

# **SCHOOL-WIDE PBIS**

## **TIER ONE**

**K-12**

**Wayne RESA**

**2021-22**



**Chris McEvoy**

**[mcevoyc@resa.net](mailto:mcevoyc@resa.net)**

**Kayrl Reynoso**

**[reynosk@resa.net](mailto:reynosk@resa.net)**

# [HTTPS://WWW.RESA.NET/TEACHING-LEARNING/PBIS](https://www.resa.net/teaching-learning/pbis)

## WAYNE RESA PBIS WEBSITE

The screenshot shows a Windows Internet Explorer browser window displaying the Wayne RESA website. The address bar shows the URL <http://www.resa.net/curriculum/positivebehavior/>. The website header includes the Wayne RESA logo with the tagline "Leading...Learning for All" and navigation links for "Quick Links", "Select Calendar", and "SEARCH". A horizontal menu contains categories: "ABOUT US", "ADMINISTRATIVE SERVICES", "CURRICULUM AND INSTRUCTION", "TEACHER RESOURCES", and "PROFESSIONAL DEVELOPMENT".

The main content area is titled "School-wide Positive Behavior Support". It features a pyramid diagram with three tiers, each with a corresponding box of details:

- Tier One:** Focuses on all students and staff. Includes: Positive social skills instruction, Consistent and explicit expectations, and Consistent consequences.
- Tier Two:** Focuses on students with behavior concerns. Includes: Targeted social skills instruction, Targeted consequences, and Targeted interventions.
- Tier Three:** Focuses on students with significant behavior concerns. Includes: Individualized social skills instruction, Individualized consequences, and Individualized interventions.

Text on the page describes School-wide Positive Behavior Support (SWPBS) as a proactive approach based on a three-tiered model of prevention and intervention. It mentions that SWPBS is being implemented in thousands of schools across the country to reduce discipline problems and increase instructional time.

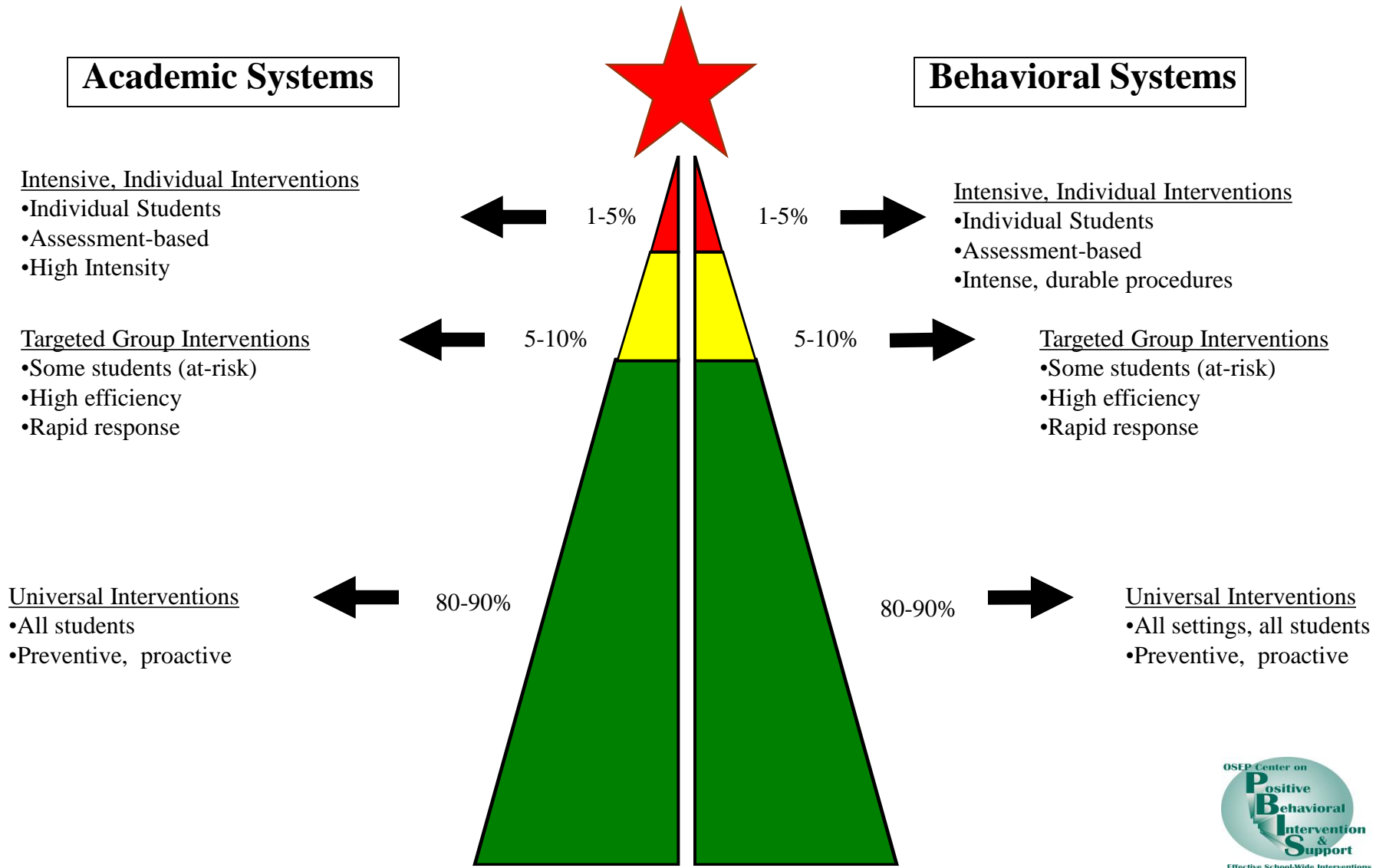
Additional resources listed include:

- Wayne RESA Guidelines for Behavior Intervention, 2008
- Guidelines for Behavior Intervention Forms (see downloadable forms)
- Emergency Use of Seclusion & Restraint Tie Sheet
- OSEP Technical Assistance Center on Positive Behavioral Interventions and Support
- Bully Prevention Manual: Elementary & Middle School Versions
- Association for Positive Behavior Support

The footer of the page includes the text: "Wayne RESA offers PBS resources and support to schools within Wayne County. Feel free to download any of the documents included on this page or contact [Chris Mobley](#) for more information." Below this, it says "New!! [School-wide PBS Implementation Guide, 2008](#)" and "Michigan Department of Education". A link for "Materials, Tools and Samples" is provided, with "Tier One" listed as a sub-link.



# DESIGNING SCHOOL-WIDE SYSTEMS FOR STUDENT SUCCESS



# **PBIS & CULTURE & CLIMATE**

- PBIS is a framework for enhancing culture & climate.
- Take time to plan it.
- Get the input of all stakeholders.
  - Faculty
  - Administrators
  - Students – student voice is essential!
  - Others



# DISTRICT FOCUS: ALIGNMENT OF INITIATIVES

- Restorative Practices
- Alternatives to Suspension
- Student Voice
- Trauma-Informed PBIS
- Expect Respect/Bully Prevention
- Classroom PBIS
- Equity
- Seclusion & Restraint
- SEL
  
- COVID-19



# **TIER ONE PBIS FRAMEWORK**

**Establish  
Commitment**

**Form PBIS Team**

**Identify & Teach  
Behavior  
Expectations**

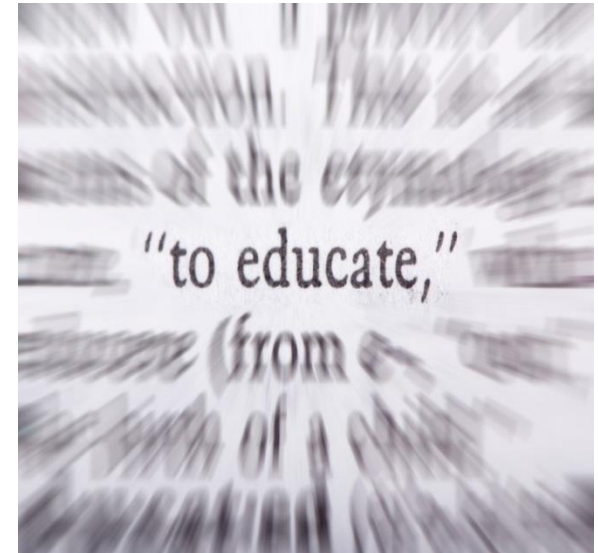
**Acknowledgment  
Systems**

**Continuum of  
consequences**

**Use of Data**

# **STARTING POINT: EXPLICIT INSTRUCTION IN POSITIVE BEHAVIOR EXPECTATIONS**

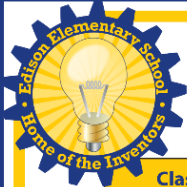
- **Identify core values/big ideas**
  - **Respect**
    - **Self, others, property**
  - **Responsibility**
  - **Safety**



- ***All Staff Teach the Behavior Matrix,  
Everyday.***



# BEHAVIOR MATRIX ELEMENTARY



## Edison Elementary Positive Behavior Expectations

|                | Classrooms  | Restrooms   | Hallways  | Arrival/Departure   | Lunchroom   | Bus   | Auditorium   |
|----------------|---|---|---|---|---|---|--|
| BE RESPECTFUL  | <ul style="list-style-type: none"> <li>• Use appropriate language</li> <li>• Use kind words and actions</li> <li>• Raise hand to speak</li> </ul>         | <ul style="list-style-type: none"> <li>• Zero level voices</li> <li>• Respect others' privacy</li> <li>• Clean up after yourself</li> </ul>                 | <ul style="list-style-type: none"> <li>• Zero level voices</li> <li>• Walk in third tile from the wall</li> <li>• Respect artwork and displays</li> </ul>   | <ul style="list-style-type: none"> <li>• Zero level voices</li> <li>• Enter/leave in an orderly fashion</li> <li>• Wait patiently in line</li> <li>• Follow all staff directions</li> </ul> | <ul style="list-style-type: none"> <li>• Use appropriate volume</li> <li>• Use good manners</li> <li>• Keep hands, feet, and objects to yourself</li> </ul> | <ul style="list-style-type: none"> <li>• Level 1 voices</li> <li>• Wait in line</li> <li>• Listen to the bus driver</li> <li>• Share seats</li> <li>• Use appropriate language</li> </ul> | <ul style="list-style-type: none"> <li>• Zero level voices</li> <li>• Follow directions</li> <li>• Use positive words and actions</li> </ul> |
| BE RESPONSIBLE | <ul style="list-style-type: none"> <li>• Follow directions</li> <li>• Use time wisely</li> <li>• Take care of materials</li> <li>• Be prepared</li> </ul> | <ul style="list-style-type: none"> <li>• Use what is needed</li> <li>• Flush toilets</li> <li>• Throw trash away</li> <li>• Wash hands with soap</li> </ul> | <ul style="list-style-type: none"> <li>• Walk safely</li> <li>• Keep hands, feet, and objects to yourself</li> <li>• Use Star Stops when in line</li> </ul> | <ul style="list-style-type: none"> <li>• Listen to staff and safety patrol</li> <li>• Go directly home</li> <li>• Be on time</li> </ul>   | <ul style="list-style-type: none"> <li>• Follow directions</li> <li>• Clean up after yourself</li> <li>• Eat in a timely manner</li> </ul>                  | <ul style="list-style-type: none"> <li>• Stay seated</li> <li>• Keep your body and belongings inside the bus</li> </ul>   | <ul style="list-style-type: none"> <li>• Get seated quickly</li> <li>• Flip seats up when time to go</li> </ul>                              |
| BE SAFE        | <ul style="list-style-type: none"> <li>• Keep hands, feet, and objects to yourself</li> <li>• Walk</li> </ul>   | <ul style="list-style-type: none"> <li>• Get in and out quickly</li> <li>• Walk</li> <li>• Report any issues to a staff member</li> </ul>                   | <ul style="list-style-type: none"> <li>• Eyes forward</li> <li>• Listen for directions</li> <li>• Stay in line</li> <li>• Hands at side</li> </ul>          | <ul style="list-style-type: none"> <li>• Cross at the corners</li> <li>• Stay on sidewalk</li> <li>• Go directly home (after school)</li> </ul>   | <ul style="list-style-type: none"> <li>• Listen for directions</li> <li>• Stay in your seat</li> <li>• Always walk</li> </ul>                               | <ul style="list-style-type: none"> <li>• Enter and exit in an orderly fashion</li> </ul>  | <ul style="list-style-type: none"> <li>• Stay seated</li> <li>• Backs against the chair</li> <li>• Feet on the floor</li> </ul>              |





# DAVIDSON MIDDLE SCHOOL BEHAVIOR EXPECTATIONS MATRIX

|                | Classrooms  | Office   | Hallways  | Bathrooms  | Cafeteria   | Anti-Bullying   |
|----------------|---|--|---|--|---|---|
| BE RESPECTFUL  | <ul style="list-style-type: none"> <li>Use kind words and actions/help others</li> <li>Use materials appropriately</li> <li>Be patient and wait your turn</li> </ul>  | <ul style="list-style-type: none"> <li>Be patient and wait your turn</li> </ul>                    | <ul style="list-style-type: none"> <li>Use kind words and actions/help others</li> <li>Respect classes in session</li> </ul>  | <ul style="list-style-type: none"> <li>Clean up after yourself</li> </ul>  | <ul style="list-style-type: none"> <li>Be patient and wait your turn</li> <li>Use good manners</li> <li>Listen during announcements</li> </ul>  | <ul style="list-style-type: none"> <li><b>STOP:</b> Interrupt and model respect, rather than watch or join in</li> </ul>            |
| BE RESPONSIBLE | <ul style="list-style-type: none"> <li>Be on time to class</li> <li>Come prepared for class</li> <li>Return materials to their proper place</li> <li>Complete and turn in all assignments and homework (<b>ON TIME</b>)</li> <li>Use your time wisely</li> <li>Actively participate in class</li> <li>Keep classroom litter free</li> </ul> | <ul style="list-style-type: none"> <li>Be honest</li> <li>Follow established procedures</li> </ul> | <ul style="list-style-type: none"> <li>Use assigned locker appropriately</li> <li>Go directly to your destination</li> <li>Keep hallways litter-free</li> <li>Report damages, disruptions, or graffiti to a staff member</li> <li>Keep all electronic devices out of sight</li> </ul> | <ul style="list-style-type: none"> <li>Flush toilet</li> <li>Report damages, disruptions, or graffiti to a staff member</li> <li>Keep all electronic devices out of sight</li> <li>Use during passing time</li> <li>Return to room promptly</li> </ul> | <ul style="list-style-type: none"> <li>Come prepared for lunch (lunch, money, coat, etc.)</li> <li>Clean up your own table/floor area</li> <li>Leave food and drink in the cafeteria</li> </ul> | <ul style="list-style-type: none"> <li><b>WALK:</b> Invite people who are being disrespected to join you &amp; move away</li> </ul> |
| BE SAFE        | <ul style="list-style-type: none"> <li>Sit correctly in assigned seat</li> <li>Store materials in designated area (No backpacks)</li> </ul>   | <ul style="list-style-type: none"> <li>Sit or stand in designated area</li> </ul>                  | <ul style="list-style-type: none"> <li>Walk, at a safe pace, on the right-hand side of the hallway and staircase</li> </ul>   | <ul style="list-style-type: none"> <li>Wash hands with soap and water</li> <li>Use facilities appropriately</li> </ul>   | <ul style="list-style-type: none"> <li>Follow lunch line procedures</li> <li>Always walk</li> </ul>   | <ul style="list-style-type: none"> <li><b>TALK:</b> Report to an adult immediately.</li> </ul>                                      |
| ALWAYS         | <ul style="list-style-type: none"> <li>Follow all staff directions</li> <li>Use appropriate language, volume, and tone</li> <li>Keep hands, feet, and objects to yourself</li> <li>Respect others' privacy and property</li> <li>Respect school property</li> </ul>   |  |   |  |   |   |

# Northville High School Behavior Expectations Matrix

|              | Arrival/Departure   | Hallway   | Classroom  | Restroom   | Cafeteria   | Extra-Curricular Activities  |
|--------------|---|---|--|--|---|--|
| VALUE SAFETY | <ul style="list-style-type: none"> <li>• Drive at safe speeds</li> <li>• Wear your seatbelt</li> </ul>  | <ul style="list-style-type: none"> <li>• Use hallway time efficiently and appropriately</li> <li>• Walk through hallways</li> </ul>                       | <ul style="list-style-type: none"> <li>• Follow individual classroom expectations</li> <li>• Keep aisles clear</li> <li>• Adhere to bell schedule</li> </ul> | <ul style="list-style-type: none"> <li>• Wash your hands</li> <li>• Use for designated purpose only</li> </ul>                           | <ul style="list-style-type: none"> <li>• Keep your space clean and clear</li> <li>• Be patient</li> <li>• Remain in the cafeteria</li> </ul>            | <ul style="list-style-type: none"> <li>• Adhere to the NHS Codes of Conduct</li> </ul>   |
| VALUE OTHERS | <ul style="list-style-type: none"> <li>• Follow the dress code</li> <li>• Park in designated area</li> <li>• Be a courteous driver</li> </ul> | <ul style="list-style-type: none"> <li>• Use appropriate language and volume</li> <li>• Keep traffic flowing</li> <li>• Keep hands to yourself</li> </ul> | <ul style="list-style-type: none"> <li>• Listen attentively</li> <li>• Encourage and support others</li> <li>• Use positive supportive language</li> </ul>   | <ul style="list-style-type: none"> <li>• Respect the privacy of others</li> <li>• Dispose trash and keep the facilities clean</li> </ul> | <ul style="list-style-type: none"> <li>• Clean up your area</li> <li>• Wait your turn in line</li> <li>• Use appropriate language and volume</li> </ul> | <ul style="list-style-type: none"> <li>• Display good sportsmanship</li> <li>• Respect all competitors, spectators, performers, officials, etc.</li> <li>• Use positive supportive language</li> </ul> |
| VALUE SELF   | <ul style="list-style-type: none"> <li>• Arrive and exit on time</li> <li>• Come and leave prepared</li> </ul>                                | <ul style="list-style-type: none"> <li>• Carry necessary materials (ID, travel booklet)</li> <li>• Keep hallway clean</li> </ul>                          | <ul style="list-style-type: none"> <li>• Prepare for learning</li> <li>• Participate and remain attentive</li> <li>• Do your own work</li> </ul>             | <ul style="list-style-type: none"> <li>• Keep the area free of graffiti</li> <li>• Be prompt</li> </ul>                                  | <ul style="list-style-type: none"> <li>• Clean up after yourself</li> <li>• Make healthy choices</li> <li>• Pay for your items</li> </ul>               | <ul style="list-style-type: none"> <li>• Represent Northville High School in a positive manner</li> <li>• Cheer in a kind and spirited manner</li> </ul>   |

# HIGH SCHOOL PBIS MATRIX



## Pershing High School Behavior Expectations

|  | Classroom  | Hallways   | Cafeteria   | Bathroom  | Special Situations  |
|--|--|--|---|---|---|
| <p><b>P</b><br/>Prepared, Present, and Prompt</p>        | <ul style="list-style-type: none"> <li>Be in your assigned location at the correct time.</li> </ul>  | <ul style="list-style-type: none"> <li>Move when scheduled</li> <li>Go to lockers in the morning, before lunch &amp; after school only</li> </ul>  | <ul style="list-style-type: none"> <li>Sit near those you'd like to speak with to avoid yelling</li> <li>Come with a pass if you need to leave for tutoring or detention</li> </ul>                                       | <ul style="list-style-type: none"> <li>Use the bathroom properly</li> <li>Clean up behind yourself.</li> <li>Wash your hands</li> </ul>   | <ul style="list-style-type: none"> <li>Professionally address/staff other adults/visitors and peers with respect</li> </ul> |
| <p><b>R</b><br/>Respect, Reflective, and Responsible</p> | <ul style="list-style-type: none"> <li>Use appropriate language</li> <li>Follow directions</li> <li>Have needed supplies</li> <li>Reflect on your work</li> </ul>                  | <ul style="list-style-type: none"> <li>Have a hall pass with you when not in class</li> <li>Only request to leave class for emergencies</li> </ul> | <ul style="list-style-type: none"> <li>Use appropriate language. Profanity/Cursing is NEVER appropriate in school/work/ places of business.</li> <li>Follow directions</li> <li>Be polite please and thank you</li> </ul> | <ul style="list-style-type: none"> <li>Use the bathroom for the intended purposes</li> </ul>  | <ul style="list-style-type: none"> <li>Listen, follow directions and use appropriate language</li> </ul>                    |
| <p><b>I</b><br/>Integrity</p>                            | <ul style="list-style-type: none"> <li>Do your own work</li> <li>Seek assistance appropriately</li> </ul>  | <ul style="list-style-type: none"> <li>Be where you are supposed to be</li> </ul>  | <ul style="list-style-type: none"> <li>Ask before taking or touching someone else's food</li> <li>Bring appropriate food that does not require a microwave</li> </ul>   | <ul style="list-style-type: none"> <li>This is a smoke/drug/phone free environment</li> </ul>   | <ul style="list-style-type: none"> <li>Follow rules and procedures</li> </ul>   |
| <p><b>D</b><br/>Dependability</p>                        | <ul style="list-style-type: none"> <li>Be on task</li> <li>Electronic devices off and out of sight (unless permission has been granted)</li> </ul>                                 | <ul style="list-style-type: none"> <li>Arrive to school on time</li> <li>Get to class on time</li> </ul>   | <ul style="list-style-type: none"> <li>Clean up after yourself. We always leave a place better than we found it.</li> <li>Get permission or have a pass for meetings, tutoring or going to the bathroom.</li> </ul>       | <ul style="list-style-type: none"> <li>Leave the bathroom clean</li> <li>Return to class from the bathroom in a timely fashion</li> </ul> | <ul style="list-style-type: none"> <li>Give your best effort</li> <li>Represent UYA with pride</li> </ul>                   |
| <p><b>E</b><br/>Effort Towards College and Beyond</p>    | <ul style="list-style-type: none"> <li>Turn in assignments</li> <li>Track progress to ensure a high GPA: be responsible for behavior and grades</li> <li>Try new things</li> </ul> | <ul style="list-style-type: none"> <li>Attend all classes when you are on campus</li> </ul>  | <ul style="list-style-type: none"> <li>Use cafeteria time to eat. Do not use class time to eat. Scholars are encouraged to engage in working lunches.</li> </ul>  | <ul style="list-style-type: none"> <li>Reserve bathroom breaks for between classes</li> </ul>   | <ul style="list-style-type: none"> <li>Focus on learning and listening</li> </ul>   |



# PBIS MESSAGING - VISUALS



## HALLWAY EXPECTATIONS

**P**

Prepared, Present,  
and Prompt

- Move when scheduled
- Go to lockers in the morning, before lunch, and after school only.

**R**

Respect, Reflective,  
and Responsible

- Have a hall pass with you when not in class.
- Only request to leave class for emergencies.

**I**

Integrity

- Be where you are supposed to be.

**D**

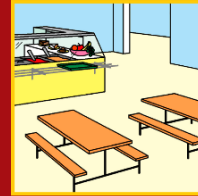
Dependability

- Arrive to school on time.
- Get to class on time.

**E**

Effort Towards  
College and Beyond

- Attend all classes when you are on campus.

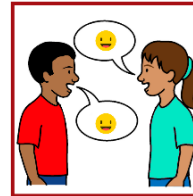


## CAFETERIUM



### Be Safe

- Keep all food to yourself, and don't touch anyone else's food.
- Sit with feet on floor, bottom on bench, and facing the table.
- Stay seated—remain in your seat.



### Be Respectful

- Allow anyone to sit next to you.
- Use a talking voice.
- Use good manners.



### Be Responsible

- Raise your hand and wait for assistance.
- Get all food, milk, utensils, etc., when first going through the line.
- Clean up after yourself.



# BURTON K-8



## CLASSROOMS



### Be Respectful

- Avoid profanity and abusive language.
- Raise your hand and wait for permission to speak or get out of seat.
- Use quiet voices.
- Wait your turn.
- Use materials appropriately and ask to borrow items.



### Be Responsible

- Be on time.
- Come prepared to learn.
- Bring your supplies daily.
- Clean up after yourself, and maintain school property.
- Return borrowed items.



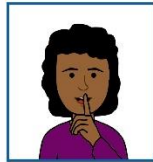
### Be Safe

- Enter and sit in assigned seat.
- Sit in your seat properly.
- Keep hands, feet and all objects to self.
- Walk instead of running while in classroom.



BURTON  
ACADEMY

## HALLWAYS



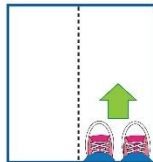
### Be Respectful

- Avoid profanity and abusive language.
- Walk silently.
- Respect yourself and others.
- Follow adult directions the first time.



### Be Responsible

- Keep hallways clean, maintain school property.
- Keep lockers closed.
- Use assigned locker at assigned times.
- Use a hall pass between classes.



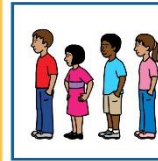
### Be Safe

- Walk to the right; stay on the right.
- Allow others to pass.
- Keep hands and feet to yourself.
- Go directly to your assigned



BURTON  
ACADEMY

## CAFETERIA



### Be Respectful

- Avoid profanity and abusive language.
- Enter and go directly to your assigned table.
- Use quiet voices.
- Wait for your turn.
- Follow adult directions the first time.



### Be Responsible

- Get all utensils, milk, etc., when first going through line.
- Dispose of food in proper container.
- Clean up after self.
- Wait at assigned table for dismissal.



### Be Safe

- Keep all food to self; do not share food.
- Sit with feet on floor, bottom on seat, facing table.
- Stay seated at assigned table until given permission to stand.



# The PBIS Grant pays for Posters



## Classroom Expectations

### Be Respectful

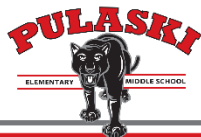
Listen and follow directions  
the first time given.  
Avoid profanity and abusive language  
Speak positive and courteous manner.

### Be Responsible

Be present and on time.  
Bring necessary supplies.  
Be actively engaged in lessons.  
Complete assignments and hand them in.

### Be Safe

Walk quietly and orderly.  
Sit in assigned seat.  
Keep environment clean.



## Computer Lab Expectations

### Be Respectful

Listen and follow instructions.  
Speak courteously and say,  
“please” and “thank you”.

### Be Responsible

Be engaged in the lesson.  
Keep area clean.  
Report equipment that is  
not working.

### Be Safe

Keep hands and feet to yourself.  
Follow teachers' instructions.





# VOICE LEVELS

**0**

**Silence is Golden**



**1**

**Spy Talk  
Whispering**



**2**

**Low Flow:  
Small group work**



**3**

**Formal Normal:  
Conversation voice**



**4**

**Loud Crowd:  
Presenting voice**



**5**

**For Outside  
Use Only**



# VOICE LEVELS

**LEVEL 0**

**No Talking**

**LEVEL 1**

**Whisper**

**LEVEL 2**

**Inside Learning**

**LEVEL 3**

**Speaker Voice**

**LEVEL 4**

**Outside Voice**

# COVID-19 PBIS EXPECTATIONS ELEMENTARY

**DRAFT**

## In All Areas

### Behavior Expectations

|  |   |
|--|---|
|  | <p><b>Be Respectful</b></p> <ul style="list-style-type: none"> <li>Follow all adult directions</li> <li>Ask permission to go to the office if you are feeling sick</li> <li>Stay home if you are sick</li> </ul>                      |
|  | <p><b>Be Responsible</b></p> <ul style="list-style-type: none"> <li>Only use your own supplies</li> <li>Stay in your assigned area</li> <li>Go directly to your destination when you are in the hallways</li> </ul>                   |
|  | <p><b>Be Safe</b></p> <ul style="list-style-type: none"> <li>Wear a mask when appropriate</li> <li>Maintain social distancing</li> <li>Tell an adult if you feel sick</li> <li>Cough or sneeze into your elbow or a tissue</li> </ul> |
|  | <ul style="list-style-type: none"> <li>Wash your hands for 20 seconds (Sing the ABC song)</li> <li>Use hand sanitizer often</li> <li>Only eat your own food</li> <li>Avoid touching your face, eyes, nose, and mouth</li> </ul>       |

RESA | CONNECT. COOPERATE. CHALLENGE. EXCELLENCE. | Wayne RESA, 25200 VanDornRoad, Wayne, MI 48184 | 734.224.1300 - 734.224.1320 | www.resa.net  
 Board of Education: James S. Bell, Sheryl C. Blackburn, Candace Rankin, Lyndee C. Jackson, James Parks, Randy A. Lopez, Ph.D., Superintendent

**DRAFT**

## Arrival

### Behavior Expectations

|  |  |
|--|--|
|  | <p><b>Be Respectful</b></p> <ul style="list-style-type: none"> <li>Follow all adult directions</li> <li>Let an adult know if you feel sick</li> <li>Go to designated area if you have symptoms of illness</li> </ul> |
|  | <p><b>Be Responsible</b></p> <ul style="list-style-type: none"> <li>Go directly to your assigned area after your health screening</li> </ul>   |
|  | <p><b>Be Safe</b></p> <ul style="list-style-type: none"> <li>Maintain social distancing</li> <li>Wear a mask when appropriate</li> <li>Keep hands, feet, and objects to yourself</li> </ul>                          |

RESA | CONNECT. COOPERATE. CHALLENGE. EXCELLENCE. | Wayne RESA, 25200 VanDornRoad, Wayne, MI 48184 | 734.224.1300 - 734.224.1320 | www.resa.net  
 Board of Education: James S. Bell, Sheryl C. Blackburn, Candace Rankin, Lyndee C. Jackson, James Parks, Randy A. Lopez, Ph.D., Superintendent





# COVID-19 PBIS EXPECTATIONS ELEMENTARY

**DRAFT** ✕

**Be Respectful. Be Safe.**



**Wear a Face Covering.**

**RESA** LEADERSHIP COLLABORATION EXCELLENCE

Wayne RESA: 22500 Van Born Road • Wayne, MI 48184724.224.1200 • 724.224.1400 • www.resa.net  
 Board of Education: James S. Bell • Mary C. Blackmon • Candice Handberg • Lynda S. Jackson • Janice Parks  
 Randy A. Lips, Ph.D., Superintendent

**PBIS** GREAT JOB! POSITIVE BEHAVIOR! EVERY DAY!

**DRAFT**

**Be Respectful. Be Responsible.**  
**Wash your hands.**



- 1 Wet hands.**
- 2 Get soap.**
- 3 Wash hands.**
- 4 Rinse hands.**
- 5 Dry hands.**



**RESA** LEADERSHIP COLLABORATION EXCELLENCE

Wayne RESA: 22500 Van Born Road • Wayne, MI 48184724.224.1200 • 724.224.1400 • www.resa.net  
 Board of Education: James S. Bell • Mary C. Blackmon • Candice Handberg • Lynda S. Jackson • Janice Parks  
 Randy A. Lips, Ph.D., Superintendent

**PBIS** GREAT JOB! POSITIVE BEHAVIOR! EVERY DAY!



# COVID-19 PBIS EXPECTATIONS SECONDARY

**Be Respectful and Responsible:**  
*Practice Social Distancing*  
**Be Safe: *Wear a Mask, If Able***

DRAFT

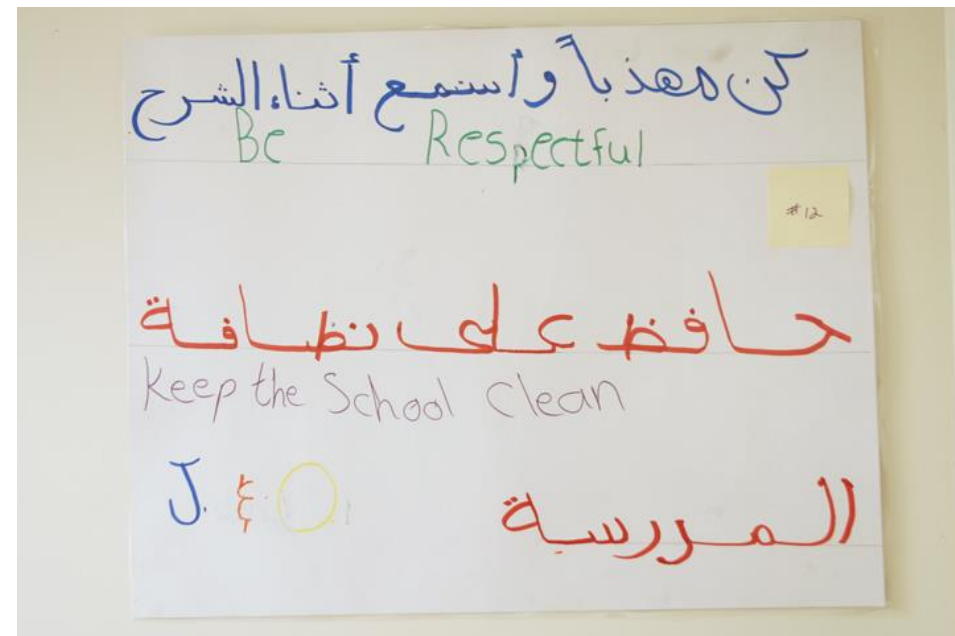
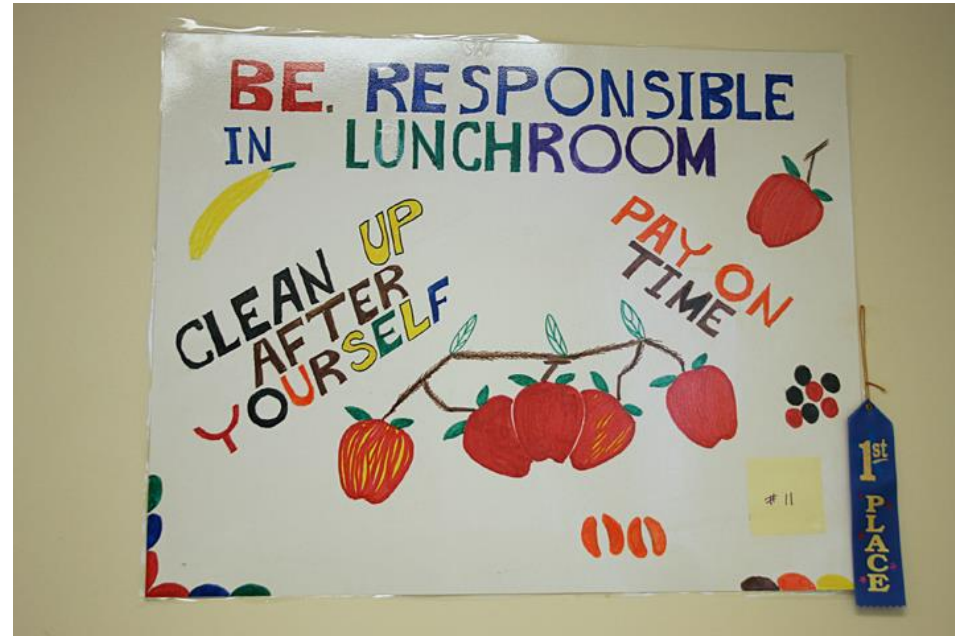


SERVICE  
LEADERSHIP  
COLLABORATION  
EXCELLENCE

Wayne RESA: 33500 Van Born Road • Wayne, MI 48184734.334.1300 • 734.334.1620 fax • www.resa.net  
Board of Education: James S. Berl • Mary E. Blackmon • Danielle Funderburg • Lynda S. Jackson • James Petrie  
Randy A. Ulega, Ph.D., Superintendent



# PBIS MESSAGING: STUDENT DESIGNS/ STUDENT VOICE

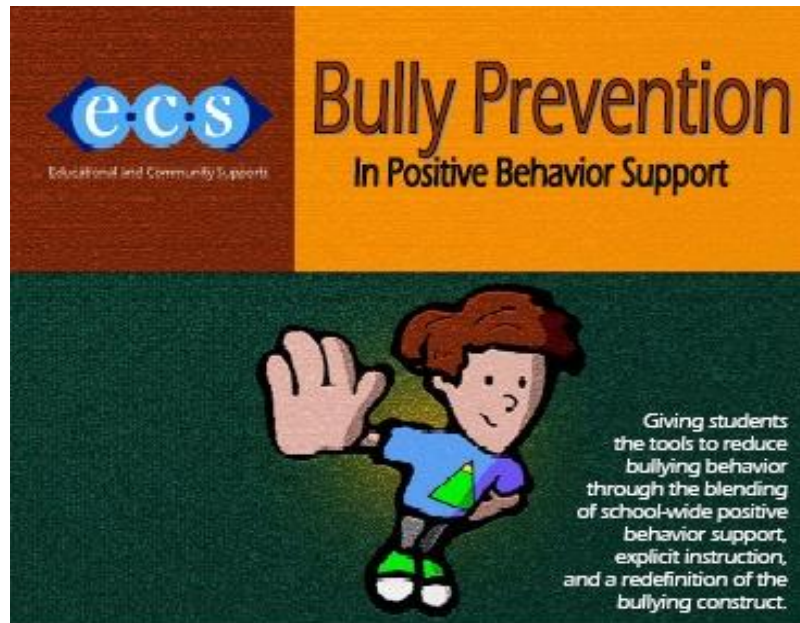


# STUDENT VOICE

- Art
  - Videos
  - Leadership Teams
  - Peer Mentors
  - Bully Prevention
- 
- **The PBIS Grant Pays for Materials for Student-Generated PBIS Projects**



# EXPECT RESPECT ELEMENTARY & SECONDARY



Scott Ross, M.S., Rob Horner, Ph.D., & Bruce Stiller, Ph.D



## Bullying and Harassment Prevention in Positive Behavior Support: Expect Respect

Brianna C. Stiller, Rhonda N.T. Nese, Anne K. Tomlanovich, Robert H. Horner, Scott W. Ross



**O** | UNIVERSITY OF OREGON



# EXPECT RESPECT

## Strategies



### Telling Someone to Stop

- Step One: If someone treats you in a way that feels disrespectful, use the schoolwide stop phrase. Say, “stop” in an assertive tone.
- Step Two: If the person stops, say “cool” or “OK” and move on with your day.
- Step Three: If the person does not stop, decide whether to ignore the person or seek support.
- Step Four: If you decide to ignore, don’t look at or talk to the person. If you decide to seek support, select a trusted school adult to approach and ask for support.

# If Someone Asks You to Stop

- Step One: Stop what you are doing, even if you don't think you are doing anything wrong. Just Stop!
- Step Two: Remind yourself “No big deal if I stop now.”
- Step Three: Say “OK” to the person who asked you to stop and move on with your day.

# Be an Upstander, Not a Bystander

If you see someone who is clearly not being treated with respect, please do one of the following:

- ✓ Use the stop strategy toward the person.
- ✓ Ask the person being targeted to go with you, and leave the area.
- ✓ Comfort that person later by saying something like “I’m sorry that happened. It wasn’t fair.”



# WRESA Elementary Expect Respect Posters

 **If you feel disrespected...**

**Stop**  
Ask the person to stop.



**Walk**  
Walk away.



**Talk.**  
Tell an adult.



 **If someone asks you to stop:**

**Stop**  
the behavior.



**Breathe**  
and count to 3.



**Leave**  
the area.

 **If you see someone being disrespected, you are a bystander.**

**Become an UPSTANDER:**



**Help Everyone Respect Others**

# SECONDARY EXPECT RESPECT

**RESA** SERVICE LEADERSHIP COLLABORATION EXCELLENCE  
*Leading... Learning for All*

*If you feel disrespected:  
Tell the person to*

**STOP.**  
**WALK** away.  
**TALK** to an adult.

**EXPECT RESPECT**

**RESA** SERVICE LEADERSHIP COLLABORATION EXCELLENCE  
*Leading... Learning for All*

*If someone asks  
you to stop:*

**STOP** the behavior.  
**BREATHE.**  
**LEAVE** the area.

**EXPECT RESPECT**

**RESA** SERVICE LEADERSHIP COLLABORATION EXCELLENCE  
*Leading... Learning for All*

*If you see someone being  
disrespected, you are a bystander.  
Become an UPSTANDER.*

**HELP  
EVERYONE  
RESPECT  
OTHERS**

**EXPECT RESPECT**



# HAVE A SCHOOL-WIDE PLAN FOR INSTRUCTION

Schedule instruction in all locations

- Include supervisors in those settings

Heavy focus (everyday) for 2 weeks

Review PBIS Expectations Frequently

- Daily
- Weekly
- Quarterly



# KEY FEATURES OF INSTRUCTION

- **Brief lessons - teach like any lesson**
- **Model it/Role Play**
- **Let Students Practice**
- **In classroom & non-classroom settings**
- **Teach the *common language***
- **Explain it – Why have expectations?**
- **Positive Examples**
- **DPS Barbara Jordan K-8 PBIS videos**
  - <https://mistreamnet.eduvision.tv/directplayer.aspx?q=CTlwecDsedBqbGqXiOr9n59jOS%252fNr2VImvdviHt8c47v7GppWB72gr%252bJmZQISHI%252b>



# The Grant pays for PBIS-Specific Training Materials

## Research-based Prevention: Active Supervision

<http://www.resa.net/teacherresources/libraryresources/>

Move

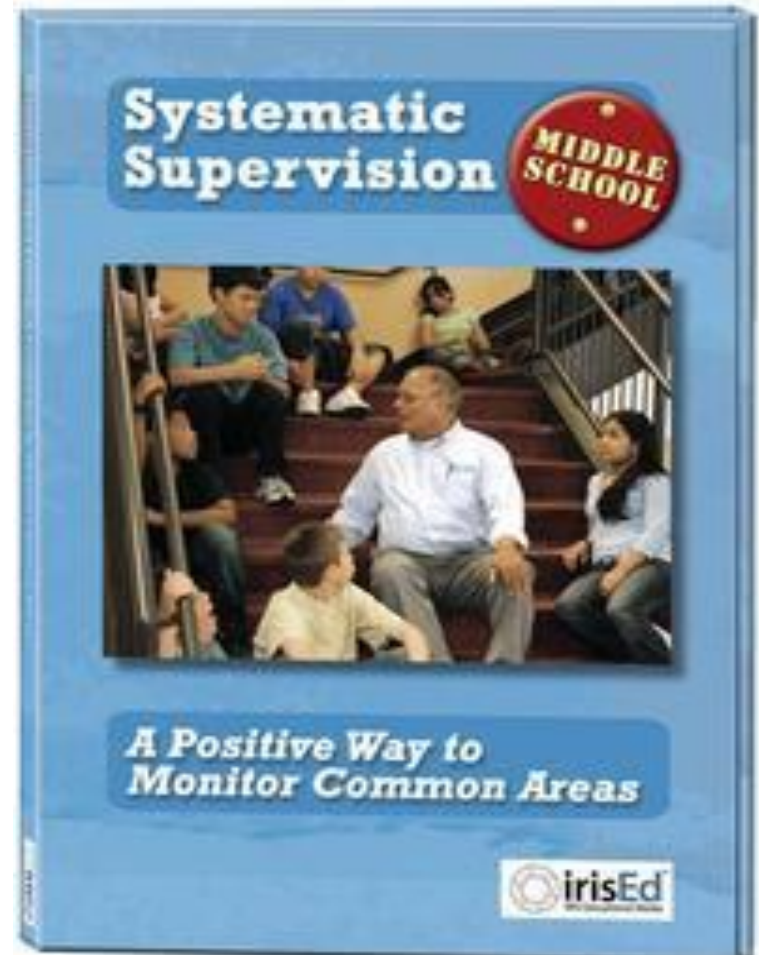
Scan

Frequent positive contacts/greetings.

Acknowledge students for following expectations

Correct behavior calmly & firmly

Predetermined consequences if necessary



# SCHOOL-WIDE ACKNOWLEDGMENT SYSTEMS



4 to 1

ratio of positive attention to  
corrections

Brophy, 1980



# **5 TIER ONE POSITIVE REINFORCEMENT STRATEGIES**

- 1. Positive Greetings**
- 2. High Rates of Positive Feedback, Encouragement & Attention – 4 to 1**
- 3. Positive Postcards Sent Home to Parents**
- 4. PBIS Clubs**
- 5. Group Acknowledgments**



# **“POSITIVE GREETINGS AT THE DOOR: EVALUATION OF A LOW-COST, HIGH YIELD PROACTIVE CLASSROOM MANAGEMENT STRATEGY” JPBI, 2018**

- **203 middle school students**
- **10 teachers**
- **PGD (Positive Greetings at the Door)**
  - **Greeting using student’s name**
  - **Nonverbal (handshake, fist bump, pat on shoulder, smile)**
  - **Include some individual and group pre-corrections**
- **Results**
- **Average increase in Academically Engaged Time (AET) 20.95%**
- **Significant decrease in disruptive behavior**



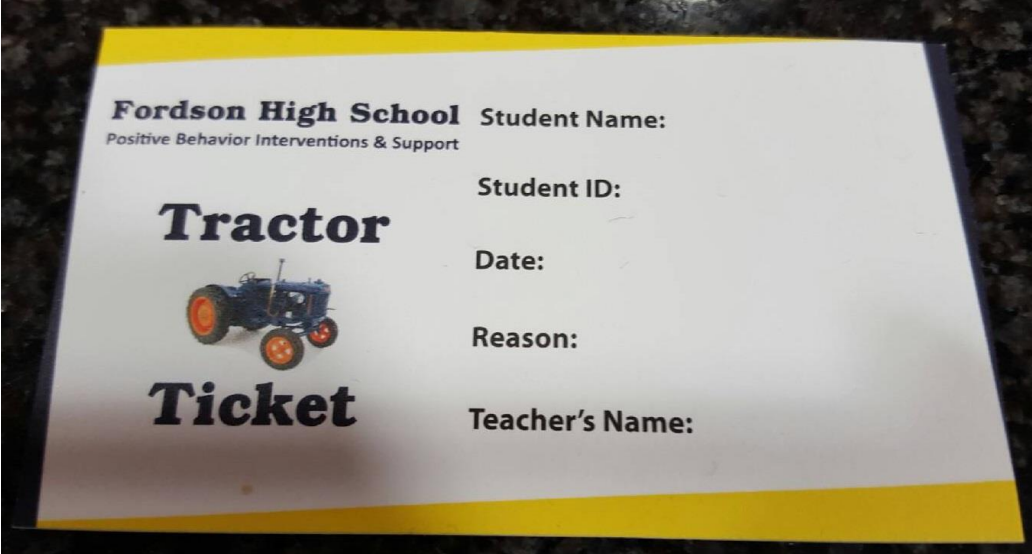


# 4 TO 1 BEHAVIOR SPECIFIC POSITIVE FEEDBACK/PRAISE: FOCUS ON EFFORT




# HIGH SCHOOL: TRACTOR TICKET

When a staff member observes a student's positive behavior they will recognize it with verbal praise/recognition/acknowledgement. In addition, the staff member may present a "Tractor Ticket" to the student. Tractor Tickets can be used in two different ways. It may be used as a homework pass. The second option is to enter their Tractor Ticket into various raffles.



**Fordson High School** Student Name:  
*Positive Behavior Interventions & Support*

**Tractor**



**Ticket**

Student ID:

Date:

Reason:

Teacher's Name:



# POSITIVE POSTCARDS



---

---

---


Your Student, \_\_\_\_\_  
was caught...

- Being Respectful
- Being Responsible
- Being Safe
- Being an Upstander



# PBIS MATERIALS DESIGNED & PRODUCED BY WAYNE RESA

- **Contact Debra Walters**
  - **(734) 334-1597**
  - **walterd@resa.net**



## Designing and Printing PBIS Materials at Wayne RESA

The **Wayne RESA Print Shop** can help your school with the design and printing of customized PBIS materials. The Print Shop has thirteen years of experience providing these services, having worked with over 200 Wayne County schools since 2006.

**THE PROCESS**

|  |   |
|--|---|
| 1  | Once you have received notification of your grant and developed your Positive Behavior Matrix, decide the type and quantity of PBIS materials you would like to produce.  |
| 2  | Make sure your PBIS Materials checklist and Poster/Banner Worksheet are completed.  |
| Contact Wayne RESA Print Shop Support:<br><b>Debra Walters • walterd@resa.net • (734) 334-1597</b> |   |
| 3  | and we will set up a time for you to meet with the WRESA Print Shop secretary and graphic designer. At that meeting, we will discuss the look and cost of your materials. You will leave the meeting with cost estimates that you can submit to your business office or school secretary in order to generate a purchase order. |
| 4  | When the purchase order arrives at WRESA, your school will go into a queue. Work will be done in the order that POs are received.   |
| 5  | The graphic designer will produce a full set of PDF proofs of your PBIS materials. The Print Shop secretary will email these to you for your review.  |
| 6  | If you have any edits, let the Print Shop secretary know, and these will be made by the graphic designer.   |
| 7  | Once the files are correct and you emailed us stating your approval, they will go to print.   |
| 8  | You will be invoiced for the materials.   |
| 9  | The materials will be available for pick up in the WRESA Print Shop from 7:30 AM - 4:30 PM, Monday through Friday.  |
| 10   | Your materials will be kept on file for reprinting. If you reprint without any updates, there will be no design charge.   |



# STUDENT CLUBS: CONNECTIONS & ENGAGEMENT

- **Bi-Weekly or Monthly**
- **One period**
- **Teachers' Sponsor Club**  
**of their Interest**
- **Students Choose**
- **Social Skills Club**





# GROUP ACKNOWLEDGMENTS

**BEST CLASSROOM**

**BEST BUS ROUTE**

**BEST CAFETERIA TABLE**

**BEST BATHROOM**

- **“Stella” the Star travels to the Classroom that met their Goal**





**BEST**  
— at —  
**RECESS!**

# THE PBIS GRANT PAYS FOR:

- POSTCARDS
- SUPPLIES
- MATERIALS FOR CLUBS
- GROUP ACKNOWLEDGMENTS

# THE PBIS GRANT DOES NOT PAY FOR:

- PERSONAL ITEMS
- FOOD
- REWARDS
- FIELD TRIPS





# HIGH IMPACT CLASSROOM INTERVENTIONS

- Personal Greetings
- High Rates of Opportunities to Respond
- Peer to Peer Coaching/Performance Feedback



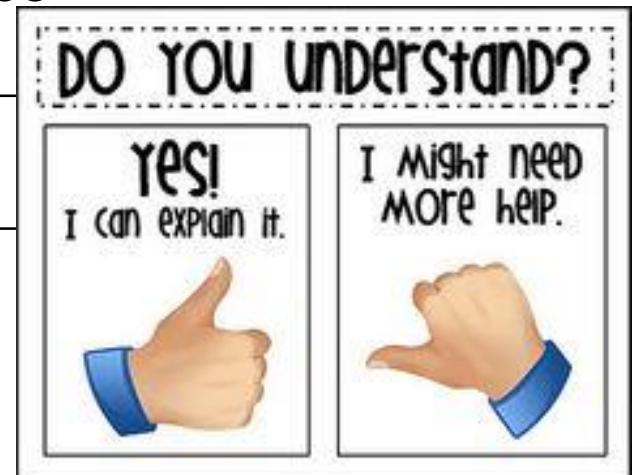
# Frequent Opportunities to Respond – keeping students engaged

## Whole Group Action Responses

- Students are asked to do something during the lesson
  - Put your finger on the title of the story
  - Touch the action word in the sentence
  - “Raise your hand if you think ....”

## Small Groups/Partners

- Gives everyone a chance to
  - Express thoughts
  - Answer a question
  - Verbally participate
- Answers can be shared with other groups or whole group



## Opportunities to Respond



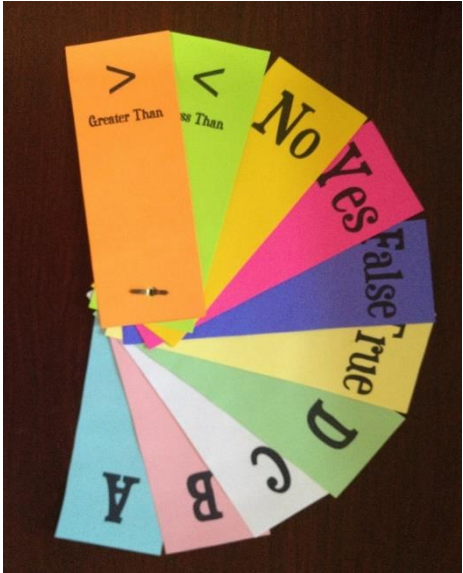
### Whole Group Oral Response

- Choral responding
- Students repeat information in unison when teacher prompts
- Strategy for reviewing or memorizing

### Whole Group Written Response

- Written responses should be short (not more than one item)
- Response Cards

# RESPONSE CARDS



# FREQUENT OPPORTUNITIES TO RESPOND - BENEFITS

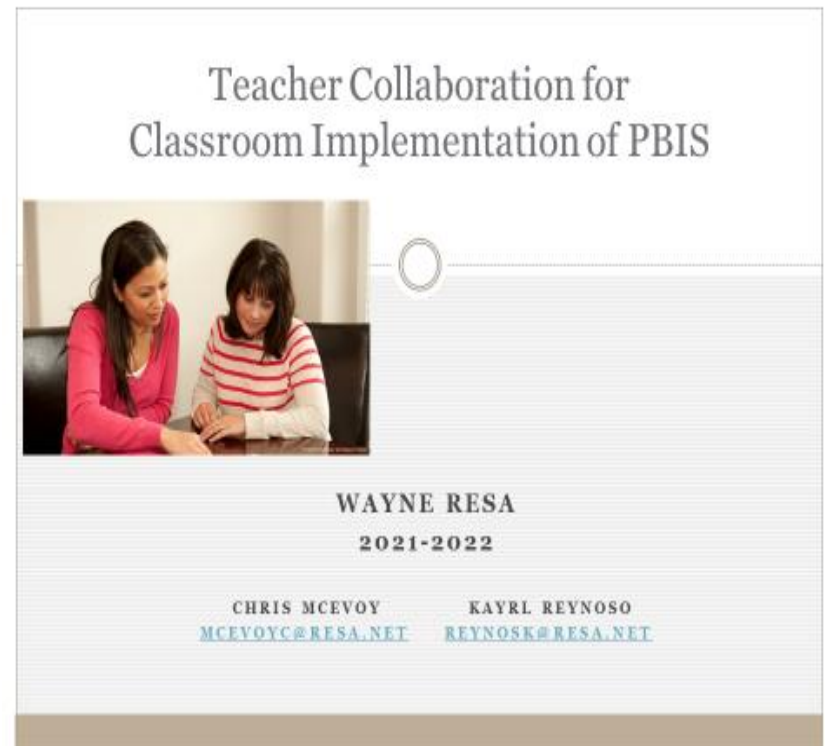
TIM LEWIS, U. OF MISSOURI

- **Increases comprehension**
- **Allows reluctant learners a secure environment to practice.**
- **Decreases disruptions**

- **Lincoln Park Hoover Elementary 4<sup>th</sup> Grade**  
**<https://www.youtube.com/watch?v=A9nWEwJ7suk>**

# PEER TO PEER SUPPORT

- **Teachers helping teachers with classroom management.**
- **Promising practice for successful implementation of PBIS strategies in the classroom.**
- **PBIS contract funds can be used for this.**



# RESPONDING TO PROBLEM BEHAVIOR

Majors = Office Referral

Minors=Classroom-Managed

**Clear, specific definitions of behavior infractions: examples & non-examples**

Create a consistent approach - “get on the same page” with other staff



# RESPONDING TO PROBLEM BEHAVIOR

**Agitation  
Behaviors - Break**

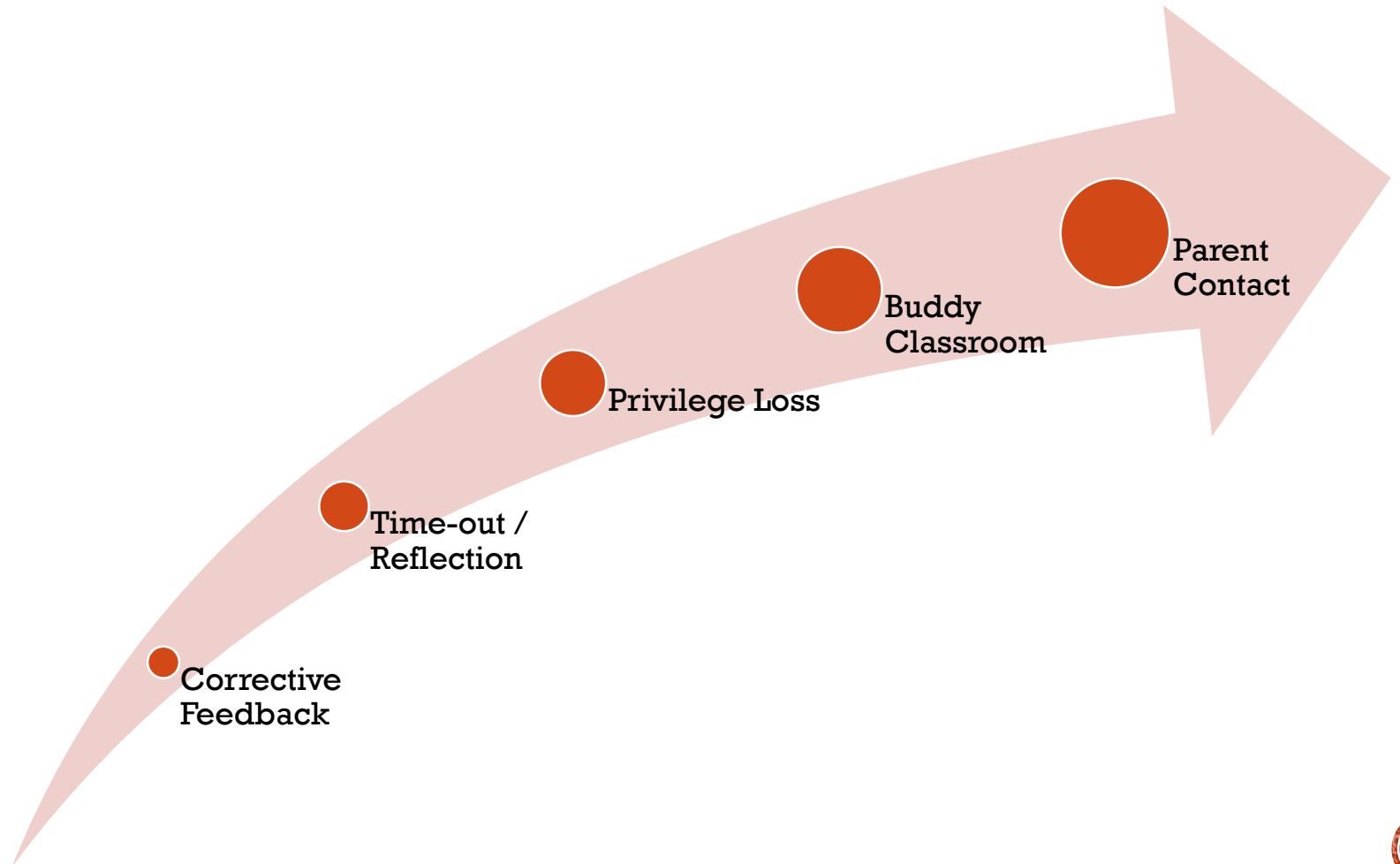
**Staff Managed or  
Minor Behavior  
Infractions**

**Office Managed or  
Major Behavior  
Infractions**

| <b>Agitation<br/>Behaviors - Break</b> | <b>Staff Managed or<br/>Minor Behavior<br/>Infractions</b> | <b>Office Managed or<br/>Major Behavior<br/>Infractions</b> |
|--|--|---|
|  |  |   |



# HAVE A CONTINUUM OF RESPONSES TO PROBLEM BEHAVIOR ELEMENTARY SAMPLE





## Continuum of appropriate consequences enforced consistently & fairly

**Pre-corrections:** Frequent reminders of expectations

**Redirection:**  
emphasize what you want  
the student to do.  
(Replacement behavior)

**Refer to the expectations:**  
“We respect each other in  
this room and that means  
not using put downs.”

**Praise in public, correct  
privately.**

**Ignore minor attention-  
seeking behavior**

**Increased assistance for  
repeated academic  
avoidance**

# RESPONDING TO BEHAVIOR

- **Take a Break**: time to calm down, refocus, get back on track.
  - *neutral reinforcement; not meant to reward or punish the preceding behavior.*

## Example:

- A 5<sup>th</sup> grade Student is frustrated with difficult work, getting very upset, teacher directs her to “take 5” minutes in the calming corner, then ask for help before resuming her work.



# RESPONDING TO BEHAVIOR

- **Take a Break**: time to calm down, refocus, get back on track.

**Example:**

- **A high school student is stressed out over some personal things that have been occurring at home. His teacher recognizes that he is not ready for instruction, so he suggests the student go talk to the Dean who is like a mentor to the student.**



# TAKE A BREAK



- **Benefits:**
  - **Defuse potentially explosive situations**
  - **Intervene effectively before behaviors escalate to major infractions**
  - **Calm down, think clearly**
  - **Refocus**
  - **Some students need more movement**
  - **Teach important coping skills**
  - **Keep students in school**



# WHAT WORKS FOR ONE WON'T WORK FOR ALL

- Examples:
  - A quick lap around the school
  - 5 minutes on a bench in the hall
  - Go talk to a designated adult
    - **Calm down (5-10 minutes) before talking**
  - 5 minutes alone at student's desk
  - Get a drink of water; extra bathroom break



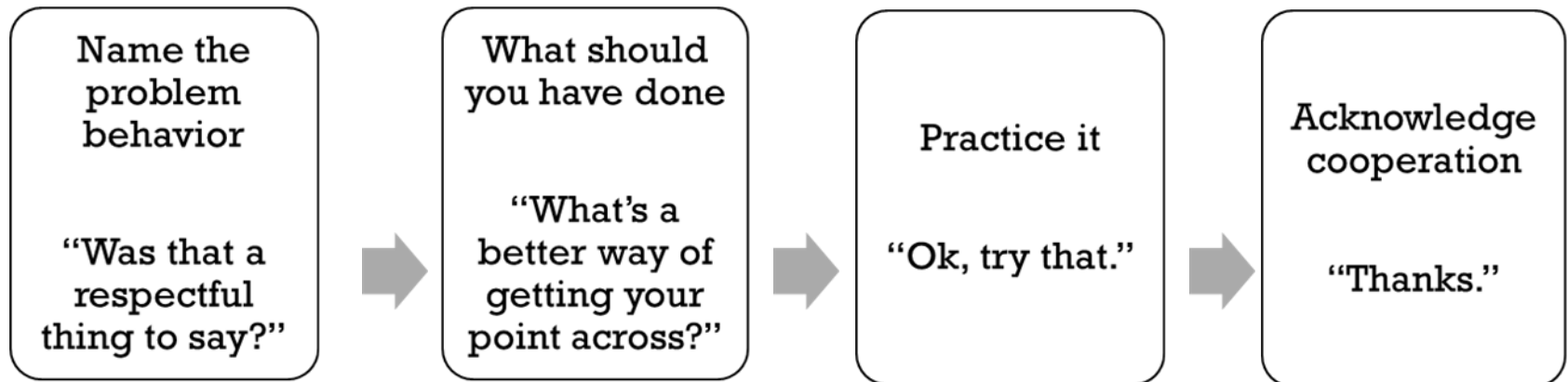
PBIS contract pays for small, hand held calming tools.



# COMMUNICATE EMPATHY WITH CORRECTIVE FEEDBACK

- Providing corrective feedback *privately* that is coupled with an empathic statement will increase the likelihood that the student will calm down and learn from the corrective feedback.

Empathic statement: “I can see you are pretty upset. What happened?”



# THINK SHEETS – RESTORATIVE PRACTICE

## **Restorative Questions** (Set A)

- ✓ What happened?
- ✓ What were you thinking of at the time?
- ✓ What have you thought about since?
- ✓ Who has been affected by what you have done? In what way?
- ✓ What do you think you need to do to make things right?





# **ADULT BEHAVIORS THAT ADD TO POWER STRUGGLES**

- **Responding quickly**
- **Trying to convince**
- **Threatening**
- **Increasing consequences**
- **Having the interaction in the presence of others**
- **Remaining in the interaction too long**
- **Getting angry, being sarcastic**
- **Putting the student down**



# ADULT BEHAVIORS THAT DIMINISH POWER STRUGGLES

- **Simple directive, choices**
- **Predetermined consequences**
- **Listening**
- **Being brief and direct**
- **Private discussion**
- **Walking away**
- **Avoiding snap decisions**



# **MORE TIPS FOR WORKING WITH STUDENTS WITH OPPOSITIONAL BEHAVIOR – DE-ESCALATION TECHNIQUES**

- ✓ Interrupt early in the cycle of non-compliance – take a walk, quick break.**
- ✓ Convey calmness: lower your voice, strategic pause, sitting down next to the student as opposed to standing over.**
- ✓ Validate and label the student’s emotions (e.g., “Tonya, you seem angry/frustrated/annoyed, tell me what’s going on.”)**



# RESPONDING TO BEHAVIOR: RESET TIME-OUT

- **Reset**: removes reinforcement following a behavior infraction; decreases the likelihood of the behavior in the future; weakens the behavior.
- **Example:**
- **A 1<sup>st</sup> grader teacher has students take a brief reset in her classroom for purposefully unsafe behaviors. The Reset time-out typically lasts 4-5 minutes. She uses a timer.**
  - **Students do a quick debrief after the reset and get on with their day, back to earning positive attention.**



# RESPONDING TO BEHAVIOR: RESET TIME-OUT

- **Reset**: removes reinforcement (attention) following a behavior infraction; decreases the likelihood of the behavior in the future; weakens the behavior.

## Example:

- Middle school teachers use an out of classroom reset time-out procedure for repeated classroom disruptions. Students are sent to the Reset Room typically for 15-20 minutes. The school has well defined procedures for use of the Reset Room, which include:
  - Students enter the Reset Room, are greeted briefly, take a seat, and observe *the no talking rule for 8-10 minutes*, while they calm down.
  - Then the Reset Room Monitor does a restorative chat either verbally or in writing before the student returns to class. The goal is to get students back to class ready to learn, as soon as possible.



# RESPONDING TO OPPOSITIONAL/DISRESPECTFUL BEHAVIOR

- **Consider: Oppositional Defiance or Trauma?**
- **Children with a history of traumatic experiences exhibit greater oppositional defiant behaviors than children without exposure to trauma.**
- **More than 800,000 children are exposed to trauma annually from abuse and neglect alone. Twenty percent of those children are observed to have dramatic changes in behavior consistent with ODD following a traumatic event.**



# CLASSROOM TRACKING FOR MINORS IN MISTAR

Class Behavior - Mozilla Firefox  
 resa.net https://sisweb.resa.net/QDev/ClassBehavior

Menu Close System Date 09/20/2011 Help Log Out

Class Behavior Root Elementary School - 11/12 Root Elementary School Welcome Albert Barnes

| Crs-Sect | Course Title | Term | Period | Teacher        | Room | Max | Enrl |
|----------|--------------|------|--------|----------------|------|-----|------|
| EL006-1  | Sixth Grade  | YEL  | PM     | Barnes, Albert |      | 35  | 29   |

Find Class 8 of 8

Class Behavior for 9/20/2011 Submit Reset Updates Pending Class Report Student Report

**Behavior Codes:**

|   |   |
|---|---|
| 1 | 1 |
| 2 | 2 |
| 3 | 3 |
| 4 | 4 |
| 5 | 5 |

| #  | Student                           | N/N Grd | Behavior | Comment               |
|----|-----------------------------------|---------|----------|-----------------------|
| 1  | Banks, Julian (20020368)          | 6       | 1        |                       |
| 2  | Biddle, Audrey (20018690)         | 6       | _        |                       |
| 3  | Cheff, Alexandria (20013805)      | 6       | _        |                       |
| 4  | Coleman, Natalie (20019204)       | 6       | 3        | Very disruptive today |
| 5  | Conners, Sydney (20019246)        | 6       | _        |                       |
| 6  | Crandell jr., Mitchell (20013298) | 6       | _        |                       |
| 7  | Davis iii, Joshua (20022122)      | 6       | _        |                       |
| 8  | Delgado, Yeon (20017846)          | 6       | _        |                       |
| 9  | Denard, Hannah (20011778)         | 6       | 1        |                       |
| 10 | Forman, Sabrina (20019841)        | 6       | _        |                       |
| 11 | Gola, Derek (20019763)            | 6       | _        |                       |
| 12 | Gregory, Michelle (20020057)      | 6       | _        |                       |
| 13 | Hanson, Zhi hao (20019683)        | 6       | _        |                       |
| 14 | Jarrett, Lee young (20015738)     | 6       | _        |                       |
| 15 | Lang, Emma (20020965)             | 6       | 2        |                       |
| 16 | Lile, Junnas (20013968)           | 6       | _        |                       |
| 17 | Mattox, Clarence (20013179)       | 6       | _        |                       |
| 18 | Rabe, Anne (20013075)             | 6       | _        |                       |
| 19 | Racey, Sebastian (20013076)       | 6       | _        |                       |
| 20 | Radford, Sydney (20013086)        | 6       | _        |                       |
| 21 | Raupp-gardner, Roslynn (20013555) | 6       | _        |                       |
| 22 | Roberts, Shaifali (20015928)      | 6       | _        |                       |
| 23 | Rodgers, James (20011824)         | 6       | _        |                       |
| 24 | Solomon, Edward (20012194)        | 6       | 3        | Rough day             |

**Solomon, Edward**

| Date     | Per | Behavior |
|----------|-----|----------|
| 09/19/11 | 2   | 3        |
| 09/16/11 | 2   | 3        |
| 09/15/11 | 2   | 3        |
| 09/14/11 | 2   | 2        |
| 09/13/11 | 2   | 3        |



# SUMMARY REPORTS FOR MINORS

resa.net <https://sisweb.resa.net/QDev/ClassBehavior/Main/BehaviorReport/ClassDetailReport;09-01-2011;09-30-2011> Page: 1

Printed: 9/20/2011  
**9/1/2011 thru- 9/30/2011**  
 CLASS BEHAVIOR REPORT  
 Barnes, Albert  
 Sixth Grade Per. 2 Term YEL  
 1 = 1, 2 = 2, 3 = 3, 4 = 4, 5 = 5

| September:                          | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
|-------------------------------------|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Banks, Julian A (20020368)          | 1 | 2 | 1 |    |    | 2  | 4  | 3  | 2  |    |    |    | 3  | 1  |    |    |    |    |    |    |    |    |    |    |
| Biddle, Audrey D (20018690)         |   |   |   |    |    | 1  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Cheff, Alexandria (20013805)        |   |   |   |    |    | 1  |    | 2  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Coleman, Natalie B (20019204)       |   | 1 |   |    |    |    | 1  |    | 1  |    |    |    | 2  | 3  |    |    |    |    |    |    |    |    |    |    |
| Conners, Sydney M (20019246)        |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Crandell jr., Mitchell R (20013298) |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Davis iii, Joshua E (20022122)      |   |   | 1 |    |    |    |    |    |    | 1  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Delgado, Yeon U (20017846)          |   |   |   |    |    |    | 1  |    | 1  |    |    |    | 1  |    |    |    |    |    |    |    |    |    |    |    |
| Denard, Hannah M (20011778)         | 2 | 1 | 1 |    |    | 2  | 3  | 2  | 3  | 3  |    |    | 2  | 1  |    |    |    |    |    |    |    |    |    |    |
| Foman, Sabrina T (20019841)         |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Gola, Derek (20019783)              |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Gregory, Michelle C (20020057)      |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Hanson, Zhi hao (20019683)          |   |   |   |    |    | 1  | 1  |    |    | 1  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Jarrett, Lee young M (20015738)     |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Lang, Emma C (20020965)             | 1 | 3 |   |    |    | 2  | 3  | 2  | 3  | 2  |    |    | 3  | 2  |    |    |    |    |    |    |    |    |    |    |
| Lile, Junnas C (20013968)           |   |   | 1 |    |    |    |    |    |    |    |    |    | 1  |    |    |    |    |    |    |    |    |    |    |    |
| Mattox, Clarence S (20013179)       |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Rabe, Anne G (20013075)             |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Racey, Sebastian K (20013076)       |   | 1 |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Radford, Sydney (20013086)          |   |   |   |    |    |    | 1  | 1  | 1  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Raupp-gardner, Roslynn (20013555)   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Roberts, Shaifali (20015928)        |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Rodgers, James D (20011824)         |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Solomon, Edward L (20012194)        | 3 | 3 | 3 |    |    | 3  | 3  | 2  | 3  | 3  |    |    | 3  | 3  |    |    |    |    |    |    |    |    |    |    |
| Stein, Benjamin M (20017583)        |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Taylor, William N (20013294)        |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Thompson, Saichetan K (20012442)    |   |   |   |    |    |    |    |    |    | 1  |    |    | 2  |    |    |    |    |    |    |    |    |    |    |    |
| Vandaele, Nora (20017233)           |   |   |   |    |    |    | 1  |    | 1  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Youkhana, James M (20013023)        |   |   |   |    |    |    |    |    |    | 1  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |





# ADMINISTRATIVE RESPONSES TO PROBLEM BEHAVIOR

## RETHINK DISCIPLINE LAW

EFFECTIVE AUGUST 1, 2017  
MICHIGAN SCHOOL CODE

Sec. 1310d. (1) **Before suspending** or expelling a pupil under section 1310, 1311(1), 1311(2), or 1311a, the board of a school district or intermediate school district or board of directors of a public school academy, or a superintendent, school principal, or other designee under section 1311(1), **shall consider each of the following factors:**

- (a) The pupil's age.
- (b) The pupil's disciplinary history.
- (c) Whether the pupil is a student with a disability.
- (d) The seriousness of the violation or behavior committed by the pupil.
- (e) Whether the violation or behavior committed by the pupil threatened the safety of any pupil or staff member.
- (f) Whether **restorative practices** will be used to address the violation or behavior committed by the pupil.
- (g) Whether a **lesser intervention** would properly address the violation or behavior committed by the pupil.



# **CREATE SYSTEMS THAT SUPPORT THE USE OF SUSPENSION ALTERNATIVES – SCHOOL TEAMS SHOULD DEVELOP A MENU OF OPTIONS.**

- ❑ **Teaching modules**: on topics related to various types of inappropriate behavior. These could include readings, videos, workbooks, tests and oral reports.
  - ❑ Show evidence of instruction.
  
- ❑ See Advantage Press
  - ❑ <http://www.advantagepress.com/discipline.html>



# ALTERNATIVES TO SUSPENSION

- ❑ **Restitution** Student makes amends/corrects the problem he/she has caused with his/her behavior. Logical consequences. Makes apology.
- ❑ **Community Service**: Student is assigned to a supervised work job around school (after school).



# ALTERNATIVES TO SUSPENSION

- ❑ **Behavior Monitoring** check sheets, e-mail, texts daily/weekly feedback between teacher and parent for a limited period of time.
- ❑ **Home-based consequences**: parent agrees to administer appropriate privilege loss at home.
- ❑ **Behavioral Contract** : Written agreement with student (may include parent) that specifies rewards and consequences for positive and negative behaviors.



# PARENT BROCHURES

## PBIS Purpose Statement

The purpose of PBIS at Hedke Elementary School is:

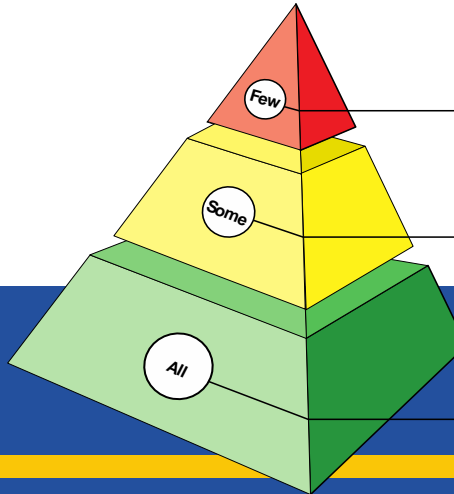
- To teach, model, and reinforce appropriate positive behaviors for our students
- To create consistent expectations throughout our building
- To create a safe learning environment
- To reduce disruptions to the learning process
- To Use data to make decisions
- To improve positive interactions between staff and students, staff and staff, and students and students
- To model positive interactions for students
- To create opportunities for staff and students to celebrate success



## Student Recognition

The Hedke staff believes in frequent recognition of students who have demonstrated outstanding behavior throughout the day. In our efforts to reinforce positive behaviors, students are rewarded daily for their actions with Bulldog Bucks. Bulldog Bucks can be spent at the PBIS Store or used in a classroom for privileges designed by the teacher.

## PBIS - A School Wide System for Student Success: A Continuum of Supports



## School-wide Celebrations

- September: Back to School PBIS Kick-Of Assembly and Dance
- Bulldog Bucks for using expected behaviors
- Incentive activities and celebrations
- Bulldog Store
- June Celebration Picnic

**TIER 3:**  
1-5% of Students  
Intensive Individual Interventions:  
Individual Students, Assessment Based

**TIER 2:**  
5-10% of Students  
Targeted Group Interventions:  
Some Students (at-risk)

**TIER 1:**  
80-90% of Students  
Universal Interventions:  
All Students, Preventative, Proactive



# **PBIS IN WAYNE COUNTY**

- **Districts - 29**
- **Schools – 285**
- **District-Wide PBIS – 14 districts**
- **High Schools – 33**
  
- **District Leadership Team**
- **PBIS Administrative Coordinator & Coaches**



# PBIS Team Operations

## **PBIS Team is representative of the school**

- **Grade levels – teachers**
- **Support staff**
- **Specials**
- **Special Education**
- **Administrator**
- **Parents**
- **Students**
- **Chairpersons – Teacher Leaders**



**Schedule Meetings**

**Program Design/Plan of Work**



# Northville High School

## New PBIS Committee Structure



Each team has one staff and one student as co-chairs

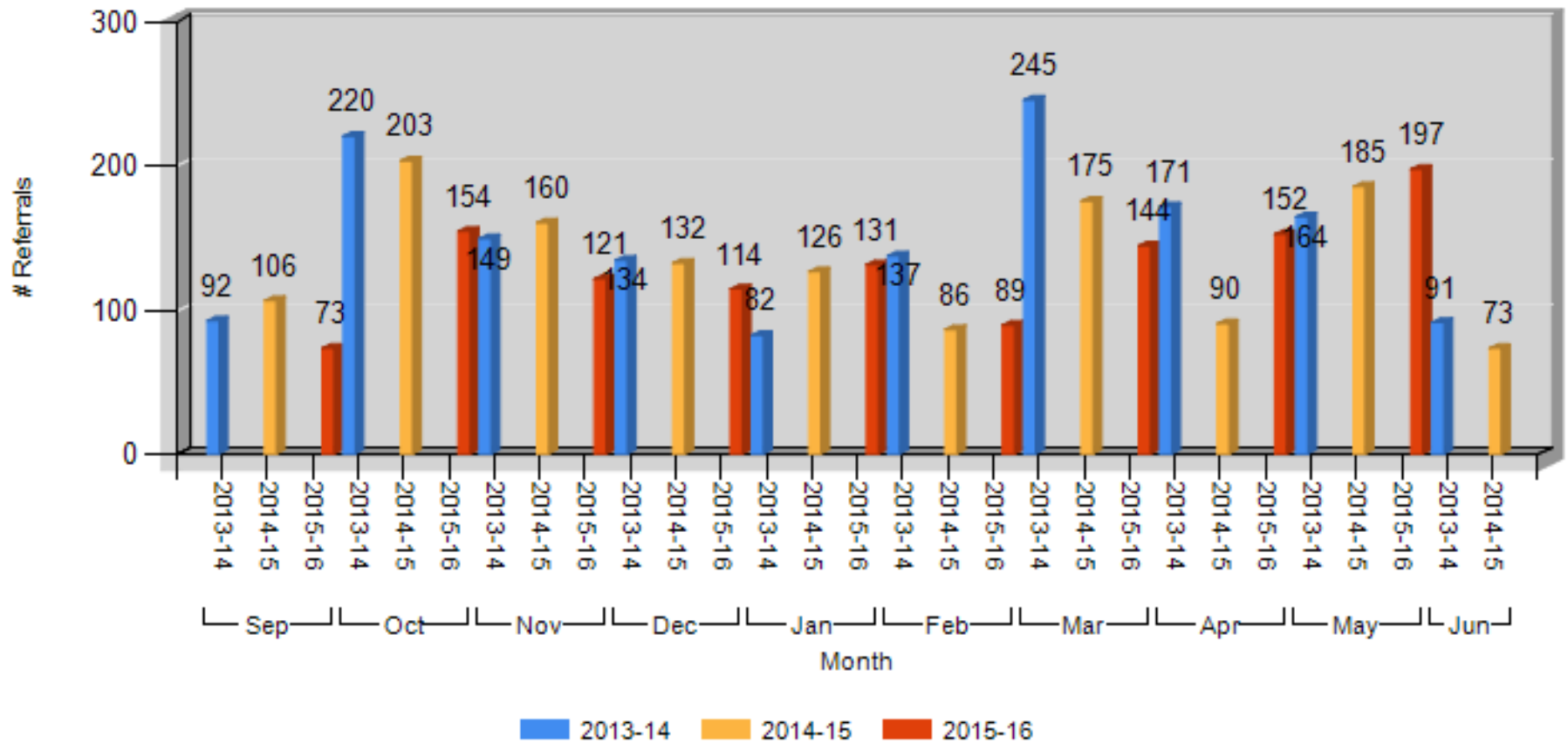
2014-2015 = 13 members  
2015-2016 = 41 members



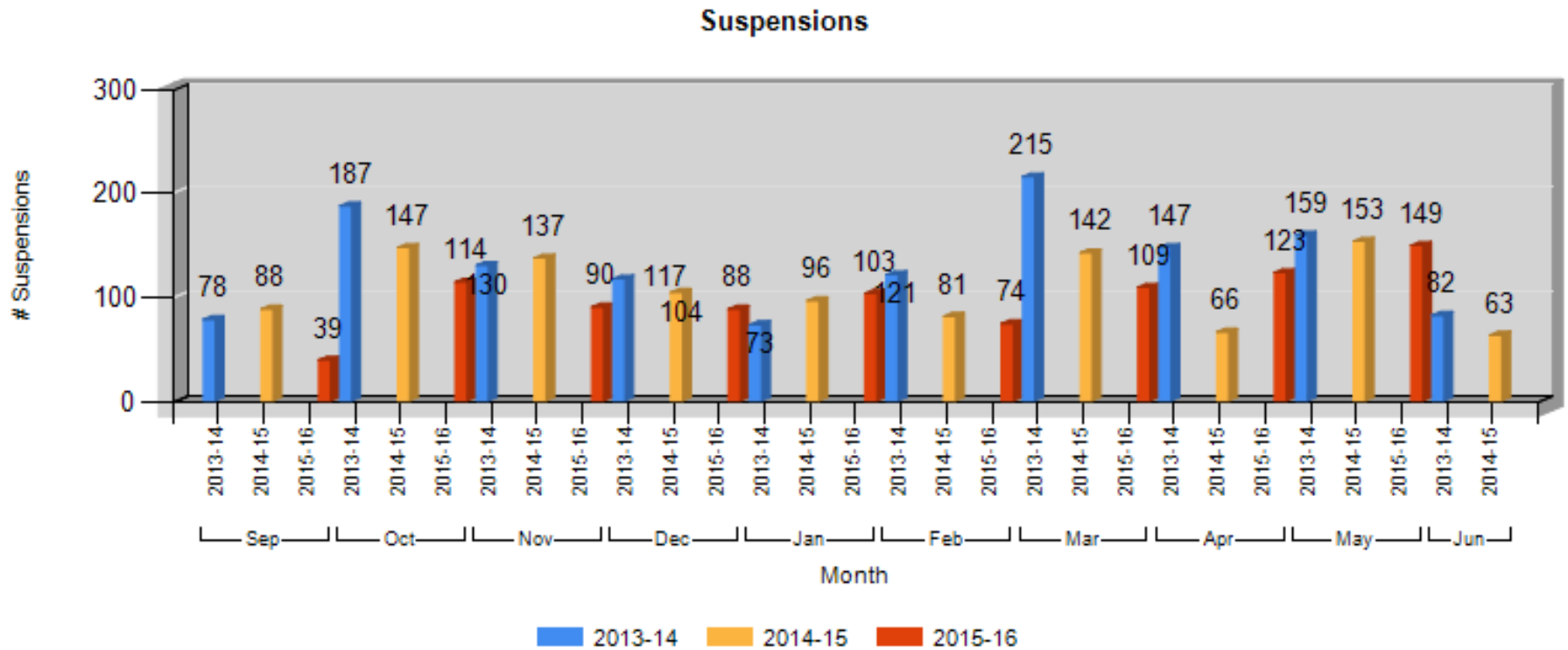
# MiStar PBIS Reports



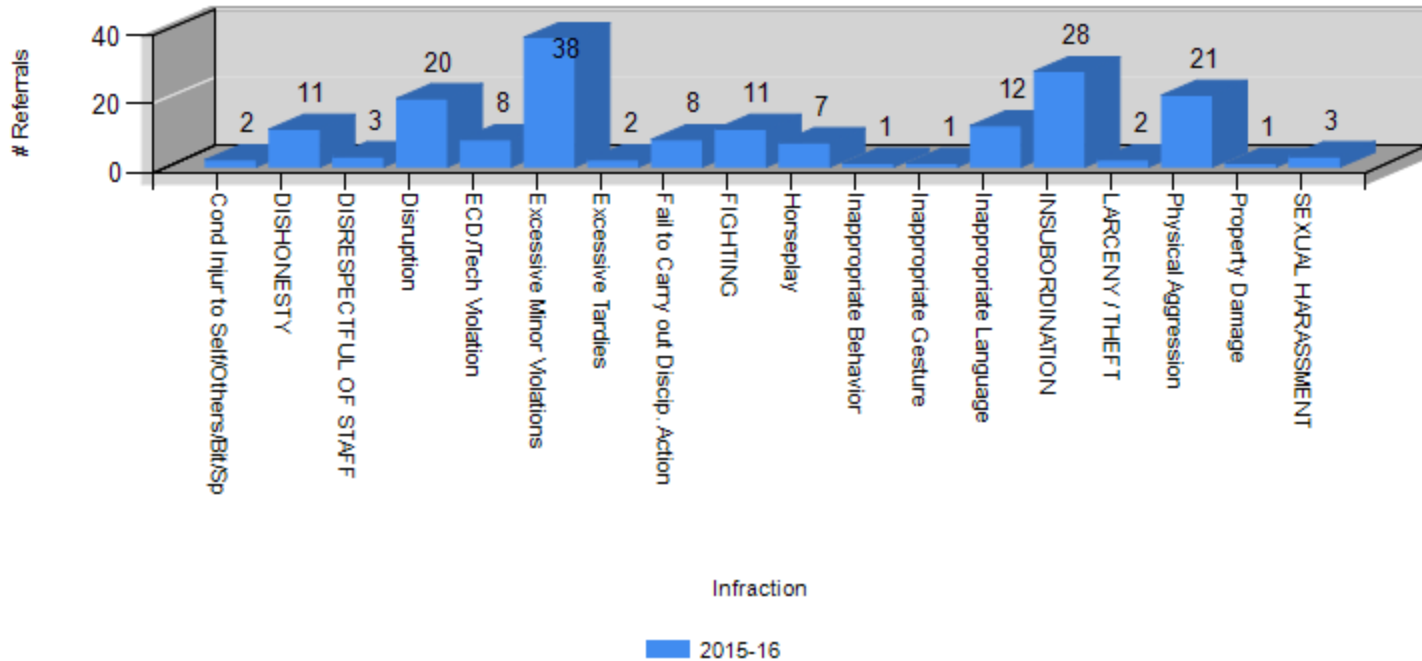
# ODRs by Month - Year to Year



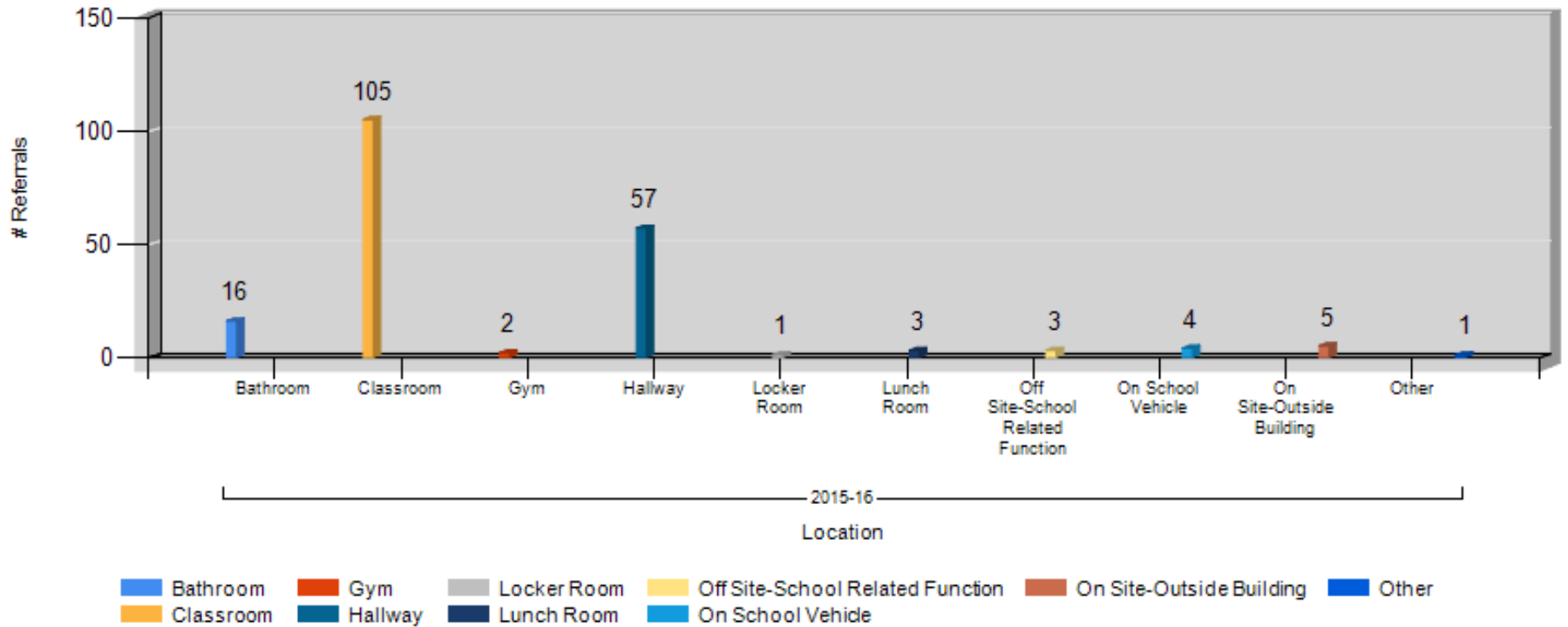
# Suspensions by Month - Year to Year



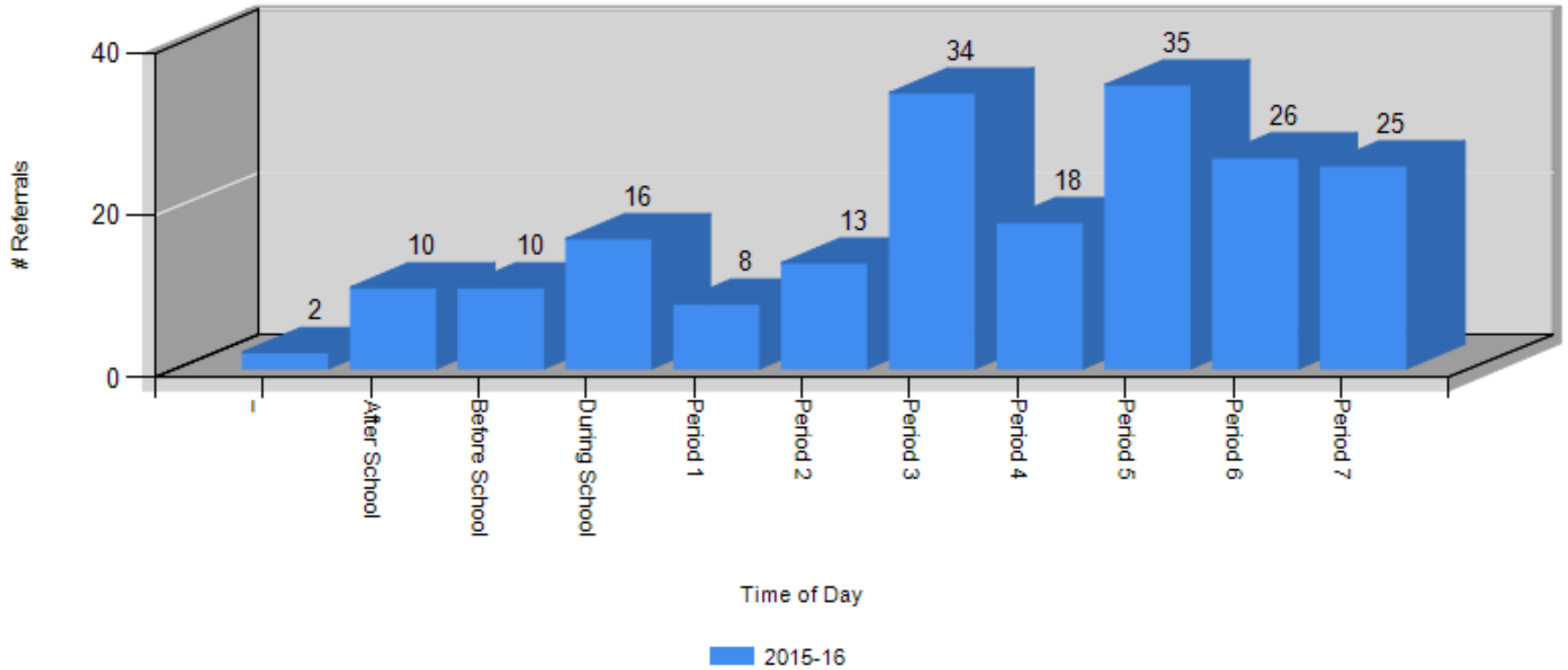
# ODRs by Infractions



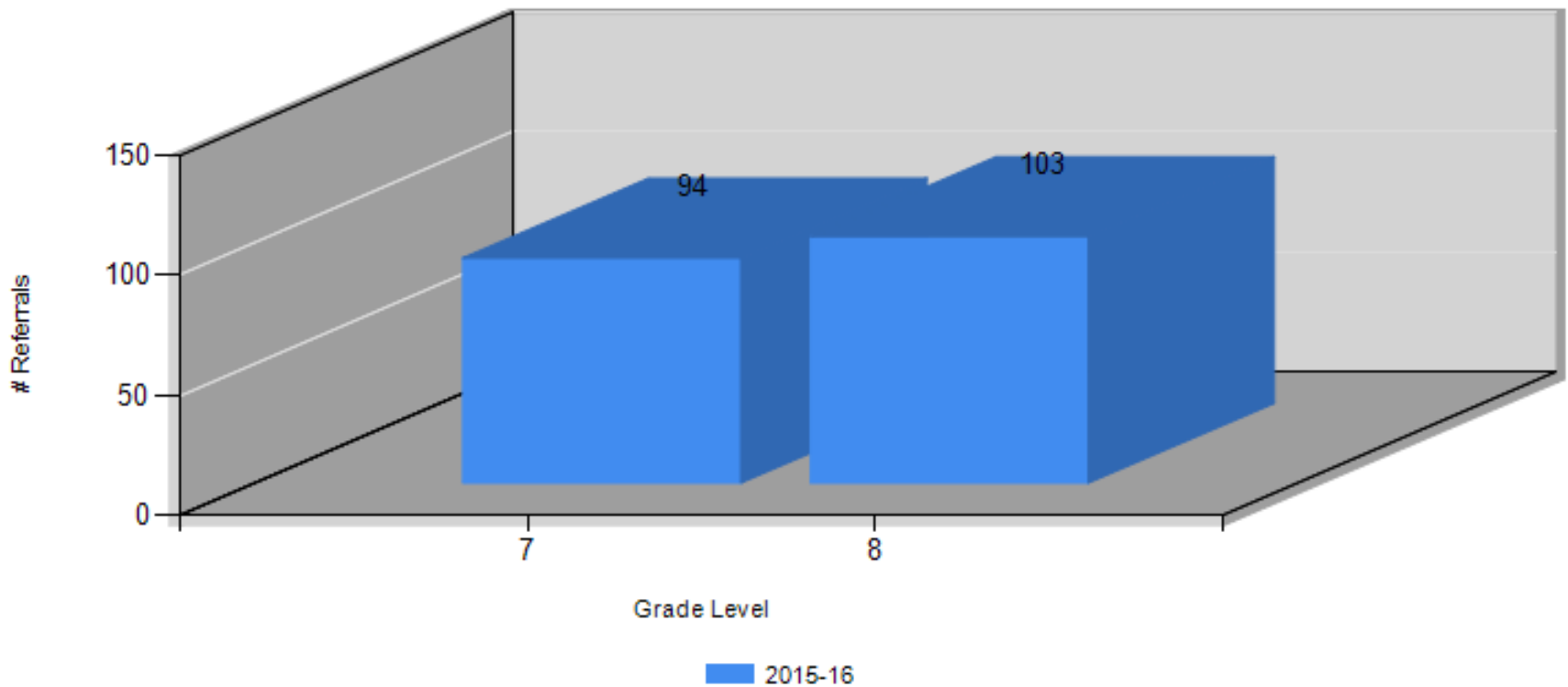
# ODRs by Location



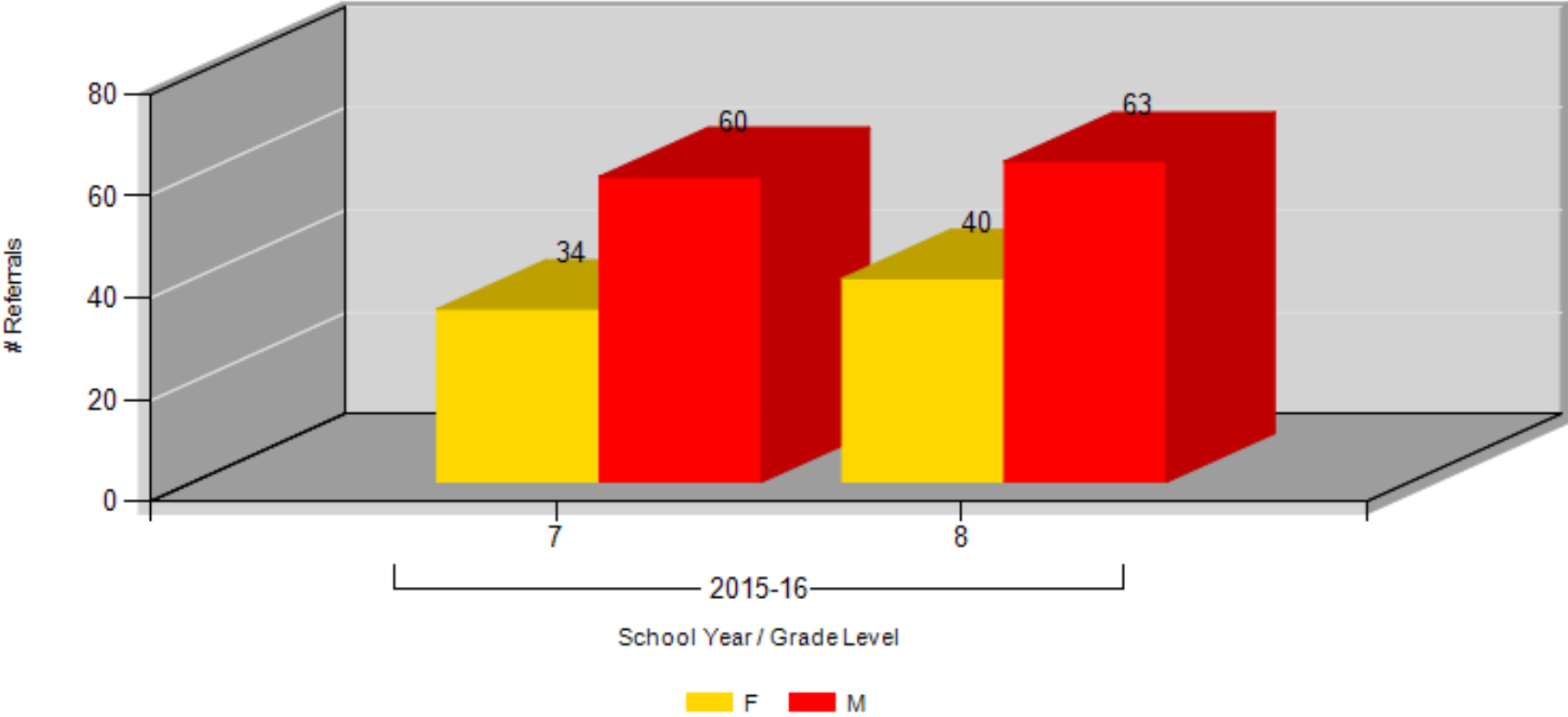
# ODRs by Time



# ODRs by Grade Level

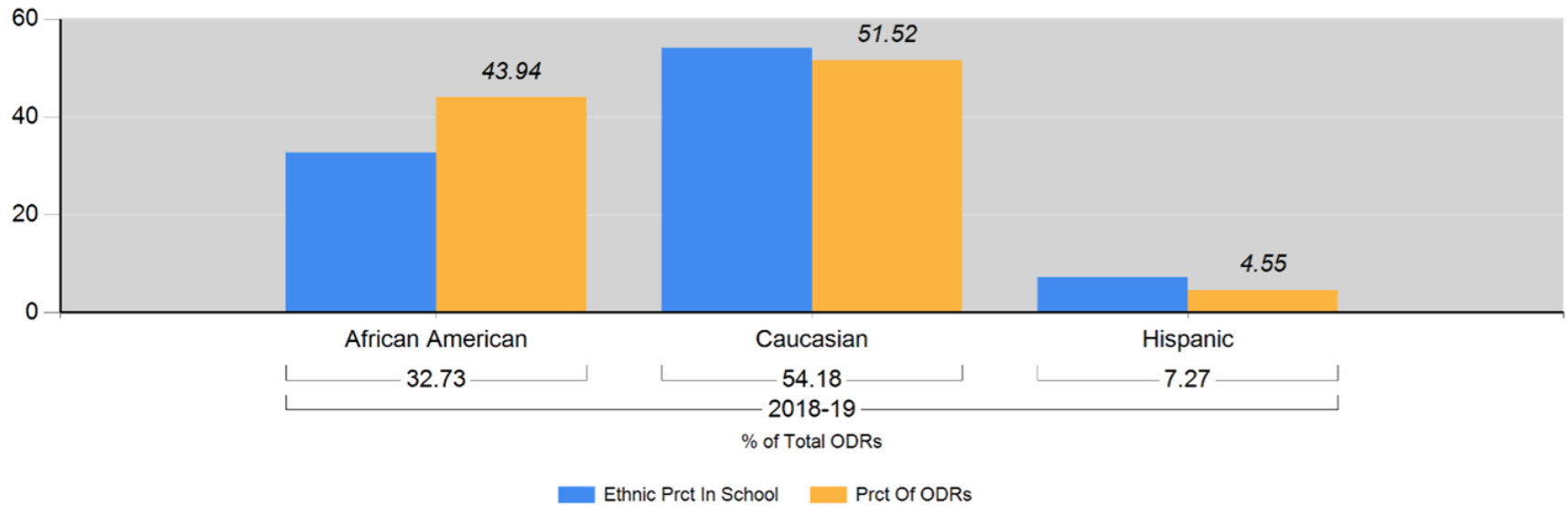


# ODRs by Gender

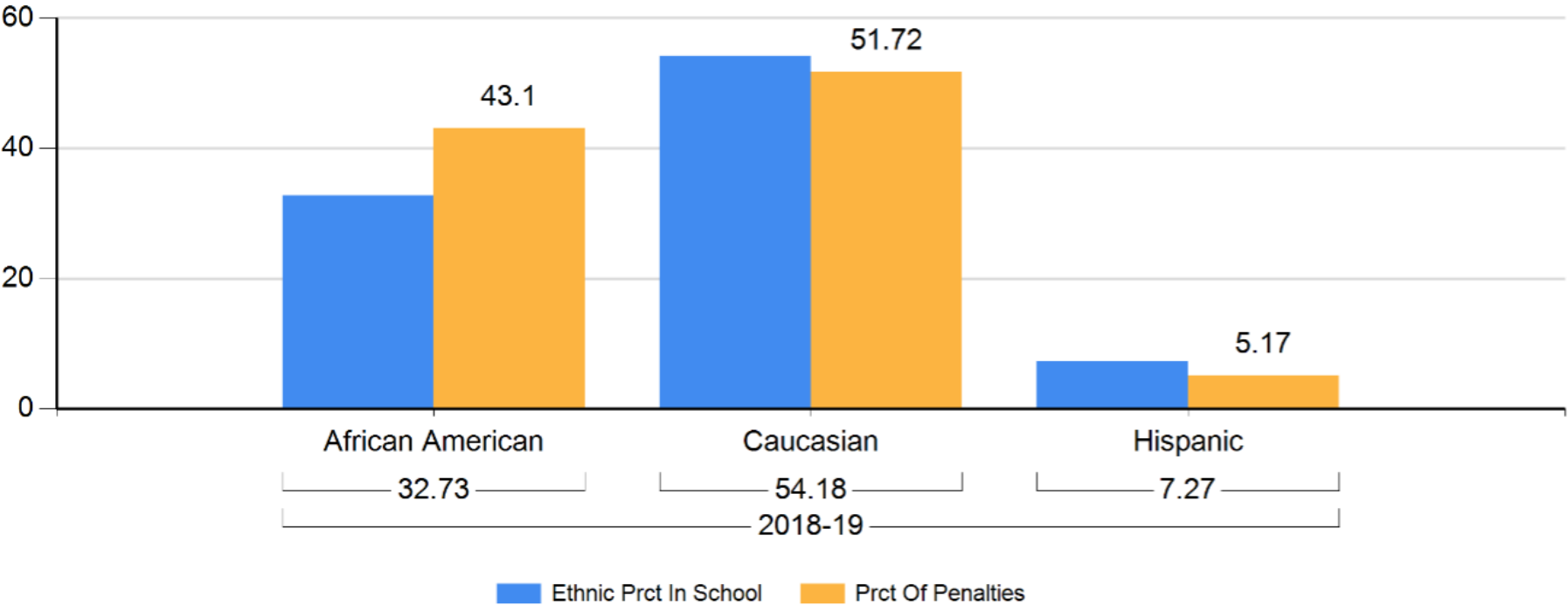




# ODRs by Ethnicity

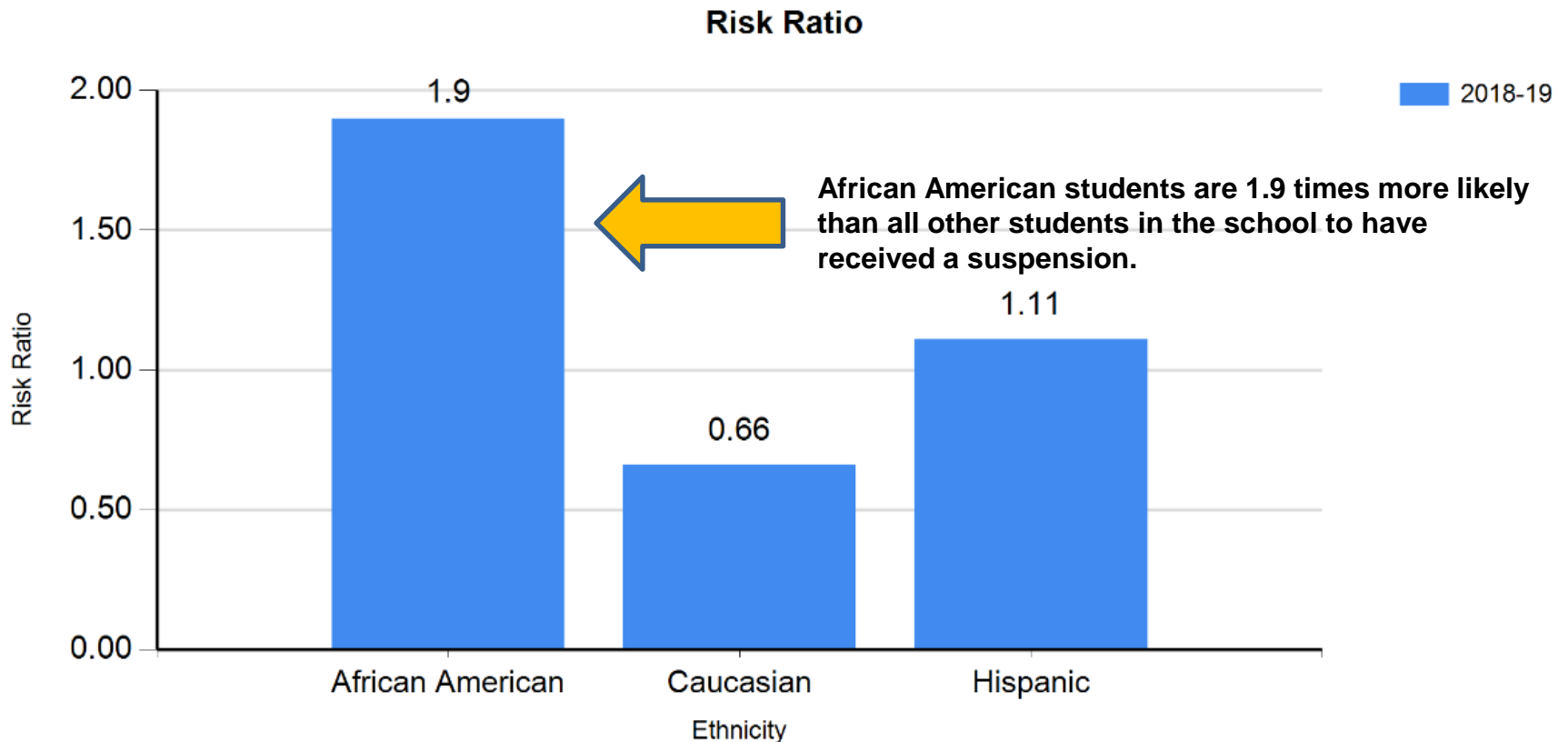


# Suspensions by Ethnicity



# Risk Ratios by Ethnicity

See **Addressing Discipline Disproportionality within a PBIS Framework: A Guide for School Teams**



If disproportionality by ethnicity is a concern in your school, complete the following two slides.

# Providing Tiered Supports to Students with Multiple Referrals / Tiers 1 & 2

- What is the targeted sub-group of concern? **African-American at 1.9 percent.**
- What changes to our Tier 1 program need to be made to make it more culturally responsive? **A training discussing unconscious bias is what we need to do as a staff to make it better in our school.**
- How many of the targeted sub-group students receive Tier 2 support? **10**
- Specify how many are on each Tier 2 Intervention:
  - CICO: **4**
  - Adult Mentor:
  - Take a Break: **3**
  - Home/School Plan:
  - Targeted Social Skills: **5**
  - High Interest Club:
  - Academic Support:
  - Homework Help:
  - Other: **2**

# Providing Tiered Supports to Students with Multiple Referrals / Tier 3

- How many students from the targeted sub-group receive Tier 3 support? **7**
- Specify how many are on each Intervention
  - PBIS plan with FBA: **7**
  - On-going counseling:
  - Small Group Work:
  - School-based Wrap-around:
  - Alternatives to Suspension:
  - Mental Health Services:
  - Court Involvement:
  - Other:

# Tier 2/3 Summary

- How many students are currently on Tier 2 plans? \_\_\_\_\_
- What number/percentage of those students are showing improvement?  
\_\_\_\_\_
- How many students are currently on Tier 3 plans? \_\_\_\_\_
- What number/percentage of those students are showing improvement?  
\_\_\_\_\_

# Data Analysis

Complete new analysis each month – describe briefly.

- How are we doing overall? – Compare averages to our own history. \_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- What positives have been occurring? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- What are the hot spots? Identify most frequent:
  - Problem behaviors: \_\_\_\_\_
  - Locations: \_\_\_\_\_
  - Times: \_\_\_\_\_
  - Students/Groups: \_\_\_\_\_
  - Grades: \_\_\_\_\_

# Data Analysis (cont.)

- Describe target interventions to be implemented (based upon the PBIS Team's review of the data)\_\_\_\_\_

---

---

---

---

- Action plan: describe what will be done to implement and evaluate target interventions\_\_\_\_\_

---

---

---

---



# PBIS Grant Information for 2021-22

- Grants pay for:
  - Professional development
  - Supplies and materials
- Amounts depend on school size & phase
- Grant Cycle
  - Year One – Planning Tier 1
  - Year Two – Implementation; Tier 2/3 planning
  - Year Three – Sustainability
- 1<sup>st</sup> Step after application is accepted
  - All Staff Overview Presentation
- Funds are reimbursed
- Model Schools are available to visit
- Grant request forms must be submitted to Chris McEvoy or Kayrl Reynoso by June 11, 2021

# Internal Coach Functions

- Every PBIS school will have at least one designated Internal Coach.
- Coordinate with District External Coach and Coordinator.
- Attend Wayne RESA PBIS trainings.
- Participate in quarterly meetings with External Coaches and Coordinator (after Wayne RESA Coaches meetings) to share information and develop action plans.
- Facilitate team meetings for your school.
- Assist your school team with using and understanding data.
- Stay informed about national PBIS research.
- Coordinate completion of the Team Implementation Checklist and Tier 2 Plan.
- Provide school's data to External Coach and Coordinator.
- Manage school action plan. Seek out and provide external resources as necessary.

# External Coach Functions

- Serve as a contact person with Wayne RESA - disseminate information from WRESA to Internal Coaches and school teams.
- Attend Wayne RESA PBIS Coaches Meetings and other professional development activities, as appropriate.
- Meet with Internal Coaches and Coordinator quarterly (after WRESA Coaches meetings) to share information and assist in action planning.
- Participate in District Leadership Team activities.
- Attend school PBIS Team meetings, as appropriate.
- Assist in coordinating PBIS district training.
- Assist school teams with using and understanding data.
- Provide feedback to school teams regarding their data.
- Help schools stay on track, identify areas of need, and problem-solve.
- Provide PBIS technical assistance and support to schools.
- Stay informed about national PBIS research.
- Assist District PBIS Coordinator in planning and facilitating District Coordination meetings.
- Provide information to Superintendent and Board of Education, and community.

# District Coordinator Functions

- Assist in coordination of District Leadership Team for PBIS. DLT will develop goals and a plan to support effective implementation and sustainability of PBIS district-wide.
- Coordinate contract applications and final reports with principals and school teams.
- Interface with district technology staff regarding data support for PBIS.
- Provide support to district PBIS Coaches.
- Schedule and assist in planning district coordination meetings.
- Assist in long-range planning for PBIS efforts and professional development activities.
- Provide information to Superintendent, Board of Education, and the community.

# Reporting Requirements

- Grant application & final cost reports
- Monthly data reports reviewed by School Leadership Team
- Team Implementation Checklist - annual self-assessment of implementation fidelity – Leadership Team
- Tier 2 Plan
- End of year all-staff survey

# WRESA PBIS Contracts

- **For public schools located in Wayne County**
- **Contact Chris McEvoy or Kayrl Reynoso to request inclusion in the grant process for 2021-22**
  - [mcevoyc@resa.net](mailto:mcevoyc@resa.net)
  - [reynosk@resa.net](mailto:reynosk@resa.net)
- **Request deadline: June 11, 2021**