

Building and Sustaining a System of Positive Behavior Interventions and Supports

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OBJECTIVES

1. Examine our own philosophies and core beliefs regarding how to most effectively discipline students.
2. Gain practical knowledge and tools to implement and maintain an effective building-wide system of positive behavior interventions and supports.
3. Challenge ourselves to continue learning and collaborating.


What is your current level of PBIS implementation?

Pre-Initiating (What's PBIS?)	A
Initiating (We want PBIS, but need to learn how to get started.)	B
Implementing (We have implemented PBIS on a surface level but need help building sustainability and capacity in all staff.)	C
Developing (We've been doing PBIS for sometime. Staff are committed. Students lives are being positively impacted. Student Achievement is increasing. We are here looking for ways to continuously make our system better.)	D

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One word describe your belief about PBIS. Multiple entries are encouraged.

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Philosophical Chairs

1. Students should be recognized and/or rewarded for following basic behavioral expectations.
2. Kids with social, emotional and behavioral challenges lack important thinking skills.

Agree ← Disagree →




What kinds of baggage do your kids bring with them when they come to school?





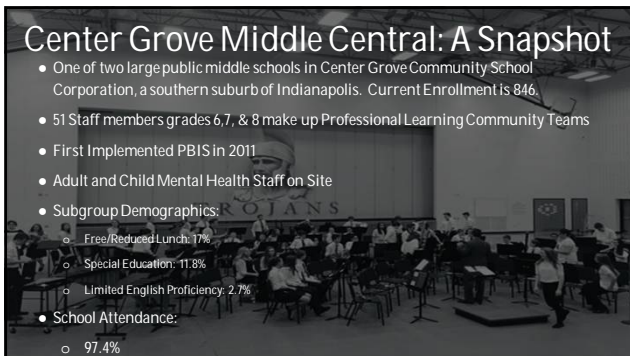
BCSC – A Snapshot

Year	Enrollment	Caucasian(%)	African American (%)	F/R (%)	Expulsions
2009	7,347	83.5	8.6	17.3	23
2010	7,548	82.3	9.4	18.4	7
2011	7,629	80.2	10.8	21.9	2
2012	7,832	77.9	12.2	22.5	2
2013	8,032	75.9	12.9	22.3	4
2014	8,295	75.4	14.0	24.6	4
2015	8,527	73.3	13.7	26.2	0



Center Grove Middle Central: A Snapshot

- One of two large public middle schools in Center Grove Community School Corporation, a southern suburb of Indianapolis. Current Enrollment is 846.
- 51 Staff members grades 6, 7, & 8 make up Professional Learning Community Teams
- First Implemented PBIS in 2011
- Adult and Child Mental Health Staff on Site
- Subgroup Demographics:
 - Free/Reduced Lunch: 17%
 - Special Education: 11.8%
 - Limited English Proficiency: 2.7%
- School Attendance:
 - 97.4%



Chapel Hill

7th & 8th Grade Center
Home of the Giants



Chapel Hill is one of two Wayne Township Middle Schools. Our sister school is Lynhurst 7th and 8th Grade center.

Chapel Hill has an enrollment of approximately 1100 students.

95 Staff members grades 7 & 8 make up Professional Learning Community Teams


First Implemented PBIS in 2014

Cummins Counseling Staff works on Site


Demographics:

- African American 44%
- Caucasian 27%

About the PBIS System at BEMS



- Implemented with fidelity by all staff members, including bus drivers, custodial and food services.
- Expected behaviors are explicitly taught to the students in the first week and reinforced throughout the year.
- Use of token economy as a means to reward students for meeting basic expectations.
- PBIS and Behavior RTI are interwoven.
- Consequences are still applied for students who choose not to follow expectations.

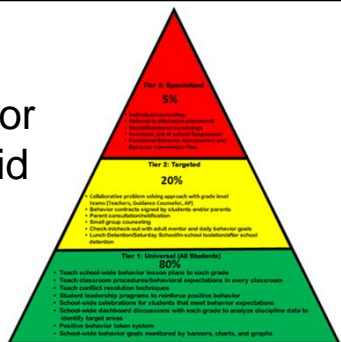


Establishing a Token Economy

- Keep it Relevant
- Establish a training period
- Look for creative funding sources
- Allow all school employees to award tokens
- Award with fidelity
- Make awards attainable
- Intertwine it with classroom/team incentive plans
- Use as part of behavior RtI



RtI Behavior Pyramid



PBIS at BEMS: Problem Solving Checklist Tier 1

- **ALL students receive these supports.**
 - Presentation by grade level administrator.
 - Procedures Videos
 - Character Education
 - Behavioral Matrix taught, modeled and practiced.
 - Schoolwide classroom expectations, procedures, and consequences.



PBIS at BEMS: Problem Solving Checklist Tier 2

- Should represent 20% or less of school population.
- Students may be recommended for Tier 2 supports after they have received 5 disciplinary referrals after two incidents that result in suspension, they receive 3 failing grades or are on a trajectory to receive more than 10 absences in a school year.
- Team problem solving approach
- Students that have reached Tier 2 should remain at this level for approximately 8 to 10



PBIS at BEMS: Problem Solving Checklist Tier 3

- This should represent less than 5% of your total student population.
- There should be sufficient data to suggest progressing a student to Tier 3. At least 20 days minimum of a repeated pattern of behavior with Tier 2 interventions being implemented with fidelity.
- Significant behaviors that poses an immediate risk to self or others may warrant an automatic Tier 3 placement.
- Student is placed on the school wide management plan



Change is Difficult



"Do the difficult things while they are easy and do the great things while they are small. A journey of a thousand miles must begin with a single step. "

Lao Tzu

“Kids Do Well if They Can”

•“Kids with social, emotional and behavioral challenges lack important thinking skills.”

•Assume:

- The student is already motivated;
- Already knows right from wrong;
- Has already been punished enough;
- Has lagging skills.



•From Dr. Ross Greene, *Lost at School*, 2014



