Positive Behavioral Interventions and Supports

J. Michael Lunsford Middle School
JML Mission and Vision

Student Achievement

J. Michael Lunsford Middle School ensures student achievement through positive relationships, collaboration, and equitable practice.

Equity
It is our responsibility to provide every opportunity for all students to succeed and reach their potential.

Collaboration
We will work together to create a sense of community and an environment of positive exchange.

Relationships
We will be models of integrity.

All students can learn... different ways different rates
Positive Behavioral Interventions and Supports (PBIS)

- PBIS is a framework for teaching children appropriate behavior and providing the supports necessary to sustain that behavior.
With the end result...

Reducing challenging student behavior through a proactive, positive, and consistent manner across all school settings to Improve academic achievement and social competence.
Student Achievement

Effective Teaching

Behavior Management

Investing in Outcomes, Data, Practices, and Systems
“If a child doesn’t know how to read, we teach.”

“If a child doesn’t know how to swim, we teach.”

“If a child doesn’t know how to multiply, we teach.”

“If a child doesn’t know how to drive, we teach.”

“If a child doesn’t know how to behave, we…

…teach? …punish?”

“Why can’t we finish the last sentence as automatically as we do the others?”

Tom Herner (NASDE President)
Research based model offers a common approach to discipline

Essential Features of PBIS
Research to Support PBIS

- Increased Attendance
- Decreased Vandalism
- Increased On Task Behavior
- Decreased Aggressive Social Behavior

- Targeted interventions provided through PBIS show a functional relationship between implementation of the intervention and a reduction in problem behavior


Essential Features of PBIS

Behavioral expectations are clearly defined and taught
Common Positive Language

“No climbing, no throwing, no digging.”

“Don’t worry, Joey. There’s plenty of stuff she left out.”
## Clearly Defined Expectations

### Lions ROAR!

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Hallways</th>
<th>Locker Areas</th>
<th>Cafeteria</th>
<th>Bathrooms</th>
<th>Stairwells</th>
<th>Buses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect</strong></td>
<td>Keep hands and</td>
<td>Keep hands and</td>
<td>Keep hands and</td>
<td>Keep hands and</td>
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<td></td>
<td>feet to yourself</td>
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<tr>
<td></td>
<td>Walk to the right</td>
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<td>Include everyone</td>
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<tr>
<td><strong>Ownership</strong></td>
<td>Leave it better</td>
<td>Leave it better</td>
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<td></td>
<td>Lock your locker</td>
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<tr>
<td><strong>Achievement</strong></td>
<td>Move promptly to</td>
<td>Be organized</td>
<td>Eat healthy</td>
<td>Move promptly</td>
<td>Move promptly</td>
<td>Be on time</td>
</tr>
<tr>
<td></td>
<td>class</td>
<td></td>
<td>foods</td>
<td>to class</td>
<td>to class</td>
<td></td>
</tr>
<tr>
<td><strong>Responsibility</strong></td>
<td>Walk</td>
<td></td>
<td>Eat in your</td>
<td>Wash your</td>
<td>One step at a</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use appropriate</td>
<td></td>
<td>seat</td>
<td>hands</td>
<td>time</td>
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<td>language and</td>
<td></td>
<td>Use appropriate</td>
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<td>Use</td>
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</table>
## Lions ROAR!

### Setting

**CLASSROOM**

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect</strong></td>
<td>Lions treat each other kindly</td>
</tr>
<tr>
<td><strong>Ownership</strong></td>
<td>Lions take care of our school</td>
</tr>
<tr>
<td><strong>Achievement</strong></td>
<td>Lions strive for excellence</td>
</tr>
<tr>
<td><strong>Responsibility</strong></td>
<td>Lions make good choices</td>
</tr>
</tbody>
</table>
# Lions ROAR!
## The 21st Century Student

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect</strong></td>
<td></td>
</tr>
</tbody>
</table>
|   Lions have personal regard and collaborate |   • Respect yourself and others  
|   • Understand that your actions have consequences  
|   • Actively listen to others  
|   • Cooperate & share responsibility |
| **Ownership** |         |
|   Lions are able to self-regulate and prioritize |   • Set goals  
|   • Make plans  
|   • Organize your tasks  
|   • Decide what comes first |
| **Achievement** |         |
|   Lions think critically and strive for mastery |   • Analyze, synthesize, and evaluate information  
|   • Create new ideas and information  
|   • Use information, relationships, and technology to support learning |
| **Responsibility** |         |
|   Lions advocate for themselves and others and control their own destiny |   • Pursue opportunities and ask for help  
|   • Predict road blocks  
|   • Make choices to positively impact your world |
Habits of the 21st Century Student

- Partner with Wellness Connection
- Concepts taught and practiced through Resource
- Small group lessons with identified students
- Parent coffees
• Beginning of Year Lesson Plans
  ◦ English/LA – buses
  ◦ Science – bathrooms
  ◦ Math – hallways
  ◦ Social Studies – lockers
  ◦ 2nd block – cafeteria
  ◦ PE – locker room/gym
  ◦ Everyone – classroom

• Video Lessons
  ◦ Classroom
  ◦ Stairwell
  ◦ Bus

• Resource Talks
  ◦ Deans and APs

Expectations are Taught
Training the Staff

- PBIS Team meets over summer break
- PBIS Staff Training in August
- Training for classified staff
- PBIS presents at all Middle School Team Meetings and Faculty Meetings
Essential Features of PBIS

Continuum of procedures for supporting positive and addressing negative behavior (reward system and discipline)
**Behavioral Systems**

**Intensive, Individual Interventions**
- Individual Students
- Assessment-based
- High Intensity

**Targeted Group Interventions**
- Some students (at-risk)
- High efficiency
- Rapid response

**Universal Interventions**
- All students
- Preventive, proactive

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**Academic Systems**

**Intensive, Individual Interventions**
- Individual Students
- Assessment-based
- High Intensity

**Targeted Group Interventions**
- Some students (at-risk)
- High efficiency
- Rapid response

**Universal Interventions**
- All students
- Preventive, proactive

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**A Continuum of Support for All**

**Equity** – giving each student what he/she needs
Procedures for Addressing Negative Behavior
Procedures for Addressing Negative Behavior
- Designed to provide support and monitoring for students at-risk of developing serious or chronic behavior problems
  - Goals/expectations are developed and are monitored daily with a point card
  - Daily check-in before school and check-out at end of the day with a positive adult mentor
  - Regular check-in with teachers during the day to complete point card
  - Data system to monitor student progress

**Check In Check Out Point Sheet**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
<th>Possible Points</th>
<th>Points Received</th>
<th>% of Points</th>
<th>Goal Met</th>
</tr>
</thead>
</table>

**GOALS:**

<table>
<thead>
<tr>
<th>Target Behaviors</th>
<th>1/5</th>
<th>2/6</th>
<th>3/7</th>
<th>Lunch</th>
<th>4/8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect: Use appropriate language</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>Responsibility: Arrives to class on time with all materials</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
</tbody>
</table>
Procedures for Supporting Positive Behavior
Positive Relationships

5 Positive Reinforcements

1 Negative Reinforcement

5:1
Student and Staff Recognition at Lunsford

- ROAR Prize Menu
- Students of the Month
- ROAR Semester Award
- Community Recognition Award

- Staff of the Week
- Staff of the Month
Essential Features of PBIS

Data-driven decision-making (PBIS team)

Continuous monitoring and review for effectiveness (PBIS team)
David Basile
Kristin Labeau
Ricia Berrian
Brian Diamond
Meredith Chudy
Chrissy Gates
Steve Pickering
Sue Simpson
Amy Canava
Megan Brown
Lisa Bellish
Dara Renaghan

PBIS Team - Collaboration
While you have been a student at JML have YOU been bullied?

YES: 12.8%  NO: 87.2%

If so, where did it happen?

<table>
<thead>
<tr>
<th>Location</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>House locker area</td>
<td>34.8%</td>
</tr>
<tr>
<td>Bus/bus stop</td>
<td>34.8%</td>
</tr>
<tr>
<td>PE locker area</td>
<td>26.1%</td>
</tr>
<tr>
<td>In a classroom</td>
<td>21.7%</td>
</tr>
<tr>
<td>The cafeteria</td>
<td>21.7%</td>
</tr>
<tr>
<td>In the hallways</td>
<td>26.1%</td>
</tr>
<tr>
<td>Other</td>
<td>13%</td>
</tr>
<tr>
<td><strong>TOTAL RESPONDED</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
• Approach to addressing bullying
• School-wide language- Enough
  ◦ If you’ve heard enough, say ENOUGH.
  If you’ve seen enough, say ENOUGH.
  If you’ve had enough, say ENOUGH.
• Student created video and classroom lesson plan

http://www.lcps.org/Page/123027
• Clearly defined expectations in all settings
• Procedures for teaching and practicing expected behaviors
• Procedures for encouraging expected behaviors
• Procedures for discouraging problem behaviors
• Procedures for data-based decision making
• Reinforce expectations and relate them to the home environment.
• Expect Respect
• ROAR
• 21st Century Student
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