

# Positive Behavioral Interventions & Supports (PBIS)



## SCHOOL-WIDE BEHAVIOR PLAN

NORTH CLAYTON MIDDLE  
AUGUST 1, 2017

# What Is PBIS?



**PBIS** is an evidence-based, data-driven **framework** proven to reduce disciplinary incidents, increase a school's sense of safety, improve school climate, and support improved academic outcomes for all students.

***PBIS is NOT a program or an initiative!***

# PBIS Team

Team Member	Department	Role
Shakira Brown Rice	Principal	Administrator
David McFadgen	Assistant Principal	Team Leader
Ashley Curtis	7 <sup>th</sup> Grade ELA Teacher	PBIS Coach
Yvonne Tigner	Parent Liaison	Communications
David McFadgen	Assistant Principal/ Site Facilitator	Data Specialist
Darrell Thomas	DES Department Chairperson	Behavior Specialist
Angela Walker	Technology	Recorder
Alicia Rosser	Math	Timekeeper
Ms. Brown	Social Worker	Member
Zenobia Johnson	Counselor	Member
Bo Hovan	6 <sup>th</sup> -8 <sup>th</sup> Math Teacher	Member
Monita Mitchell	7 <sup>th</sup> Grade Science Teacher	Member
LaTonya McClendon	6 <sup>th</sup> -8 <sup>th</sup> Science Teacher	Member
Stacey Nelson	DES Para	Member

# Mission



Empower all stakeholders to  
take full ownership of a  
positive school environment.

# Goal



- Reduce office referrals by 55%
- How?
  - Embracing the school wide discipline matrix
  - Implementing a firm Classroom management plan
  - Following Progressive Discipline Plan
  - Engaging lessons with rigor
  - Monitoring all areas (halls, Class, restroom, Cafeteria, etc.)
  - Contacting parents (before office referral)
  - Building positive relationships
  - Working with and helping teammates (Cross teaming, communicating)

# Why PBIS?



- Improve overall school climate rating for CCRPI
  - a. Behavior impacts school climate i.e., disciplinary incidents, and suspension days
- Provide scholars with a positive and safe learning environment

# Why PBIS?

## Referrals per month



Month	2013-2014	2014-2015	2015-2016	2016-2017
August	30	17	25	23
September	109	75	130	40
October	146	164	113	62
November	187	80	121	39
December	176	61	78	43
January	155	90	132	72
February	146	96	98	53
March	275	167	141	94
April	183	118	77	59
May	208	118	83	74

# Referrals by Grade Level



Grade Level	2015-2016	2016-2017
6th	425	202
7th	257	215
8th	316	142



# Why PBIS?

## End-of-Year Report



Behavioral Data	2013-2014	2014-2015	2015-2016	2016-2017
Total # of ODR's	1615	983	947	553
Total # of ISS	1426	656	551	461
Total # of OSS	2039	839	1018	976

# School-wide Behavior Expectations

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- Respectful
- On time
- Always prepared
- Ready

# School-wide Behavior Expectations



- Embedded in Discipline Matrix
- Use lesson plans to teach each expected behaviors
- Provide copies of Discipline Matrix to all scholars (included on GRIDS)
- Upload Discipline Matrix on school website

# Progressive Discipline Plan



- Tiered Approach to Infractions
- Divided up into 3 levels
- Each level represents progressively more serious misbehavior and consequences/interventions
- The level of discipline imposed shall be based on the severity of the misbehavior
- Progressive Discipline Chart
- Behavioral Self-Assessment

# Progressive Discipline Procedures



- **Level 1**

- **\*-Parent Contact** (document date, time, response of parent in IC)
  - **-2 other consequences/interventions** (warning, behavioral contract, teacher-student meeting, cross-team/silent lunch, BSA, detention)

- **Level 2**

- **\*-Parent Contact** (document date, time, response of parent in IC)
  - **-1 other consequences/interventions** (parent contact, counselor referral, cross-team, detention, team conference/RTI Process)

- **Level 3**

- **-Automatic Office Referral**

- **Office referral:** (check the consequences and the dates and times that parent contact was made/attempted in the box on the office referral or write in the consequence where it says other; document on discipline form and keep in your documents)

# Writing Referrals

- [Sample Referral.pdf](#)
- Be specific about the offense, not about past events, unless requested
- Do not write personal feelings toward child
- Use an attachment if needed for additional information
- Make sure you follow the chain of command unless specified to do otherwise
- Do not tell a child what his consequence will be

# Procedures for Sending Scholars to the Office

- Ensure that you have followed the progressive discipline plan
- Write a referral (if scholars come to office without referral he/she will be sent back to you)
- Make sure you complete ALL necessary components of the referral (if referral is incomplete scholars will be sent back to Class)
- Keep documentation in your parent contact log and discipline folders
- After a student has been sent to the office and given an administrative consequence start over with the discipline steps

# Cross Teaming

- Student should have content specific work
- Student should have a pass to teachers' Class
- When you plan consider your cross-teaming assignment for your lesson
- Should not happen everyday with the same student (should be a step in progressive discipline plan matrix)



# Incentives



- **Tiger Stripes- Student Incentives:**

- Each teacher will receive 1 pad of Tiger Stripes every 9 weeks
- Scholars will receive Tiger Stripes for going above and beyond and displaying expected school-wide behaviors
- Scholars can use Tiger Strips to purchase school store items, etc.
- At the end of the 9 weeks scholars can cash in Tiger Stripes to participate in celebration. Scholars **MUST** have 15 Tiger Stripes to participate

- **Teacher Incentives:**

- Teachers play a huge role in ensuring that PBIS is implemented with fidelity. The Administration Team will conduct monthly drawings for teachers with the least number of referrals for each grade level. Teacher incentives will include but are not limited to the following:
  - ✦ Duty free lunch
  - ✦ Jeans Pass
  - ✦ Lunch provided by administration team
  - ✦ Gas Cards

# Monitoring Discipline

- Review discipline report monthly and look at the number of referrals per teacher and student repeat offenders.
- Discipline committee will meet once a month to come up with strategies to address repeat student offenders and review the discipline data.
- Administrators will meet with teachers who have a high number of referrals to ensure that they are using the progressive discipline model and to provide support if the teacher needs assistance.
- Repeat student offenders will be put on a behavioral contract and given a mentor.

# Time Cost of a Discipline Referral

(Avg, 45 minutes per incident)



	<b>1,000 Referrals/yr.</b>	<b>2,000 Referrals/yr.</b>
<b>Administrator Time</b>	<b>500 Hours</b>	<b>1,000 Hours</b>
<b>Teacher Time</b>	<b>250 Hours</b>	<b>500 Hours</b>
<b>Student Time</b>	<b>750 Hours</b>	<b>1500 Hours</b>
<b>Totals</b>	<b>1,500 Hours</b>	<b>3,000 Hours</b>



Students learn appropriate behavior in the same way a child who doesn't know how to read learns to read – through instruction, practice, feedback, and encouragement.



Research indicates that you can improve behavior by 80% just by pointing out what someone is doing correctly.

-Doolittle, 2006

# Key To Success



- Consistency
- Patience
- Data (track behavior to promote change!)
- Reward
- Correction



“Every child deserves a champion—an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be.”

—Rita Pierson

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TIGERS  
ROAR