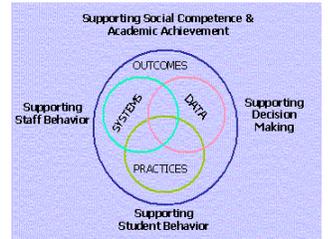


KUDOS PBIS NEWSLETTER

Suspension: A Research-Based Intervention

Fall, Issue 1

January 2, 2007



No Child Left Behind (NCLB) requires educators to implement research-based interventions when addressing student needs (academic and behavioral). Therefore, educators must intentionally select interventions which have a high likelihood of being effective.

Suspensions decrease misbehaviors, right?

Research does not support this practice. Instead, research indicates a reliance on punitive consequences increases:

- drop out rates
• vandalism
• hostility toward schools
• withdrawal, aggression
• Truancy

While punishments may "get the attention" of students who are generally compliant, research shows it is one of the least effective consequences for students who demonstrate anti-social behaviors.

Won't suspending one student deter others from misbehaving?

Again, research does not support the effectiveness of this practice. What has been proven, is greater than 80% of students will demonstrate appropriate behavior when suffi-

cient structures and supports are in place.

If we don't suspend, how will students learn behaviors have consequences?

Students learn their behaviors have consequences when the consequences are meaningful and directly related to the factors which drive the misbehavior. As a result, educators must be able to understand, deliver and evaluate a variety of consequences (school-wide and individually).

Is out-of school suspension wrong in all cases?

No. In order to ensure the safety of the school-wide community, it may be necessary to remove a student from campus. However, removal is only the first step. Unless the factors which contributed to the misbehavior are identified and addressed, the behavior is likely to reoccur.

What can teachers do to support fewer suspensions school-wide?

Agree students must be connected to the learning experience & environment.

Agree, all but the most serious misbehavior, should be addressed through in-class conse-

quences & adjusted classroom structure / management.

Agree increased staff trainings are necessary to support students with the most serious behaviors.

Intervention at the Office Level:

Once a student is sent to the office, administrative obligation goes well beyond mere punishment. At this point, it is critical to identify and address the factors which contribute to the misbehavior.

Prevention on a school-wide level:

In order to ensure at least 80% of students are behaviorally successful, the site must implement universal structures and supports. Key elements of a positive school-wide discipline program include:

- adopting a school-wide discipline plan
• providing staff training
• involving the entire school community throughout implementation
• evaluating data to drive decisions.

Special points of interest:

- PBIS Facilitator Comments
• Important Dates to Remember
• Meade & Brockbridge ES win Federal grant

Inside this issue:

Table listing contents: PBIS Facilitator's Comments (2), Fast Facts (3), Spotlight (3), Odenton ES (4), Marley ES (5), Point Pleasant ES (6)

Larson, Jim, Ph.D., Reducing Out of School Suspension through Evidence Supported Discipline Procedures, University of Wisconsin—Whitewater
Shinn, Mark, Ph.D., Walker, Hill, Ph.D., and Stoner, Gary, Ph.D. (2002). Interventions for Academic and Behavior Problems II: Preventive and Remedial Approaches. National Association of School Psychologists (NASP) publication.

## Greetings for 2007

This is our first newsletter of the 2006-07 school year. Included in this issue is a thought-provoking article about the use of suspension. Some of the authors are faculty members at the Center for Violence Prevention at the University of Oregon, birthplace of PBIS.

Thanks to all the teams who sent in their fabulous PBIS information and pictures. As you can see, our PBIS schools have been very busy in fun and productive activities. It is clear that teams are working hard on establishing capacity to implement PBIS consistently and with fidelity throughout their schools. You look marvelous!

Remember that the next few months are our most difficult and often stressful. Our data has indicated that behavioral problems and office referrals/suspensions usually spike during March, as our energies wax and wane with MSA/HSA. Teams need to anticipate such fluctuations and intensify creative ways of acknowledging positive behaviors. And don't forget faculty morale. This can be a key factor to the success of student achievement and school performance!

I want to take this opportunity to thank each and every team member for the dedication and work that you are doing on behalf of our students. Your hard work has shown a huge payoff. PBIS would not be as strong as it is in AACPS without you. See you in April.

*Ginny*

Virginia L. Dolan, Ed. D., NCSP  
AACPS PBIS Facilitator



## **IMPORTANT DATES TO REMEMBER**

### **The State Coaches Meeting**

**Tuesday, January 30, 2007**

9:30 a.m. to 12:30 p.m.

Sheppard Pratt Conference Ctr.

Coaches are strongly urged to attend as the NEW Exemplar Status criteria will be fully explained.

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### **The AACPS Spring Regional Cluster Meeting**

**Wednesday, April 11, 2007**

AM session: 8:00—11:30

PM session: 12:00—3:30

Anne Arundel Community College, Arnold Campus, CALT Building ,  
Room 100 (*This time Room 100 is guaranteed.*)

Teams who attended the morning session for Fall Regional Cluster Meeting will attend the afternoon session and vice versa. Two half day subs per school are available. Registration will be ready on ERO by the end of January. The theme will be a continuation of the Fall Meeting with the focus on classroom PBIS Systems to include CHAMPs, which has shown remarkable success.

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### **Annual State PBIS Spring Forum**

**Tuesday, March 27, 2007**

Holiday Inn Express Timonium

This is for administrators who are interested in implementing PBIS for the next school year.

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### **Summer Institute Information\*\***

**There are several changes afloat:**

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***AACPS will be hosting Returning Team Training on  
Thursday, July 19 and Friday, July 20, 2007***

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**Monday, July 9, 2007** - New and First Year Coaches

**Tuesday, July 10 and Wednesday, July 11, 2007** - New Team Training for Elementary Schools

**Wednesday, July 11 and Thursday, July 12, 2007** - New Team Training for Secondary Schools

\*\*Summer Institute details, confirmation of locations, and registration infor-

## Fast Facts

### Marley Middle School submitted by Charles Lease

As of November, we have had 50% less referrals this year compared to the same period last year.

### MacArthur Middle School

For the 2006 – 2007 school year, MacArthur’s referrals are down 41%. For the month of November, our referrals are down 62%.

### Corkran Cardinals Soar Off the Charts

Corkran Cardinals have only .6% of their students in the Red Zone. At the end of November 2006 we have 50% less referrals than the same time period in 2005. That is 166 less office referrals than this time last year. If you consider that each referral causes a loss of 45 minutes to one hour of instructional time, we have gained between 125 to 166 instructional hours.

### Severn River Middle School – submitted by Patrick Bathras

Good things are happening at Severn River Middle School. Please take a close look at the individual students during Interdisciplinary Team (IDT) Student Management meetings to see what strategies are in place: what’s working, what’s not working, and what still needs to be done. Severn River Middle has had a 52% decrease in discipline refer-

In grade 6: 11 students have at least 1 referral.

3 students have 2 referrals.

96% have 0 referrals.

In grade 7: 13 students have at least 1 referral.

1 student has 2 referrals.

1 student has 3 referrals.

1 student has 6 referrals.

95% have 0 referrals.

In grade 8: 20 students have at least 1 referral.

2 students have 2 referrals.

1 student has 3 referrals.

2 students have 4 referrals.

92% have 0 referrals.



## Spotlight

Meade Heights and Brockbridge Elementary Schools are proud to be the recipients of the U.S. Department of Education’s Elementary School Counseling Grant. This three-year, \$1.2 million grant was the only grant, or 49 awarded nationally, that came to the state of Maryland.

The purpose of the Anne Arundel County Public Schools project is to align school counselor and psychologist student ratios with national standards. Specifically, the grant is funding an additional school counselor in both schools and two additional days of school psychology services for each school. As a result of better alignment, the project proposes to reduce office referrals by 60% over the three-year period.

Interventions and supports will be implemented using the PBIS three-tiered model. Counselors and teachers will work within the primary tier (Green Zone), using the Second Step curriculum and other supports. Yellow Zone students may receive specialized group and/or individual counseling, while Red Zone students, exhibiting intensive, sustained high-risk behavior, will receive targeted interventions based on Functional Behavior Assessment and Behavior Intervention Plans.

In order to strengthen teacher capacity to address student behaviors in the classroom setting and to develop a highly specialized mental health team, professional development is a primary focus of the grant sup-

port. In addition, funding is available for targeted materials of instruction. The proposed result will be that fewer classroom behaviors will escalate to the need for administrative intervention, because teachers will have a better understanding of functions of behavior and of how to devise responses that will assist students in improving their school behavior.

Meade Heights and Brockbridge Elementary Schools are proud to be the recipients of the U.S. Department of Education’s Elementary School Counseling Grant.

## Odenton Elementary Gets “On-Track” with PBIS! submitted by Maurine Larkin

On the very first day of school at Odenton Elementary, all staff was donned with bright, white t-shirts that shared our new school expectations:

Teachers got very busy rewarding students that were “on-track” with school-wide tickets and monitoring behavior on colorful trains found in every classroom. Students have really bought into our PBIS program that includes classroom rewards, school store, earning extra cultural

**BE ON TRACK!**



arts and lots more! On October 26, 86% of our students earned our first “Big Event” a Fall Fun Fest by exhibiting “on-track” behavior 80% or more of the time! Even more exciting, our major office referrals have dropped 22% from last school year. Everyone at Odenton Elementary loves PBIS!

## Southern Middle submitted by Faye Ruggieri

### *Southern High School Marching Band performs for our students.*



**March with the Band** – Our 6<sup>th</sup> grade enjoyed a grand performance from the Southern High Marching Band. This special treat inspired blossoming musicians to get a goal to become a part of this rewarding activity, which develops a person's music.

**Principal Rides Beyond** – Mary Ann Buckley, Principal of Southern Middle School shares her love of horseback riding with a special PBIS prize. Students can spend PBIS store tickets to go horseback riding and enjoy a pizza dinner at Mrs. Buckley's horse farm. This fall a few students who share a love for horses spent an afternoon with their parents participating in this awesome activity.



*Student with 50 PBIS tickets and Mrs. Buckley ride horses on Mrs. Buckley's farm.*

## What makes Jessup a PBIS School?

At Jessup Elementary our staff realizes that we are fortunate to have a group of truly wonderful students who consistently demonstrate an eagerness to do well with their academic work and behave appropriately. We are proud to say that this is approximately 90% of our student body! Research states that 80% is the lowest threshold that is needed to have an effective learning environment.

PBIS stands for Positive Behavior Interventions and Supports. This basically means that Jessup Elementary believes in following a consistent school wide system for managing student behavior. So what are some of the Interventions and Supports that are used at Jessup Elementary?

One of these Interventions and Supports is the implementation of Spots. A Spot is a laminated ticket that students receive for good behavior. Any child can earn a Spot at any time, and can earn as many Spots as a teacher can dole out in a day. Since Spots can be given at anytime for any reason it keeps students on their toes so they can get caught being good. Not only can students earn Spots in their classroom, they also can earn Spots in the hallways, during Cultural Arts, in the cafeteria, and on the bus. Students collect Spots to be turned in to receive rewards from our PBIS School Store.

There is always an opportunity to catch any Jessup student at anytime being good. Once these students are recognized what usually

happens is that other students follow in kind with the hopes of also earning Spots, thus keeping the school climate positive and productive.

Spots are not the "magic bullet" for every single student. We realize that our students have diverse needs and not all students are motivated by the same things. However, the utilization of Spots is the first step in creating and maintaining a year-long atmosphere that is positive and that lays the foundation for an appropriate learning environment.

## Van Bokkelen Elementary School submitted by Brenda Care

When Van Bokkelen Elementary School's PBIS Team met during the 2006 Summer Institute, we looked at the draft of our 2006 – 2007 action plan. Our goal was to incorporate ideas learned from the presentations that would help us achieve our goal: increase instructional time by decreasing the number of referrals by 10% for the school year 2006 – 2007.

As a result of ideas shared at the Summer Institute, the team decided to include the following in our action plan:

- recruit mentors for red and yellow zone students
- begin an Eagle Club for our red and yellow zone students with goal setting in the morning and evaluation in the afternoon
- plan character development announcements for the morning announcements
- examine weekly referrals for the cause and address in the classroom with direct instruction (Teach and Practice).

We are encouraged by the following: for the period August – November 2005, we had 197 referrals and for the period of August – November 2006, we had 152 referrals – 52 fewer referrals for the same period or a **26% decrease**. We will continue to monitor our plan and data, and make adjustments as needed, but we believe we are moving in the right direction.

## Marley Elementary School submitted by Donna Williman

The PBIS Committee has done an outstanding job of planning and supporting the initial implementation at Marley Elementary School. Meghan Murphy, chairperson, along with Amanda Tudor, Amy Mueller, and Joyce Burke spent many hours this summer preparing materials for staff to use when they returned to school. Clip charts were made for every classroom, and each staff member received a personalized golden coin to give to students. They also trained nonprofessional staff and created positive and proactive ways to them to interact with students. In addition, the team created a t-shirt for staff and prepared initial lessons for each grade level. Not only did the committee prepare for student awards, but they also canvassed local businesses to get

gift certificates to give to teachers. The teachers look forward to the Friday drawings as much as the students!!

On a daily basis, the PBIS Implementation Team serves as problem solvers as situations ARISE. The structure of the HUGs Club supports our high needs students. Mentors touch base with these students every morning and every afternoon. They know someone cares, and the subject of their behavior is apparent at least two times a day. In addition, our HUGs Club members enjoy the benefit of special events. The students have goals to work toward and are rewarded for their efforts.

The benefits of PBIS to our school community are apparent when looking at our SWIS data. Referrals during the fall

months have been reduced by 55%, 53%, and 54% when compared to last year. In addition, our suspension rates dropped 75%, 80%, and 63% for the same months. Our students are more available for learning as a result of the PBIS initiative. Whenever asked, all students from Pre-K through Grade 5 are able to state our 3 rules – Be Respectful, Be Responsible, and Be Safe. Furthermore, they are able to tell you which rule that they broke. The structure of the rules has provided a solid foundation for discussing appropriate behaviors. It is apparent from conversations with parents that these rules are being discussed in the home. The consistency of rules at home and at school promotes greater growth in our students.

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## Bates Middle School submitted by Patricia Klos

**Incentives:** Bates MS has been involved with PBIS for four years and every year it has gotten better and better. This year has been remarkable in that we have seen a transition from school-wide committee management of incentives to grade and/or team level managed incentives. The PBIS committee sponsors four school-wide incentives over the course of the school year and all the rest of the incentives are designed by the grade level teams. This is working well because what might appeal to 6<sup>th</sup> graders doesn't necessarily appeal to 8<sup>th</sup> graders! The 6<sup>th</sup> grade team has developed a "Menu of Incentives" which include game days, movies, and kick-ball. The 8<sup>th</sup> grade incentives has been dances and drawings.

**School-wide:** We kicked off the incentives in September with our very successful "Tricky Tray" drawings. Each of the IDT teams created a themed "tray/basket" of goodies. The 10 trays were

displayed and students were able to spend their bucks (earned by responding to a daily focus) by placing them in the drawing for any or all of the trays. We had very happy winners and great response from the students.

Our second school-wide incentive is our 4<sup>th</sup> Annual Bates Holiday Bargain Basement. We have collected hundreds of flea-market items from faculty and parents. Students will use their Bates Bucks to Holiday presents for family and friends. It is an incredible sight to see kids laden with presents to take home.

**CHAMPS:** This year our 6<sup>th</sup> Grade Academy instituted a classroom management framework called CHAMPS. All 6<sup>th</sup> grade teachers have been trained and are using CHAMPS *consistently* in their classrooms. The decrease in referral data has been phenomenal and the teachers are thrilled with the effects. The 6<sup>th</sup> grade team has

had only 13.6% of all referrals to date! Last year it was 34% during the same time period! Essential CHAMPS is a very concrete tool for planning for and teaching students clear and specific expectations of behavior. It takes the *what does PBIS look like* down to the classroom. For each classroom instructional activity and transition, students are taught (and reviewed and monitored) expectations for:

**C – Conversation** (What kind of conversation can I have during this activity)

**H – Help** (How do I get help?)

**A – Activity** (What is the activity, what will be accomplished?)

**M – Movement** (Can I get out of my seat?) and

**P – Participation** (What does it look like to the teacher if I am participating fully? What doesn't it look like?)

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## Crofton Middle School submitted by Deke Kelly

- Through November, total referrals have decreased 34% since 2004 and 57% from 2005.
- Through December 15th, our suspensions (in school and out of school combined) are down 40% since 2004

and 50% from 2005. ) are down 40% since 2004 and 50% from 2005.

- Through December 15th, we have one student receiving 6 or more referrals as opposed to 2 in 2004 and 12 in 2005.

- Since implementation of PBIS, the number of students receiving at least one referral through December 15th has decreased from 84 in 2004, 78 in 2005 to 56 in 2006.

## Point Pleasant Elementary School submitted by Martha Ohehir

Our media teacher, Helen Kellog, says she is having the best year of her career at Point Pleasant and she believes it is because of PBIS.

We instituted the school-wide awards menus in every classroom, one version for primary and one to intermediate.

We held two school-wide assemblies with skits performed by faculty and students to re-teach the PAWS expectations.

We post all our PBIS menus, templates, and the Fall Regional Powerpoint on our “goodies drive.”

We place emphasis on intangible recognitions for our awards, and the motivation is high! Bring a stuffed animal to school for a day, eating at the special Friday table,



*Second graders enjoying the privilege of eating at the special Friday table.*

wearing the PAWS visor for a day, earning a certificate of accomplishment to take home are some of the favorite incentives.

We filled out a consensus form at our October staff meeting to obtain data, and reached more than 85% buy-in for PBIS. We have been given time at every SIT (School Improvement Team) meeting to plan and to report to the staff. We have reported our SWIS data monthly since September, and we have sent every form into Central Office on time.

Christina Schiller, a kindergarten teacher, designed certificates and primary menus of awards. Wendy Middle designed the awards for the intermediate building.

Laura Berrios faithfully counts PAWS tickets to see which class is earning the most for the week. Mrs. Karen Bailey brings in prizes for teachers whose names are drawn at staff meetings from the huge box of PAWS menus.

*Our students love to earn the right to wear a PAWS visor.*



## Annapolis Middle School submitted by Fran Freeburg

The Dragons at Annapolis Middle School have lots to be proud of this year. Our referral rate dropping 65% compared to last year this time. The major initiatives that we credit for our success is combining the strategies of PBIS and Character Education. This year we not only look for the positive, we also spend about 60 minutes per week (two thirty minute morning advisory periods) discussing positive character features like responsibility, respect, caring and empathy.

In addition, we have divided our students into small homerooms called “Caring

Communities”. The goal is to provide a mentoring environment where students and teachers form a cohesive support group. We feed the students breakfast and monitor their needs for simple things like school supplies, homework, and class progress. It is also the venue in which they receive the Character Education Lessons and will take the MSA.

One other program we are piloting this year is a *School Within a School*. Some of our red zone students have been removed from mainstream classrooms and placed in small groups that are separated from the general

population for core subjects. It seems to be helping.

Finally, at Annapolis Middle School we are constantly trying new things; some work, some are abandoned. However, we are now able to make educated decisions because we are looking at the data every month. Teachers are aware of the major decrease in referrals so even when it gets tough, there is data to support that progress is taking place. The real confirmation will be when we make AYP this year!

## Georgetown East Elementary School submitted by Mary Beth Gormley

Georgetown East’s 3rd Annual PBIS Holiday Shopping was a huge success. Parents, staff, and community members graciously donated many new and gently used items for students to purchase. Students spent their well-earned Seahawk dollars on

gifts for their family and friends. Staff members and parent volunteers also donated their time to the holiday shopping event. These supportive adults set up the shopping area, decorated, priced items, assisted students, counted “money”,

wrapped gifts, re-stocked the supply, and cleaned up when it was finished. Thanks to the generosity of our staff and school families, another year of holiday shopping was enjoyed by every Georgetown East student.

## Freetown Elementary School submitted by Inga Pritchett-Johnson

Freetown Elementary is happy to report that we currently have no students in the red zone! Congratulations to Freetown Elementary’s 5th grade students who are taking great responsibility in doing the morning announcements each day. Stu-

dents go through a 2 week application and interview process, complete with recommendations needed from parents/guardians and teachers. Our 5th graders are taking their “responsibility” of representing Free-

town’s Finest on the morning announcements each day.

