

PBIS Tier 2 Interventions

Lincoln Park Middle School



Lincoln Park Middle School



LPMS Demographics:

- 1,030 students in grades 6th, 7th, 8th
- 100% Free/Reduced Lunch
- 44% Hispanic / 40% Caucasian / 16% African-American

Support Staff:

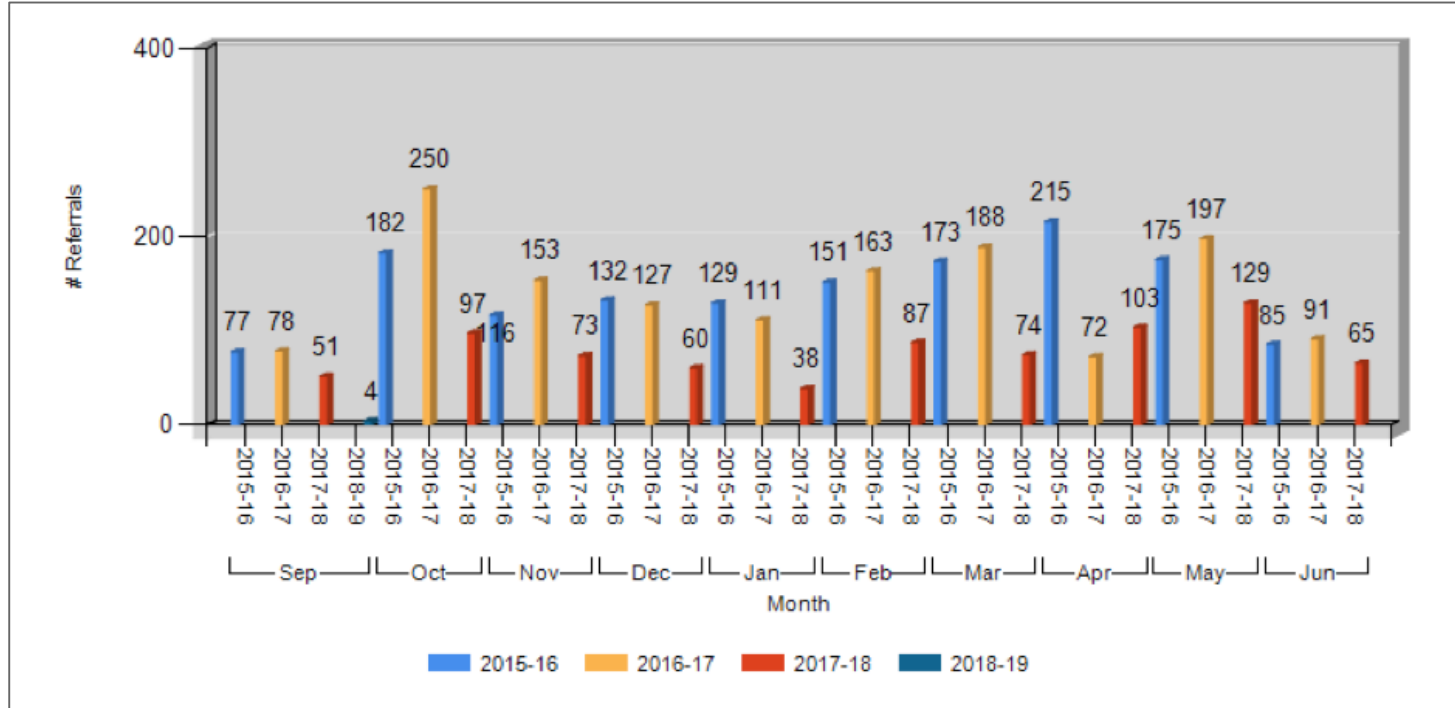
- 2 Social Workers
- Counselor
- Behavior Specialist/ASD Behavior Specialist
- Police Liaison Officer
- 6th Grade Transition Coach
- Student Advocates

Building Culture/Staff Buy-In

Changes that have Supported this Work:

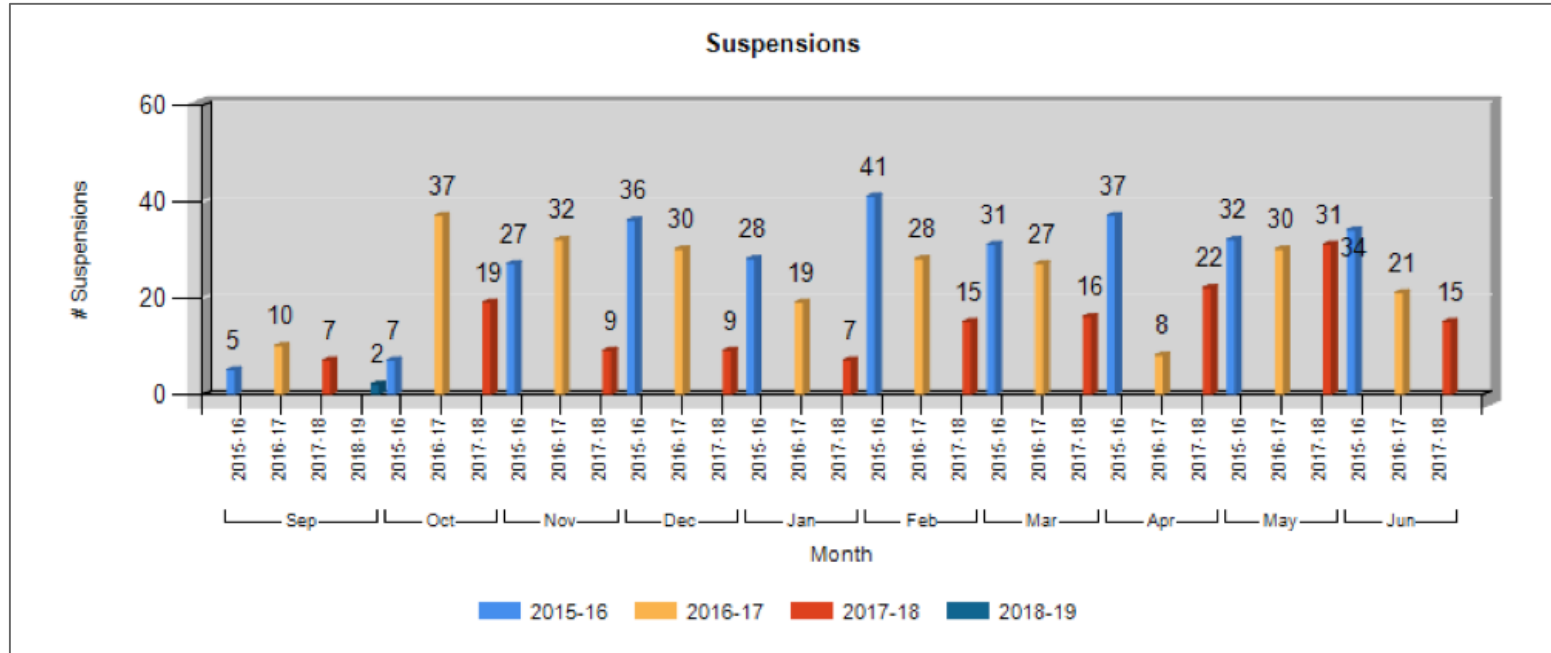
- Resilient Schools Project/Trauma Informed Care
- Advisory Period
- Restorative Practices
- 3rd Year of WEB Program

ODR Data



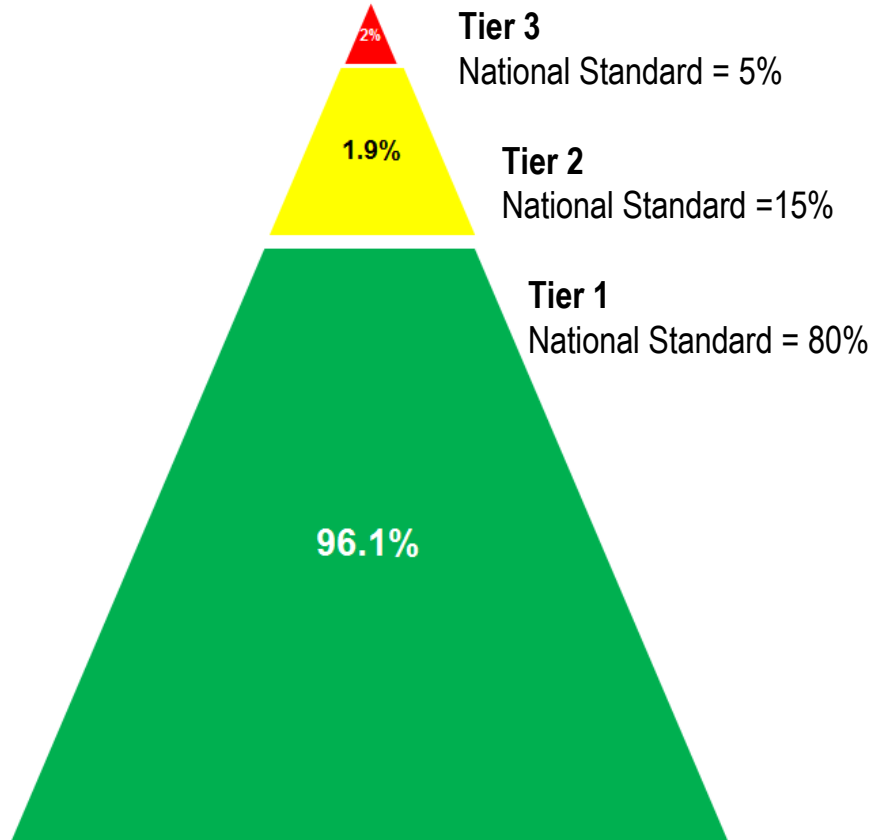
15-16 = 1,435	16-17 = 1,430	17-18 = 777	18-19 = 4
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Out of School Suspension Data



15-16 = 278 16-17 = 242 17-18 = 150 18-19 = 2

17-18 Data: Tiered Support





Data Driven Lessons

Lesson Plan Committee:

- 8 teachers & staff
- Meet monthly following the data review
- Meetings are short (~ 30 minutes)

Lesson Plan Content:

- Content is determined by previous month's data
 - Area of most ODRs
 - Area with significant rise in ODRs
- Lessons use videos, activities, scenarios, prompts
 - Pbisworld.com / pbis.org
 - YouTube
- Content focuses on Responsible, Respectful, Safe behavior in that area

Lesson Plan Logistics:

- Lesson is typically in a Google Slide
- Shared with specific content teacher or completed in Advisory
- Staff emphasize problem area with Pride Cards

PBIS Lesson

Cafeteria Expectations

Data Driven Lessons- Content Examples



February 10th, 2016

-Suggested Reflection Questions-

Why is self-control important?

What did the child who showed self-control learn?

How might this relate to school or your everyday life?



BECOME PART OF THE LPMS LEGACY

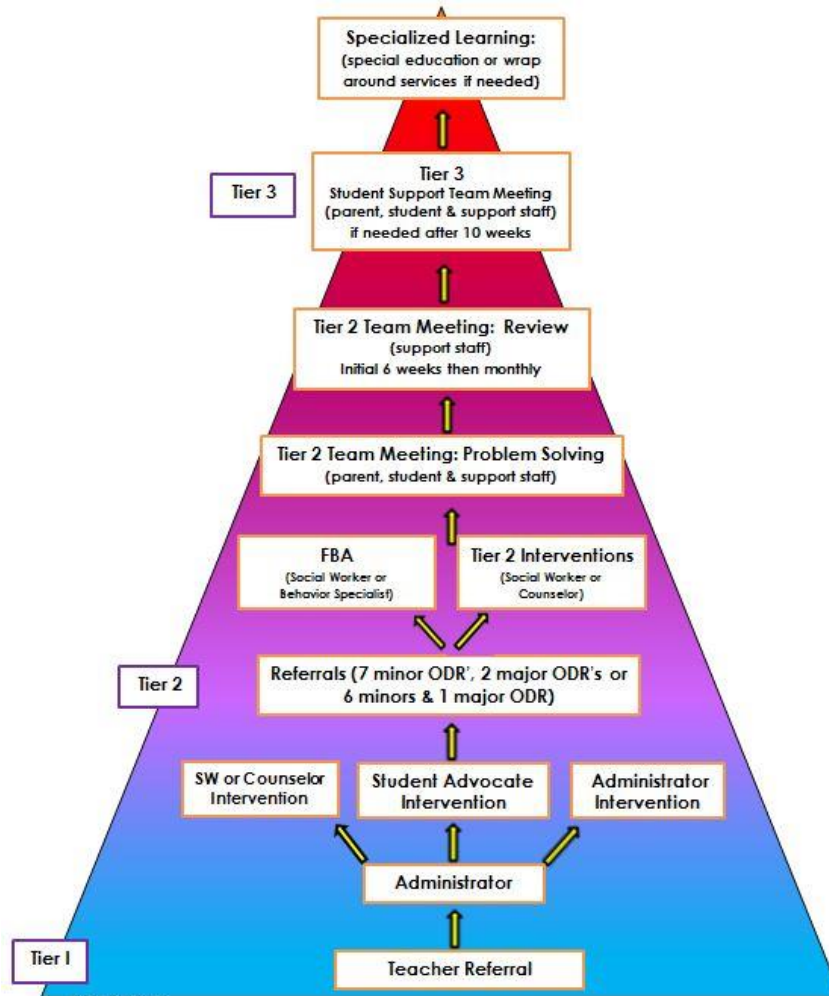
- This activity can be completed independently, in small groups, or as a whole class!
- Pick one aspect of the behavior matrix (available on the next slide)
- Depict your choice in a creative way!
- Some examples could include (but are not limited to):
 - Take a picture of the expectation being followed!
 - Draw a picture representing one of the expectations!
 - Create an image on a computer/chromebook representing an expectation!
- Turn in your creative project to your teacher
- Submissions will be displayed in our Final PBIS Activity
 - Winners from grades 6, 7, and 8 will be on poster display at LPMS

Scenario #2 - Being Safe (Stay in your own space)

Johnny runs into the cafeteria towards the the back of the lunch line, knocking into several students. After a minute in the line, the line begins to move but the boy in front of Johnny isn't paying attention and doesn't move forward, so Johnny decides to push the boy so that he knows he has to move up.

- What could Johnny have done instead?
- What sort of consequence might Johnny have?

Behavior RTI





Proactive Identification

- Incoming 6th Graders Tracking Report
- Student referral
- Teacher/staff referral
- Parent referral
- Behavior Tracking Report
- Outgoing 8th Graders Tracking Report

Interventions



- **Restorative Practices** - Restorative conferences & apology letters
- **Teacher Reset** - Support staff temporarily monitors classroom; teacher meets with student 1 on 1
- **Check In/Check Out** - Daily & weekly
- **Social Contracts** - Completed for all classroom communities (tier 1) & between individuals as needed (tier 2)
- **Think Sheets** - Completed in classroom or office, different versions, determined by need
- **Take a Break** - Preventative strategy, taken in hallway or in main office, often paired with opportunity for physical activity and a Think Sheet
- **Plan for Success** - Completed proactively to orient student to their strengths, challenges, choices and supports
- **Adult Mentor** - Fosters a positive relationship with a neutral school staff member

Interventions



- **Social Skills Group** - Small groups, 4-6 students, by grade and gender. Before school and during lunch
- **Behavior Contract** - Individually or with teacher
- **Active Supervision** - Provides 1:1 supervision and reteaching, often paired with delayed passing time
- **Attendance Agreement** - Plan and supports to improve attendance, academics and behavior
- **Home/School Behavior intervention Plan** - Individualized plan to bring about behavior change, includes reteaching, rewards and consequences and if possible, high involvement from parent/guardian
- **YAP** - Individual counseling, therapeutic groups, tutoring, mentoring
- **Brain Gym** - Brain based exercises and postures to practice self-regulation (modeled by LPMS students)
- **Other** - Highly individualized interventions including delayed passing time, custom schedule, alternative lunch, school helper, active parent support, bus pass, weekly 1:1 meetings with SSW intern, peer to peer support, wrap around and home based services
- **SST (Student Support Team)** - Referral process for students needing behavior and/or academic support

- **Brain Gym** - Brain based exercises and postures to practice self-regulation (modeled by LPMS students)



PBIS at LPMS



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