



October 4, 2012

1



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This product was developed by Florida's Positive Behavior Support Project through the University of South Florida, Louis de la Parte Florida Mental Health Institute funded by the State of Florida, Department of Education, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

Florida Department of Education
Dr. Eric Smith, Commissioner

Vision Statement

At Denham Oaks Elementary, we are committed to providing a safe environment where learning is a priority and students achieve their fullest potential because of teaming between parents, staff and students.



PBS Vision Statement

Together We Provide Consistent and Clear Expectations to Promote Positive Behaviors



Florida Department of Education
Dr. Eric Smith, Commissioner



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We BELIEVE....

ALL students can learn.

Students respond best to clear expectations, strong routines and goal setting.

Relationships with families and students are the key to motivation for learning.

Data based decisions are best made through a collaborative process.

Purposeful, collaborative planning will obtain the highest results.

Our instruction should meet individual student needs.

The adults are the lead learners in our building.

The actions we take as educators do impact learning.



Advanced Organizer

Positive Behavior Support (PBS):

- Overview of PBS at **DOES**
- What family members can expect
- What family and community members can do to engage in PBS at **DOES**
- Bullying Prevention and PBS
- Resources and additional information



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Positive Behavior Support

PBS:

- A process for creating safer and more effective schools
- Focuses on improving the entire school system
- Applies to everyone within the school setting, including **all** students, staff, and family members



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Positive Behavior Support

Focus of PBS:

- To create environments that help students to achieve success
- To understand why problem behaviors are occurring in order to address them effectively
- To **prevent** problem behaviors, **teach** appropriate behaviors, and **acknowledge** the appropriate behaviors of all students, staff, and family members



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PBS Implementation: A Multi-Tiered System of Support

ACADEMIC and BEHAVIOR SYSTEMS

Tier 3: Intensive, Individualized Interventions & Supports

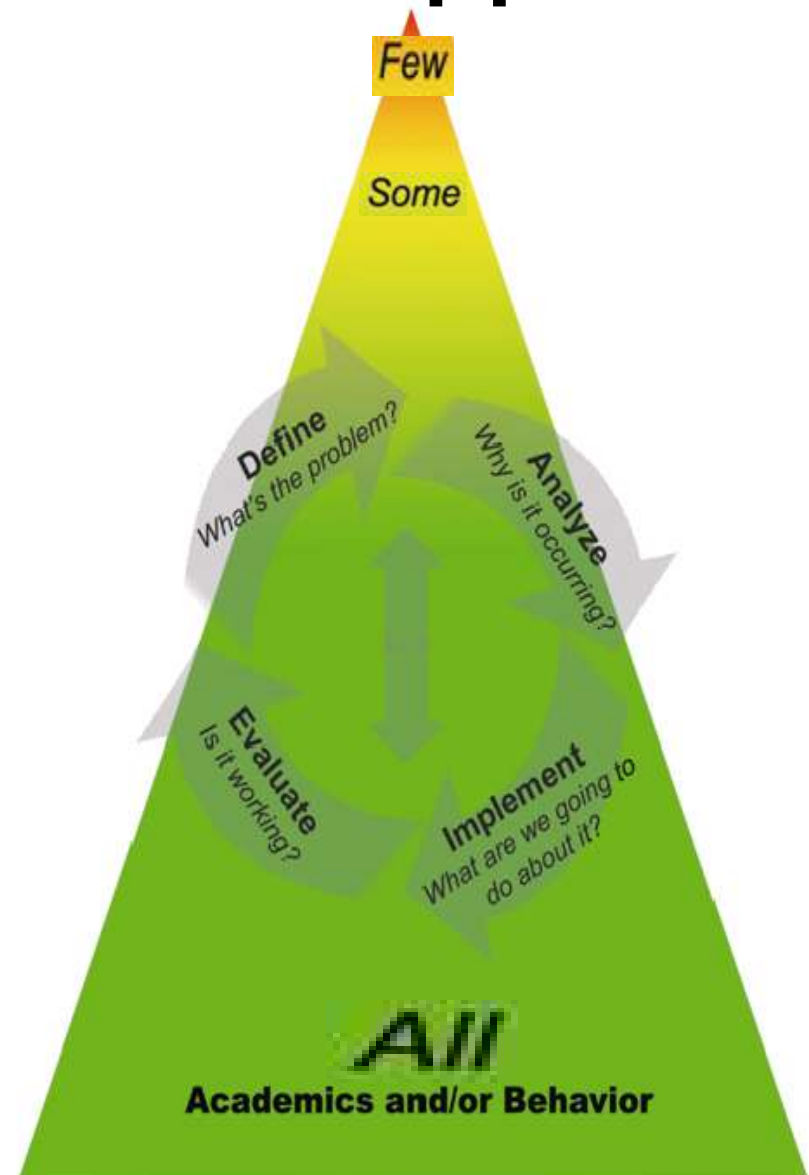
The most intense instruction and intervention based on individual student need, in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports.

Tier 2: Targeted, Supplemental Interventions & Supports

More targeted instruction/intervention and supplemental support, in addition to and aligned with the core academic and behavior curriculum.

Tier 1: Core Instruction & Supports

General academic and behavior instruction and support provided to all students in all settings.



PBS Implementation: Data-Based Problem-Solving Process

Step 1: Problem Identification

What's the problem?

**Step 4: Response
to Intervention**
Is it working?



Step 2: Problem Analysis
Why is it occurring?

Step 3: Intervention Design
What are we going to do about it?

Positive Behavior Support

- Over 17,000 schools across the country and 1,100 in Florida are implementing PBS:
 - Provides the **foundation** for a **Multi-Tiered System of Support (MTSS)**
 - Can be **adapted** to fit any school
 - **Coexists** with most school-wide programs
 - Consistent with **research-based** principles of behavior
 - Intervention of choice in federal laws





“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?**”

**“Why can’t we finish the last sentence as
automatically as we do the others?”**

(Herner, 1998)

Tier 1 Expectations

DOES Expectations:

- Be Responsible
- Be Respectful
- Be Safe



Tier 1 Expectations and Rules

| | Be Respectful | Be Responsible | Be Safe |
|--------------------|---|--|---|
| Classroom | <ul style="list-style-type: none"> ▪ Raise your hand ▪ Use kind words | <ul style="list-style-type: none"> ▪ Follow directions ▪ Use class time wisely ▪ Come to class prepared ▪ Be a good listener | <ul style="list-style-type: none"> ▪ Keep personal space |
| Cafeteria | <ul style="list-style-type: none"> ▪ Use quiet, inside voices ▪ Include others ▪ Keep area clean ▪ Use good manners | <ul style="list-style-type: none"> ▪ Raise hand for help and wait patiently ▪ Clean up when done ▪ Wear lanyard | <ul style="list-style-type: none"> ▪ Keep all food to yourself ▪ Remain seated with feet under table, bottom on bench, and face table ▪ Use walking feet ▪ 4-5 to a side ▪ Mouths closed when lights are off |
| Playground/ Recess | <ul style="list-style-type: none"> ▪ Include everyone and take turns ▪ Play fairly ▪ Wait patiently | <ul style="list-style-type: none"> ▪ Take care of equipment and return ▪ Line up quietly when called | <ul style="list-style-type: none"> ▪ Stay within boundaries ▪ Use equipment appropriately ▪ No play fighting ▪ No chasing near equipment |
| Hallways | <ul style="list-style-type: none"> ▪ Walk/stay to the right ▪ Walk facing forward | <ul style="list-style-type: none"> ▪ Use quiet voices ▪ Be aware of others ▪ Stay with your line | <ul style="list-style-type: none"> ▪ Keep hands, feet and objects to yourself |
| Bathrooms | <ul style="list-style-type: none"> ▪ Use quiet voices ▪ Enter and exit quietly ▪ Give people privacy | <ul style="list-style-type: none"> ▪ Keep clean ▪ Flush toilet ▪ Wash hands ▪ Throw away paper towels ▪ Return to room promptly | <ul style="list-style-type: none"> ▪ Keep feet on floor ▪ Keep water in the sink ▪ Don't play around (keep hands, feet, objects to yourself) |

DOES

Tier 1 Expectations and Rules

| | Be Respectful | Be Responsible | Be Safe |
|-------------------------------|--|---|--|
| Arrival and Dismissal Area | <ul style="list-style-type: none">• Use sidewalks and crosswalks• Wait in designated areas | <ul style="list-style-type: none">• Enter and exit quietly at designated areas• Stay with teacher | |
| Special Events and Assemblies | <ul style="list-style-type: none">• Eyes on speaker• Listen carefully | <ul style="list-style-type: none">• Sit criss-cross.• Be a good listener• Ask appropriate questions | <ul style="list-style-type: none">• Keep hands, feet and objects to yourself• |
| Media | <ul style="list-style-type: none">• Use media voices• Follow directions the 1st time• Enter/exit quietly with class | <ul style="list-style-type: none">• Bring Lanyards/I.D.• Return books on time• Return to class in 15 minutes• Stay on task | <ul style="list-style-type: none">• Use walking feet• Keep all 4 chair legs on ground• Keep hands, feet and objects to yourself• Stay with group or partner |
| Computer Lab | <ul style="list-style-type: none">• Use computer with clean, dry hands | <ul style="list-style-type: none">• Clean up computer area upon leaving | <ul style="list-style-type: none">• Food/Drink free zone |

PBS Impact on Student Success

2011-2012 School Year

- 58 Office Referrals

Why PBS?

- Build a positive school culture
- Prevent problem behavior
- Promote appropriate behavior
- Increase instructional time
- Enhance school safety



What Families Can Expect from Tier 1 PBS at **DOES**

- Opportunities to ask questions and discuss concerns related to PBS
- Opportunities to provide feedback and input on Tier 1 PBS practices (e.g., Tier 1 expectations, reward system, discipline procedures)
- Positively stated expectations posted around the school (Be Responsible, Be Respectful, Be Safe)
- Expectations and rules that are taught and encouraged
- Information and updates on Tier 1 behavior data
- Data-based problem-solving by the school team to inform PBS implementation
- Administration (Principal, AP) participation in PBS implementation and encouragement for family and community member participation



Tier I Initiatives at DOES

What do we have already at DOES?

School wide (Tier I):

- Dynamite Dragons (student of the week)
- Student of the Month
- Treasure Tower
- Fun Friday
- Specific Positive Praise
- Developmental Guidance Lessons K-5
- Reach TV – Character Education



Tier I Initiatives at DOES

What do we have already at DOES?

Classroom/Team:

- Dragon Dollars
- Treasure box
- Tickets
- Fun Friday
- Friday Store
- Praise
- Stickers



Tier I Behavior Support Systems at DOES

Classroom:

- Team Behavior System Communicated to parents at the start of each school year
- # System, Color System, Behavior Notices in each classroom,
- Table Points/ Class Points
- Communication as a form of behavior support via email, phone calls, notes in the planner, face to face conference
- Special Area teachers use Behavior Notes
- Referral/Intervention



What Families Can Expect from Tier 2 and 3 PBS at **DOES**

- Invitations to engage in problem-solving if your child is struggling behaviorally
- Explanation of the Tier 2 and/or Tier 3 supports your child is receiving and how you can help support your child's success
- Frequent updates on how your child is doing with Tier 2 and/or 3 interventions and supports
 - Successes your child experiences
 - Challenges for your child
- Opportunities to ask questions and discuss concerns related to PBS



Families' Role in PBS at **DOES**

- Share your knowledge about your child, including background and cultural information, etc.
- Share your expertise as your child's first teacher
- Express your interest in your child's education to your child and to his/her teacher
- Express your interest as a citizen of the community with a vested interest in the success of the school
- Share your understanding of issues facing the community and school that can help to inform problem-solving efforts



Community Members' Role in PBS at **DOES**

- Share knowledge about community resources with school staff and family members
- Provide and support the school's access to resources
- Look for opportunities to reinforce behavioral expectations and provide acknowledgements to students within community settings



What Families Can Do to Engage in PBS at **DOES**

- Know the school's Tier 1 Expectations
- Reinforce the Tier 1 expectations at home
- Demonstrate the Tier 1 expectations when attending the school or interacting with others from the school
- Talk with your child regularly about the school's Tier 1 expectations
- Talk with your child's teacher about PBS in the classroom
- Keep informed and ask questions about PBS



What Families Can Do to Engage in PBS at **DOES**

- Ask your child's teacher or principal what you can do to show your support for PBS
 - Support PBS in the community
 - Assist with teaching or reinforcing PBS
- Ask your child's Guidance Counselor for support for implementing PBS at home
- If your child is struggling behaviorally:
 - Ask questions
 - Collaborate with staff through problem-solving to develop supports for your child
 - Support the interventions at home
 - Keep informed of your child's progress with interventions



PBS Home Matrix

| | Getting up in the morning | Getting to school | Clean-up time | Time to relax | Homework time | Mealtime | Getting ready for bed |
|-------------------------------------|---|--|-------------------------------|--|--|---|---|
| H HELP OUT | Make Your bed Clothes in hamper | Have your back pack, lunch, notes, keys | Do your chores | Clean up after yourself Play quietly | Put your things in your backpack when finished | Set the table Put dishes away | Brush your teeth Dirty clothes away |
| O OWN YOUR BEHAVIOR | Get up on time Get cleaned up and dressed on time | Be ready to leave on time | Clean up after yourself | Ask before you borrow Ask to change stations | Complete your homework on time Do your best! | Use kind words and "I statements" Recognize mistakes and apologize | Get to bed on time! |
| M MANNERS COUNT | Try a morning SMILE! Thank your parents for helping. | "Thanks for the ride" "Have a nice day" | Ask politely for help | Respect others things Offer to share | Ask for help respectfully "Thanks for the help" | Please and thank you Use your napkin | End the day with nice words and thoughts |
| E | V | E | R | Y | D | A | Y |

Bullying and PBS

What is bullying?

- Legal definition of bullying vs. other behaviors of concern

How can DOES address bullying on a Tier I (prevention) level?



Florida Law

Jeffrey Johnston Stand Up for all Students Act

Prohibiting bullying or harassment during education programs or activities

Defines bullying and harassment

Requires school districts to adopt a policy prohibiting bullying and harassment

Requires reporting to state



Bullying...



", verbal, or physical behavior, including any threatening, **insulting, or dehumanizing gesture, by an adult or student, that is *severe or pervasive* enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; is carried out *repeatedly* and is *often characterized by an imbalance of power*; Bullying"** is defined as ***systematically and chronically* inflicting physical hurt or psychological distress on one or more students or school employees.**

It is further defined as ***unwanted and repeated* written or unreasonably *interfere with the individual's school performance or participation*.**

28



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Bullying...

- is aggressive behavior that **intends to cause harm or distress**. Bullying can be physical, verbal, or emotional.
- usually is **repeated** over time.
- occurs in a relationship where there is an **imbalance of power or strength**.
- P.I.C.= Purposeful, Imbalance of Power, Continual



Harassment

Any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct directed against a student or employee that:



Harassment

Places a student or employee in reasonable fear of harm to his or her person or damage to his or her property

Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits

Has the effect of substantially disrupting the orderly operation of a school



| Rough Play | Real Fighting | Bullying |
|--|--|--|
| Usually friends; often repeated (same players) | Usually not friends; typically not repeated | Typically not friends; generally repeated |
| Balance of power | Power relatively equal | Unequal power |
| No intent to harm | Intentional harm doing | Intentional harm doing |
| Affect is friendly; positive, mutual | Affect negative; aggressive, tense, hostile affect | Affect negative; aggressive & differs for victim and aggressor |



Federal Perspective : Expectations

Once a school knows or reasonably should know of (bullying or) harassment, it must take immediate and appropriate action to investigate or otherwise determine what occurred.



Expectations for School Personnel & Staff

It is the responsibility of adults to address and stop bullying behaviors for the protection of all students and for maintaining a positive learning environment.

Recognize signs
Address negative behaviors
Report it & document it

34



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Bullying Complaint Form

BULLYING COMPLAINT REPORT FORM

If you have information regarding an incident of bullying (for the purpose of this form, bullying encompasses bullying and harassment), please complete this report to the best of your knowledge and turn it in to the Principal/designee of the victim's school location or the District Office if the victim's school location is unknown, or the allegations are against a Principal/designee. If you are reporting this information **anonymously**, do not sign this form. Formal discipline action may not be based solely on the basis of an anonymous report.

| | | |
|--|----------------------------|-------|
| VICTIM NAME: (last, first, middle) | SEX | GRADE |
| ACCUSED NAME: (last, first, middle) | SEX | GRADE |
| SCHOOL SITE/DEPARTMENT (or site where alleged incident occurred) | VICTIM'S SCHOOL DEPARTMENT | |
| PRINCIPAL/ADMINISTRATOR | TODAY'S DATE / / | |

When did the incident occur? DATE: _____ TIME: _____

Describe the location where the incident took place:

Please describe, in as much detail as possible, what happened (attach additional paper, if needed)

Do you know any of the witnesses involved? If so, please list any witnesses' names and grades, or provide as much detail as possible about the witnesses:

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

List evidence of bullying (i.e. letters, photos, etc. – attach evidence if possible):

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Printed Name _____ Date _____

Signature _____ Date _____

Thank you for your report. If you fear a student is in **IMMEDIATE** danger, contact their home school or the police immediately!

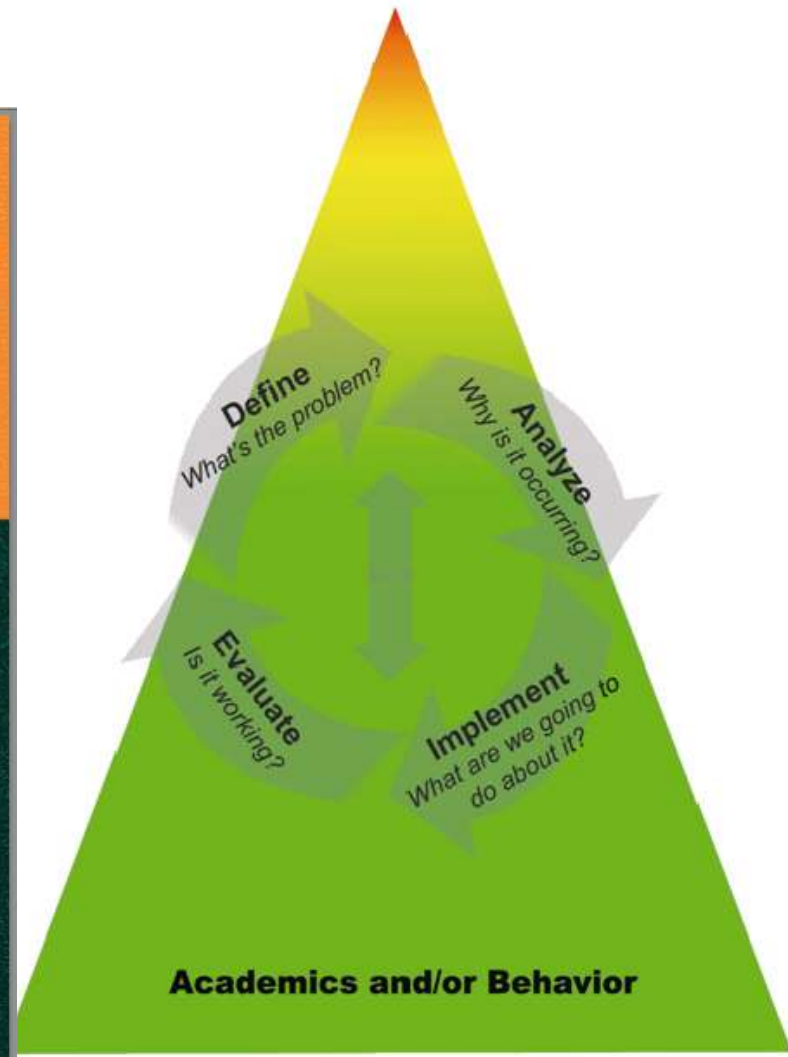
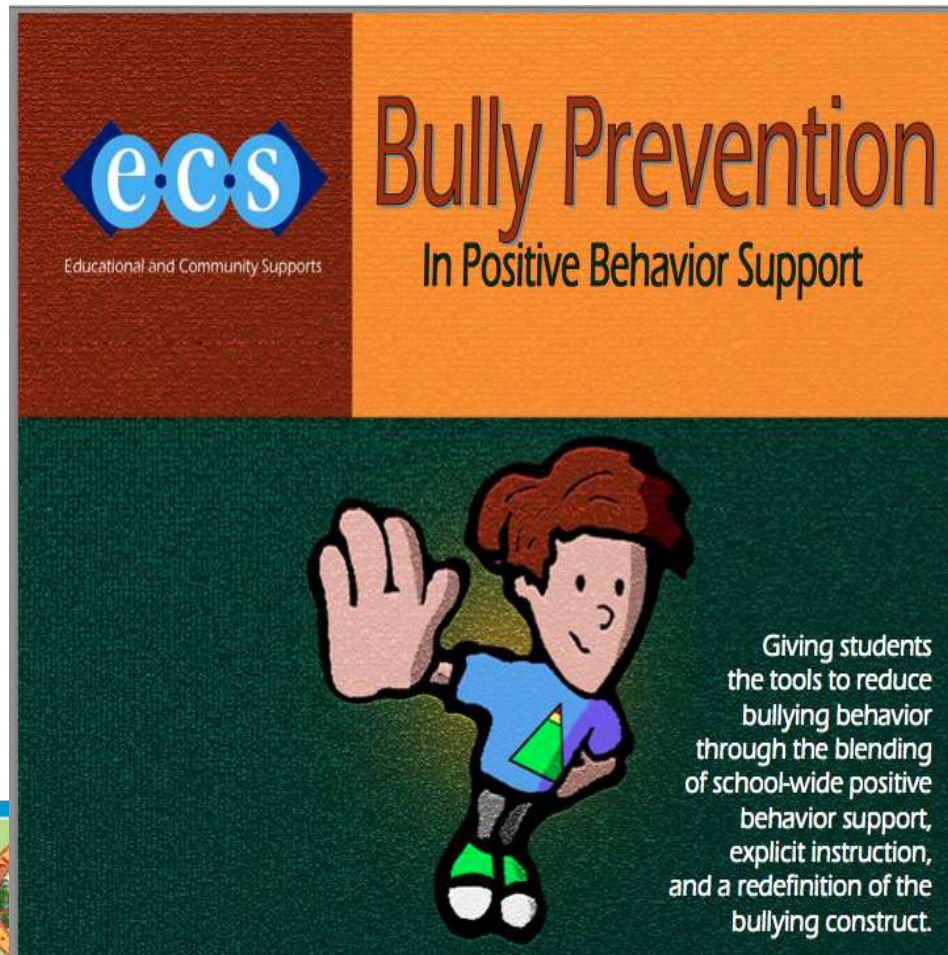
For Office Use Only

Attach this report to the Investigation Report

| | |
|----------------|------------------|
| Date Received: | Action(s) taken: |
| Received By: | |



Bullying Prevention and PBS



Learn More about PBS

FLPBS:RtIB Project

- Website: <http://flpbs.fmhi.usf.edu>
 - http://flpbs.fmhi.usf.edu/resources_family.asp

Office of Special Education Programs (OSEP) Technical Assistance Center on PBIS

- Website: www.pbis.org
 - <http://www.pbis.org/family/default.aspx>

Bullying Prevention

Website: <http://www.fldoe.org/safeschools/bullying.asp>
<http://www.stopbullying.gov/>
<http://safesupportiveschools.ed.gov/>
1-800-873-TIPS (8477)



PBS Team Members:

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Heather Croucher, Kara McLean, Deborah Torres, Lisa
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Greco, Julianne Schmelter, Angela Mann

DOES School Contact

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Safe and Drug Free Schools

Molly Blair email: mblair@pasco.k12.fl.us

Presentation materials can be accessed at
<http://does.pasco.k12.fl.us/DOES/Welcome.html>



Ticket out the Door

We would love to have your feedback!

Please complete the 3-2-1

THANK YOU!!!!!!

