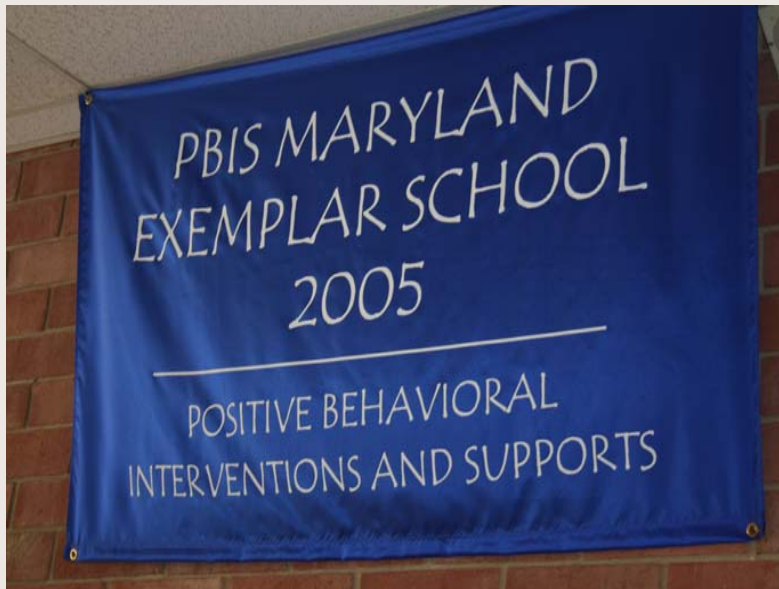


Matthew Henson Middle School



Charles County, Maryland

Session Goals:

1. To describe the components to initiate and sustain a successful PBIS Middle School Program.
2. To review critical features when integrating PBIS techniques, including data and foundations for "Closing the Achievement GAP".



FISH!™



PLAY MAKE THEIR
DAY
CHOOSE YOUR
ATTITUDE BE THERE

www.fishphilosophy.com
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HENSON HUSKY EXPECTATIONS

PRIDE

v **IN YOURSELF**

- q Use appropriate language
- q Dress appropriately
- q Behave appropriately

- q Uphold personal integrity

v **IN OTHERS**

- q Follow directions of the staff
- q Avoid interruptions
- q Respect everyone's personal space

- q Accept the rights of others to be different

v **IN SCHOOL**

- q Clean up after yourself & others
- q Treat school property & materials with care

SPIRIT

- q Be involved
- q Interact with others in a caring way
- q Use a positive tone of voice & body language
- q Have Fun!

COMMITMENT

- q Be there!!
- q Make good choices
- q Carry & use your student planner
- q Be prepared
- q Complete class work
- q Complete home work
- q Study

HENSON HUSKY CONSEQUENCES

in the classroom, hallway, restroom, cafeteria, gymnasium, and the bus



WARNING – self-correction



STUDENT/TEACHER CONFERENCE



SUPERVISED TIME-OUT



PARENT CONFERENCE



STUDENT/GUIDANCE CONFERENCE



ADMINISTRATIVE REFERRAL



HENSON HUSKY CONSEQUENCES
in the
Classroom Hallway Restroom Cafeteria Bus



1. WARNING – *self-correction*
2. STUDENT/TEACHER CONFERENCE
3. SUPERVISED TIME-OUT
- 4. STUDENT/GUIDANCE CONFERENCE
- 5. PARENT CONFERENCE
6. DATA BASE ENTRY
7. ADMINISTRATION REFERRAL

HENSON HUSKY EXPECTATIONS
in the
Classroom Hallway Restroom Cafeteria Bus



PRIDE

❖ **IN YOURSELF**

- Use appropriate language
- Dress appropriately
- Behave appropriately
- Uphold personal integrity

❖ **IN OTHERS**

- Follow directions of the staff
- Avoid interruptions
- Respect everyone's personal space
- Accept the rights of others to be different

❖ **IN OUR SCHOOL**

- Clean up after yourself & others
- Treat school property & materials with care

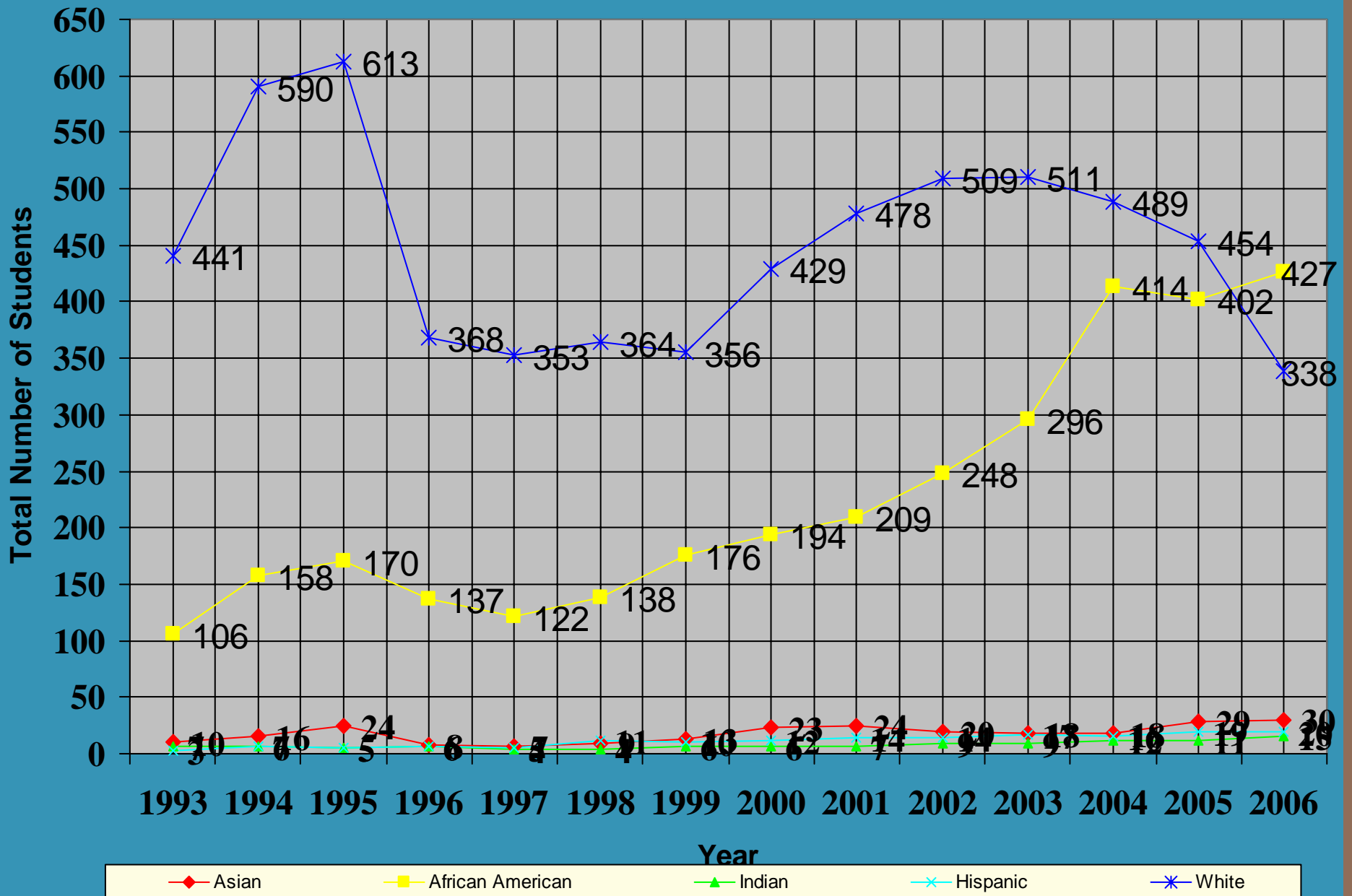
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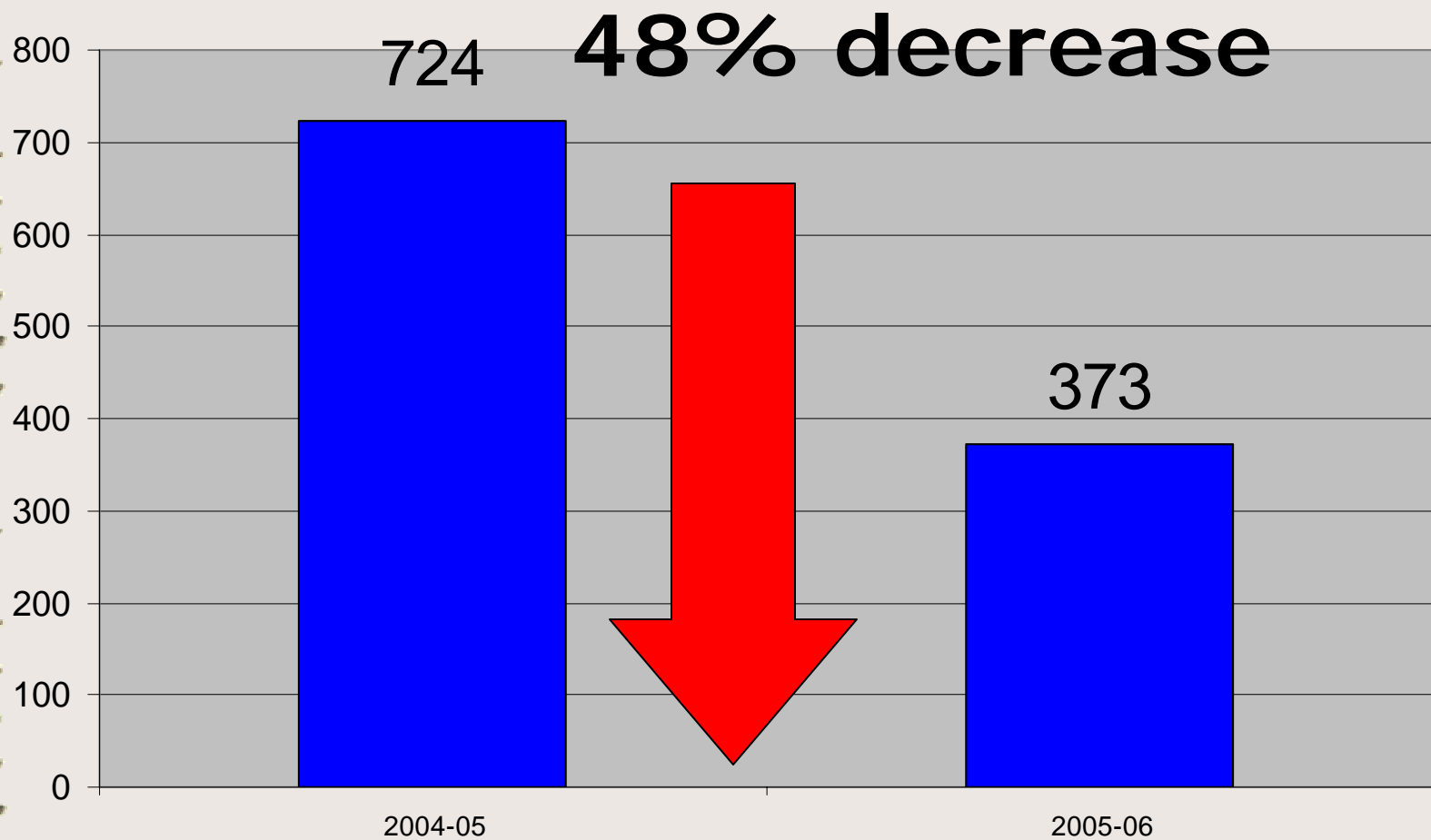
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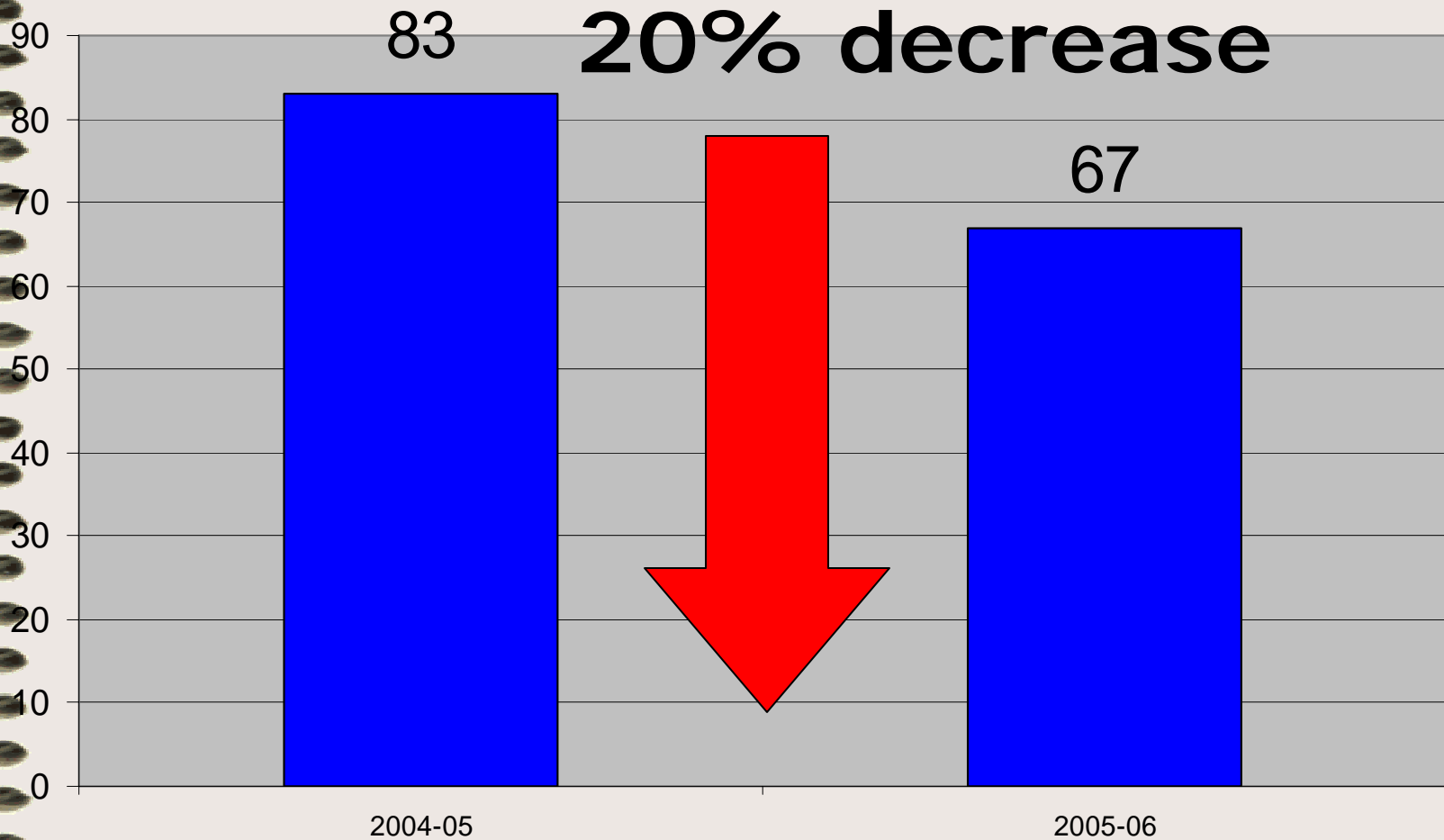
MHMS Enrollment Trends



Total Referrals by Year September-January



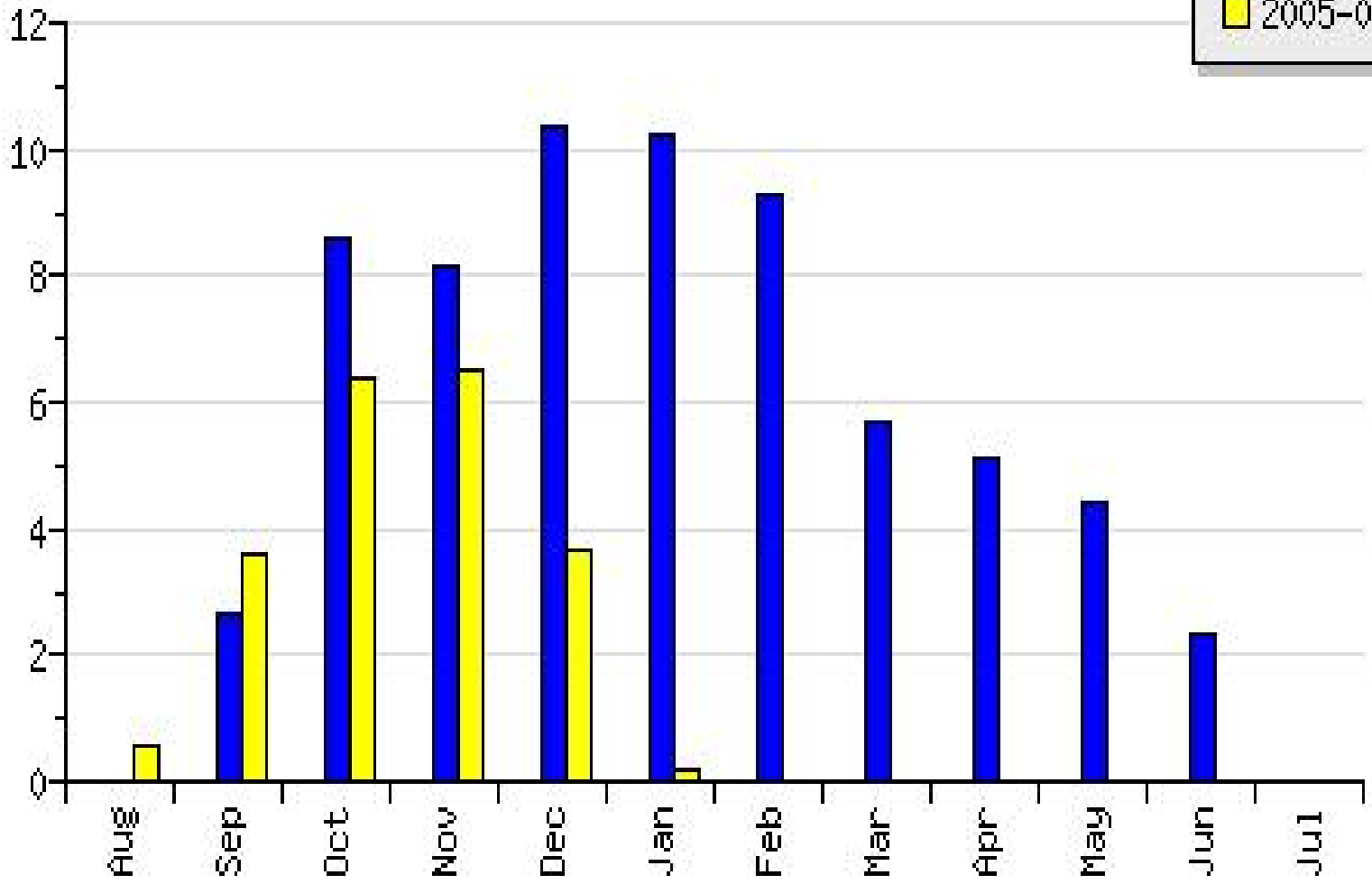
Out of School Suspensions September-January



Average Referrals Per Day Per Month

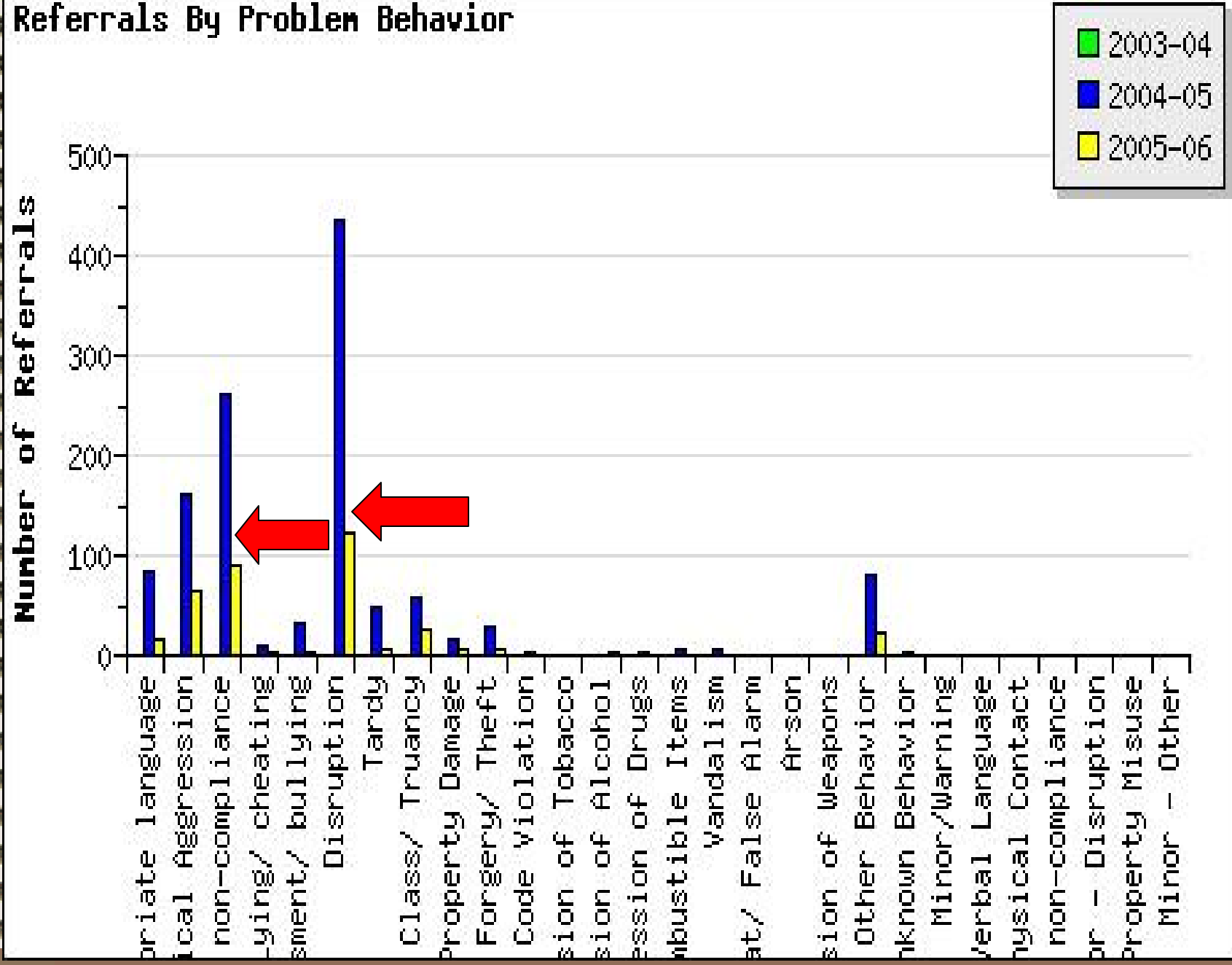
- 2003-04
- 2004-05
- 2005-06

Average Referrals Per Day



School Months

Referrals By Problem Behavior



SCHOOL WIDE EXPECTATIONS



Universal Interventions

- Give buck and state behavior
- Dances, assemblies
- Quarter Drawings
- Funding incentives
- PBIS store



Practices Supporting Student Behavior

- Husky Bucks
- Be There Bucks
- Hallway Bucks
- Husky Store
- Dances
- New Student Day
- Lesson Plans
- Second Step
- SWIS Data for SST
- Spirit Assemblies



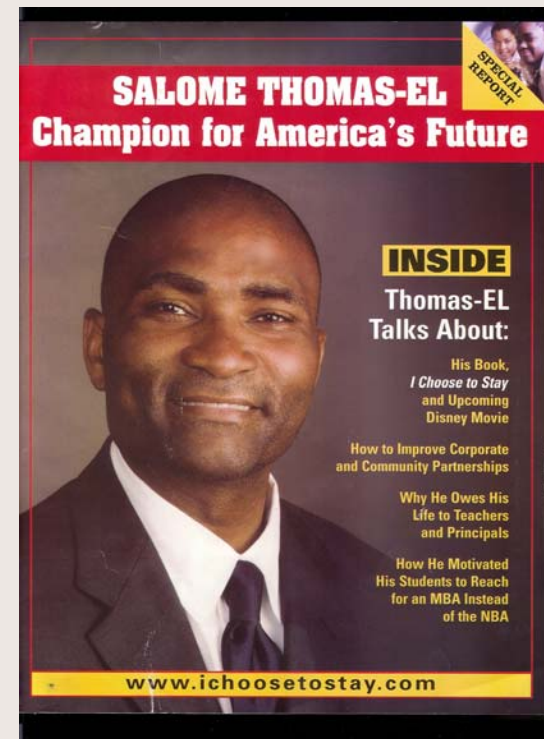
New Student Day

- 115/810 new students
- “Getting to know you”
- Overview of student resources
- Intro to all clubs & organizations
- PBIS overview
- Luncheon



Systems Supporting Staff Behavior

- PBIS Staff Award
- Current SWIS data review in all team meetings
- Staff Rewards
- Ongoing Staff development



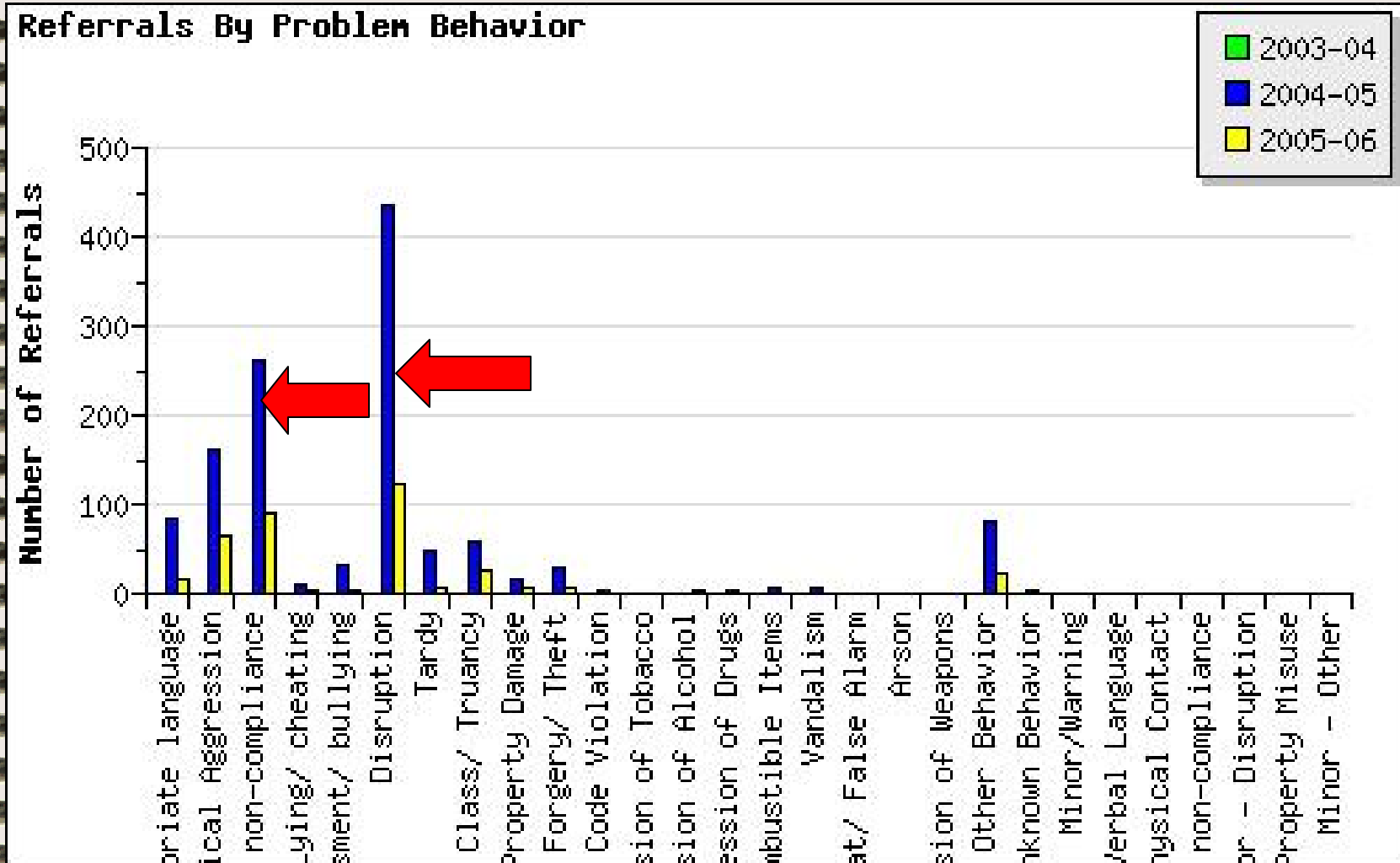
PBIS Classroom Lessons

MHMS Goal:

Create a learning environment where kids:

1. Recognize appropriate behaviors
2. Assume responsibility for their behaviors

Data and teacher feedback was that classroom disruption was the biggest concern.





Lessons: On-task and Off-task Behavior and Goal Setting

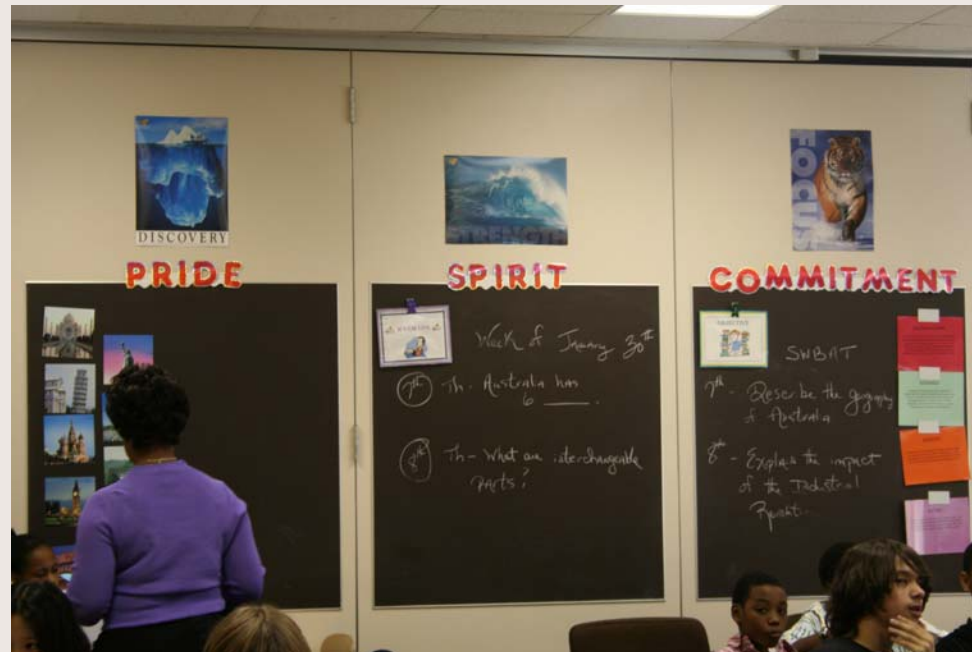
A. Observations

- 6th, 7th and 8th graders know what on-task and off-task behaviors are;
- Some kids understand that poor behaviors are habits;
- Kids know how to set a positive behavior goal, BUT they do not know how to create steps to achieve it.

Lessons: On-task and Off-task Behavior and Goal Setting

B. Future lessons

- Teach kids how to create practical steps to achieve a behavior goal



When creating a positive school climate, school-wide lessons need to be founded in and monitored by data and student/teacher feedback.



Targeted Group Intervention Identification Referral Process

- Administrative
- SST
- Nurse
- Counselor
- Team meetings
- Parent (conference)



Behavior Education Program



Helping
yoU
Succeed -
Keeping
It
Excellent in
School

Matthew Henson Middle School PBIS Program
Huskies Report
 (Helping "YoU" Succeed...Keeping It Excellent in School)

Student _____ Date _____

	Pride		Spirit		Commitment			Teacher initials		
	In Yourself In Others In Your School		Be Involved Interact with Others in a Caring Way Use a Positive Tone of Voice & Body Language Have Fun		Be There Make Good Choices Carry and Use Your Student Planner Be Prepared Complete Classwork & Homework Study					
0 = No 1 = Good 2 = Excellent	Be Respectful	Follow Rules	Positive Attitude		On Time	Materials	On Task			
Check In	0	1								
1st	0	1	2	0	1	2	0	1	2	
2nd	0	1	2	0	1	2	0	1	2	
3rd	0	1	2	0	1	2	0	1	2	
4th	0	1	2	0	1	2	0	1	2	
5th	0	1	2	0	1	2	0	1	2	
6th	0	1	2	0	1	2	0	1	2	
7th	0	1	2	0	1	2	0	1	2	
8th	0	1	2	0	1	2	0	1	2	
Check Out	0	1								
Office Referral	Yes	No		100% = 50 points (3 rewards) 90% = 45 points (2 rewards) 80% = 40 points (1 reward)						
Total Points =			Today _____%			Goal _____%				
Points Possible = 50										

WOW: _____

Parent's signature _____

JC Parks vs. Henson Huskies



The BEP at Matthew Henson – A Case Example

Behaviors Prior to BEP

2004-2005 School Year

- 15 referrals last year (physical aggression, disrespectful, disruptive, non-complaint, etc.)
- 3 out-of-school suspensions
- Suspended to the Superintendent and placed in an alternative setting for 45 days (2004-2005)
- Citizenship grades were Satisfactory -> Unsatisfactory for the year

2005-2006 School Year

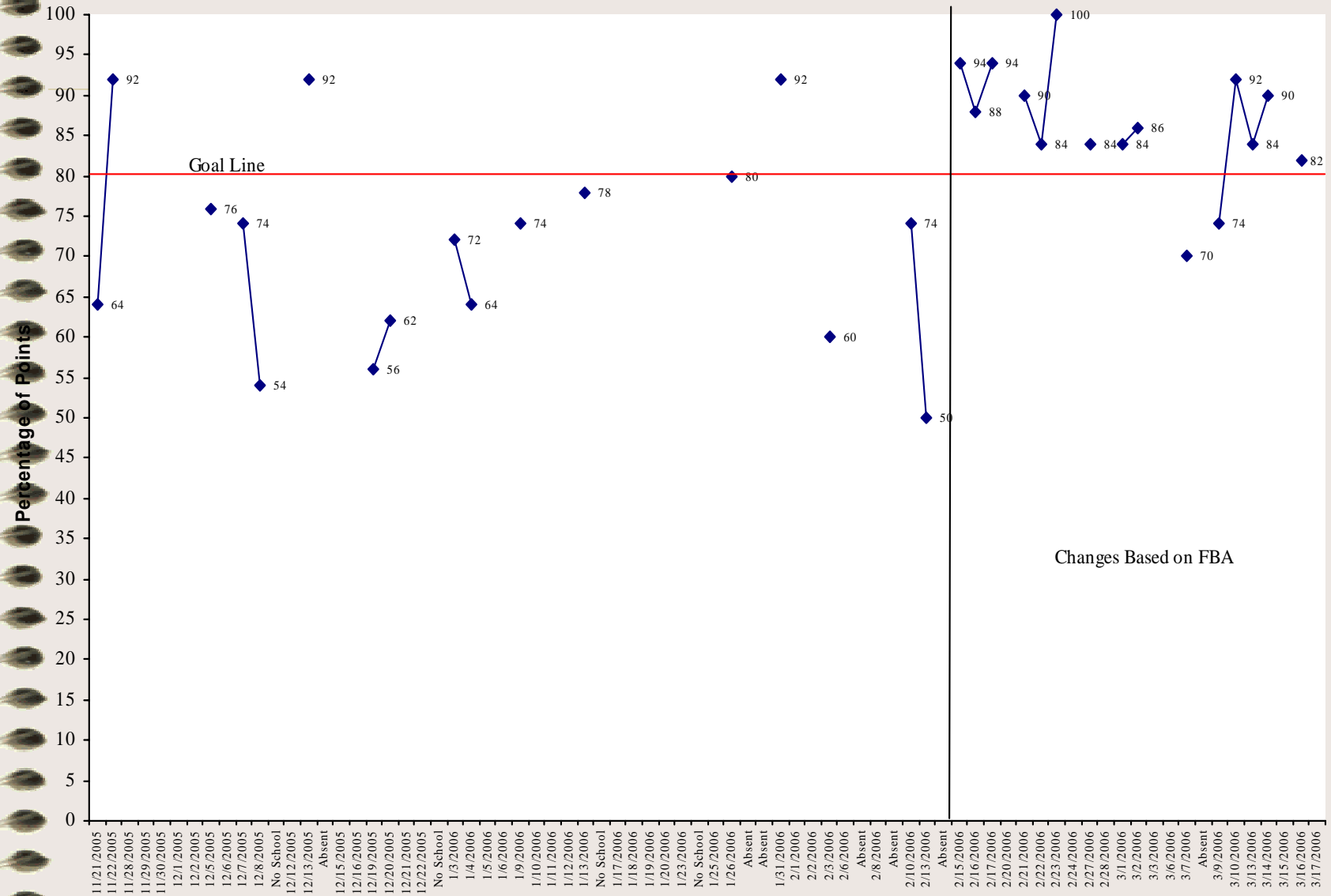
- 4 referrals between September & November 2005
- 1 out-of-school suspension
- Citizenship comments ranged from Satisfactory -> Unsatisfactory

Behaviors Since BEP

Since 11/2005

- 0 referrals
- Citizenship grades ranged from Outstanding -> Satisfactory
- BEP data

MB's Percentage of Points Earned on the BEP



Changes Based on FBA

Individual Interventions

Weekly Sessions

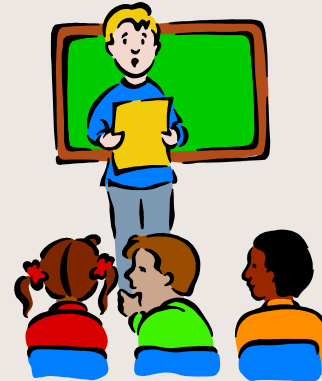
- Anger Management
- Social Skills
- Behavioral Techniques
- Organization

Groups (bi-weekly)

- Anger Management-Biofeedback Dots
- Social Skills –Triads
- Work in Collaboration

Staff Development and Community Seminars

- Conducted monthly
- Target a common problem
- Target faculty and parents



Program goal is to work in collaboration to build strength and character among students at Matthew Henson.

For more information
visit our website:

<http://www.ccboe.com/henson/>

