School-wide Positive Behavior Support at Egypt Lake Elementary

MAPSS Team
July 26, 2004
Agenda

★ Overview
  – Purpose, components and USF involvement
  – MAPSS Team members and mission
★ Expectations and Setting Specific Rules
★ Lessons Plans
★ Discipline Process
  – Flowchart, major and minor behaviors, and consequences
★ Reinforcement/Reward System
Purpose

To establish a comprehensive, data-driven system that gives schools the capability of identifying and treating building-wide behavior problems using empirically-supported technology (Sugai & Horner, 2001).
Designing Comprehensive Systems
CONTINUUM OF POSITIVE BEHAVIOR SUPPORT (PBS)

Primary Prevention:
School-wide and Classroom-wide Systems for All Students, Staff, & Settings

Secondary Prevention:
Specialized Group Systems for Students with At-Risk Behavior

Tertiary Prevention:
Specialized Individualized Systems for Students with High-Risk Behavior

~ 80% of Students

~ 15%

~ 5%

Adapted from the Center for Positive Behavior Interventions and Supports (2002)
Components of School-Wide PBS

School-Wide Positive Behavior Support
- Foundation for Collaboration
- Build Faculty Involvement
- Identify Problems
- Brainstorm & Select Strategies
- Implement Program
- Monitor, Evaluate, & Modify
“Why can’t we finish the last sentence as automatically as we do the others?”

John Herner (NASDE President) Counterpoint 1998, p.2

“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.”
“If a child doesn’t know how to behave, we.............
.............teach?.............punish?”
What is School-wide Support?

- Procedures and processes intended for all students, staff, and settings
- Includes a building-wide team, which oversees...
  - Development
  - Implementation
  - Modification
  - Evaluation activities
MAPSS Mission

- Management And Positive Support for Students

- Mission: The MAPSS team will promote an environment of caring, consistency, and mutual respect.
MAPSS Team

- Randi Baime, Sherry Orr (Team leaders)
- Rosa Couret (Recorder)
- Sue McCrossin (SIT Liaison, K-2)
- Jessica Reed & Sharon Maddox (Pre-K-2)
- Brenda Hendrickson, Norma Lleras, Shanna Uhe (3-5)
- Jan McElroy (Assistant Principal/Timekeeper)
- Cecilia Glover (School Psychologist/Behavior Specialist)
- Denise Binder & Heather George (USF)
What systems are problematic?

✦ Referrals by:
  – problem behavior?
  – location?
  – time of day?
  – student?

• Are there many students receiving referrals or only a small number of students with many referrals?
• Data could assist with: Parent meetings, STAT, development of IEPs, child study teams, evaluation, and professional development
School-Wide Information System (SWIS)

**SWIS**: A web-based information system for gathering, entering, summarizing, reporting and using office discipline referral information

**Purpose**: To improve the ability of school personnel to develop safe and effective educational environments

**New Discipline Referral Forms & Follow-up Agreement**
Comparing Discipline Data Across Years
Eagle Expectations

Eager to learn
Always safe
Give respect
Listen well
Everyone cooperates
<table>
<thead>
<tr>
<th>Rules / Expectations</th>
<th>Cafeteria</th>
<th>Hall</th>
<th>Classroom</th>
<th>Playground</th>
<th>Restroom</th>
<th>Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td>E Eager to Learn</td>
<td>Enjoy reading after eating</td>
<td>Be alert to your environment</td>
<td>Be on time, Be prepared</td>
<td>Participate</td>
<td>Be Quick</td>
<td>Be prepared to leave</td>
</tr>
<tr>
<td>A Always Safe</td>
<td>Walk single file facing forward, Keep all food to self without sharing, Stay seated</td>
<td>Walk facing forward, Stay to the right except when directed otherwise</td>
<td>Keep hands, feet, and objects to self, Use materials appropriately</td>
<td>Use equipment properly, Stay within boundaries</td>
<td>Wash your hands, Walk carefully</td>
<td>Walk, Stay with your assigned group, Know where you are supposed to go</td>
</tr>
<tr>
<td>G Give Respect</td>
<td>Keep hands, feet, and objects to self</td>
<td>Stop at intersection, Yield to the right, Let entire class move forward</td>
<td>Use polite language and low tone of voice, Take turns, Be attentive to others</td>
<td>Keep hands, feet, and objects to self, Use polite language</td>
<td>Give other privacy, Paper towels in trash, Use toilet paper appropriately, Turn water off</td>
<td>Follow parents’ dismissal plan</td>
</tr>
<tr>
<td>L Listen Well</td>
<td>Use quiet voice, Follow adult directions</td>
<td>Voices off, Ears on</td>
<td>One person speaks at a time, Make eye contact, Follow adult instructions</td>
<td>Follow adult instructions</td>
<td>Use quiet voice, Follow adult directions</td>
<td>Follow adult directions</td>
</tr>
<tr>
<td>E Everyone cooperates</td>
<td>Clean your area</td>
<td>Use silent signals to help others</td>
<td>Accept responsibility for your own actions, Show concern for others</td>
<td>Follow game rules, Include everyone</td>
<td>Close door quietly Take turns</td>
<td>When your feet are walking there is no talking</td>
</tr>
</tbody>
</table>
Teaching Students

🌟 **Student Training Kick-off:** August 6\textsuperscript{th}

🌟 Embed Eagle Expectations into every part of your day – \textit{Consistency Is Key}!!

🌟 Teach Behavior in the same ways you teach Academics– it should not be considered separate or something extra
Lesson Plan for Teaching: *Listen Well*

1. **Concept (Expectation)**
   - Listen Well

2. **Definition and Critical Attributes**
   - Being responsible, attentive & focusing on a given task or person. Critical Attributes: behaviors that help people to build on respect, confidence, positive choices, succeed & become friendlier and more cooperative. Learning can then enhance a more positive environment.

3. **Examples**
   - Maintaining eye contact
   - Being able to restate what was just stated
   - Staying on task
   - In control responsible and prepared

4. **Non-Examples**
   - Distracted, looking away, talking
   - Not being able to restate what was stated
   - Difficulty staying on task/playing with objects, desk, pencil, etc…
   - Not doing what group is doing/difficulty following directions

4. **Activities to Enhance Concept Development**
   - Have students role model/act out examples that illustrate listening well

5. **Activities to Check for Understanding**
   - Have students restate what has been stated

6. **Activities to Extend Concept Development**
   - Keep frequency counts of listening well and graph results
**Major & Minor Behaviors**

- **Minor**: Behaviors that need to be handled in the classroom
  - Examples:
    - Inappropriate language
    - Forgery/petty theft
    - Dress code violations
    - Disruption
    - Defiance/disrespect
    - Lying/cheating
    - Chewing gum
    - Harassment/teasing/bullying
    - Not prepared for class

- **Major**: Constitutes a discipline referral to the office
  - Examples:
    - Defiance
    - Disrespect
    - Insubordination
    - Criminal Offenses
    - Fighting
    - Vandalism
    - Harassment
    - Property Damage

Refer to SWIS definitions of behaviors.
Major Behaviors

What constitutes a discipline referral to the office?
- Defiance
- Disrespect
- Insubordination
- Criminal Offenses
- Fighting
- Vandalism
- Harassment
- Property Damage

Refer to SWIS definitions of behaviors
Minor Behaviors

Behaviors that need to be handled in the classroom

**Examples:**
- Inappropriate language
- Forgery/petty theft
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EGYPT LAKE ELEMENTARY
REFERRAL PROCESS

OBSERVE PROBLEM BEHAVIOR

IS BEHAVIOR MAJOR?

NO

PROBLEM SOLVE

TEACHER DETERMINES INTERVENTION

DOCUMENT IN STUDENT’S PLANNER

YES

WRITE OFFICE REFERRAL & ESCORT/SEND TO OFFICE

“FOLLOW UP AGREEMENT” COMPLETED W/GUIDANCE GIVE PRINCIPAL & TEACHER A COPY

IS CRISIS RESPONSE NEEDED?

NO

IMPLEMENT CRISIS PLAN

YES

NOTIFY CRISIS RESPONSE TEAM
**Consequences**

- To ensure consistency and utilize a hierarchy (from least to most intrusive)

1. Re-teach expectation
2. Initiate teacher’s classroom behavior mod. plan
3. Note behavior in student’s planner
4. Timeout/separate student from group
5. Conference with student (includes curricular modifications, changing seat, peer mediation)
6. Exclusion from preferred activities
7. Contact parent (you may use Attention School Counselor!)
8. Referral to office
Egypt Lake Reinforcement System

- EAGLE DOLLARS
  - Eager to learn
  - Always safe
  - Give respect
  - Listen well
  - Everyone cooperates!

Student Name: __________
Teacher: __________
What Eagle Dollars Can Buy

- Eagle Dollars School-wide Redemption Opportunities
  - Purchase a lunch with a staff member – (reservations made w/staff who agree to participate)
  - 9-week events (arts & crafts, special guests [soccer player, cheerleaders, Act I, Bingo…)
  - Principal for the Day

- Classroom Redemption Opportunities – (list of suggestions)
  - Teacher treasure box (provided by MAPSS Team)
  - Homework pass
  - Extra Computer Time
  - Extra Library Time
  - Treats
  - Trip to another class
  - Others at teacher discretion
**Additional Reinforcers**

★ **Specific Verbal Praise** –
  - Clear and specific praise will be emphasized and will serve as a first level of reinforcement (e.g., “Cecilia, I like how you followed directions!” vs. “Good job!”)
  - Needs to be provided as much as possible
  - Use your Eagle Dollars!!

★ **Additional Teacher Supplemental Reinforcements**