



Positive Behavioral Interventions and Supports





Jenifer Elementary

The Way We Were.....

- **SY 98-99**
- **770 students**
 - **73% White, 27% AA**
- **435 Office Discipline Referrals**
 - **100 OR Special Education Students**
 - **54% of referrals for Disruption/Disrespect**





The Power of Teaching

- 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?...remove?...punish?*

Why can't we finish the last sentence as automatically as we do the others?

PBIS Philosophy





School Improvement Team attended Master Teacher Seminar

Belief Statements

- **Teaching and learning is the highest priority**
- **Changing behavior takes time**
- **Behavior management is a part of the daily routine**





Belief Statements

- Every discipline situation is an opportunity to teach expected behavior
- Expected behavior must be communicated, taught and modeled every day.
- Punishment by itself cannot change behaviors.





PBIS Training

Validated the Master Teacher information

- **Team based problem solving**
- **Teach appropriate behaviors**
- **Maximize academic engagement**
- **Repetitive behaviors do not require escalating consequences**
- **Requires school wide consistency**
- **Emphasizes data based decision making**



Realizations

- Desired behaviors must be actively taught and positively reinforced
- Approach student behavior from a positive perspective
- Involve staff in exploring school wide behavior systems





Established Three School Wide Rules





Level System

Level One Behavior-affects only the student

Level Two Behavior-interferes with the learning of others

Level Three Behavior-affects an orderly environment

Level Four Behavior-causes harm or is illegal





Classroom Setting Systems

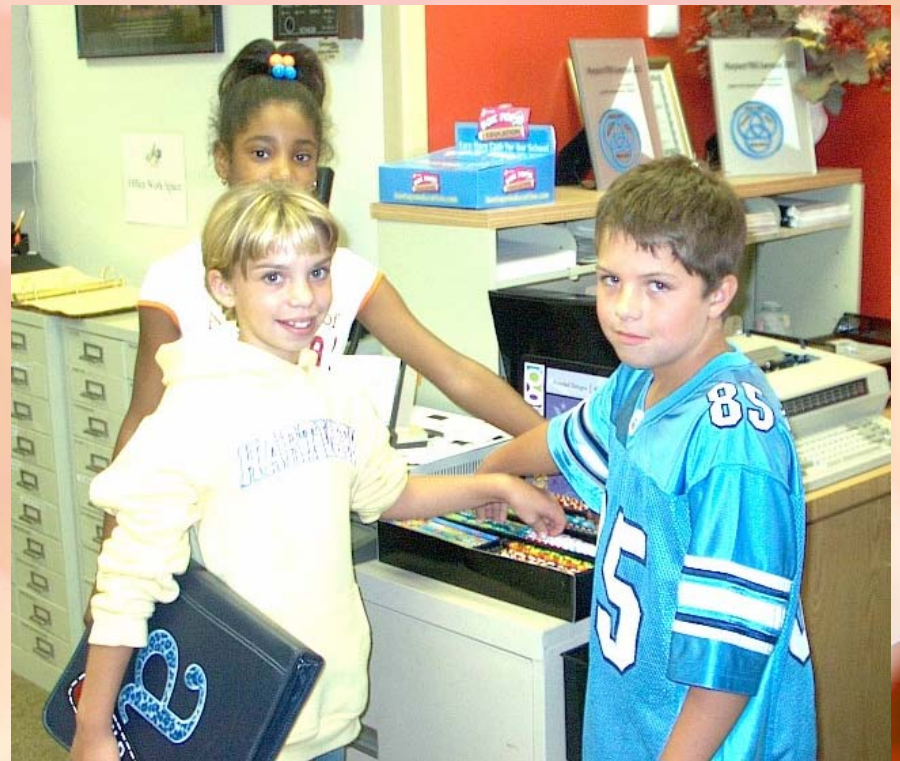
- Classroom-wide positive expectations taught and encouraged
- Classroom routines and cues actively taught and encouraged
- Ratio of 6-8 positive to 1 negative adult-student interaction
- Active supervision
- Redirections for minor, infrequent behavior errors
- Frequent pre-corrections for chronic errors
- Effective academic instruction & curriculum





Teaching Expected Behaviors

- Modeled what respect looks like and sounds like in all environments
- Taught routines





Rewards

- Hierarchical, tangible, intangible
- Linked to expectations
- Clearly defined criteria
- Varied to maintain student interest
- Ratios of reinforcement to corrections are high (8:1)
- Incentives for faculty/staff





PBIS Activities

Whole School

- **CARE Coupons**
- **Buckets of Compliments**
- **Morning Meeting**
- **Patriot of the Week**
- **Patriot of the Month**
- **Golden Trash Can**



I Care Coupon





“Good morning, class!”

Teachers report that when students are **greeted by an adult** in the morning, it takes less time to complete morning routines and get the first lesson started.





Morning Meeting





Patriot of the Week



Patriot of the Month





Golden Trash Can





Individual Student Systems

- Behavioral competence at school and district levels
- Function-based behavior support planning
- Team & data-based decision making
- Targeted social skills & self-management instruction
- Individualized instructional & curricular accommodations



Targeted Activities

- Checker Buddies
- Lunch Bunch with the Vice Principal
- Monthly New Student Orientation
- Therapeutic Intervention
- Sunshine Phone Calls
- Good News Postcards





Checker Buddies





Instructional Supports

- **Instructional Specialist, Reading Resource Teacher, Gifted Education Teacher**
- **Differentiated Instruction**
- **Seamless continuum of instructional support for students**
- **Reading Recovery**
- **After School Program**
- **Summer Math & Reading Academy**





Jake

- **Behavior Support**
 - Actively teaching desired behaviors
 - Lots of + reinforcement
 - Precorrections
 - Lunch Bunch with VP
 - Checker Buddy
- **Academic Support**
 - Reading instruction with special education teacher
 - Math instruction with special education teacher
 - Individualized After School





Omar

- **Behavior Support**
 - Sit in chair instead of floor
 - Stand by classroom line
 - Lots of + reinforcement
 - May hold objects
- **Academic Support**
 - Morning work
 - Earn a break
 - Less writing





MSA Pep Rally





Data Sheet

School Year	Office Discipline Referrals	Student Population	Suspensions
98-99	435	730	76
99-00	202	565	27
00-01	273	555	13
01-02	193	584	25
02-03	120	630	23
03-04	124	685	24
04-05	122	700	25



MSA 2003-2005

	READING	MATH
Grade 3		
2005	80.2	83.8
2004	74.8	74.3
2003	60.0	75.7
Grade 4		
2005	88.6	83.3
2004	73.5	74.4
2003	N/A	N/A
Grade 5		
2005	77.1	76.4
2004	60.9	61.6
2003	64.8	63.0



MSA 2005 Reading

AFRICAN AMERICAN		WHITE	
3 rd grade	86.2	3 rd grade	66.7
4 th grade	90.0	4 th grade	85.3
5 th grade	75.3	5 th grade	81.1
FARMS		NON FARMS	
3 rd grade	72.7	3 rd grade	82.1
4 th grade	79.2	4 th grade	91.1
5 th grade	71.0	5 th grade	79.0
SPECIAL EDUCATION		REGULAR EDUCATION	
3 rd grade	20.0	3 rd grade	83.2
4 th grade	45.5	4 th grade	93.2
5 th grade	50.0	5 th grade	78.4

MSA 2005 Math

AFRICAN AMERICAN		WHITE	
3 rd grade	81.5	3 rd grade	85.7
4 th grade	81.4	4 th grade	88.2
5 th grade	74.1	5 th grade	83.8
FARMS		NON FARMS	
3 rd grade	81.8	3 rd grade	84.3
4 th grade	66.7	4 th grade	87.8
5 th grade	67.7	5 th grade	79.0
SPECIAL EDUCATION		REGULAR EDUCATION	
3 rd grade	40.0	3 rd grade	86.0
4 th grade	63.6	4 th grade	85.4
5 th grade	50.0	5 th grade	77.6



The Way We Are....

SY 05-06

725 students

**-27% white, 62% AA, 4% Hispanic,
6% Asian**

- 105 Office Referrals (3/13/06)

93% of AA males have no office referrals





To Conclude

- **Create systems-based preventive continuum of behavior support**
- **Focus on adult behavior**
- **Establish behavioral competence**
- **Utilize data based decisions**
- **Give priority to academic success**
- **Teach & acknowledge behavioral expectations**
- **Work from a person-centered, function-based approach**

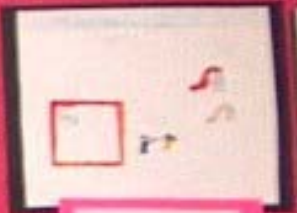
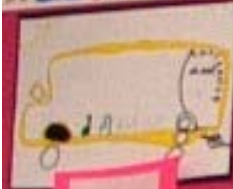


WELCOME BACK TO SCHOOL!

This is what respect looks like at
Jenifer Elementary!

Stick to the Rules

- I will respect myself.
- I will respect others.
- I will respect our environment.



August September October November

October November December

October November

January February March April May

January February March April May