Agenda

- Demographics
- Data over the last two years
- Tier 1 Interventions
- Restorative Practices
- Resilient Schools Project
- Cross Categorical Classroom
- Questions/ Comments
Demographics of our school:

- Kindergarten through Grade Five
- Presently we have about 350 students
- One of seven elementary schools in LP
Intense Student Support Network

- PBIS
- School Bound Mental Health
- Restorative Practices
- Social Emotional Lessons
- Social Workers
- Behavioral Support Team
- Resilient Schools Project
- Sensory Interventions
- Universal Meals
- Student Support Team
- Capturing Kids’ Hearts
Positive Behavioral Intervention & Supports (PBIS)

- Twelfth year using PBIS
- Continually revamping PBIS based on end of year surveys and student needs
Teaching Positive Behaviors

Lead the Railsplitter Way!

LINCOLN PARK ELEMENTARY SCHOOL BEHAVIOR EXPECTATIONS MATRIX

ARRIVAL/DEPARTURE
- Be on time
- Follow your class schedule
- Respect the rules
- Ask for help if you need it

CLASSROOM
- Follow directions
- Treat your classmates with respect
- Use kind words
- Follow the rules

HALLWAY & STAIRWELL
- Walk in line
- Use respectful language
- Follow the rules

BATHROOM
- Use the restroom and wash your hands
- Use the restroom correctly and quickly

CAFETERIA
- Use good manners
- Follow directions
- Use quiet voices

RECESS
- Use equipment properly
- Stay in designated areas
- Use social skills

TECHNOLOGY
- Follow the technology contract
- "THINK" before you post

OFFICE
- Follow the rules
- Use equipment properly

BUS
- Use social skills
- "THINK" before you post

WHEN YOU SEE DISRESPECT:
- Walk: Work away from the problem behavior
- Talk: Talk to a staff member if the problem behavior does not stop
- Who you can talk to:
  - Teacher
  - Principal
  - Social Worker
  - Intervention Specialist
Reviewing, Reteaching and Modeling

PBIS HALLWAY EXPECTATIONS
- BE RESPONSIBLE -
  - Walk in line
  - Go directly to where you are going

- BE RESPONSIVE -
  - Keep voices, hands and feet quiet
  - Follow directions

- BE SAFE -
  - Keep hands, feet and objects to yourself
  - Walk on the right side
  - Face forward

PBIS RECESS EXPECTATIONS
- BE RESPONSIBLE -
  - Enter and exit quietly
  - Stay in designated areas
  - Follow the rules

- BE RESPECTFUL -
  - Use kind words
  - Follow directions of all staff
  - Be a good sport
  - Play fairly and include everyone

- BE SAFE -
  - Keep hands, feet and objects to yourself
  - Use playground equipment correctly
  - Report injuries or problems to an adult
Caught Acting Terrific

C.A.T. Coupons
Railway Tickets

Lincoln Park Railway Ticket

RESPECT
ACHIEVEMENT
INTEGRITY
LEADERSHIP
SAFE

Teacher Name:
Student Name:
Positive Behavior:

Community
School Wide Celebrations
All Inclusive Celebrations
Tier 2 Interventions

- Check In/ Check Out
- Buddy Teacher
- Reset with Coach
- Job opportunities throughout the school
- Marathon Mentors
ODR Data
Suspension Data

![Bar Chart: Suspensions by Month]

- **2016-17**:
  - September: 1
  - October: 1
  - February: 8
  - March: 1
  - April: 1
  - May: 8
  - June: 2

- **2017-18**:
  - September: 2
  - October: 3
  - February: 2

- **2018-19**:
  - September: 1

The chart shows the number of suspensions for each month across the years 2016-17, 2017-18, and 2018-19.
Restorative Practices:

- Proactively building relationships
- Creating a strong sense of community
- Establishing connections
- Preventing conflict and wrongdoing
- Providing a safety net for mistakes
Restorative Practices

Informal:
- Affective statements
- Affective questions
- Small impromptu conference

Formal:
- Group or circle
- Formal conference
Community Circles

- Conflict Resolution
- Healing
- Support
- Decision Making
- Information Exchange
- Relationship Development
Sequential Circles

- Circle facilitator raises the topics and the questions
- Forbids back and forth argument
- Maximizes opportunity for more quiet voices
- Permission is granted to speak
- Listen more, talk less
Non-Sequential Circles

- Freely Structured
- Conversation may proceed from one to another without a fixed order
Fish-Bowl Circles

• Inner-circle of active participants who may discuss an issue.
• Outside the circle are the observers.
• Empty Chair
• Problem Solving
Lincoln Park Public Schools’ Resilient Schools Project

1. Trauma Informed
2. Resilient Focused
What does it mean to be Trauma Informed?

Understanding the brain research behind students who have been exposed to some events of trauma
CHANGE your WORDS

-  

CHANGE your MINDSET
Be curious

- Ask questions
- Let the child talk
- Listen
Universal principles needed to be emotionally healthy, everyone need a sense of belonging, mastery, independence, and generosity

Circle of Courage

Generosity
Looking forward to being able to contribute to others; being able to give cherished things to others.

Independence
Making one’s own decisions and being responsible for failure or success; setting one’s own goals; disciplining one’s self.

Mastery
Competence in many areas; cognitive, physical, social and spiritual. Having self-control, responsibility, striving to achieve personal goals rather than superiority.

Belonging
A sense of community, loving others and being included.
What does it mean to be Resilient Focused?

Focusing on strategies to teach students to become resilient and to overcome the negative impacts of trauma and how it affects brain development, ability to function, regulate emotions, behaviors and thinking.
Building Resilience

- Building relationships and connections
- Creating positive experiences
Reset/Sensory Interventions

- Reset Kits
- Mindfulness
- Yoga
- Brain Gym
- Sensory/
- Reset Room
Reset/Sensory Interventions continued
PBIS: Behavioral Strategies for Students with Emotional Impairments
KEYS TO SUCCESS:

● Daily Morning Routine (Sets The Mood)
● Audio Visual Cues
● Clear Goals and Expectations and A Way for a Student To Redeem Their Composure 😊
● Hierarchy of Rewards and Incentives
● Role Play and/or Role Model
● Concise and Appropriate Data
● Know Your Students (Be A Detective)
● Consistency and Love 😊
● Fair Isn’t Always Equal!
A mantra is a motivating chant, like the “I think I can, I think I can” you repeat over and over to yourself on the last stretch of every marathon you run.
I CAN I WILL I WILL I TRY
Definition of audiovisual

1 : designed to aid in learning or teaching by making use of both hearing and sight
2 : of or relating to both hearing and sight
Daily Morning Routine

- I CAN
- I WILL
- I’LL TRY

- O’HANA
- FAMILY
- NOBODY LEFT
LEAVE YOUR BAGGAGE AT THE DOOR
Social Contract

Respect
Responsibility
Safety
Patience
Politeness
Focus
No Putdowns
Listening
Effort

Alois Samano
Cantu
Nathaniel Massenqale

Mr. Zilka
Miss Le
James
Mrs. Moore

ME Hook
edit
sequence
author
illustrator
order
chaos
enthusiasm
concentrate
confidentiality
patriotic
consequences
choices
perspective
non-negotiable
encouragement
composure
epiphany
Be Patient 😊
Use good Manners 😊
Raise my hand to speak
I Can
Our Good Manners Teaching Tree
Every day is a new beginning.
FOUR QUESTIONS

What are you doing?

What are you supposed to be doing?

Were you doing it?

What are you going to do about it?
# Daily Point Sheet

<table>
<thead>
<tr>
<th>AM Schedule:</th>
<th>Classroom Expectation</th>
<th>Student Objectives</th>
<th>Home Checklist: If elected as necessary by the Teacher/Parent etc.</th>
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<td><strong>Totals</strong></td>
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## WEEKLY SCATTERPLOT

**TARGET BEHAVIORS:**
1. Bad use of time
2. Not showing effort
3. Disrespect to others

**INTERVENTIONS:**
A. Redirection
B. Behavioral Journal
C. Parent Contact

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<th>MONDAY DATE:</th>
<th>TUESDAY DATE:</th>
<th>WEDNESDAY DATE:</th>
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2008 Wayne RESA Guidelines for Behavior Assessment
Wayne RESA Weekly Scatterplot: APPENDIX: FORMS
Fair isn't always equal
Questions & Comments