

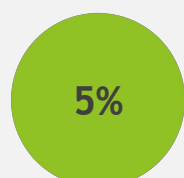


# Baldwin Creek

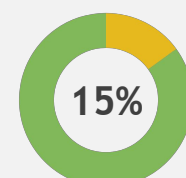


**Tier 3: 5%**

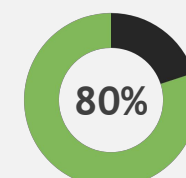
- Specialized Individualized program
- Funcnol Behavioral Assessment



Tier 3



Tier 2



Tier 1

**PBIS** Positive Behavior Interventions and Support

**Tier 2**

- 15% of students
  - Secondary Prevention
- Specialized Small Groups
- Systems for students with at-risk behaviour-CICO

**15%**  
Tier 2-Secondary Prevention

**80%**  
Primary Prevention

**Tier 1**

- 80% of students
- School-classroom wide expectations for all students
- Teacher managed interventions

# PBIS at Baldwin Creek



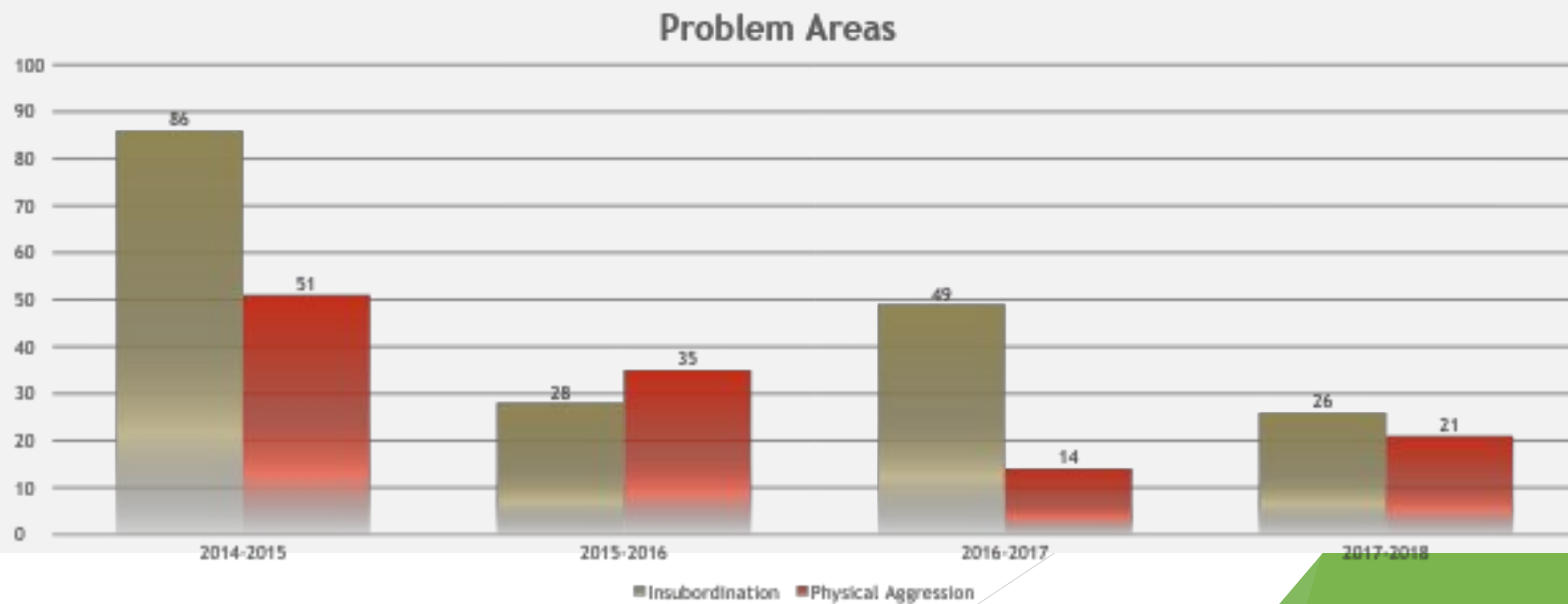
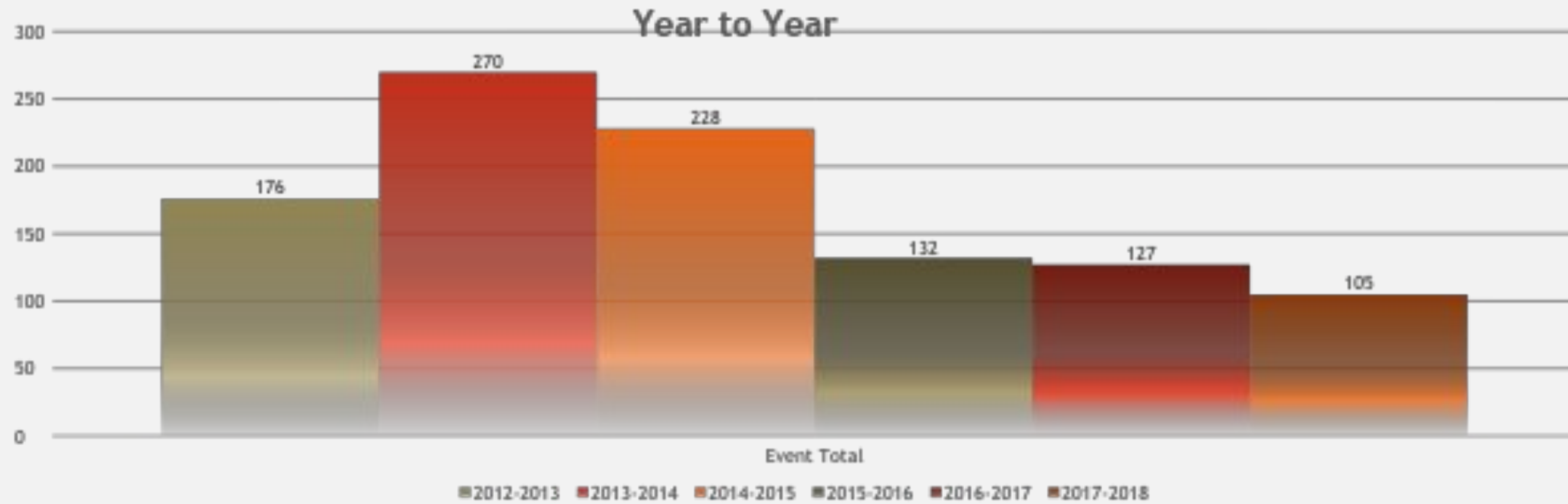
*Our goal for the 2018-2019 school year will be to improve our Tier 1 system of support.*

## *How?*

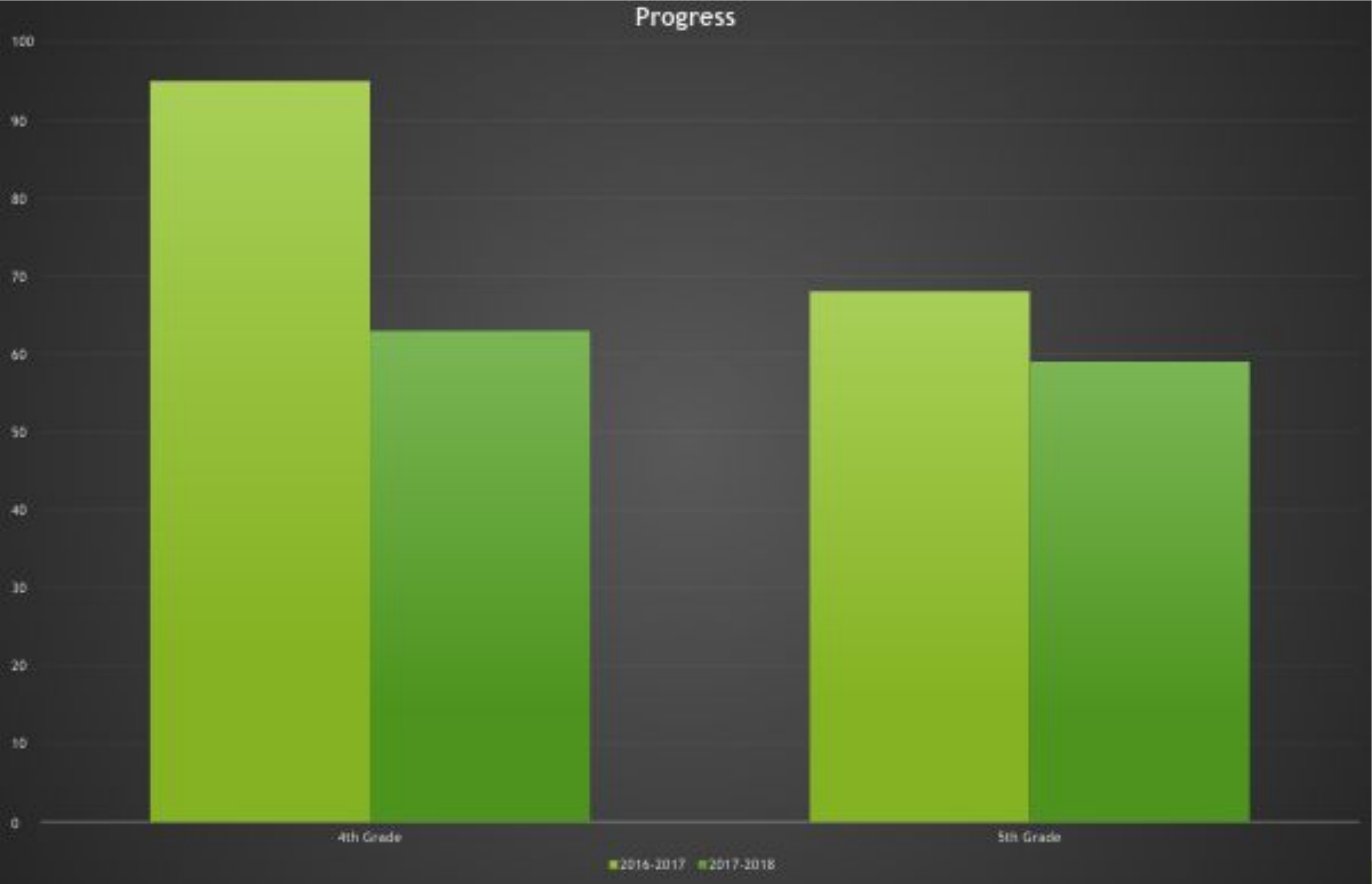
- ▶ We will focus on being a positive community that is dedicated to utilizing 5:1 positive to negative interactions with all students.
- ▶ We will utilize common language and understanding of school expectations.
- ▶ We will improve our ability to utilize this common language, recognize how to respond to problem behavior, as well as know how to support struggling students.
- ▶ We will improve our Tier 1 team focusing on data.
- ▶ We will also use an evaluation tool to support us in our pursuit.

*Your PBIS notebooks will aid you with information to help us reach our goal!*

# 2017-2018 Behavior Data



Our efforts last year resulted in a reduction of referrals for both grade levels in comparison to their previous year!



# What is PBIS?

- ▶ PBIS is a multi-tiered system of social-emotional-behavioral support
- ▶ We teach school expectations using Cool Tools and reinforce them with positive praise and bobcat paws.
- ▶ We teach social skills and behavioral expectations for the classroom using the same positive reinforcement.
  - ▶ Not every student will learn the same. If you are introducing new math concepts not all students will learn the first time. You reteach and support all students in the same way you support them in their academic learning.
  - ▶ You wouldn't send a student who is struggling with division to the front office for punishment. You would try to teach them in a different way. You wouldn't give up!
  - ▶ The same idea and passion is applied to social-emotional-behavioral learning. Moving from the general application of Tier 1 supports to more student specific supports.



all behavior is  
COMMUNICATION

# What do we do to support Tier 1?

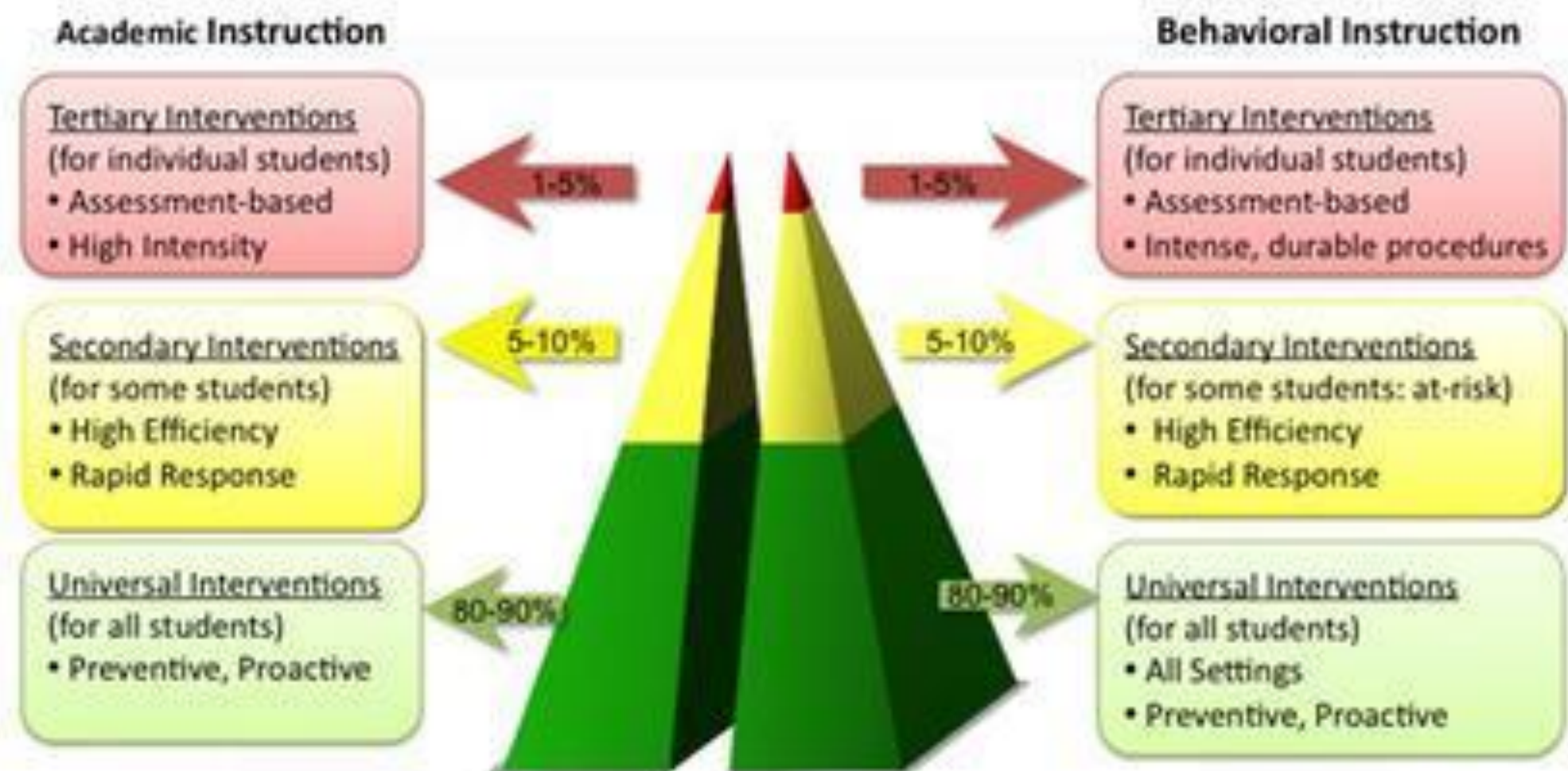
- ▶ Cool Tools-predictable rules for the entire school in addition to classroom expectations and routines (Good Behavior Game, Mystery Motivator, etc.)
- ▶ School-wide Social Emotional Learning
- ▶ Bobcat PAWS
- ▶ Monthly Puzzles (**New**)
- ▶ Baldwin Book of Fame (**New**)
- ▶ Student of the Month
- ▶ Awards Assembly
- ▶ Positive phone calls home

# Tier 1 Primary Prevention

## Utilize Common Language

- ▶ Student Incident Report (SIR)
  - ▶ Example:
    1. Teacher may say “watch your language”
    2. Teacher calls home (documents)
    3. Teacher writes an SIR and keeps student in for lunch
    4. Teacher writes SIR, keeps student in for lunch and recess
    5. Student receives an office referral/contacts the BIT team begins implementing support guided by team and PBIS World

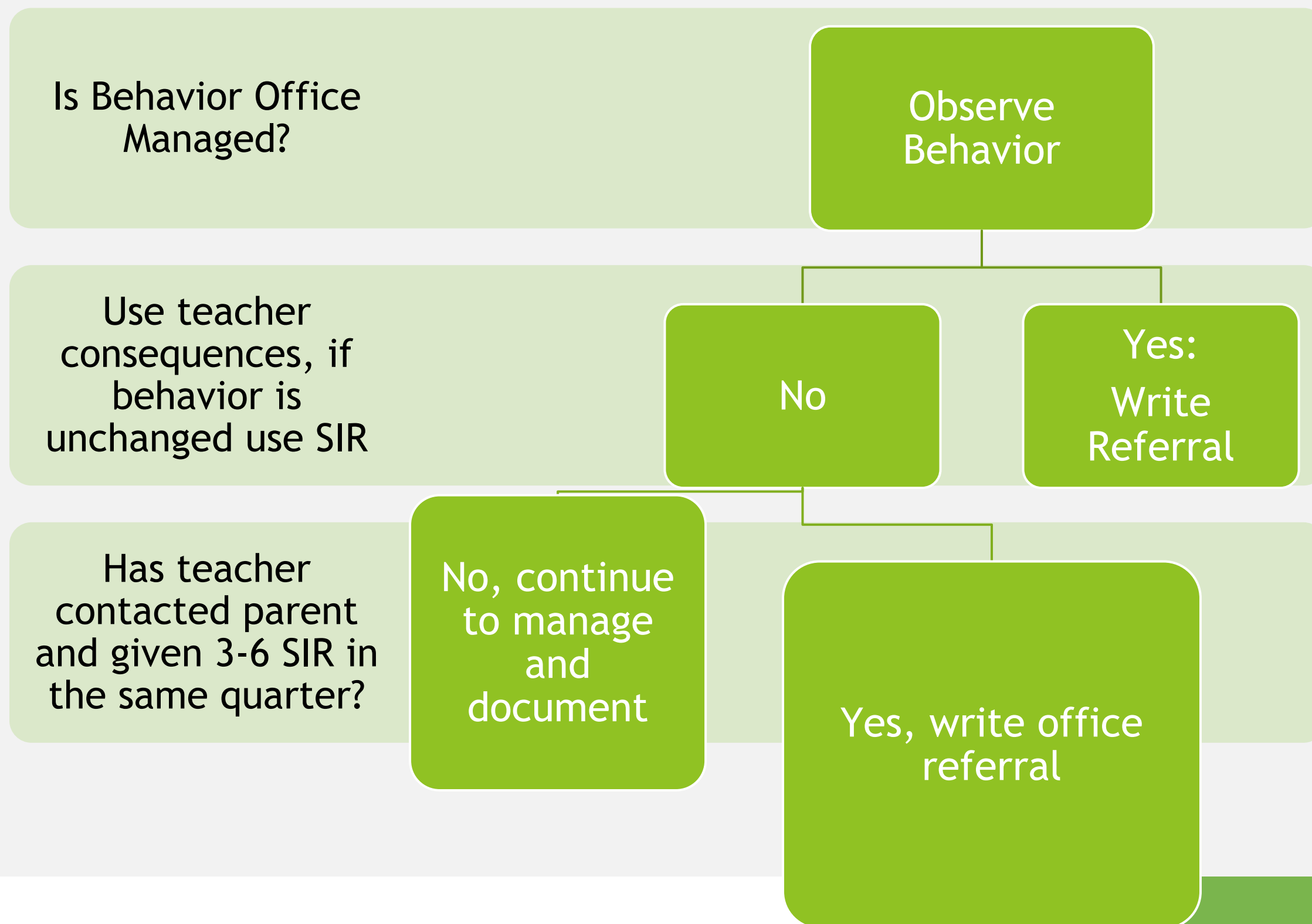
## Designing Schoolwide Systems for Student Success



## Classroom Section:

### Tiered Behavior Levels and Behavior Management Flow Chart

*Specialists will communicate an incident with classroom teacher for documentation unless it is a Tier 3 behavior.*





# PBIS World

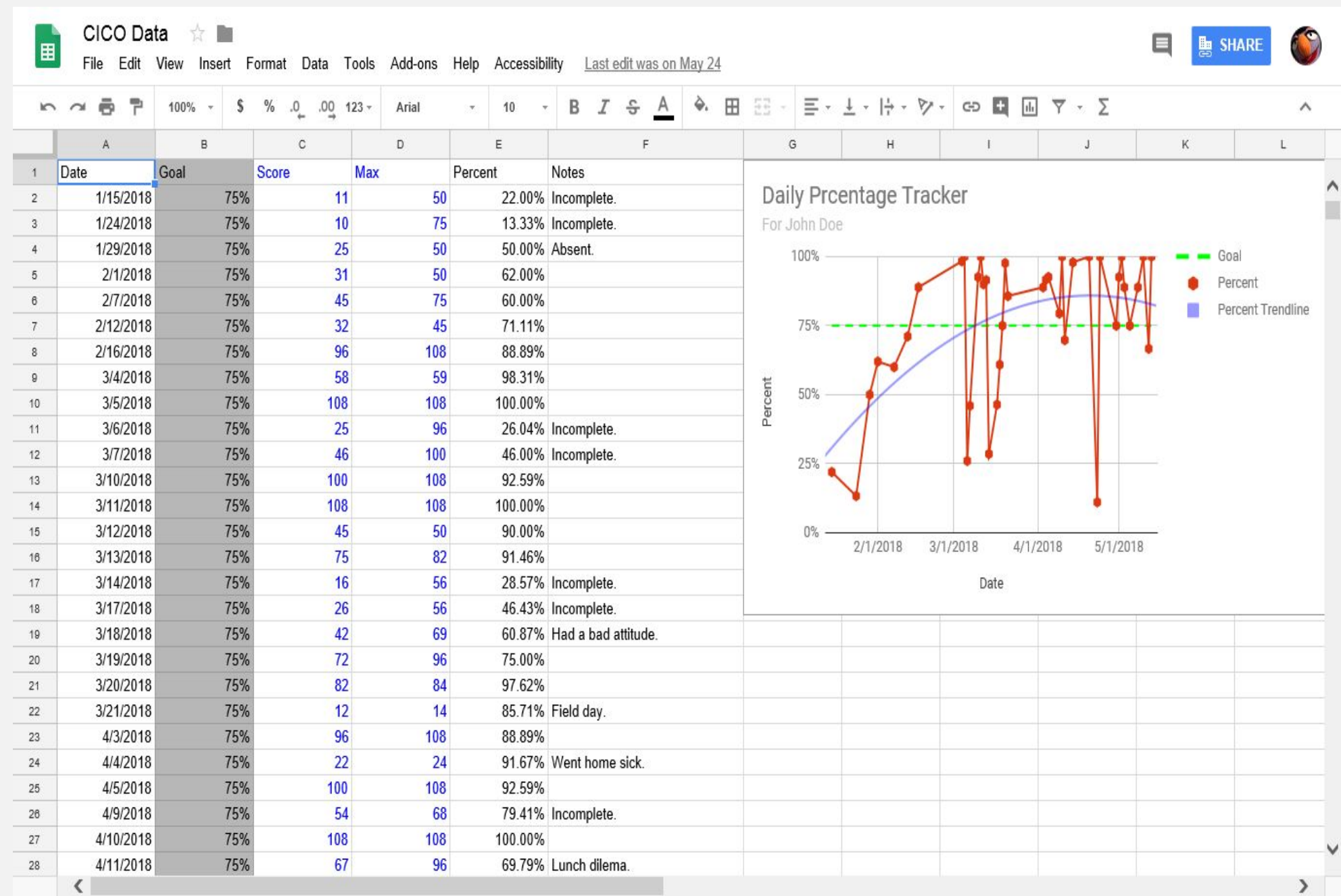
If you are struggling with a student and find yourself writing Student Incident Reports (SIR's) then documentation for Tier 1 interventions should also be utilized. This documentation is just as important to the BIT process.

You will find an easy documentation form in your Cool Tools section.

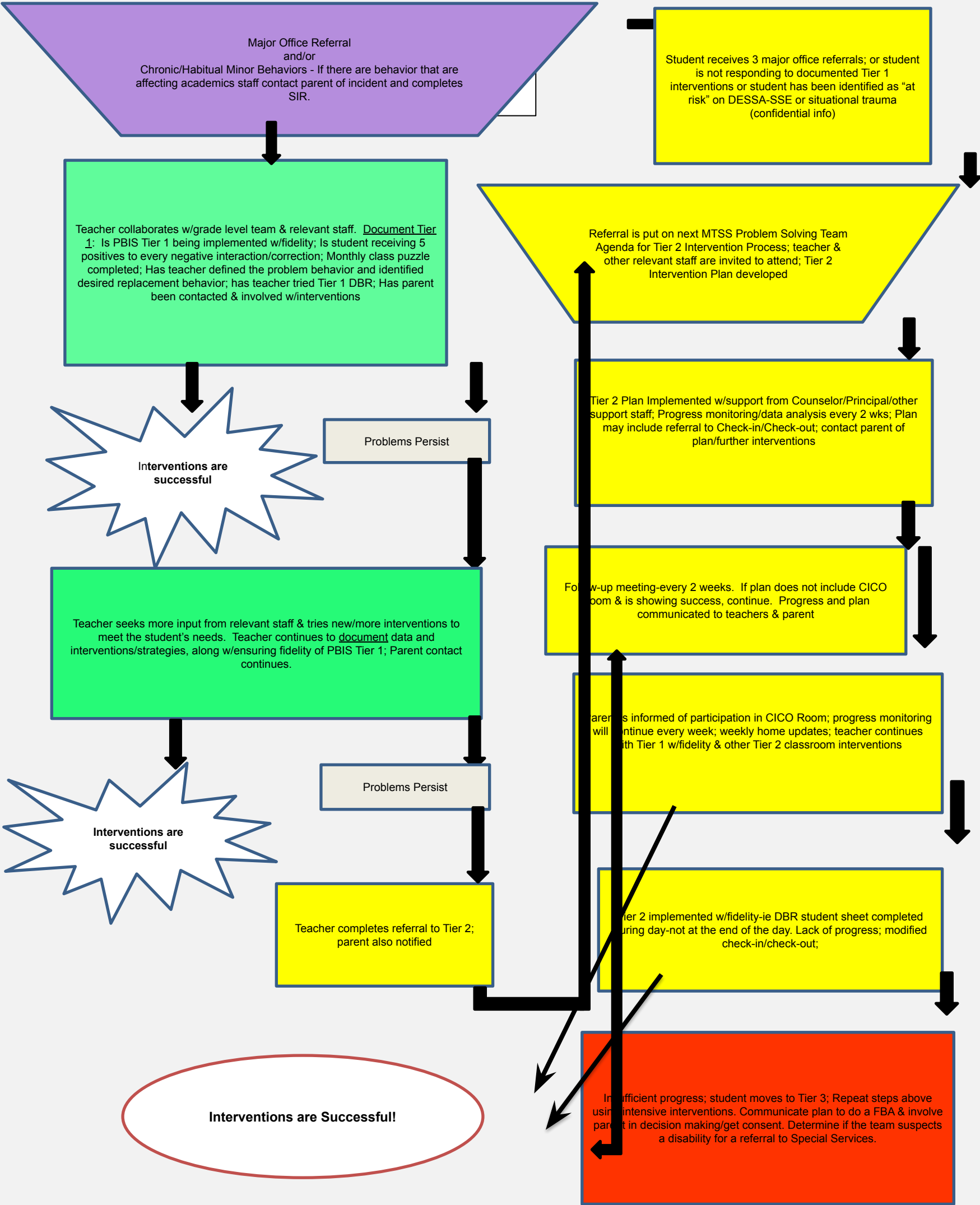


# Tier 2

- Teacher implemented positive support for behavior through CICO.
- Implemented with fidelity.
- Always positive! If a student has a behavioral issue you will continue to use Tiered Documentation.
- We will be using the **DESSA-SSE** as a screener/progress monitoring. Small groups will be a Tier 2 support based on this data.



**Baldwin CREEK MTSS FLOW CHART**



**Interventions are Successful!**

# Tier 3

- ▶ Specialized Interventions and supports
- ▶ FBA Functional Behavioral Assessment

## FUNCTIONAL BEHAVIOR ASSESSMENT

STRENGTHS: Mastered double digit multiplication, enjoys working on the computer, enjoys hands-on activities

Setting Events	Antecedents	Behavior	Perceived Function	Actual Consequences
<ol style="list-style-type: none"> <li>1. Some math calculations skills weak</li> <li>2. Low reading fluency</li> <li>3. Poor self-confidence</li> <li>4. Poor memory</li> <li>5. Many teachers last year</li> </ol>	<ol style="list-style-type: none"> <li>1. Presented with a challenging assignment</li> <li>2. Math</li> <li>3. Writing tasks</li> <li>4. Transitions</li> </ol>	<ol style="list-style-type: none"> <li>1. Slow to get started</li> <li>2. Easily distracted</li> <li>3. "Shuts down" - pouty, whining, grumbling, stalling, refusing to do work</li> </ol>	<ol style="list-style-type: none"> <li>1. Attention</li> <li>2. Escape difficult task</li> </ol>	<ol style="list-style-type: none"> <li>1. Does not produce a lot of writing</li> <li>2. Does not finish her work</li> <li>3. Academic difficulties</li> </ol>

HYPOTHESIS: (circumstances)

(problem behavior)

(perceived function)

When Student is presented with a task she feels will require a lot of effort is or too difficult

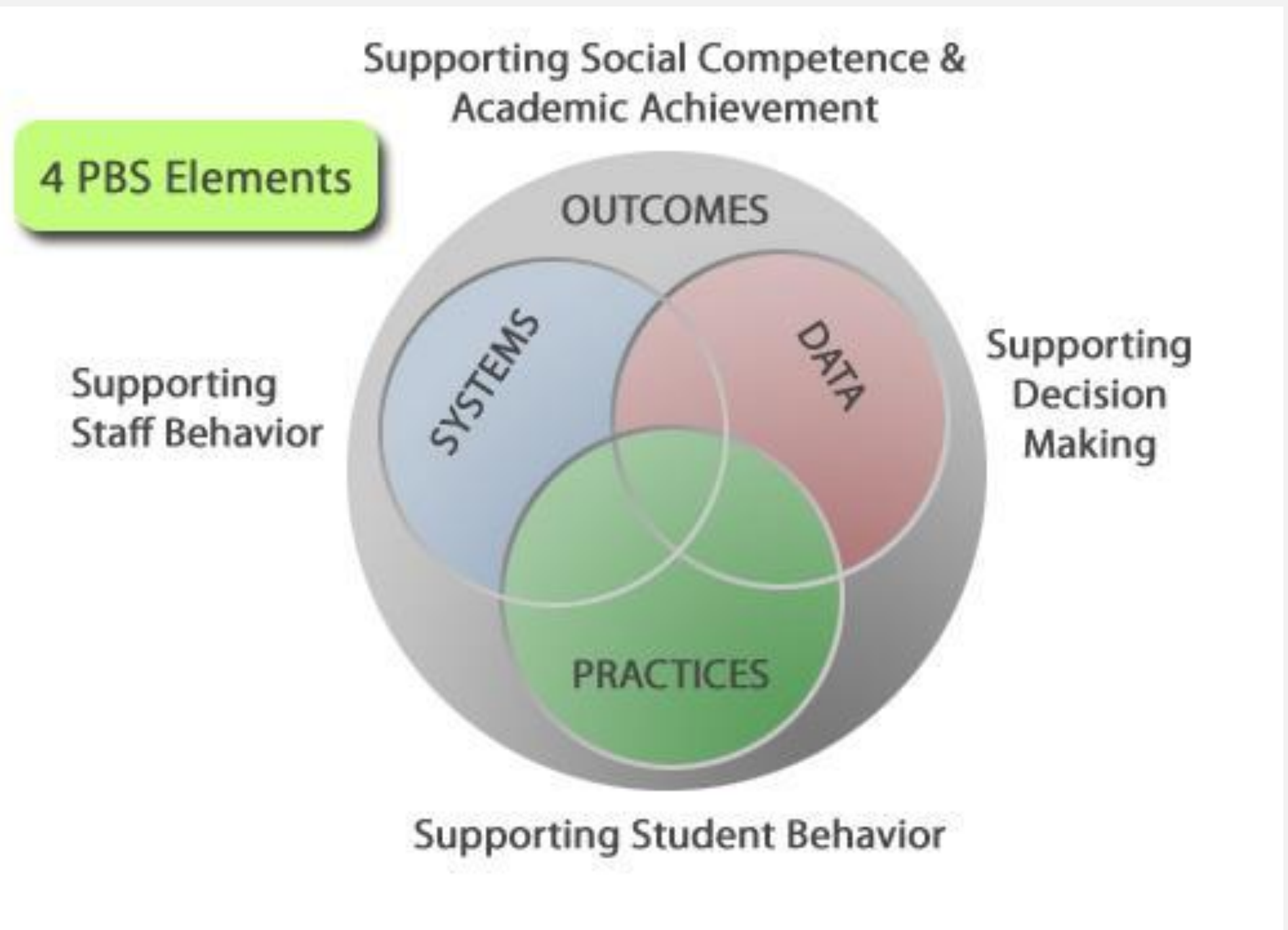
she shuts down

in order to avoid dealing with the task.

## Evaluation

PBIS will never be effective if we do not hold ourselves accountable and monitor our own ability to implement it!

This is the most important section of the binder.



# How will we reach our goal?

- ▶ How will you track your 5:1?
- ▶ How will you teach/re-teach school and class expectations?
- ▶ How will you respond to problem behavior? How will you support it?
- ▶ How will you use the evaluation tool?

