

Forest Glen 101

October 24, 2011



PBIS: Positive Behavior Intervention & Supports

Forest Glen's PBIS team includes:

- **Jenny Geighes** – Internal Coach/K-5 Social Worker
- **Mary Hornacek** – Building Principal
- **Annie Wilkovich** – First Grade Teacher
- **Barbie Montgomery** – Fifth Grade Teacher
- **Niki Magrini** – Fifth Grade Teacher
- **Kim LaCosse** – P.E. Teacher
- **Grace Safien** – Early Childhood/Modified Instructional Program (MIP) Social Worker
- **Judy Leska** – Early Childhood Teacher
- **Tim Lofgren** – Building Assistant Principal
- **Rena Mulligan** – Resource Teacher
- **Lisa Jones** – Parent
- **Stacy Onak** – District #41 PBIS External Coach
- **Jen Cortez** – First Grade Teacher – New to Forest Glen 😊
- **Sam Sebastian** – Modified Instructional Program (MIP) Teacher – New to Forest Glen 😊

Our team includes primary, intermediate, as well as early childhood teachers. We have two clinical specialists, specials teachers, special education teachers, and building administrators. We are also very lucky to have a parent liaison working with the PBIS team.

“PBIS Big Ideas”

PBIS Enables Schools To...

- Establish a small number of priorities
 - *“do less, better”*
- Consolidate/integrate whenever possible
 - *“only do it once”*
- Specify what is wanted & how you’ll know when you get there
 - *“invest in a clear outcome and assess progress”*
- Give priority to what works
 - *“research-based, evidence-based”*

School-Wide Systems for Student Success: A Response to Intervention (RtI) Model

Academic Systems

Behavioral Systems

Tier 3/Tertiary Interventions

1-5%

- Individual students
- Assessment-based
- High intensity

1-5%

Tier 3/Tertiary Interventions

- Individual students
- Assessment-based
- Intense, durable procedures

Tier 2/Secondary Interventions

5-15%

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

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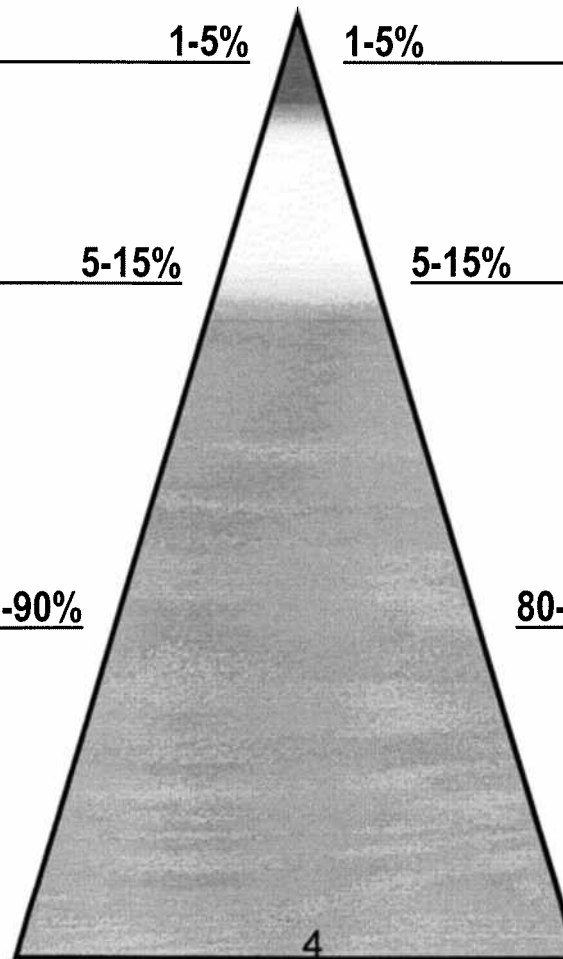
Tier 1/Universal Interventions 80-90%

- All students
- Preventive, proactive

80-90%

Tier 1/Universal Interventions

- All settings, all students
- Preventive, proactive

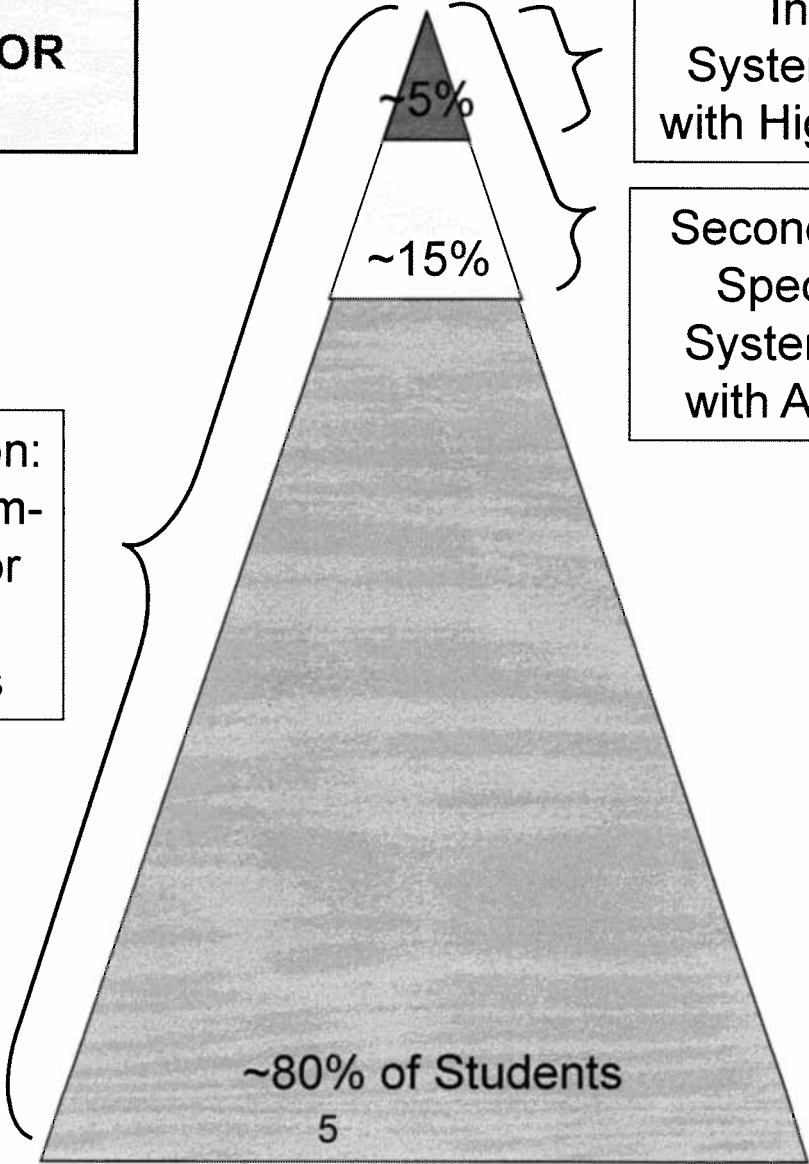


Illinois PBIS Network, Revised May 15, 2008.
Adapted from "What is school-wide PBS?"
OSEP Technical Assistance Center on Positive
Behavioral Interventions and Supports.
Accessed at <http://pbis.org/school-wide.htm>



**SCHOOL-WIDE
POSITIVE BEHAVIOR
SUPPORT**

**Primary Prevention:
School-/Classroom-
Wide Systems for
All Students,
Staff, & Settings**



**Tertiary Prevention:
Specialized
Individualized
Systems for Students
with High-Risk Behavior**

**Secondary Prevention:
Specialized Group
Systems for Students
with At-Risk Behavior**

Trends in Discipline Practices

Least Effective

- Punishment (when used too often)
- Exclusion
- Counseling (as a reactive strategy)

(Gottfredson, 1997)

Most Effective

- Proactive school-wide discipline systems
- Social skills instruction in natural environment
- Academic/curricular restructuring
- Behaviorally based interventions
- Early screening and identification of antisocial behavior patterns

(Biglan, 1995; Gottfredson, 1997; Colvin, et al., 1993; Lipsey, 1991, 1992; Mayer, 1995; Sugai & Horner, 1994; Tolan & Guerra, 1994; Walker, et al., 1995; Walker, et al., 1996)

Tier1/Universal Practices of PBIS

Define

- *3-5 school-wide expectations

Teach/Pre-correct

- *cool tool direct instruction
- *in-the-moment reminders

Model/Practice

- *adults model what they teach
- *students practice what we teach

Acknowledge

- *daily recognition – example. Gotchas
- *weekly/quarterly grade-level/whole school celebrations

Re-teach

- * re-teach the expectation using different strategies
- * have the student practice the skill

Data Collection and Use

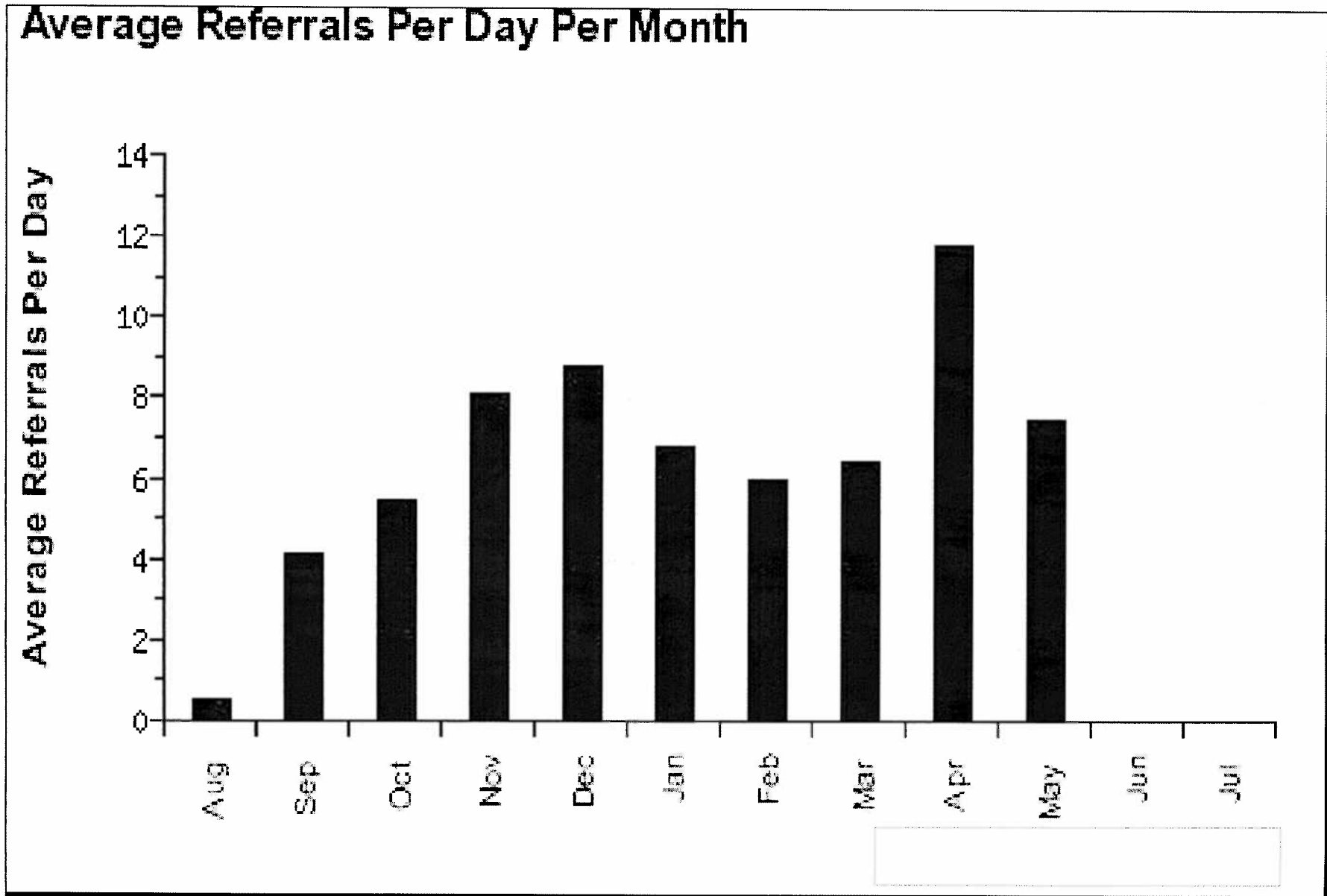
- Data gives a picture of what's happening behaviorally in the school
- Sets baseline to measure improvement
- Identifies need
- Guides intervention planning
- Measures effectiveness of interventions

PBIS Team Reviews the Following Data

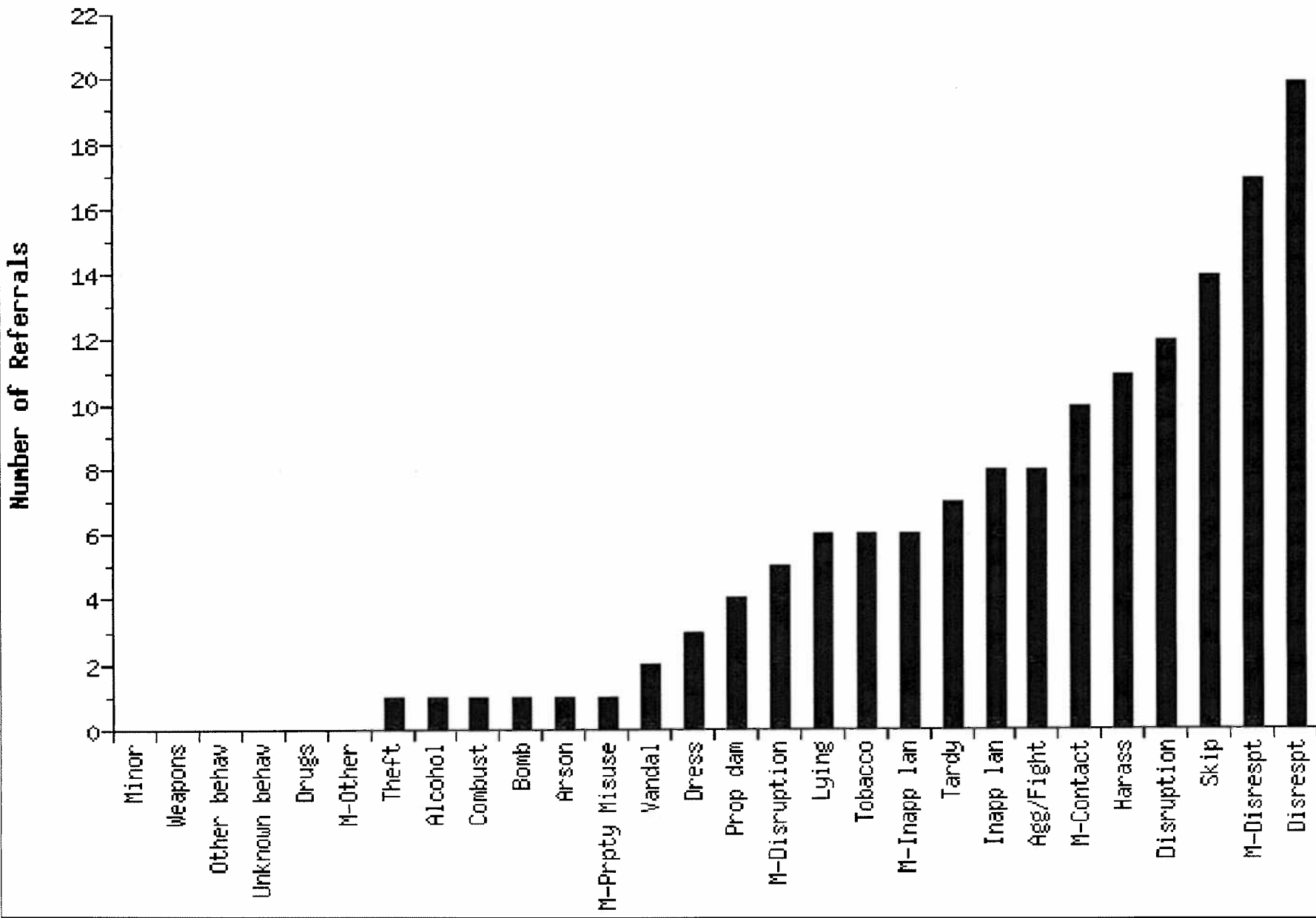
The “Big Five” Reports

- Average per day per month
- By type of behavior
- By location
- By time of day
- By student

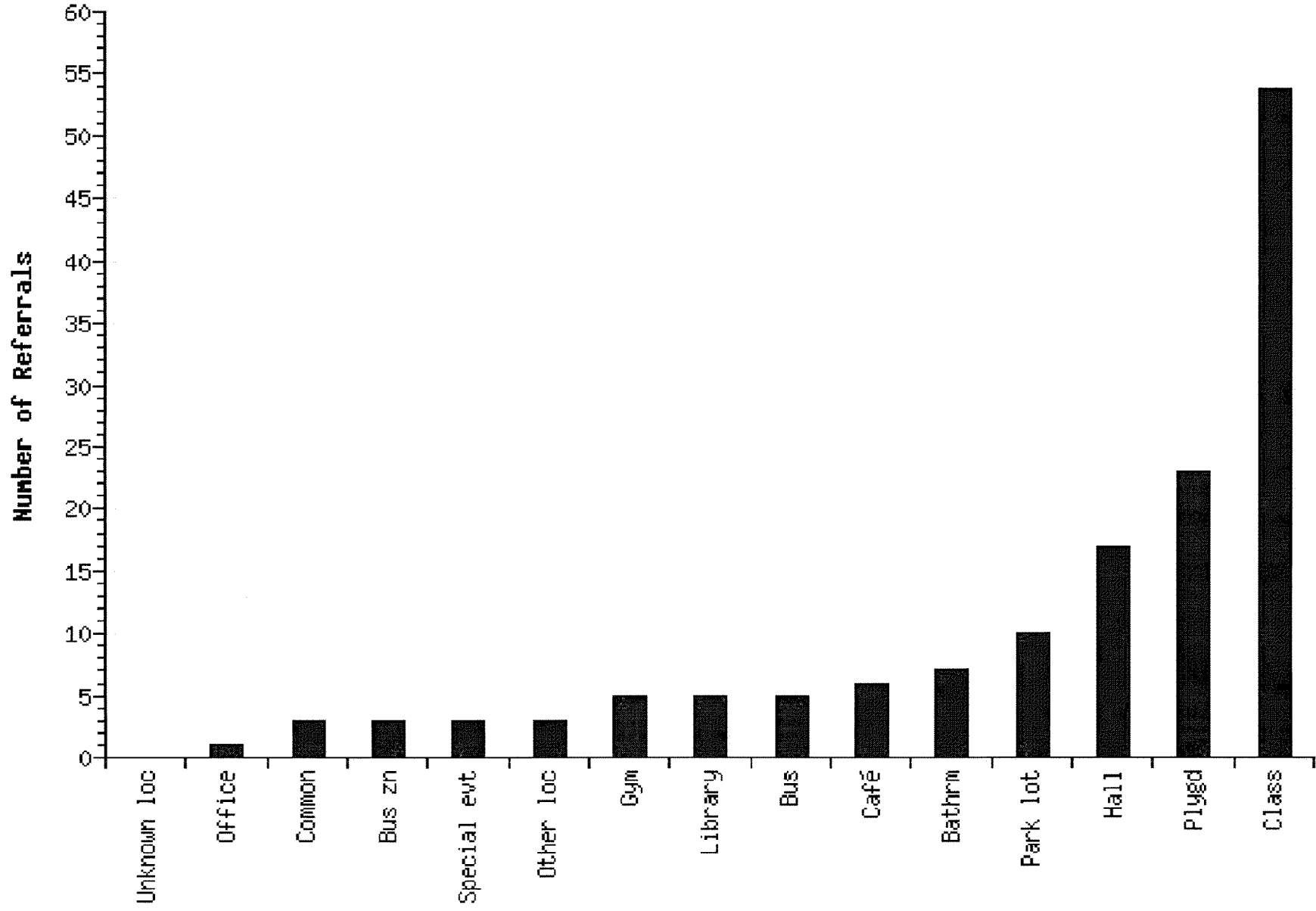
What Does this Graph Tell You (or Not Tell You)?



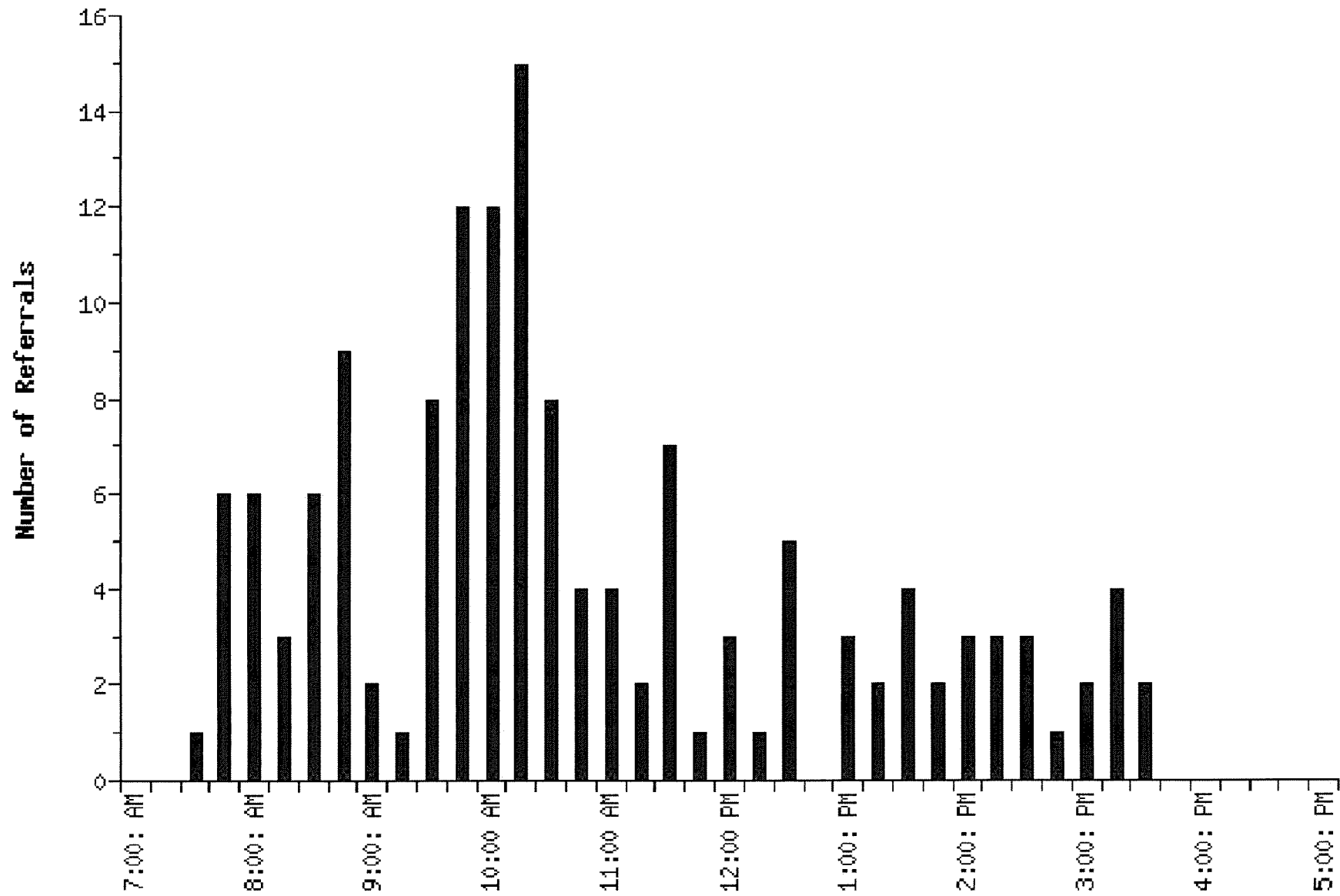
Referrals By Problem Behavior



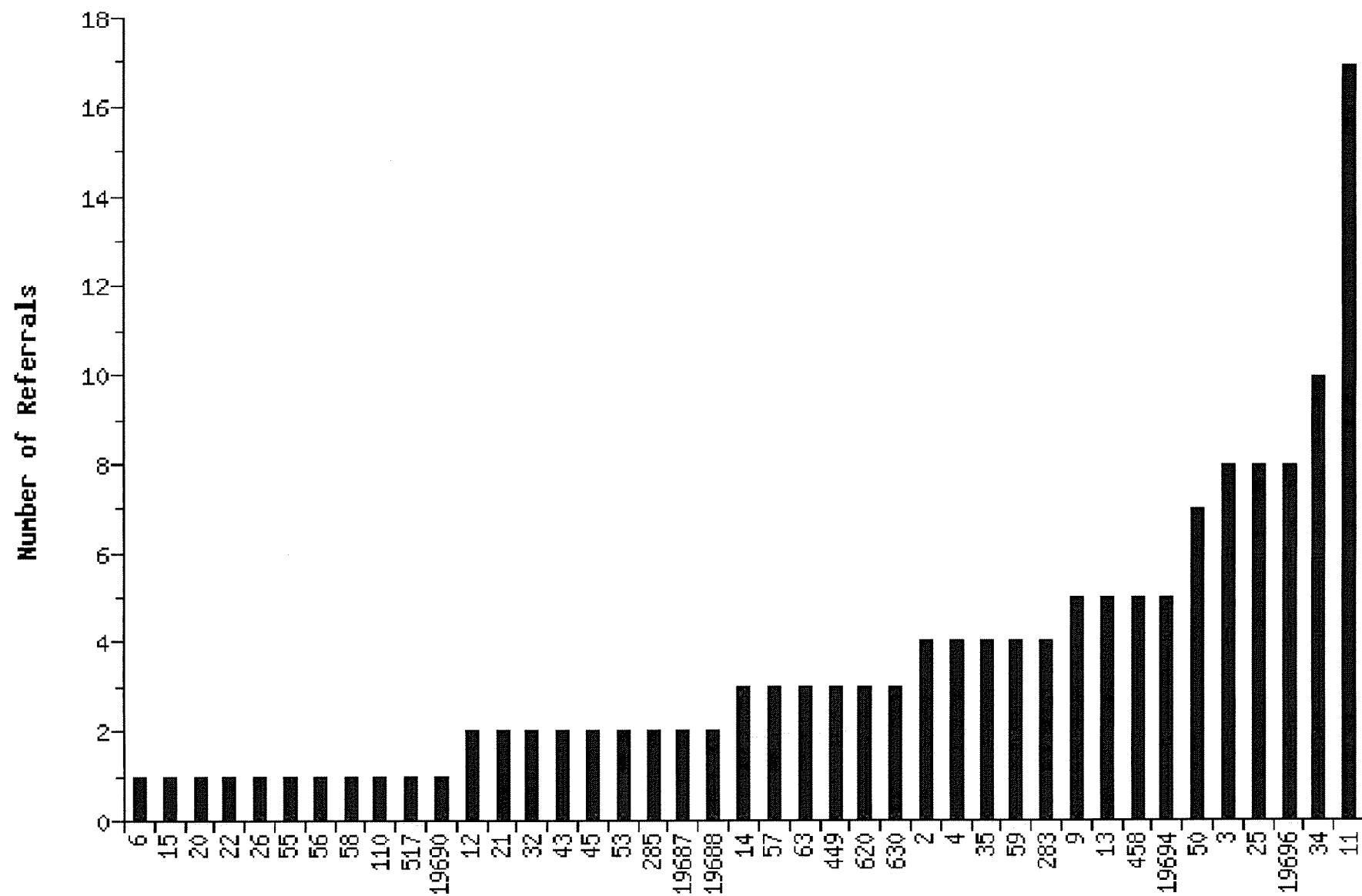
Referrals By Location



Referrals By Time



Referrals By Student

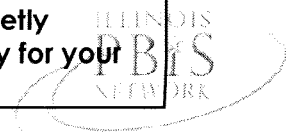


Behavioral Expectations

- 3-5 positively and broadly stated expectations
- Titled (3 B's, Eagle Excellence, Eagle Feathers)

Forest Glen Behavior Matrix

Settings	Be Safe	Be Respectful	Be Responsible
Hallways	<ul style="list-style-type: none"> • Keep outside doors closed • Walk at all times • Stay to the right 	<ul style="list-style-type: none"> • Walk quietly • Go directly to destination 	<ul style="list-style-type: none"> • Hands, feet, and body to self • Use a single file line • Keep hallway neat
Playground	<ul style="list-style-type: none"> • Use equipment appropriately • Hands, feet, and body to self • Stay in assigned area 	<ul style="list-style-type: none"> • Play fairly • Include others • Use kind words 	<ul style="list-style-type: none"> • Dress properly for the weather • Follow direction from adults • Line up promptly • Clean up
Bus	<ul style="list-style-type: none"> • Stay in your seat • Walk to and from the bus 	<ul style="list-style-type: none"> • Quiet voices • Listen to adults 	<ul style="list-style-type: none"> • Follow all bus rules • Hands, feet and body to self • Use designated doors
Arrival/Dismissal	<ul style="list-style-type: none"> • WALK • Use sidewalks, crosswalks, and the safe loading zone • Go directly to your destination 	<ul style="list-style-type: none"> • Follow directions from adults and patrols • Enter when instructed 	<ul style="list-style-type: none"> • Be on time • Line up • Keep locker/hook neat • Use assigned doors
Bathroom	<ul style="list-style-type: none"> • Use sink, paper towels and toilet properly • Wash with soap and water • Report safety concerns to adults 	<ul style="list-style-type: none"> • Use quiet voices • Respect other's privacy 	<ul style="list-style-type: none"> • Be quick • Keep bathroom clean
Lunch	<ul style="list-style-type: none"> • Eat your own food only • Hands, feet, and body to self • Stay in your seat 	<ul style="list-style-type: none"> • Use restaurant voices • Clean up after yourself 	<ul style="list-style-type: none"> • Bring your lunch with you • Line up quietly • Wait quietly for your teacher



School-Wide Behavioral Matrix

Purposes:

- ✓ Defines the expected behaviors for specific non-classroom settings

hallways, lunchroom, bus,
bathrooms, arrival / dismissal, playground

- ✓ Creates the “curriculum” that will guide the teaching of expected behaviors (cool tools)
- ✓ Enhances communication and creates common language within the school community

Establish Procedures for Teaching Expected Behavior

Since behavioral skills are learned, it is necessary to teach expected behaviors to fluency as we do academic skills.

The purpose of Cool Tools/Behavioral Lesson Plans is to teach behaviors like we teach academics.

What are Cool Tools?

Cool tools are behavioral lesson plans that structure how staff teach the expected behaviors from the school-wide behavioral matrix.

Cool Tools are:

- Research-based procedures for teaching the behaviors;
- Examples and non-examples taken from classroom and non-classroom settings and situations;
- Modeling and role-playing to teach new skills and provide students with practice opportunities;
- Feedback and acknowledgment to ensure students display the expected/taught behaviors;
- Taught weekly following kickoff and monthly following proof of fluency.

Forest Glen Cool Tool

COOL TOOL: Bathroom

UNIVERSAL EXPECTATION: Be Responsible, Be Respectful, and Be Safe.

NAME OF SKILL/SETTING: Quick, Quiet, and Clean in the Bathroom.

SEL STANDARD: 3B

Purpose of Lesson:

- To teach students expected procedures in bathroom usage
- To keep our bathrooms clean and safe.
- To be quiet and not disturb other classes.

Teaching Examples:

- Your friend is in the stall next to you and you want to peek over the top and say hello. You remember that people need privacy in the bathroom, so you wait until your friend is done, and then quietly say hello outside the stall.
- You are in the bathroom and think it would be funny to throw paper towels in the toilet. You remember to be safe and responsible in the bathroom and instead throw them in the garbage and then go quickly back to class.
- You are in the bathroom and think it would be fun to squirt or spray water onto the mirrors, floor, or the person standing next to me. But, I decide that's not respectful or safe, so you do what you need to do and go back to class.

Social Emotional Learning (SEL) Standards

1. Develop self-awareness & self-management skills to achieve school & life success
2. Use social-awareness & interpersonal skills to establish & maintain positive relationships
3. Demonstrate decision-making skills & responsible behaviors in personal, school, and community contexts

(www.isbe.net)

Purposes of Acknowledgments

- Reinforce the teaching of new behaviors
- Encourage the behaviors we want to occur again in the future
- Harness the influence of the students who are showing expected behaviors to encourage the students who are not
- Strengthen positive behaviors that can compete with problem behavior
- **Prompt for adults to recognize expected behavior**

Eagle Excellence School Wide Reinforcement System

Type of Reinforcement	What	How to Use	Purpose	Who
High Frequency	<ul style="list-style-type: none"> • Eagle Excellence Stamps 	<ul style="list-style-type: none"> • High frequency for a short period of time • Immediate • Predictable 	<ul style="list-style-type: none"> • Teach/reinforce desired behavior • Reteach problem behavior (as identified by data) 	<ul style="list-style-type: none"> • All Students • All Adults
Intermittent	<ul style="list-style-type: none"> • Eagle Excellence Stamps • Together Feathers • School Wide Drawing 	<ul style="list-style-type: none"> • Reinforce behavior randomly • Unpredictable • Monthly 	<ul style="list-style-type: none"> • Maintain/reinforce a taught behavior 	<ul style="list-style-type: none"> • All Students • All Adults
Long Term				

Forest Glen Acknowledgment System

- **It all started with a Kick off Assembly and Expectation Stations.**
- **Eagle Feather Stamps** – These are given on a daily basis. They are collected every Friday to be counted by fifth grade student volunteers. The cards students receive their stamps on have four spaces to be stamped.
- **Together Feathers** – These are earned weekly. They are based on total amount of feather stamps earned within each class. Divided by the number of students in the class.
- **Together Feather Banner** – Every week the class who earns the most together feathers will earn the “We Worked Together” Banner. There is one banner for the primary grades and one for the intermediate grades.
- **Eagle Excellence Table** – Every week one student per class gets to earn a spot to sit at the fancy table in the lunch room. This student was chosen at random, if they have turned in a card with four stamps on it.
- **Monthly Celebrations** – Every month, one student who has turned in a full four stamped card, has the opportunity to win a prize for their entire class. This can be in the form of a picnic, game time, pajama day etc... It promotes working together.
- **School Wide Celebrations** – These occur three times a year. Every student participates. This can be in the form of a picnic, game time, crazy hair day, pajama day etc...

Resources

www.pbis.org

www.pbisillinois.org

www.pbssurveys.org

www.swis.org

www.isbe.net

www.iirc.niu.edu