WEST ELEMENTARY, MHSD
#193
3RD ANNUAL IPBN CONFERENCE
WHY WAS PBIS NECESSARY?

- **2016-2017 Staff Survey:**
  - 45% of the comments were focused on student behavior

- **2016-2017 Parent Survey:**
  - 17% rated students respecting adults as low
  - 10% rated staff working with students in additional skills such as responsible, respecting other, handling conflict, etc. as low
  - 14% rated administrator/teachers addressing student discipline matters fairly as low
  - 21% of the comments are focused on student behavior

- **2016-2017 Schoolwide Evaluation Tool= 55%**
  - Expectations Defined= 25%
  - Expectations Taught=20%
YEAR 1

- **Our Successes**
  - Our 3 Expectations~ Simple & Consistent
  - Grade Level Assemblies~ Teach, Model, Re-Teach, Model Again, and Teach Again
  - Schoolwide Rewards
  - Recess Behaviors
  - Check In/Check Out System
  - Our PBIS Team
  - Students are modeling, self-correcting, and teaching
  - Creating a positive, exciting, atmosphere
YEAR 1

- **Our Struggles**
  - 100% Participation
  - Focusing on the Positive, not the Negative
  - Changing classroom management tools
  - Inconsistent Rewards
Ramsey Magnet
School of Science

Our Journey Through PBIS Implementation
Why PBIS?

* Administrators feeling the pressure of handling multiple discipline referrals on a daily basis
* Need for more consistent behavior expectations
* Focus on one school-wide reinforcement program
* Create more positive school climate
* Administrators introduced and tried to “sell” the idea to staff through a presentation explaining the who, what, where, when, why of PBIS at a staff meeting

* Staff were then given the opportunity to provide feedback through a 3, 2, 1 sheet.

* Asked for staff members to let us know if they were interested in being part of the team

* Staff overwhelmingly voted to implement this program
* First Steps-Year 1
Midway through the school year—after Christmas Break

* Developed team
* Team attended training in the fall
* Reworded school-wide teach-to’s in a positive manner
* Created lesson plans to share with staff for explicitly teaching the teach-to’s
* Determine what would be considered level one, level two and level three behaviors
* Created major and minor forms
* Videos created through community college resource
* Provided staff training and PD

“Instead of calling my mom, how would you feel about exploring a more positive and preventive strategy.”
Year 2

First year of full implementation of Tier 1. Team attending Tier 2 Training

* Created PBIS Handbook as a team
  * Expectations
  * Lesson Plans
  * Teach-to’s
  * Levels of behavior
  * Teach-to Schedule
  * Minor behavior forms
  * Incentive program
  * Behavior Flow Chart

* Created electronic Major Referral Form using Google Forms

* Determined incentive programs for students and staff
* Presented to PTO
* Developed staff training around the handbook and office referrals
<table>
<thead>
<tr>
<th>Individual Student</th>
<th>Homeroom Classes</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beaker Buck</td>
<td>Monthly drawings based on major office referrals</td>
<td>Minor form drawings</td>
</tr>
<tr>
<td>Good Deed Raccoons</td>
<td></td>
<td>Beaker Buck Drawings</td>
</tr>
</tbody>
</table>

*Incentive Programs*
*In Response to Data...*

Our PBIS team began to analyze data to look for trends or “problem areas.” As a result, we developed Tier 1 interventions to alleviate some of the concerns.

**Cafeteria Incentive Program**

**Created Cross-Grade Level “Families”**

1st Grade Lessons
* Year 3

Full implementation of Tier 2-Team attending Tier 3 training

* Staff trauma training
* Focus on creating strong classroom communities
* Check-in/Check-out system
* Small groups
Pros of PBIS at Ramsey

- 5:1 positive to negative
- Less office referrals
- More positive building tone/atmosphere

Struggles of PBIS at Ramsey

- Cost of Beaker Buck Store
- Making sure all teachers explicitly teach the teach-to’s
- Process of involving duties and other classified staff
- Analyzing data regularly and meeting monthly as a team
* Don’t Forget...

* Involve stakeholders in the process
* Use time wisely at the trainings
* Don’t feel like you have to take it on all at once.
* Tap into community resources
* Look at your data to plan Tier 1 interventions
* Provide staff with the necessary training
O+ Positively Diverse

Ku sodiwa 'dha
Karibuni

Bienvenidos
Herzlich Willkomen
Ahlan oo Sahlan
Bem Vinda
Demographics

• 400 Students K-6
• High poverty rate - 100% of students receive free breakfast/lunch
• 31% Migrant
• 25% Ever Language Learners
• 78% of Students are Minorities
• 31.5% Mobility
• 15% Students with Disabilities
• 8 Different Languages Spoken
Dedicated Time

- Priority time set before the school year starts.
  - 1 / mo. - Tier 1
  - 2 / mo. - Tier 2
  - 2 / mo. - Tier 3
Separate Teams
Tier 1 Notebook and Training for All

- PBIS Training for all staff prior to start of school
- Monthly Data share - outs
- Monthly PBIS training
- IA Trainings
- Strong Admin. support
School-wide Expectations
SM Parties/ No Referral Parties

- Monthly SM Party
- Quarterly No Referral Party
- End of year No Referral Party
- Raccoon Store
- Class Raccoon Parties
Attendance

• Individual recognition monthly
• Class attendance competition/celebration
• End of year perfect attendance recognition/award
Hallway Lines
CICO/ High 5 Club

High 5

• Support student transition from Tier 2 intervention (CICO) back into Tier 1
• Develop skills self-managers possess
• Students work on specific behaviors based on individual needs
• Weekly meetings for approx. 6 weeks where students discuss progress/practice skills
• Exit when consistently meeting the expectations for 6 weeks
**Tier 3 - Highly Individualized Tracking**

**Asking for Help**

<table>
<thead>
<tr>
<th>Ask for Help Rating</th>
<th>Overall across period</th>
<th>Reading</th>
<th>Math</th>
<th>Science</th>
<th>Completed</th>
<th>Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refusal/Talk out</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>With prompts</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Independent attempt</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Asked appropriately</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>9</td>
</tr>
</tbody>
</table>

**Assignments**

<table>
<thead>
<tr>
<th>Fidelity (0-5) (Fridays only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall use of Strategies:</td>
</tr>
<tr>
<td>Prompt</td>
</tr>
<tr>
<td>Praise</td>
</tr>
<tr>
<td>Provide Specific Feedback</td>
</tr>
</tbody>
</table>

**Name:** 

**Date:** 

**Language 9:00-9:30**

- Total: 
- 1 box filled in for every 5 min – can have frequent reminders and still get if he goes back to doing his job after reminder. (Reinforce more frequently if he is struggling with behavior).

**Writing 9:30-10:00**

- Total: 

**Reading 10:00-10:30**

- Total: 

**Math 10:45-11:30**

- Total: 
- Reward for every 5 blocks – max reward 5 min. at a time.

**Math 11:30-12:10**

- Total: 

**Reading 12:15-1:30**

- Total: 

**Specials 1:30-2:15**

- Total: 

**Reading 2:30-3:00**

- Total: 

**Set/Seat 3:00-3:34**

- Total: 

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I am working on: __________ doing/completing my work________

I am working on: __________ staying in my seat/area__________

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## MTSS Form

### TIPS Meeting Template

### MTSS Form

**May Roberts Elementary School**

**Principal:** Mr. Paul K. Name

**Address:** 123 Elm Street, City, State, Zip

**Phone:** 555-123-4567

**Email:** info@mayroberts.org

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### MTSS = RTI/PBIS

### TIPS

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#### MTSS Form

<table>
<thead>
<tr>
<th>Students:</th>
<th>Grade:</th>
<th>1 2 3 4 5 6 Due:</th>
<th>CDO:</th>
</tr>
</thead>
</table>

**Check Primary Reason for Referral:**

- LA: Math, Behavioral, Other

**Primary Teacher Concerns:**

Please complete the following assessment. (Confidential - this information will not be shared without your permission.)

- O = Often observed
- S = Sometimes observed
- N = Never observed

**Daily Absent/Family Early Out:**

- W = Withdrawn
- L = Late
- C = Unusual behavior in family
- A = Absent from school
- O = On time

**Inappropriate Crying:**

- N = Not at home
- D = In need of support

**Emotional/Anger Issues:**

- O = Somewhat
- S = Severe

**Assisted Behavior for Higher Ages:**

- O = Normal
- S = Special

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**Classroom Interventions Attempted:**

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**Student Strengths:**

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### Current Services Provided:

- Speech
- ODD
- Behavior Plan
- ELL
- OOD: OOD
- EDD
- DDD

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### Assessment Information:

- Special Ed
- GPA

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**Signature:**

---

### TIPS Meeting Template

<table>
<thead>
<tr>
<th>Date:</th>
<th>Time (AM/PM):</th>
</tr>
</thead>
</table>

**Today's Meeting:**

**Next Meeting:**

---

### Form Members (Blank if not present):

---

**Today's Agenda Items (Blank if not presented previously):**

---

**Previously Defined Problems**

<table>
<thead>
<tr>
<th>Problem Statement</th>
<th>Solution Action (Before, Teach, Reinforce, Correct, Evaluate, Adjust)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What</td>
<td>By When</td>
</tr>
<tr>
<td>Goal &amp; Timeline</td>
<td>Ability to Convey</td>
</tr>
<tr>
<td>Effective Means of Solution</td>
<td></td>
</tr>
</tbody>
</table>

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### Administrative/General Information and Issues

**Information for Trains, when to Train, Information on Issues:***

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**New Problems:**

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**Goal Levels:**

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Success Rates:

Average Referrals Per Day Per Month - Multi-Year
All, 2015-16 - 2017-18

School Months

Average Referrals Per Day

- 2015-16
- 2016-17
- 2017-18
All Made Possible By...