

Implementation of a New and Improved Positive Behavior Intervention Systems (PBIS) Approach to Learning.

Culver Elementary School
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Background Leading to this Inquiry...

- High levels of student referrals
- Daily conferences w/repeat offenders
- Teachers were at their wits end
- Students disrespect at all time high
- Lack of communication with parents
- Decrease in teacher accountability (Discipline)
- Decrease in student accountability
- Decrease in parent accountability

Fall 2018 Infractions vs. Fall 2019 Infractions

August 1, 2018- May 31, 2019		August 1, 2019- May 31, 2020	
INFRACTION	# OF REFERRALS	INFRACTION	# OF REFERRALS
Back Talking/Disrespect	77	Back Talking/Disrespect	35
Bus Behavior	20	Bus Behavior	11
Bully	13	Bully	6
Cheating	1	Cheating	0
Classroom Behavior	11	Classroom Behavior	15
Damage to Property	2	Damage to Property	1
Fighting	6	Fighting	0
Inappropriate Behavior	15	Inappropriate Behavior	57
Inappropriate Gest./Lang.	59	Inappropriate Gest./Lang.	23
Not Being Truthful	2	Not Being Truthful	3
Physical Aggression	36	Physical Aggression	31
Stealing	0	Stealing	1
Tobacco	0	Tobacco	4
Weapon	1	Weapon	0
***EOY 2018-2019- only tracked major offenses		*** School not in session 3rd quarter due to COVID	

Purpose...

°As the years go by, teachers and staff have noticed a rise in student disrespect towards staff and their peers. Administration felt that the current discipline system that Culver Elementary School had in place was not working and we needed to look at it more closely. We needed to create a committee to review our current systems and come up with a plan that would better help teachers with student discipline.

Procedure ...

- Created a PBIS Committee
- Met prior throughout the summer to review current discipline procedures (Every Friday through the summer prior to the 2019-2020 SY.)
- Brainstormed different methods that teachers had used in their classrooms that worked and those that did not (Clip up/Clip down chart, Taking a letter, Taking a box, Class Dojo, Quarterly discipline incentive/Charts, etc.)
- Facilitated conversations about best practices within the classrooms.
- We reviewed the past PBIS plan that was put in place in the 2014-2015 SY
- Discussed what worked and what needed to be changed (The 3 Bees- Respectful, Responsible & Safe, teacher follow through, Character Counts, Character Education lessons every Friday afternoon).
- Reviewed/ Revised Student Handbook, Infractions, Consequences, etc.

Wondering...

- What can we do as a staff to decrease student referrals and empower teachers to become more accountable for their student's behavior?



Changes

- Revamped our Positive Behavior Incentive System/handbook.
- Incorporated Class Dojo, Character Ed and Employability Skills into our New PBIS approach to learning.
- Decided on a Whole School Implementation of Class Dojo.
- Class Dojo t-shirts staff wide. “Play Nice, Work Hard, Stay Kind”
- Instituted Scheduled Morning Meetings (8:10-8:30 daily)
- Instituted Cavalier Way Wednesdays (Whole group lessons taught by Counselor-break outs with specials teachers).
- Revamped teacher procedures and consequences for infractions (Level 1 & 2).
- Instituted Advisory Time (Students stay in during recess and working with teacher to reteach behavior).
- Quarterly incentives for those who reach Dojo Expectations. (Magician, Puppet show/Game Room Incentive/ Students Versus Teacher games/ Black Horse Troop)
- Held PBIS monthly meetings with Committee.
- Cool Down Corners in EVERY Classroom.
- Currently revamping our Culver Elementary student handbook/Conduct Tables.

Welcome!

What Does PBIS and
Class DOJO Look
Like @ Culver
Elementary?
2019-2020



Why is PBIS so important?

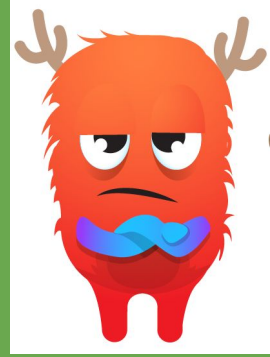
- Behaviors are prerequisites for academics
- The top 1-5% of students that require intense intervention will never go away, but the all staff consistency of PBIS interventions allows schools to be successful with these students
- is embedded into the curriculum and culture of the school; and is not an “add-on” or “another program”



Why does Misbehavior Occur?

Students...

- do not have the appropriate skills in self regulation and positive character traits (i.e. “skill deficits”)
- have not developed skills to a certain level of fluency, do not know when to use them, or the skills have not been taught in context
- have not been taught specific classroom procedures & routines
- home/community life is significantly different than that of school and/or they have only been taught how to use these skills within THOSE settings



Why do We Need a Universal Behavior System?

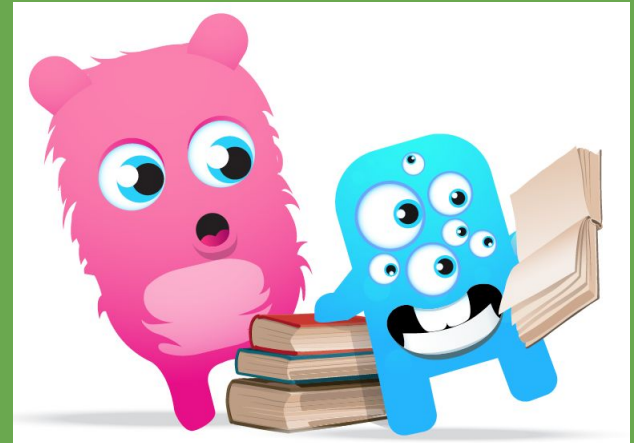
DOJO offers...



- *Free* data collection to help our drive PBIS initiative so we can create a more positive culture for our school
- Creates behavior expectation consistency amongst all staff
- Utilizes data to guide our decision making for PBIS RTI
- Provides efficiency, consistency, and justification data on behavior to make real change.
- For PBIS to be successful, it **MUST BE** data driven! That is why participation with DOJO is happening PreK to 5th grade.

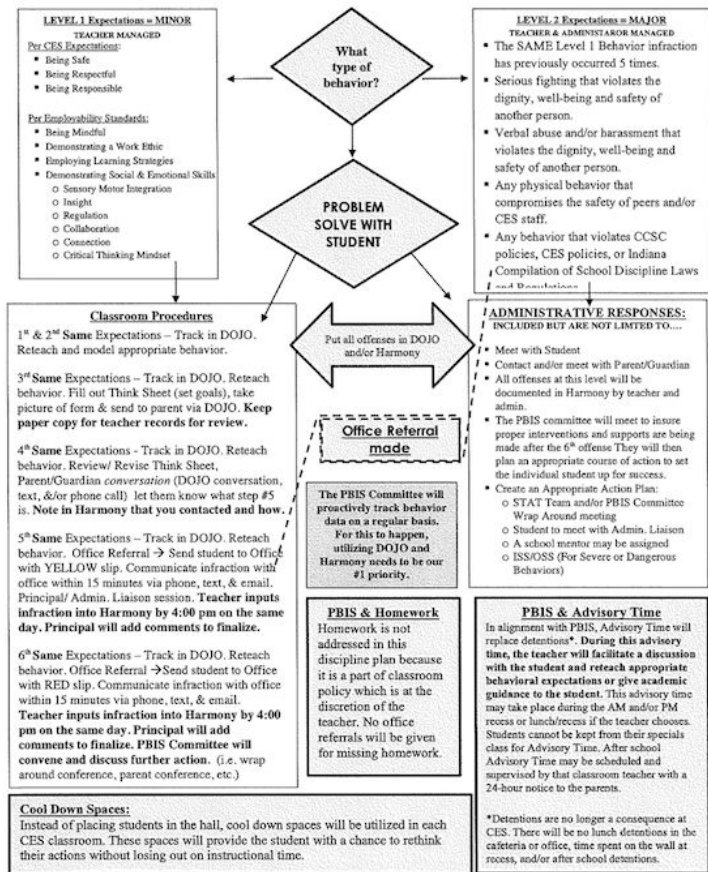
PBIS Components at CES:

- Explicitly taught behavior expectations:
 - Be Respectful, Be Responsible, Be Safe
 - Character Education/Lessons that are based off of the Indiana Department of Education's Employability Skills & Social/Emotional Competencies
 - Morning Meetings & Cavalier-Way Wednesdays
- Cavalier Way Expectations & Employability Skills posters (in CES handbook)
- Infraction/Behavior Flow Chart (in CES handbook)
- Infraction Tracking Sheet (in CES handbook)
- Think Sheets (in CES handbook)
- Acknowledging Positive Behavior with DOJO points in the classroom
- Cool Down Areas in each classroom





Culver Elementary School-Wide Discipline Flow Chart



PBIS Tracking Sheet

Student: _____ Teacher: _____
 ___ Safety ___ Respect ___ Responsibility ___ Mindfulness ___ Work Ethic ___ Learning Strategies ___ Social & Emotional Skills

1st Infraction under same Expectation: Track in DOJO. Reteach. How? _____	Date: _____
2nd Infraction under same Expectation: Track in DOJO. Reteach. How? _____	Date: _____
3rd Infraction under same Expectation: Track in DOJO. Reteach. How? _____ Think Sheet _____ Picture of Think Sheet gets sent home via Class DOJO _____ File Think Sheet	Date: _____
4th Infraction under same Expectation: Track in DOJO. Reteach. How? _____ Review Think Sheet w/ student _____ Parent/Guardian Conversation via _____ Note in Harmony	Date: _____
5th Infraction under same Expectation: Track in DOJO. Reteach. How? _____ Send to office with YELLOW Slip. _____ Communicate with office within 15 minutes via phone, text, or email. Note in Harmony → Teacher inputs infraction into Harmony by 4:00 pm on the same day. (Click office & email to parent)	Date: _____
6th Infraction under same Expectation: Track in DOJO. Reteach. How? _____ Send to office with RED Slip. _____ Communicate with office within 15 minutes via phone, text, or email. Note in Harmony → Teacher inputs infraction into Harmony by 4:00 pm on the same day. (Click office & Admin emails parent)	Date: _____

Cavalier Way Wednesdays

- Students do not have specials on Wednesdays.
- The school counselor runs grade level Character Education and Employability Skills Lessons.
- After the Counselor does a whole group lesson, the Specials Teachers (Art, Music, Computer Science & PE) break off into small groups to reinforce with an activity correlating to the whole group lesson.
- The link to the youtube video of one of the PBIS/PBLs :)
<https://www.youtube.com/watch?v=WmMeMaFhnlw&feature=youtu.be>



DOJO in the Classroom:

- All classrooms will have the same + and - skills to track.
 - + = 1 point,
 - -- = 0 points for PK, K, 1, & 3.
 - -- = -1 point for 2, 4, & 5 (as of 8/28/19)
 - **Participation in giving a -1 or a 0 point value for a - skill is subject to change based on grade level.
- PBIS = rewarding positive behavior rather than dinging for negatives ones.
 - A rule of thumb→ create a positive to negative ratio of 4 to 1.
 - To achieve this you have to flip your mindset about classroom discipline: instead of dinging a kid for not doing something, flip it by rewarding everyone else for doing it.
 - To create this positive mindset, you have to give out positive points in bulk: Oprah—you get a point, you get a point, everyone gets a point! :)
 - High reinforcement schedule to begin year → fade back after expectations have been set and met after the first few months.
 - Remember to give points in common area (hallway, lunchroom, etc). If you see something, say something!

➤ Guidelines (to achieve fidelity) for issuing a —

- Verbal warning 1x, 2x, then give - to the student
- Only 1 ding of same skill within a 15 min time frame

August 2019					
Grade	Teacher	Positive	Negative/Neutral	Percentage	Average Per Student
K	Bonine	1096	2	0.998178506	60.77777778
	Krause	795	5	0.99375	43.88888889
	Overmyer	966	10	0.989754098	53.11111111
1	Dickerhoff	2791	41	0.985522599	152.7777778
	Jefferies	1428	101	0.933943754	73.72222222
	Llovett	800	24	0.970873786	40.84210526
2	Elliott	617	5	0.991961415	30.6
	Keyser	749	101	0.881176471	29.45454545
	Vandeputte	527	9	0.983208955	30.47058824
3	Cultice	1288	0	1	61.33333333
	Tharp	1239	1	0.999193548	61.9
4	Daugherty	1140	2	0.998248687	51.727
	Rennerker	1075	5	0.99537037	50.952
5	DeVore	951	25	0.974385246	38.583
	Maes	941	59	0.941	36.75
	Young	1542	49	0.96920176	62.208

← August 2019

September	2019				
Grade	Teacher	Positive	Negative/ Neutral	Percentage	Average per student
5	Devore	1410	30	97.80%	57.5
	Maes	1495	39	97.39%	58.24
	Young	1480	31	97.90%	60.38
4	Daugherty	2251	31	98.60%	96.78
	Renneker	1745	27	98.45%	74.7
3	Cultice	2004	26	98.70%	89.9
	Tharp	1753	23	98.68%	82.38
2	Elliott	1091	51	95.30%	52
	Keyser	1554	31	98%	69.22
	VanDePutte	544	34	93.75%	28.33
1	Dickerhoff	1239	65	94.75%	65.2
	Jefferies	1406	120	91.46%	67.68
	Llovett	1011	62	93.86%	49.95
K	Bonine	1516	12	99.20%	79.16
	Krause	1762	25	98.60%	91.42
	Overmyer	1641	4	99.75%	90.9

September 2019 →

November 2019				
Grade	Teacher	Positive Average	Negative Average	Percent Positive Average
5	DeVore	40.16	6.64	87%
5	Maes	43.04	5.04	88%
5	Young	35.88	3.72	91%
4	Daugherty	43	1.5	97%
4	Renneker	52	4	92%
3	Cultice	61	5	92%
3	Tharp	70	4	94%
2	Elliott	22	1	97%
2	Keyser	35	1	96.50%
2	VanDePutte	29	3.5	89%
1	Dickerhoff	53	3	95%
1	Jefferies	35.5	2	94%
1	Llovett	23	1	96%
k	Bonine	103	0.1	100%
k	Krause	124	2	98%
k	Overmyer	95.6	0.11	100%

← November 2019

December 2019				
Grade	Teacher	Avg. Positive	Avg. Negative	Percentage
Kinder	Bonine	91	1	99.78%
	Krause	89	1	99.47%
	Overmyer	84	1	99.78%
1st	Dickerhoff	42	1	97.78%
	Jefferies	25	2	93.74%
	Llovett	20	1	94.37%
2nd	Elliott	12.5	1	94.75%
	Keyser	29	1	96.63%
	VDP	6	1	77.65%
3rd	Cultice	45	4	91.86%
	Tharp	39	3	92.77%
4th	Daugherty	30	2	93.76%
	Renneker	31	2	94.32%
5th	DeVore	15	3.5	84.60%
	Maes	34	4.5	88.92%
	Young	18	2	91.44%

December 2019 →

Think Sheets...

K-2 & 3-5



Think Sheet K-2

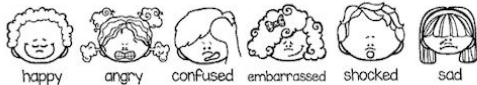
Name: _____ Date: _____

What expectation did I break? (circle)

Be Respectful Be Responsible Be Safe

I can write about my inappropriate behavior:

I can circle HOW I FEEL about my inappropriate behavior:



Next time, I will:

Student Signature: _____

Teacher Signature: _____

Parent Signature: _____

Think Sheet K-2

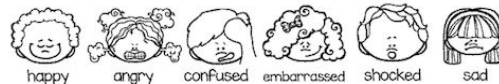
Name: _____ Date: _____

What expectation did I break? (circle)

Be Respectful Be Responsible Be Safe

I can draw my inappropriate behavior:

I can circle HOW I FEEL about my inappropriate behavior:



Next time, I will: (draw)

Student Signature: _____

Teacher Signature: _____

Parent Signature: _____

Name: _____ Date: _____

Think Sheet Grades 3-5

What expectation did I break? (circle)

Respectful Responsible Safety Mindsets
Work Ethic Learning Strategies Social & Emotional Skills

How did I break the expectation?

Why did I break the expectation?

Who did my actions affect? Do I need to apologize to anyone?

What could I have done differently?

How can I meet or exceed the expectation in the future?

Student Signature: _____

Teacher Signature: _____

Parent Signature: _____

- Morning meetings
 - These will take place Mondays-Thursdays for 15 min each day in the morning. (This time will be included on the master schedule.)
 - These meetings should be community type meetings with goals that focus on our character ed lessons and building strong teacher-student relationships.
 - *We will talk more about this during our teacher work day on 8/7.*
- Revised Monthly Unit Outline:

- | | |
|---|-------------------------------------|
| ○ Aug. = Expectations Bootcamp | ○ Dec. = Mindfulness |
| ○ Sept. = Social & Emotional Skills <ul style="list-style-type: none"> ■ Conflict resolution ■ Managing your emotions ■ (see “Mindsets Poster” in Drive) | ○ Jan. = Expectations Redo & Safety |
| | ○ Feb. = Responsibility |
| ○ Oct. = Bullying | ○ March = Learning strategies |
| ○ Nov. = Respect | ○ April = work ethic |
| | ○ May = Safety |

Daily Morning Meetings

8:10am-8:30am

Responsive Classroom Morning Meeting is an engaging way to start each day, build a strong sense of community, and set children up for success socially and academically. Each morning, students and teachers gather together in a circle for twenty to thirty minutes and interact with one another during four purposeful components:

1. **Greeting:** Students and teachers greet one other by name.
2. **Sharing:** Students share information about important events in their lives. Listeners often offer empathetic comments or ask clarifying questions.
3. **Group Activity:** Everyone participates in a brief, lively activity that fosters group cohesion and helps students practice social and academic skills (for example, reciting a poem, dancing, singing, or playing a game).
4. **Morning Message:** Students read and interact with a short message written by their teacher. The message is crafted to help students focus on the work they'll do in school that day.



DOJO Recognition Tickets

- “Caught being good” Recognition Ticket.
- DOJO tickets will be available for those who do not use the DOJO app frequently.
 - i.e. Bus drivers, aides, nurse, cafeteria workers, custodians
 - Teachers can use these if they want to as well.
- These tickets are a tangible that staff members can out that can be cashed in for a DOJO point. When a kid receives one, they bring it to their teacher and trade it in for a DOJO point.

Name:

Expectations: (Circle)

Be Respectful Be Responsible Be Safe



Advisory Time & Homework

- Detentions are no longer a consequence at CES.
 - There will be no lunch detentions in the cafeteria/office, time spent on the wall at recess, and/or after school detentions.
- Advisory Time will *replace* detentions
 - During this advisory time, the teacher will facilitate a discussion with the student and reteach appropriate behavioral expectations or give academic guidance to the student.
 - This advisory time may take place during the AM and/or PM recess or lunch/recess if the teacher chooses. Also, students cannot be kept from their specials class for this.
 - After school Advisory Time may be scheduled and supervised by that classroom teacher with a 24-hour notice given to the parents.
- Homework is not addressed in this discipline plan because it is a part of classroom policy which is at the discretion of the teacher.
 - No office referrals will be given for missing homework.

Right now, I'm feeling...

 5	<ul style="list-style-type: none"> Stressed Angry Out of Control It's too noisy 	I can... <ul style="list-style-type: none"> Take a break Take deep breaths Use calm down basket Read a picture book Listen to a book
 4	<ul style="list-style-type: none"> Confused Irritated It's too noisy 	I can... <ul style="list-style-type: none"> Get a drink Take a break Use calm down basket Listen to a book
 3	<ul style="list-style-type: none"> Frustrated Anxious Mad I can't focus 	I can... <ul style="list-style-type: none"> Get a drink Take deep breaths Use calm down basket Read a book
 2	<ul style="list-style-type: none"> Nervous Confused Unsure Things don't make sense 	I can... <ul style="list-style-type: none"> Use my words Stretch Take a break
 1	<ul style="list-style-type: none"> Happy Okay In Control Safe 	I can... <ul style="list-style-type: none"> Smile Laugh Help someone who needs it Use my words

← Targets of Emotional Discussion



Voice Level → Expectations

VOICE LEVELS

 0	Silence is Golden Absolute silence. No one is talking
 1	Spy Talk Whispering. Only 1 person can hear you.
 2	Low Flow Small group work. Only the group can hear you.
 3	Formal Normal Normal conversation voice.
 4	Loud Crowd Presenting voice. Everyone can hear you.
 5	Out of Control Playground voice. Never used inside

School Wide Incentives:

- Quarterly Incentives:
 - Set up like the READ incentives --> *earned* participation
 - Student Pride Committee will organize these incentives
 - 1st Quarter = A Magician will visit CES in October !!!
 - 2nd Quarter = Pinocchio Puppet Show
 - 3rd Quarter = Staff vs. Student Games
 - 4th Quarter = Black Horse Troop
- Monthly Class Behavior Trophy
 - Leaderboard in lunchroom w/ Class Positive Percentages on display in the Cafeteria
 - Updated monthly by the Student Pride Committee.
 - This incentive will run like our attendance board and trophy currently does.
- Student of the Month → Tied to Monthly character trait
- TV Shoutouts → During morning announcements
- Classroom Incentives → Grade level decision





CES revised the student handbook for the 2019-2020 school year.

****Included an entire section for PBIS and how CES is implementing it into our school culture.**

**Student Handbook
Levels/ Policies/Procedures
revision for 2020-2021
school year.**

The PBIS Section starts on page 26 of our updated CES Handbook:

<https://ces.culver.k12.in.us/docman-list-view/parent-student-information/111-2019-20-ces-student-handbook/file>