrespect
Academic Dishonesty
Documented Pattern of Behavior
*Pattern= 3 in a day, or week

Sexually inappropriate Behaviors
Property Damage
Physical Aggression – Fighting
Threats / Bullying / Harassment
Theft
MO Safe School Violation
Major Disrespect Toward Adult

Is the behavior major or minor?

Student will go to the safe spot.

Behavior continues?

No;
No further steps necessary

Yes, similar behavior constitutes the "buddy room"

Yes, with a similar behavior, have student complete the Buddy Room Think Sheet.
* Give think sheet to HR Teacher.
Teacher must make the 1st initial phone call to discuss concerns with parents/guardians.

If behavior continues in buddy room, then they can go to Refocus room.

If behavior continues then PBIS referral filled out.

Teacher completes PBS Referral online form. Send the student to the PBS room.

**PBS teachers will make parent contact for any referral subsequent to teacher's initial call.

PBS will follow up with referring staff member via email/personal contact

PBS enters information into Discipline database.

PBS will determine consequence or intervention with the Principal.

Carl Junction Primary 2-3

Student Behavior Management Process

Define Behavior Expectations

Model Appropriate Behavior

Observe Problem Behavior

Decide: Is the behavior SW-PBS /Office managed?

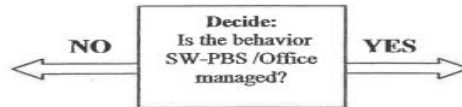← NO   YES →

Write referral to SW-PBS or Office.

Use the following teacher consequences: (Must be documented prior to writing Referral for Teacher Managed Behaviors.)

Parent contact is a **MUST!**

1st Offense: Student/ Teacher Conference (Warning)

2nd Offense: Reteach Appropriate Behavior according to Matrix + Teacher determined consequence (ie. Seat change, loss of recess, write sentences)

3rd Offense: Teacher determined consequence + Parent Contact

4th Offense: Office Discipline Referral

Teacher Managed Behaviors	SW PBS Room and Office Managed Behaviors
• Language • Minor Insubordination • Calling Out • Minor Throwing • Non-Performance or Refusing to Work • Preparedness • Minor Dishonesty • Disrespect • Disruption • Inappropriate Tone or Attitude • Running in the Halls • Not Keeping Hands and Feet to Self • Not Staying on Task • Toys / Electronic Devices • Arguing	• Chronic Minor Infractions (X3) • Failure to Comply with Teacher Consequences • Fighting or Aggressive Physical Contact • Profanity • Major Insubordination • Bullying • Academic Dishonesty • Major Dishonesty • Vandalism/Property Damage • Theft • Threats • Major Disruption

SW-PBS Staff or Principal Reteaches Behavior Expectation with Student

+

SW-PBS Staff or Principal Issues Appropriate Consequences

+

SW-PBS Staff or Principal Contacts Parents

+

SW-PBS Staff or Principal Provides Teacher Feedback

Primary K-1
BEHAVIOR FLOW CHART

⬅ MINOR   MAJOR ➡

1ST/2ND OFFENSES   **3RD+ OFFENSES**

1ST/2ND OFFENSES	3RD+ OFFENSES	MINOR BEHAVIORS (TEACHER MANAGED, FIRST)	MAJOR BEHAVIORS (PBS ROOM/OFFICE MANAGED)	(safety flow)
INDIVIDUALIZED INSTRUCTION	SAFE SEAT			ENSURE SAFETY
⬇	⬇	NEGATIVE ATTITUDE	WEAPON POSSESSION	⬇
		INAPPROPRIATE TONE	FIGHTING	
SAFE SEAT	BUDDY ROOM	DEFIANCE (EX: REFUSAL TO DO WORK)	PHYSICAL AGGRESSION	CALL FOR PBS & FORM B
⬇	⬇	MINOR DISHONESTY (EX: STUDENT SAYS SHE CLEANED UP BUT DIDN'T)	CHRONIC MINOR INFRACTIONS	⬇
BUDDY ROOM	FORM B & CALL FOR PBS	ARGUING	LEAVING SCHOOL OR PLAYGROUND	PBS STAFF IMPLEMENTS CONSEQUENCE, ACCORDING TO MATRIX
⬇	⬇	MILD PHYSICAL CONTACT (EX: NUDGES)	ABUSIVE LANGUAGE (EX: MAJOR PROFANITY/CURSING)	
FORM A	PBS STAFF IMPLEMENTS CONSEQUENCE, ACCCORDING TO MATRIX	INAPPROPRIATE LANGUAGE (EX: SLIP OF THE TONGUE)	EXTREME PROPERTY DAMAGE (EX: BREAKS FURNITURE)	
		PROPERTY/SUPPLY MISUSE		

CAROUSEL ACTIVITY

- LIST MINORS
  - DEFINE
- LIST MAJORS
  - DEFINE
- TEACHER-MANAGED BEHAVIORS
- OFFICE MANAGED BEHAVIORS
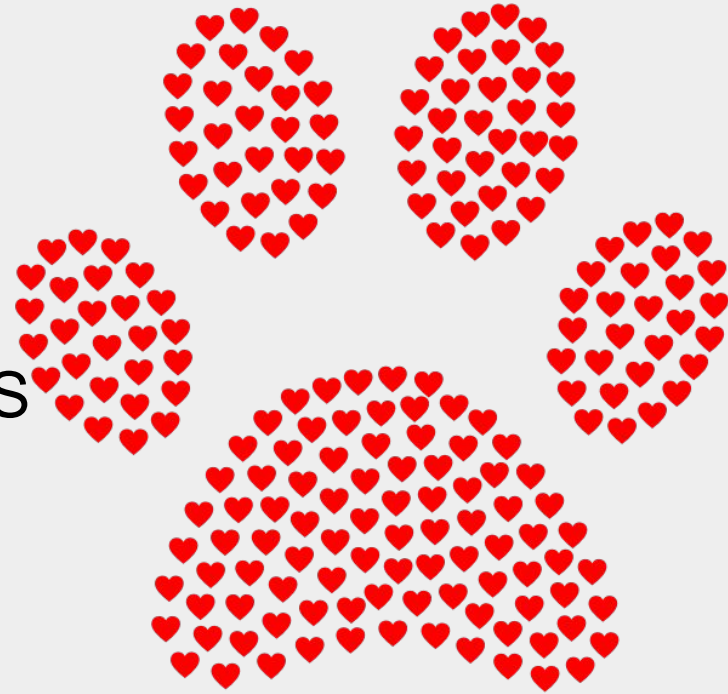
Outcome # 2 - Compile a list of strategies that fosters a Professional Learning Community to promote a positive school culture.

- Systems
  - Grade level Rotation Meeting
    - Principal attends
    - PBIS Teacher attends
    - Write plans for interventions-be proactive
      - Behavior chart color coincides with the level the student is on the continuum
      - Involve parents
      - Positive phone calls home to celebrate growth
      - Principal conferences with students

- ○ SOAR Program
  - ■ At-Risk Students
  - ■ Community involvement - Church
  - ■ Take students to do activities they might not normally get to do
- ○ Positive Referral
  - ■ Positive Referral
  - ■ Earn Bulldog Bucks: $1, $5, $10. Prizes determined by Student Vision Committee

Practices

- Counselors: Attendance Groups
- SOAR Program: At-risk students-Extra Reinforcement/Community Experiences
- Leadership Assemblies
- Teach Expectations through Word/Phrase of the week during morning announcements
  - Word of the Week

Respect Agreement

Student to Student
- Be nice and kind
- Equal - everyone is treated the same
- No hurtful words or bullying
- Include everyone/friends
- Be helpful

Students to Teacher
- Be safe to everyone
- Be respectful
- Listen and be quiet
- Raise our hands to speak or ask questions - Don't blurt out!
- Be honest

Teacher to Students
- Be respectful
- Be responsible
- No yelling
- Make learning fun
- Be nice and caring
- Be happy
- Be helpful

All to Classroom Environment/Supplies
- Charge our chromebook
- Don't take the teacher's supplies
- Be safe with supplies
- Don't put supplies in your mouth
- Be organized
- Clean up

pay more attention.

$1 BENNETT

GOOD BEHAVIOR!
EXCELLENT DECISIONS!
"Must Cash By End of Week Received"

$1 BANKROLL

EXTRA EFFORT!
KIND ACTIONS!

HOW TO EARN!

- BEING KIND TO A PEER
- EXTRA EFFORT IN CLASS
- FOLLOWING SCHOOL PROCEDURES
- HELPING OUT A STUDENT IN NEED
- PICKING UP TRASH YOU SEE
- COMPLIMENTING A TEACHER/ADULT
- HOLDING PEERS ACCOUNTABLE
- BEING RESPECTFUL TO ADULTS
- BEING RESPECTFUL TO PEERS
- AND MORE!

CASH IN YOUR BANKROLL FOR
PRIZES/PRIVILEGES/REWARDS!
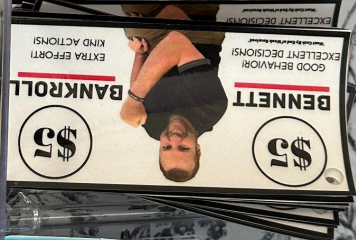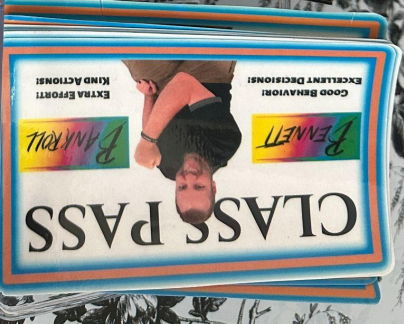
READY TO CASH OUT?

REWARDS

$1 Bankroll ➞ Treats/Stickers/ Squishy Toys/Erasers

$5 Bankroll ➞ 15 MIN Free Time in Refocus Room

$10 Bankroll ➞ Lunch on us
Pie a teacher
Lunch/Recess with
Friend from other rotation

WHICH WILL YOU CHOOSE?

- Data
  - SWIS
    - Monitoring " Purple Referrals"
  - Attendance data Monitored by office staff
  - Positive to Negative Referrals - Graphs!

Positive/Negative
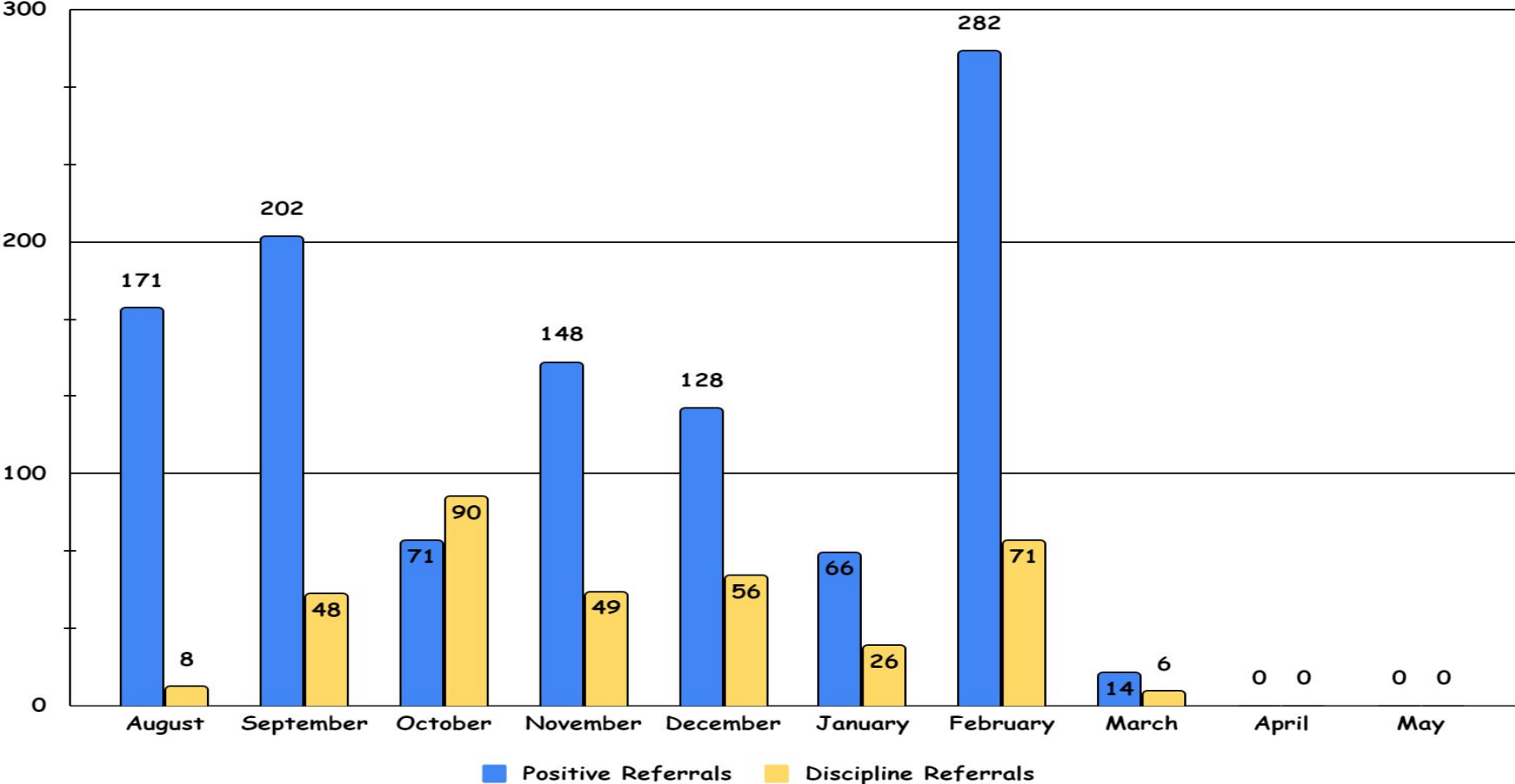
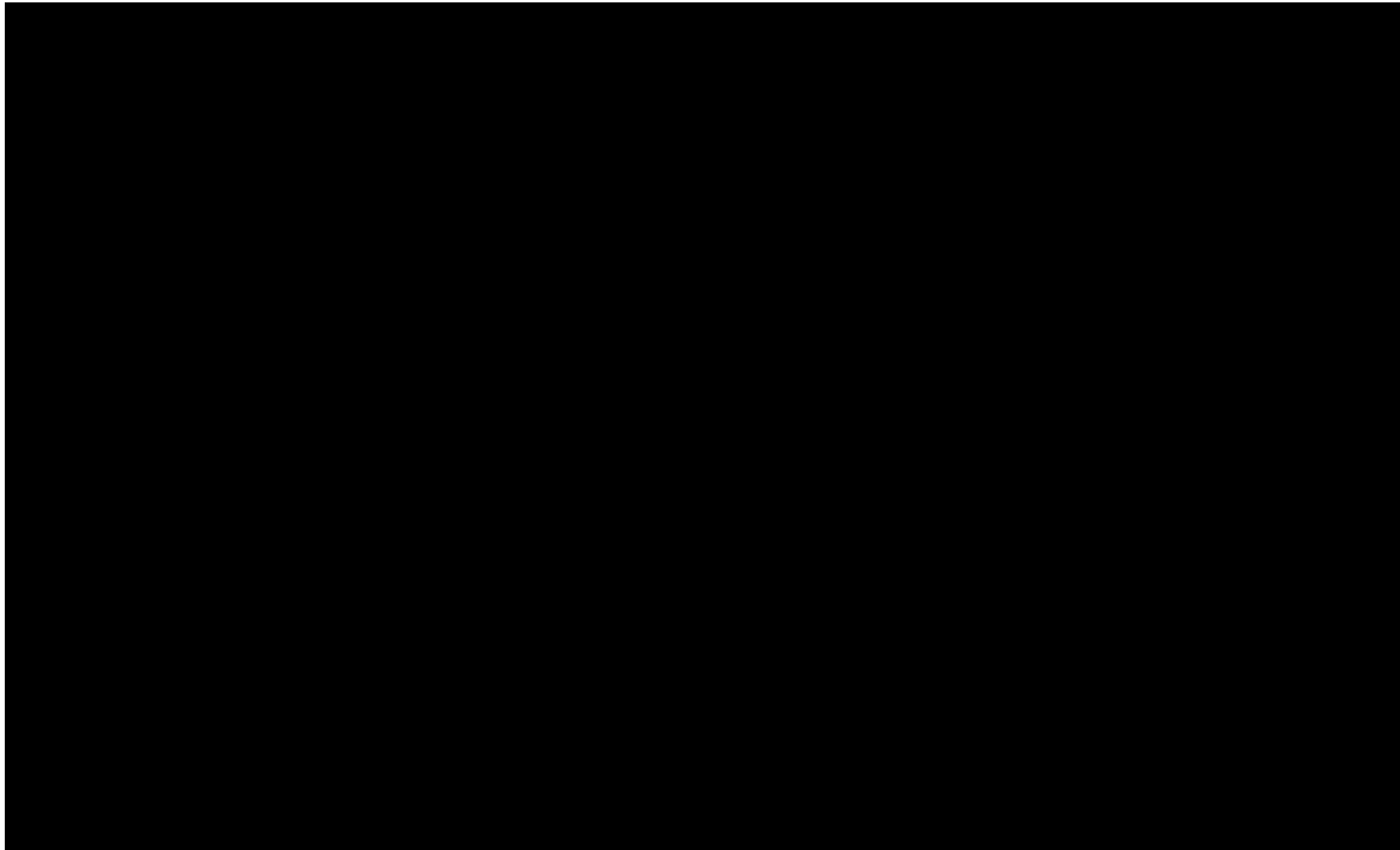February
CARL JUNCTION INTERMEDIATE SCHOOL
STUDENT LEADER
NOMINEES

- Practices
  - Reteach/ Problem solve based on data Whole Class, Grade Level, Classroom, or individual
  - Build **relationships** with staff and provides support
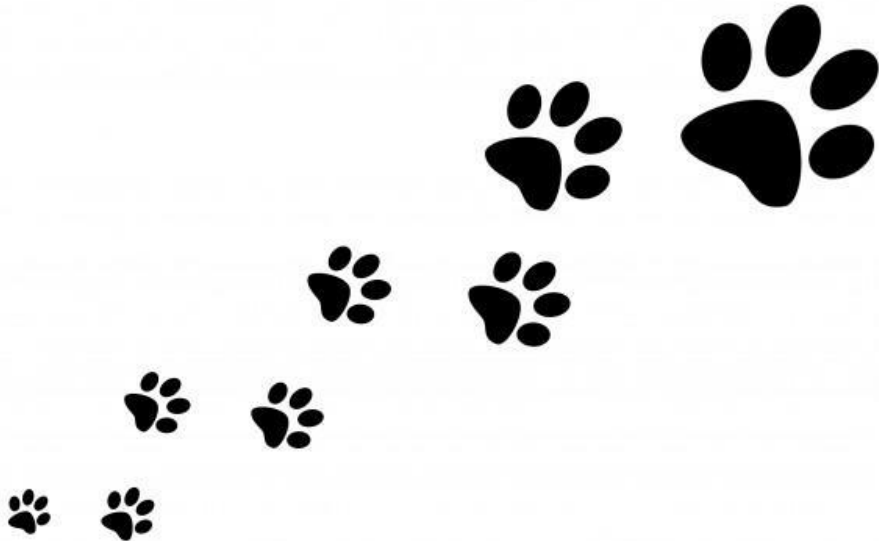
Chart Examples:

Chart Example 1

Chart Example 2

Chart Example 3

CARL JUNCTION INTERMEDIATE

2023

MEGAN AUGUST
5TH GRADE, MATH & SCIENCE TEACHER

# HAPPY LEAP DAY!

FROG IN YOUR POCKET

- 8 RANDOM STAFF MEMBERS HAVE BEEN GIVEN A SM[ALL] FROG TO KEEP IN THEIR POCKET ON FEBRUARY 29TH

- IF YOU DON'T HAVE A FROG, YOU CAN ASK PEOPLE THROUGHOUT THE DAY, "DO YOU HAVE A FROG?"
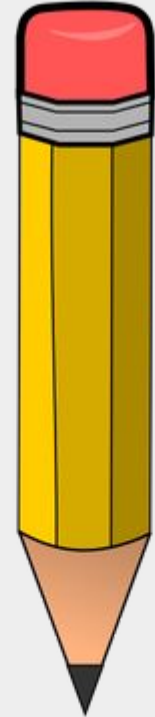
- IF YOU HAVE A FROG, YOU HAVE TO GIVE IT UP WHEN SOMEONE ASKS (ALSO: NO "ASK-BACKS" ALLOWED)

- IF YOU HAVE A FROG AT 3PM, BRING IT TO THE MAIN OFFICE BETWEEN 3:00-3:30PM TO REDEEM YOUR PRI[ZE]

Triangle Data Report
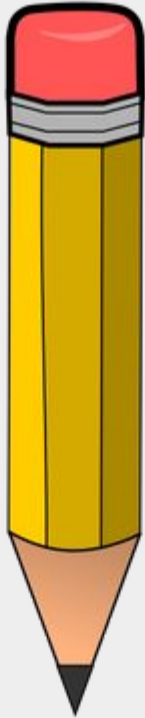
| YEAR	2-5	6-8	9+
18-19	110	32	34
20-21	63	16	18
21-22	112	21	17
22-23	91	15	9
23-24	71	8	6

Outcome # 3- Student Vision Committee

- Created after reflecting on conversations I had with students while in the cafeteria
- Students always wanted to share ideas with me. This gives them a voice.
- Two students per homeroom class are chosen to represent their classmates.
- Frequency of meetings vary, depending on what they are working on.

- What do they do?
  - Wrote our Mission and vision statement
  - Take new students on a tour of the school and buddy with that student the first days of school.
  - Help with appreciation days: Bus driver appreciation, school lunch week, custodian appreciation, teacher appreciation, etc.
  - Share information on benchmark assessments with their classmates.
  - Help with assemblies
  - Do special projects of their choosing

- Data
  - Reviews Data-shares discipline data with their classmates
  - Reviews benchmark data.
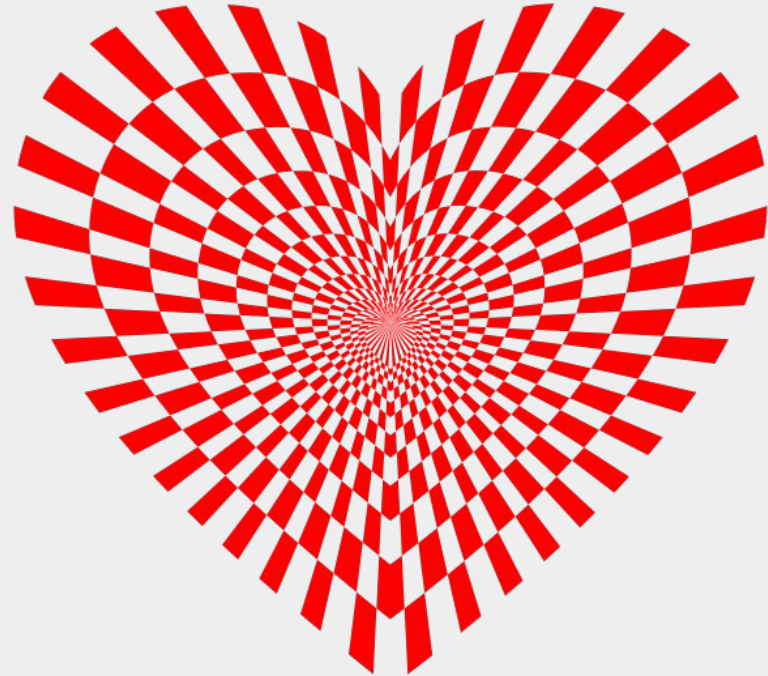
- Practices
  - Student Vision Committee helps reinforce staff
  - Generates Reinforcement ideas for schoolwide competitions/ Friday Assemblies
  - Makes videos of expectations to support reteaching
  - Students were a part of interview process for assistant principal
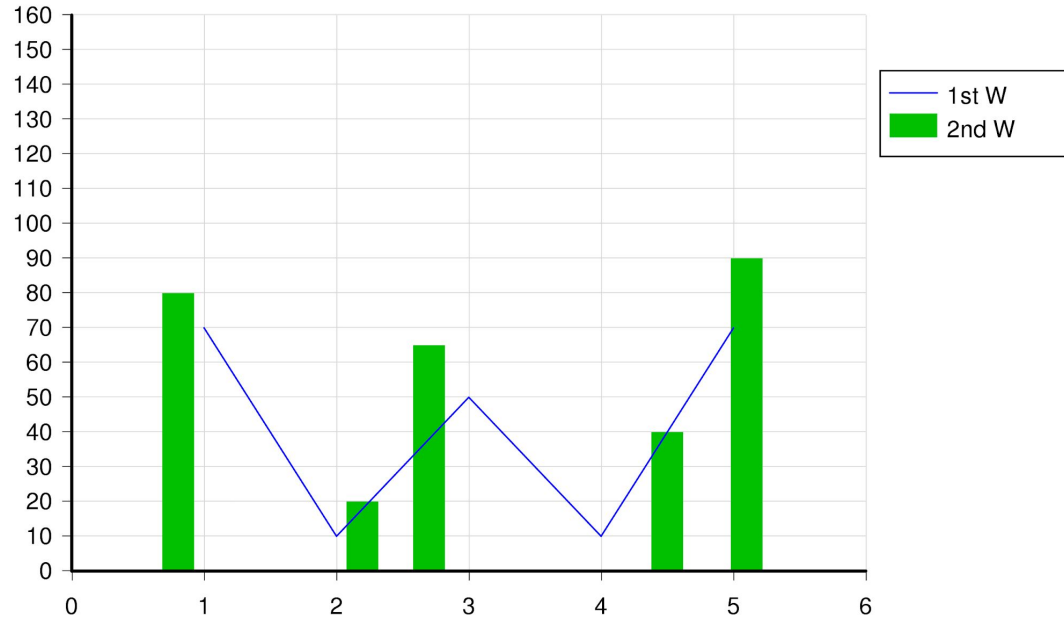 - Daily announcements

MIX FREEZE PAIR

1. When the music starts, walk around the room. When the music stops, pair up with the person closest to you and look towards the screen for a question you will discuss together.

1. What steps will you take to design or improve use of flow charts for implementation?

1. What strategies will you implement to foster a positive school culture?

1. How will you incorporate student voice?

Dr. Gretchen DeMasters

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Please use put   in subject line

Don't forget to complete the session feedback survey in the Guidebook app!