# **PBIS Tier 2 Interventions**

# Lincoln Park Middle School



# Lincoln Park Middle School







#### LPMS Demographics:



- 1,030 students in grades 6th, 7th, 8th
- 100% Free/Reduced Lunch
- 44% Hispanic / 40% Caucasian / 16% African-American

#### Support Staff:

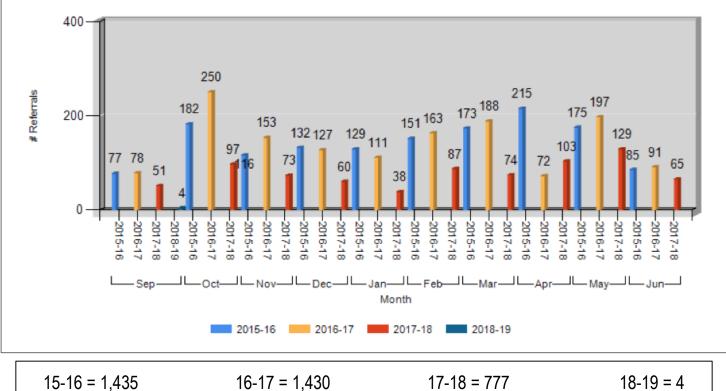
- 2 Social Workers
- Counselor
- Behavior Specialist/ASD Behavior Specialist
- Police Liaison Officer
- 6th Grade Transition Coach
- Student Advocates

#### **Building Culture/Staff Buy-In**

#### Changes that have Supported this Work:

- Resilient Schools Project/Trauma Informed Care
- Advisory Period
- Restorative Practices
- 3rd Year of WEB Program

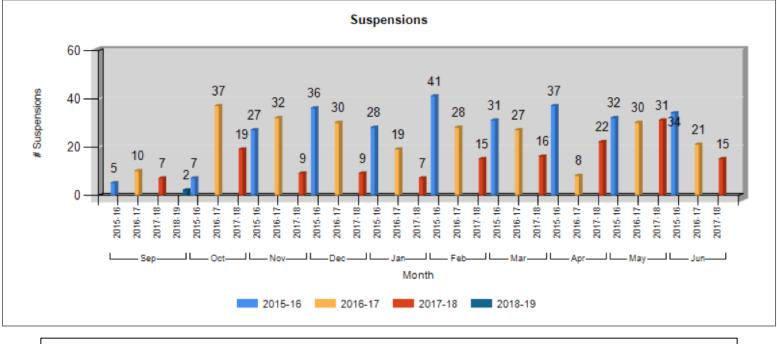
## **ODR** Data





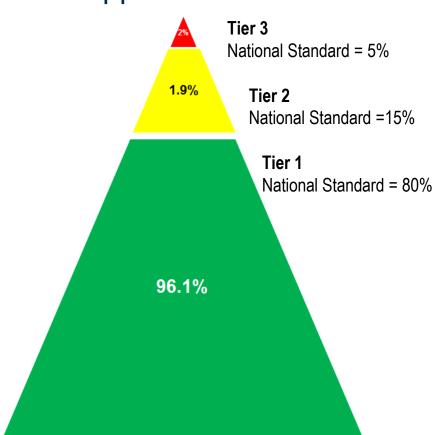
# **Out of School Suspension Data**





15-16 = 27816-17 = 24217-18 = 15018-19 = 2

### 17-18 Data: Tiered Support





# Data Driven Lessons

#### Lesson Plan Committee:

- 8 teachers & staff
- Meet monthly following the data review
- Meetings are short (~ 30 minutes)

#### Lesson Plan Content:

- Content is determined by previous month's data
  - Area of most ODRs
  - Area with significant rise in ODRs
- Lessons use videos, activities, scenarios, prompts
  - Pbisworld.com / pbis.org
  - YouTube
- Content focuses on Responsible, Respectful, Safe behavior in that area

#### Lesson Plan Logistics:

- Lesson is typically in a Google Slide
- Shared with specific content teacher or completed in Advisory
- Staff emphasize problem area with Pride Cards

### **PBIS Lesson**

#### **Cafeteria Expectations**



# Data Driven Lessons- Content Examples

#### February 10th, 2016

-Suggested Reflection Questions-— Why is self-control important?

What did the child who showed self-control earn?

How might this relate to school or your everyday life?

# Scenario #2 - Being Safe (Stay in your own space)

Johnny runs into the cafeteria towards the the back of the lunch line, knocking into several students. After a minute in the line, the line begins to move but the boy in front of Johnny isn't paying attention and doesn't move forward, so Johnny decides to push the boy so that he knows he has to move up.

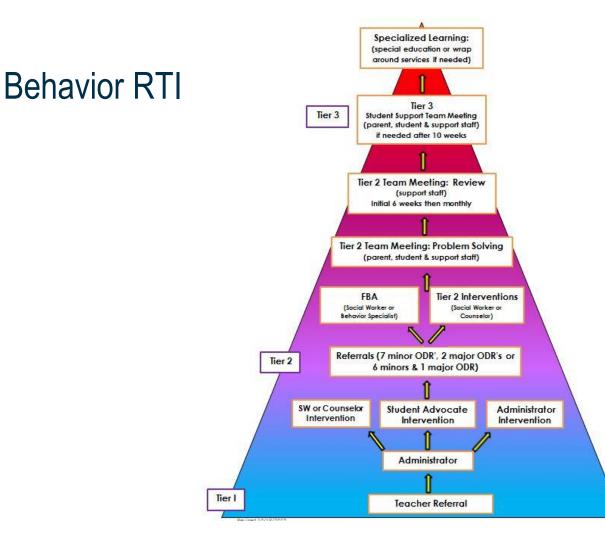
- What could Johnny have done instead?
- What sort of consequence might Johnny have?

### BECOME PART OF THE LPMS LEGACY

- This activity can be completed independently, in small groups, or as a whole class!
- Pick one aspect of the behavior matrix (available on the next slide)
- Depict your choice in a creative way!
- Some examples could include (but are not limited to):
  - Take a picture of the expectation being followed!
  - Draw a picture representing one of the expectations!
  - Create an image on a computer/chromebook representing an expectation!
- Turn in your creative project to your teacher
- Submissions will be displayed in our Final PBIS Activity
  - Winners from grades 6, 7, and 8 will be on poster display at LPMS









### **Proactive Identification**

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- Incoming 6th Graders Tracking Report
- Student referral
- Teacher/staff referral
- Parent referral
- Behavior Tracking Report
- Outgoing 8th Graders Tracking Report

# **Behavior Tracking Report**

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LINCOLN PARK MIDDLE SCHOOL BEHAVIOR TRACKING 2017- 2018 SCHOOL YEAR

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CSC=Criminal Sex Conduct D=Disruption E=Electronic Device

F=Flghting/Assault FC=Fail to Comply H=Harrassment I=Improper Communication P=Profanity PD=Property Damage S=Sex Assault V=Violation Rules V=Veapon

### Interventions



- **Restorative Practices** Restorative conferences & apology letters
- **Teacher Reset** Support staff temporarily monitors classroom; teacher meets with student 1 on 1
- Check In/Check Out Daily & weekly
- Social Contracts Completed for all classroom communities (tier 1) & between individuals as needed (tier 2)
- Think Sheets Completed in classroom or office, different versions, determined by need
- **Take a Break** Preventative strategy, taken in hallway or in main office, often paired with opportunity for physical activity and a Think Sheet
- Plan for Success Completed proactively to orient student to their strengths, challenges, choices and supports
- Adult Mentor Fosters a positive relationship with a neutral school staff member

### Interventions

- Social Skills Group Small groups, 4-6 students, by grade and gender. Before school and during lunch
- Behavior Contract Individually or with teacher
- Active Supervision Provides 1:1 supervision and reteaching, often paired with delayed passing time
- Attendance Agreement Plan and supports to improve attendance, academics and behavior
- Home/School Behavior intervention Plan Individualized plan to bring about behavior change, includes reteaching, rewards and consequences and if possible, high involvement from parent/guardian
- YAP Individual counseling, therapeutic groups, tutoring, mentoring
- Brain Gym Brain based exercises and postures to practice self-regulation (modeled by LPMS students)
- **Other** Highly individualized interventions including delayed passing time, custom schedule, alternative lunch, school helper, active parent support, bus pass, weekly 1:1 meetings with SSW intern, peer to peer support, wrap around and home based services
- SST (Student Support Team) Referral process for students needing behavior and/or academic support



• Brain Gym - Brain based exercises and postures to practice self-regulation (modeled by LPMS students)









### Intervention Tracking Report

First Name	Grade	Gender	Restorative Practice	Daily CICO	Weekly CICO	Plan for Success	Think Sheets	Take a Break	Adult Mentor	Social Skills Group	Social Contract	Behavior Contract	Home/School BIP	Active Supervision	Attendance Agreement	Other: (Identify)
Oscar	7th	м	X (Marcus M) - September													
Jesse	8th	М	x (Aaron B) - September													
Hailey	7th	F	x (Paydon B, Oct), (Joseph P, Nov)													
Paydon	7th	М	x (Hailey B, Oct)													
Angel	<del>6th</del>	F								<del>x (w/ David)</del>						
Ashli-Kay	6th	F	x (Braden H) - September													
Theodis	8th	М	x (Eric M) - October													
Mia	7th	F	x (Rigoberto MM, Sept)													
Aaron	8th	М	x (Jess B) - September													

# Tier 2/Tier 3 Data Analysis Report: May 2018



#### How many students are currently on Tier 2 plans?

281 Total. 262 have put into interventions proactively and 19 have been formally identified as needing tier 2.

#### What number/percentage of those students are showing improvement?

Of those formally identified, nine

#### How many students are currently on Tier 3 plans?

22- Majority (21 of the 22) are students who qualify under EI or have an IEP and have had prior behavior discipline

#### What number/percentage of those students are showing improvement? 77%

Daily CICO 28	Weekly CICO 30	Think Sheets 11	Take a Break 26	Adult Mentor 11	Plan for Success 2	Active Superv. 0	Rest. Pract. 177	Social Contract 31	Social Skills Group 34	Behav Con. 2	Other 48	PBIS Plan 22
Attenda nce Agreem ent 54	Brain Gym Fitness Trail 2											

### PBIS at LPMS



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