1. People are fighting.
2. People are cursing.
3. People away from seat to the driver and helper.

People talking
disrespectful
Yelling  People cussing
STOP TALKING

1. Yelling
2. Not listening to the bus driver
3. Talking back.

1. Loud
2. Does not listen to bus driver
3. Does not sit in seat right.

1. Talking loud
2. Disrespectfulness
3. Stopping air conditioner most of the time when we talk.

1. Saying bad words
2. Walking on the bus when the bus is moving
3. Not listening when they tell you to

1. Playing
2. Yelling
3. Cussing
4. Fighting
5. Jumping sits
6. Eating

Student Involvement at Bus Assembly.

Examples of Feedback Cards
Sabal Elementary

1. Lots of staring
2. Screaming
3. People taking my stuff.
You are cordially invited to a

Bus Drive Breakfast

At

Sabal Elementary School Cafeteria

On

January 12, 2011

At

9:30 A.M.

At this time, we will be discussing Positive Behavior Support for improved, safer bus behavior.

This breakfast has been approved by your supervisor.

See you there!
What does "SABAL" look like on the bus?

S  Safety First  *Always stay seated and face forward.  
    *Keep arms inside bus at all times.  
    *Always keep your hands to yourself.

A  Always Respectful  *Follow the bus driver’s directions.  
    *Speak kindly to all students & driver.

B  Be Responsible  *Keep all items in backpack.  
    *Follow the rules of the bus.  
    *Keep your voice low.

A  Actively Engaged  *Listen to all driver’s directions.

L  Listen Attentively  *Silence at all railroad crossings.  
    *Listen for driver’s directions.
Bus Safety (3-5)

Language Arts and Visual Arts

Summary: Safety patrol students create and communicate strategies to improve behavior on the school bus.

Service and Learning Activities

Preparation: Create a survey about bus incidents and interview students, administrators, and drivers. Analyze the results. Invite the school deputy or behavior specialist to discuss safety and bus behavior. Students take speaker notes. Students brainstorm solutions and develop a plan to address problems on the bus with the goal of reducing incidents of bad behavior on the bus by 50%.

Action: Students create a variety of presentations based on the plan such as posters, public service announcements for the school news, and skits. Students administer a post-survey, and then analyze results about the project and make decisions about future actions.

Reflection: Write an essay on the topic. Why is bus behavior important to maintain safety? How could this project be improved? What are some next steps? What were the greatest challenges in doing this project?

Demonstration: Students’ posters, PSAs and skits. Students can also create and present poems, songs, artwork, lessons, videos, or murals to teach other students or the larger community about the project, the need(s) it addresses, and the impact of their efforts.

Standards

Language Arts: The Student
LA.B.1.2 Student uses the writing process effectively.
LA.C.3.2 Student uses speaking strategies effectively.
LA.B.2.2 Student writes to communicate effectively.

Arts - Theatre: The Student
TH.A.1.2 Acts by developing, communicating, and sustaining characters in improvisation and formal or informal productions.

Arts - Visual: The Student
VA.A.1.2 Understands and applies media, techniques, and processes.

Academic Objectives

- Use writing, listening, and speaking skills to convey the message of bus behavior and safety
- Use visual and performing arts to promote positive bus behavior

Assessment(s): Rubric for the written plan, posters, skit, essay

Service Objectives

- Decrease the number of negative bus referrals by 50%

Assessment(s): Pre- and post-survey; Was 50% referral reduction goal met?

This lesson was the framework for the creation of the “Best Bus” video. After viewing the video on the morning announcements, teachers were encouraged to do a follow-up lesson in their classrooms.
Bus Misconduct 2010-2011

Series 1

Month

Month

Aug
Sept
Oct
Nov
Dec
Jan
Feb
Mar
Apr
May

# of Referrals

25
20
15
10
5
0
You and your family are cordially invited
to hear about the
POWER OF POSITIVE BEHAVIOR
on
Thursday, January 20, 2011, from 6:30PM in the cafeteria.
Teachers and students will present ways Sabal is emphasizing
the use of preventative teaching and reinforcement-based strategies
to achieve meaningful and lasting behaviors in and out of school.
Pizza will be served to all attendees.
SEE YOU THERE!

These invitations were sent directly to the families of our Tier 2 and Tier 3 behavior students. All families were invited via the weekly newsletter, synervoice, and marquee.
"If a child doesn’t know how to read, we teach."

"If a child doesn’t know how to swim, we teach."

"If a child doesn’t know how to multiply, we teach."

"If a child doesn’t know how to drive, we teach.

\[ \text{behave} \]

"If a child doesn’t know how to \[ \text{behave} \], we . . .

. . . teach? . . . punish?"
That’s what Positive Behavior Support or PBS is all about. Here at Sabal, we are one of the four schools in Brevard County experiencing great behavioral success since we began implementing positive and effective alternatives to the traditional methods of discipline. PBS methods are research-based and proven to significantly reduce the occurrence of problem behaviors in school, resulting in a more positive school climate and increased academic performance. When there are fewer disruptions in class, there is more time for students to learn. What we want to do tonight is explain what and how we are implementing these changes and to ask you, our wonderful parents, for your help and support.

To begin PBS at Sabal, the teachers met during preplanning week in August and started brainstorming what behaviors we would like to see in all of our students on a consistent basis. Overwhelmingly there was a consensus for these five: safety, respect, responsibility, students actively engaged, and attentive listening. And then, we knew we wanted to see these behaviors in the many settings around the school campus: cafeteria, in the hallways, on the playground, and on the bus. With the expectations in mind, teachers created rules for each of those settings. With the expectations and rules written, we were now ready to begin TEACHING what positive behavior looked like, sounded like, and felt like.

We are so very pleased with the results we have seen so far. When we compare last year’s discipline referrals to this year’s, we have seen a 50% drop. We are very encouraged by this, but know we have some work to do still in overall respect for teachers, bus drivers, and peers. Also, we are always working to make our campus as safe as possible and these areas are continuously addressed.

Each of you was given a card with the word SABAL written on it. Mrs. Hall cleverly worked the name of our school into the five expectations. Beginning the first day of school, all Sabal students were taught the expectations and how all of the rules that are in classrooms and around the school fit into one of these five categories. (Display the SABAL sign and review). For example, I often see a
Kindergartener running down the hall. What I do is stop them, ask them what the S stands for in Sabal: Safety First. I'll have the student bend down and knock on the floor and ask them feel how hard the floor is. I'll explain that if their head hit the floor it would hurt. That's why we don't run in the halls at Sabal because safety is first.

We want each of you to understand the rules for the areas of concern around the school. So, we're going to ask you to travel around the cafeteria to different stations and spend 5 minutes hearing what the rules are as they apply to the expectations. More importantly, we want to hear from you. Please give us any input you may have. There are index cards and pencils at each station. Write down any ideas you have.

Remember: Together, we want to teach kids what TO do rather than what NOT to do.
Sabal Elementary School
Caught Being Good

Referring Staff:  T. Culp  Date: 2-10-11
Student's Name:  Robert  Grade: 5

Cleaning up after another student without being asked!
Great job Robert!

☐ Being Kind  ☐ Being Courteous  ☐ Being Trustworthy
☐ Being Thoughtful  ☐ Being Respectful  ☐ Being a team player
This is my dialogue during the video:

Sabal Elementary is one of 4 schools this year to pilot Florida’s Positive Behavior Support Project. The staff at Sabal Elementary fully supports this initiative. A PBS team, which consists of varied staff members, was trained over the summer by Stephanie Martinez from the University of South Florida.

The first step is to set school expectations. SABAL stands for Safety First, Always Respectful, Be Responsible, Actively Engaged and Listen Attentively. Students were taught these expectations at the beginning of the year and these school-wide expectations are posted everywhere throughout the campus. Students and staff know all the expectations. These expectations are on the daily morning announcements, marquee, and newsletters. Staff members are given scripts to use with students so there is ongoing training and that everyone is using common language.

Our school developed a reward system that works. The Trailbuck store is where students can spend “bucks” for following the schoolwide expectations. Sabal Ambassadors help run the store on Fridays for students. Students are also sent to the office on a “Caught Being Good” referral. Students are recognized for following the expectations and following the Six Pillars of Character Education. They are being kind, courteous, trustworthy, thoughtful, respectful and a team player. Students ring the principal’s bell when they have been Caught Being Good, and something very special happens when this bell rings. Students are recognized by everyone present with applause, and given positive praise about their behavior. Students are given a pencil to take back to the class, and they are recorded at the end of the week doing the pledge on the morning announcements. Their name also appears in the newsletter, and at quarterly Awards ceremonies, students are asked to stand and be recognized by their peers and parents. Each marking period at Awards, donations are received from community members to give a bike to one of these outstanding students.

Our school discipline data has shown a 32% decline in office referrals. Sabal’s attendance has improved. At our monthly PBS meetings, our team looks at location and type of misconduct to narrow down where problems may occur. This data is shared with staff members at faculty meetings and grade level meetings. Our PBS team problem solved an area of concern by having an assembly for all students who ride the bus. Teachers teach and reteach expectations as needed throughout the year.
Our data revealed that some students needed help with organization. So, identified students check in and out at the beginning and ending of everyday with our PBS Coordinator, Mrs. Julie Schneider. Students have also met in social skills groups with a variety of staff members building their knowledge of appropriate behavior by modeling and reteaching expectations.

Parents were trained at Open House, when our "Survivor" theme for the year was launched. Parents collected puzzle pieces by visiting and learning the expectations. In order to be successful in life and at school, students must model these expectations throughout our campus. In addition, Sabal had a parent night devoted to informing parents about Positive Behavior Support.

This is our 5 minute presentation to the board

a. **Introduce students or people that have come with you.** I would like to first introduce Jayson Lobley, the PBS District Coordinator that has organized and trained our school throughout the year... We have brought students who are Ambassadors at Sabal Elementary. Ms. Jo Ellen Diers is our guidance counselor who has worked with these students in small groups throughout the school. We have gone from 0 to 150? Kids in the program. Their motto is “no one is invisible at Sabal Elementary School. Students go through a bully training which looks at the power structure within the school. Their goal is to be Ambassadors to help new students, students who may have trouble making friends, special needs students learn the school-wide expectations and perform jobs on the campus. The Ambassadors do fundraisers throughout the year for Relay for Life and school projects. They would like to perform their pledge.

b. **What is the program/project and what does it entail?** Sabal is piloting Florida’s Positive Behavior Support Program. The Ambassador program is to raise awareness and to reinforce the anti-bullying theme. At an assembly all students were given information about what is bullying. The bully box was discussed and information on how to report was given to students.

c. **Who benefits from the program and how is it determined?** The entire school benefits from this program. It helps improve the victims coping skills, it makes connections with the bully and allows for students to discuss their issues in classroom meetings and role playing situations

d. **Who can be a part of the program?**

e. **What is the purpose/outcome?**

f. **Where does the funding come from?**

g. **Other information determined to be pertinent?**

h. **May use this time for short demonstration.** Ambassadors to say their pledge facing the board.
Students learn good behavior is rewarding

By Shelley Koppel

For Hometown News

MELBOURNE - For the past two years, some students sent to the principal's office at Sabal Elementary School in Melbourne have had big grin on their faces. They were "Caught being good," and had a gold referral to the principal's office. There, they were allowed to ring the principal's bell.

"Something magical happens," said Stephanie Hall, Sabal's principal. "Anyone in the office, including parents and staff, come out and claps. An administrator will talk to them about what they did."

Students "Caught being good" get a pencil or reward from Ms. Hall's Treasure Box, a call home to announce the good news and the opportunity to recite the Pledge of Allegiance during morning announcements. They are also entered in a raffle held during the Awards Ceremony every nine weeks for a chance to win a bike donated by the Melbourne Police Department.

For some students, a little help was necessary for them to understand what behavior was acceptable at school. Last summer, teachers at Sabal received training in the national program, Positive Behavior Support. Working in conjunction with the University of South Florida in Tampa, faculty members planned the launch of the program when school began.

They identified problem areas for some students, including the bus, playground and cafeteria. They also listed specific behaviors, such as how to line up, sit properly on the bus and behave in the cafeteria.

During the first week of school, students attended an assembly where they were told what was expected of them. The school mascot is the trailblazer, and students were told that they would receive "trail bucks" for good behavior. The bucks could be redeemed for small items at the school store.

Students also learned the consequences for not following the rule.

"The students learn what the consequences for bad behavior are," Ms. Hall said. "They come to see me, and that's not good. We try to get beyond the consequence, which is not negotiable, to changing the behavior.

"I talk them through a plan. The first thing is accepting responsibility for the behavior, and that's not easy. I tell them, "You're in charge of your behavior and you made a bad choice. If we could rewind, what would you do differently?"

While some might not believe in rewarding students for behaving properly, Ms. Hall said that it is an important part of a process.

"When you're disciplining, the goal is to make it a positive experience where we teach expectations and the behavior," she said. "The positive reward is extrinsic, but the goal is for it to become intrinsic. The students want to do it because it's the right thing to do."

Students are eventually weaned off the rewards.

"We have to satiate them with the intrinsic reward and then they say, "Wow! I feel better. I have more confidence,"" Ms. Hall said. "Then they begin to make the right choices and we ease off the rewards."

Since the program began last fall, discipline referrals have dropped 32 percent. Ms. Hall emphasized that the entire school has benefited from the program.

"The culture of our school is more positive," she said. "We feel like more of a community. Parents are very supportive, too. We gave parents "trail bucks" to encourage kids at home and let them see that their parents value the same things we do."