School-Wide PBIS Start-Up Tools

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PBIS START-UP TOOLS
River Eves Elementary
Roswell, GA
Fulton County Schools
PRESENTERS:

- Matthew Donahoe – Assistant Principal
- Erin Armour – 1st Grade Teacher
- Emily Smith – 2nd & 3rd Grade Special Education Teacher

Committee Roles:

- Matthew Donahoe – Administrative Support & Facilitator
- Erin Armour – Committee Co-Chair & Facilitator
- Emily Smith – Committee Co-Chair & RTI Specialist
PBIS COMMITTEE MEMBERS

- 13 Staff Members
- Important – Balance & Representation
  - Assistant Principal (administrative support & facilitator)
  - Grade-Level Representation: Kindergarten, 1st, 3rd, 4th, & 5th Grades
  - Support Teacher Representation: TAG, Special Education (2), & ESOL Teachers
  - Administrative Staff: RTI Coordinator, Counselor, & School Psychologist
DESIGNATED COMMITTEE ROLES

- Administrative Support & Facilitation
- Chair or Co-Chairs
  1. Responsible for minutes, agendas, and team communication
  2. Works to support/dialogue with the above stated person & is also a part of a sub-committee

- Sub-Committees:
  - Curriculum Focus – 2 members
  - Data – 2 members
  - Events & Funding – 2 members
  - RTI – 3 members
  - Support - Counselor & Psychologist (no responsibilities – attend meetings)
August – Citizenship
September – Respect
October - Tolerance
November/December-Kindness/Generosity
January - Honesty
February - Forgiveness
March – Diligence
April - Responsibility
May - Sportsmanship
River Eves’ PBIS Plan

Observe and Praise Appropriate Behavioral Actions

Label Appropriate Behavior in Action

Teach Positive Behaviors
PEP RALLIES

Why?
We wanted to excite our students about PBIS, Eagle Cards, and rewards.

How?
Teamwork! Our committee and sub-committees worked together with the grade level teams to plan and organize the pep rallies.
RECOGNITION SYSTEM & REWARDS

Why?

We wanted to recognize and reward students for observed positive behaviors that aligned with our behavior expectations and character education units.

How?

Eagle Cards and Choice Boards
EAGLE CARD Card

Student Name ______________________________
Student Grade ____________________________
Staff Member _____________________________
Character Trait ____________________________
Date _______________________________
Reward Choice Board

Show & Tell
Bring a special item that fits in your book bag to share with your class.

Lunch with a Friend
Choose a friend in the cafeteria to sit with at lunch.

Stinky Feet
Take your shoes off in class for the day.

Pajama Day
Wear your pajamas to school for a day.

Hat Day
Wear your favorite hat to school for a day.

Stuffed Animal
Bring a stuffed animal to school with you for a day. Make sure it fits in your book bag.

Homework Pass
No homework for a night.

Tech Time
Enjoy free time on an iPad or computer in the classroom.

Note Home
Share your "I'm a Good Student" notes with your parents with a special note home.

Jeans Pass
Wear jeans one day

Name:

Leave Early
One afternoon leave right after the buses leave.

KEEP CALM and leave work EARLY

Name:
BEHAVIOR MATRIX

What?

Our PBIS committee developed a school-wide behavior matrix that explains and details the behavior expectations throughout the school.

The 3 B’s:

Be Safe! Be Responsible! Be Respectful!
<table>
<thead>
<tr>
<th>Location</th>
<th>BE Safe</th>
<th>BE Responsible</th>
<th>BE Respectful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>• Keep hands and feet to yourself</td>
<td>• Do your best</td>
<td>• Be a good listener</td>
</tr>
<tr>
<td></td>
<td>• Walk/Feet on the floor</td>
<td>• Follow directions</td>
<td>• Show others kindness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Be honest</td>
<td>• Take care of the classroom</td>
</tr>
<tr>
<td>Bathroom</td>
<td>• Flush</td>
<td>• Keep the bathrooms clean</td>
<td>• Respect others’ privacy</td>
</tr>
<tr>
<td></td>
<td>• Wash hands</td>
<td></td>
<td>• Quiet voice</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>• Walk</td>
<td>• Stay seated</td>
<td>• Use good manners</td>
</tr>
<tr>
<td></td>
<td>• Hands and feet to yourself</td>
<td>• Keep your space clean</td>
<td>• Raise your hand if you need an adult’s help</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Wait patiently in line</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Quiet voice</td>
</tr>
<tr>
<td>Hallway</td>
<td>• Walk on 2’s square</td>
<td>• Keep hands, feet, and belongings to yourself</td>
<td>• Stay silent</td>
</tr>
<tr>
<td></td>
<td>• Stay in line</td>
<td>• Go where you need to be</td>
<td></td>
</tr>
<tr>
<td>Recess</td>
<td>• Play carefully</td>
<td>• Be a problem solver</td>
<td>• Use kind words</td>
</tr>
<tr>
<td></td>
<td>• Stay within recess area</td>
<td>• Clean up equipment</td>
<td>• Be a good sport</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Tell an adult if you see an unsafe choice</td>
<td>• Respect nature</td>
</tr>
<tr>
<td>Bus</td>
<td>• Stay in your seat, face forward</td>
<td>• Get on and off the bus carefully</td>
<td>• Use kind words</td>
</tr>
<tr>
<td></td>
<td>• Keep hands, feet, and belongings to yourself</td>
<td>• Listen to the bus driver</td>
<td>• Quiet voice</td>
</tr>
<tr>
<td></td>
<td>• Follow safety rules</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CHARACTER EDUCATION UNITS

Why?

We wanted our students to understand “why” it is important to exemplify positive behavior.

How?

- Have a specific monthly focus on showing respect, tolerance, etc...
- Develop units utilizing a simple school-wide planning template
- Teach students character traits
- Recognize and reward students for exemplifying good character
FUNDRAISING

Why are you fundraising?

- The money is used to fund incentives and events for PBIS
- It brings attention to PBIS and makes it fun
- Involves parents and students in supporting PBIS
- Creates more awareness by staff, PTA, and students

How do you raise money?

Our first fundraiser was a “Super Hero Day.” Students could pay 1 dollar to dress-up as the super hero of their choice.
Why do you need an RTI Team?

The RTI team leads the behavior side of RTI. They help teachers with identifying appropriate interventions, taking data, and streamlining the overall process.

Who is on the RTI team?

Our team consists of “behavior experts” who have a background and experience in working with behavior outliers. We also have our IST and RTI coordinator involved in this process.
Now What?

The team’s overall goal is to make the RTI process simplified and streamlined. The RTI behavior team works hand-in-hand with the academic RTI team to streamline both processes. Moving a student to different tiers for behavior will be almost an identical process to moving a student with academic needs.

The team works to support teachers by showing them how to take data, use data, and use research-based interventions. This includes observations, going over data, helping to implement interventions in the classroom, and providing trainings for staff.
DATA

Why data?

Just like with academic support, data is an important tool to help teachers make informed choices on how to implement behavior interventions. The data our school collects is used at grade-level meetings and is analyzed by teachers. Teachers record “minor” behavior incidents that happen during the day.

How do we take data?

Our school uses a Google document to record “minor” behavior issues across all classrooms and environments. (Ex: cafeteria, playground, specials).
Student Behavior Tracking System

Date of Incident ____________________________
Time of Incident ____________________________

Students Name ____________________________
Teacher’s First Name ________________________
Teacher’s Last Name ________________________

Students’ Grade:
☐ Kindergarten
☐ First
☐ Second

Incident Location:
☐ Bathroom
☐ Cafeteria
☐ Classroom
☐ Media Center
☐ Bus
☐ KN Hall
☐ 2/3 Hall
☐ 4/5 Hall
☐ Playground

Incident Type:
☐ Inappropriate Language
☐ defiance/disrespect
☐ Theft
☐ Technology Misuse
☐ Horse-Play
☐ Property Damage
☐ Disruption
☐ Harassment

Intervention:
☐ Student Conference
☐ Re-Teach Expectation
☐ Seat Change
☐ Parent Contact
☐ Time Out
☐ Loss of Class Privilege
☐ Refer to Guidance

Comments (If there were any positive behaviors as a result of your intervention please explain)
DATA

- Easy to use for everyone
- Data is sorted into different filters so teachers can look at specific types of data
- All “minor” behavior incidents are recorded
- Easy way for teachers to record data for RTI behavior
- Staff was trained at faculty meeting on how to use Google doc
- Data from Google doc is needed to move a student to tier 2 for behavior
- Data helps the teacher to look at their personal classroom behavior plan to see if it is working
- This data is easily accessible for grade-level team use
<table>
<thead>
<tr>
<th>Date of Incident</th>
<th>Month</th>
<th>Time of Incident</th>
<th>Student Name</th>
<th>Grade</th>
<th>Teachers Last Name</th>
<th>Incident Location</th>
<th>Incident Type</th>
<th>Intervention</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/10/2015</td>
<td>Sep</td>
<td>2:00:00 PM</td>
<td>Emily Smith</td>
<td>First</td>
<td>Armour</td>
<td>K/1 Hall</td>
<td>Horse-Play</td>
<td>Student Conference, Re-Teach Expectation</td>
<td>Incident added to RTI Behavior sheet, parents notified through class lists.</td>
</tr>
<tr>
<td>9/23/2015</td>
<td>Oct</td>
<td>10:15:00 AM</td>
<td>Tramell Barlow</td>
<td>Fourth</td>
<td>Michaels</td>
<td>Classroom</td>
<td>Harassment</td>
<td>Student Conference, Parent Contact</td>
<td>-Tramell hit another student in the face (softly), but still a physical contact.</td>
</tr>
<tr>
<td>10/15/2015</td>
<td>Oct</td>
<td>11:55:00 AM</td>
<td>Tramell Barlow</td>
<td>Fourth</td>
<td>Michaels</td>
<td>Cafeteria</td>
<td>Defiance/Disrespect</td>
<td>Student Conference, Parent Contact</td>
<td></td>
</tr>
<tr>
<td>10/14/2015</td>
<td>Oct</td>
<td>9:45:00 AM</td>
<td>Tramell Barlow</td>
<td>Fourth</td>
<td>Michaels</td>
<td>Classroom</td>
<td>Defiance/Disrespect, Disruption</td>
<td>Student Conference, Parent Contact</td>
<td></td>
</tr>
<tr>
<td>11/4/2015</td>
<td></td>
<td></td>
<td>Aiyah Capers</td>
<td>Kindergarten</td>
<td>Tavormina</td>
<td>Classroom</td>
<td>Disruption</td>
<td>Time Out Seat at Ms. Chang's desk</td>
<td>Aiyah struggled to follow directions this morning and kept going off task.</td>
</tr>
<tr>
<td>11/4/2015</td>
<td></td>
<td></td>
<td>Cahil Arnold</td>
<td>Third</td>
<td>O'Hara</td>
<td>Special Area Room</td>
<td>Theft</td>
<td>Parent Contact</td>
<td>he stole an eagle card off of my desk, and blamed it on another student.</td>
</tr>
<tr>
<td>11/4/2015</td>
<td></td>
<td></td>
<td>Tramell Barlow</td>
<td>Fifth</td>
<td>O'Hara</td>
<td>Special Area Room</td>
<td>Constant Inattentiveness</td>
<td>Seat Change, Parent Contact</td>
<td>I changed the seating chart twice, and no matter where I moved, he kept coming back.</td>
</tr>
<tr>
<td>10/9/2015</td>
<td></td>
<td></td>
<td>Jayden</td>
<td>Fourth</td>
<td>O'Hara</td>
<td>Special Area Room</td>
<td>Constant Inattentiveness</td>
<td>Seat Change, Parent Contact</td>
<td></td>
</tr>
<tr>
<td>11/9/2015</td>
<td></td>
<td></td>
<td>Colin Hemson</td>
<td>Second</td>
<td>ballam</td>
<td>Classroom</td>
<td>Disruption</td>
<td>Student Conference, Seat Change</td>
<td></td>
</tr>
<tr>
<td>11/15/2015</td>
<td></td>
<td></td>
<td>Colin Hemdon</td>
<td>Second</td>
<td>ballam</td>
<td>Classroom</td>
<td>Theft</td>
<td>Student Conference</td>
<td>Stealing candy from closet/other students' belongings</td>
</tr>
</tbody>
</table>