HELLO!

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Today’s Focus:
1. Basic Tier 1
2. Being a Cook with Tier 2 Interventions
3. Becoming a Chef with Specialized Instruction
Tier 1 - The Basic Ingredients
Every good baked product includes four basic ingredients:

- Flour
- Sugar
- Butter
- Eggs

Schoolwide (SW) programs also have four basic ingredients...
Tier 1 - SW Program

- Consistent expectations
- Consistent rules
- Teach and re-teach
- Consistent routines
Expectations

- Identify core values
- Define expectations
- Teach this to students and staff
Respect
Integrity
Safety
Empathy
Small Steps to Learn Expectations

- Kids can only remember 3-5 rules!!
- Deliver high rates of positive feedback.
- Focus on behavior skills that you want the kids to know.
- Don’t bribe the kids!
- Verbal acknowledgement is the key to success!
<table>
<thead>
<tr>
<th>LOCATION</th>
<th>Respect</th>
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</table>
| Cafe     | • Clean your area.  
          | • Use appropriate volume for location.  
          | • Silence when lights are out. | • Use table manners.  
          | • Stay in your place in line.  
          | • Use school appropriate language and kind words. | • Clean up your spills/food.  
          | • Honor personal space of others. | • Assist peers.  
          | *Assist staff.  
          | *Sit with new people. |
| Campus (Gym, Media Center, Non-Classroom locations) | • Use appropriate volume for location.  
          | • Silence when directed. | • Remain in designated area.  
          | • Use school appropriate language and kind words. | • Keep your area clean.  
          | • Honor personal space of others. | • Assist peers.  
          | *Assist staff.  
          | *Pick up litter. |
| Transitions (Hallways, Walkways, Courtyard) | • Clean your area.  
          | • Use appropriate volume for location.  
          | • Silence when directed. | • Remain in designated area.  
          | • Use school appropriate language and kind words. | • Honor personal space of others.  
          | • Stay to the right in hallways  
          | • Walk at all times. | • Assist peers.  
          | *Assist staff.  
          | *Pick up litter. |
| Transportation (Bus, Front porch for car riders) | • Clean your area.  
          | • Use appropriate volume for location.  
          | • Silence when directed. | • Remain in designated area.  
          | • Use school appropriate language and kind words.  
          | • Leave at appropriate dismissal. | • Honor personal space of others.  
          | • Keep aisles on the bus clear.  
          | • Face forward in your seat.  
          | • Only move toward vehicles when signaled. | • Assist peers.  
          | *Assist staff.  
          | *Help others find their rides. |
| Technology Use | • Technology on only when directed.  
          | • Use technology for educational purposes. | • Remain on designated sites/apps.  
          | • Use school appropriate language and kind words. | • Honor personal information of others (including user names and password confidentiality.) | • Assist peers.  
          | *Assist staff.  
<pre><code>      | *Report inappropriate use. |
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| Classroom | ● Follow class procedures  
            ● Be responsible and care for materials and property  
            ● Treat others with kindness | ● Do your own work  
            ● Have ownership of your behavior and work  
            ● Use school appropriate language and kind words | ● Honor personal space of others  
            ● Move carefully around the room  
            ● Remain in designated area | ● Assist peers  
            ● Assist staff  
            ● Pick up litter  
            ● Praise others’ success |
Teaching Our Expectations...

Minor discipline incident =
Reteach expected behavior

It’s difficult to use consequences until the expected behavior has been taught.
How do we teach expectations?

- Defined in handbook
- Reviewed in Advisement lessons weekly
- Included in curriculum and events/celebrations
- Taught and re-taught by teachers
- Administrative Team Talks quarterly
- Kids Teach Kids
- Rubber Bracelets
<table>
<thead>
<tr>
<th>Step 1:</th>
<th>Step 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Warning</td>
<td>Detention - Lunch or Before/ After School</td>
</tr>
<tr>
<td>Reteaching</td>
<td>Reteaching</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Step 2:</th>
<th>Step 5:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Conference</td>
<td>On-team Isolation or Detention</td>
</tr>
<tr>
<td>Reteaching</td>
<td>Parent Phone Call/ Conference</td>
</tr>
</tbody>
</table>

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<tr>
<th>Step 3 (impeding teaching/ learning):</th>
<th>Step 6:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student/ Team Conference</td>
<td>Office referral</td>
</tr>
<tr>
<td>Reteaching</td>
<td></td>
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<tr>
<td>Parent Phone Call</td>
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<tr>
<th>Step 4:</th>
<th>Step 5:</th>
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<tbody>
<tr>
<td>Parent Phone Call/ Conference</td>
<td>Counselor Referral (optional)</td>
</tr>
<tr>
<td>Counselor Referral for Support</td>
<td></td>
</tr>
</tbody>
</table>

| Step 6:          | |
|-----------------| |
| Office referral  | |
Teaching Behavioral Expectations

*For a child to learn something new, it needs to be repeated an average of 8 times.

*For a child to unlearn an old behavior and replace with a new behavior, the new behavior must be repeated an average of 28 times. (This may be Tier 2!)

Harry Wong
Consistent Routines

- **Scheduling**
  - Academics
  - Tier supports

- **Physical arrangements**
  - Classrooms
  - Cafeteria
  - Transition areas

- **Supervision**
  - Staff
  - Include students
Eagle Applause

Presented to

for exemplifying Eagle Expectations and the core values of MMS.

Respect
Treat others with kindness (the way you want to be treated.)
Value people, things, and yourself like they matter. Accept personal differences, and work to solve problems constructively.

Integrity
Know and do what is right (even when no one is watching).

Safety
Act and behave in a manner that is emotionally, socially, and physically safe for yourself and others. Report unsafe situations.

Empathy
Understand or identify with another person’s feelings or experiences (putting yourself in someone else’s shoes). Show you care with your words and actions.

Comments:

Staff ___________________________ Date _____________
Non-Transferable (Must be signed by a staff member)

MADRAS STAFF EAGLE APPLAUSE

for exemplifying Eagle Expectations and the core values of MMS.

Respect (valuing people, tasks, and profession because they matter)
- Shared responsibility (teamwork)
- Best instructional practices
- Collegiality; collaboration; communication; PLN/PLC
- Building relationships; modeling PBIS with fidelity

Integrity (knowing and doing what is right)
- High expectations
- Positive leadership; professional
- Taking initiative; being proactive
- Doing more than is expected

Safety (acting in a manner that is emotionally, socially, and physically safe for yourself and others. Report unsafe situations.)

Empathy (showing you care with actions and words)
- Culture of caring
- Going the extra mile for someone in need (above and beyond)
- Service to school or community

Comments:

Staff ___________________________ Date _____________
Non-Transferable (Must be signed by another staff member)
Did You Know...

- Kids will do right things if they know expectations
- Don’t need to give rewards to get kids to behave
- Acknowledge them when they do things right

Promoting Healthy Social Behaviors
96% of our students have never received a referral!!!! And 99% received none or only one!!!
What if behaviors at Tier 1 are a bigger concern?

Evaluate what is being done Schoolwide.

Great resource from Tim Lewis!
Tier 2 - Being a Cook with Inventions
Teaching Behavioral Expectations

*For a child to learn something new, it needs to be repeated an average of 8 times.

*For a child to unlearn an old behavior and replace with a new behavior, the new behavior must be repeated an average of 28 times. (This may be Tier 2!)

Harry Wong
This is 3.6% of our population.
“If done correctly, screeners help us identify where/how we need to plan/adjust instruction and how to group our learners. The purpose is not to identify deficits in students. If we screen for the purposes of identify student weaknesses, we are assuming that we have done all we can do instructionally. Can we truly say this is the case?”

- Dawnyell King
Selection Criteria for Screeners

Usability/practicality:

● **Cost-effective**
  ○ No specialized training to administer or evaluate results
  ○ Does not interfere with instructional time or other required tasks

● **Efficient**
  ○ Identifies students who are withdrawn (*internalizers*) and those who act out (*externalizers*)
  ○ Can be completed quickly

● **Informs interventions**
  ○ Results can be used to identify appropriate interventions
  ○ Aids in improving student outcomes

- from Illinois PBIS Network
Examples of Screeners

- Systematic Screening for Behavior Disorders (SSBD)
- Behavioral and Emotional Screening System (BASC-2/BESS)
- Student Risk Screening Scale (SRSS)
- Strengths and Difficulties Questionnaire (SDQ)
- Social Skills Improvement System (SSIS)
Rationale for Tier 2 Interventions

• PBIS or a tiered support system is about arranging effective environments, not “fixing” students

• The goal for school staff is to arrange environments so that additional supports are built into the way of life at a school

• The goal for students is to work towards self-management, adaptive global functioning
This is where you can use a recipe...

Student

Goal

Additional Information

Who?
When?
Where?

What?
How?
Something to think about…

- Tier 2 kids just need that extra degree.
- They just need a little more to gain the needed skills.
We can’t make kids learn or behave...

- Create environments that support appropriate student behavior
- Set expectations for student behavior and teach students how to behave
- Focus on what students should do instead of what they shouldn’t do
Ingredients & Instructions for Tier 2 Interventions

- **Check In - Check Out (CI/CO)**
  - DPR card same for all students
  - Check-In and Out with same staff member
  - Parents notified of participation through calls and/or letter

- **Social-Academic Instructional Group (SAIG)**
  - Pro Social
  - Problem Solving
  - Academic

- **Check N Connect**
  - Used when student may need more than generic check-in
  - Used when student needs change of check-in station or change of staff

- **Functional Behavior Assessment/Behavior Intervention Plan (FBA/BIP)**
  - Problem solving team identifies need for more support
  - Utilize SAIG groups to teach skills to support replacement behavior
Tier 3
Moving from Cook to Chef
These are our Tier 3 kids. It’s 0.5% of our population.
Be More of a Chef Rather than Just a Cook

- Cooks follow recipes; Chefs create something new
- No recipe for Tier 3
- Use the ingredients and tools you have
- Get to know the student
- Build relationship
Increase Intensity for Tier 3 (Spice!)

- Group size - one to three students
- Time/week - 150-300 minutes
- Duration - 9-12 weeks
- Progress monitoring - at least twice a week
- Educator responsible for intervention sessions requires specialized training

Source: What Every School Leader Needs to Know about RTI
Instructional Needs

- Systematic instruction
- Modeling and direct teaching
- Specialized programming
- Mirroring of skills from general education classroom
- Variety of practice opportunities
- Continuous corrective feedback, encouragement, and self-monitoring activities
Individualized Supports

- Functional Behavioral Assessments (FBAs)
- Functional Analysis
- Behavior Intervention Plans
- Wraparound Programs or Services
- Alternatives to Suspension
Instead of worrying about your curriculum and current skills, step up and be empathetic.

So often, our teaching strategy is built on educational research and data where we segment the population into different labels. Ask yourself, “How can I change a student’s life?” Because everything stems from there.
Learn what motivates the student. Talk with the student outside of the academic atmosphere so you really discover who they are. This is how you start an FBA.
Sleep 7.5 hours a day...

And you’re left with 115 waking hours each week.

Invest 40 – 45 hours of that time at work … that’s 35 – 40% of your waking weekly life.

It makes sense to do what we can to make that time as enjoyable as possible for everyone.

**Individually:** What are you actively doing (consistently) to better love what you do and the people you do it with and for?
Any questions?
You can find me at donna.eskut@cowetaschools.net
The Heart of a Teacher
Thanks to all the people who made and released these awesome resources for free:

- Presentation template by slidespop.com
- Photographs by Unsplash
- Gif by Giphy
Today we’re going to cook up recipes for effective positive behavior support. You will be given the basic ingredients that contribute to Tier 1 (SWPBIS) success. These include some school wide strategies that have been found effective both by teachers and administrators. You’ll see pictures and videos of what is happening at one school in Georgia. Then, we’ll look at the special ingredients needed for Tier 2 interventions. Special ingredients add both sugar and spice to our recipe for success. These include ways to monitor student progress as well as techniques that help determine the function of behavior and motivation for students who struggle with acceptable social skills. Before leaving, you’ll discover special “cooking” techniques and equipment to help those in the upper tiers for PBIS. You’ll be provided with slow cooker recipes that will help students succeed with long term goals as well as the Instapot recipes to teach social skills that are immediately needed in the school environment. You’ll go home with a full recipe book of ideas. Be prepared to put on your chef hat at we work our way around the PBIS kitchen!