

MEMSPA 2014

Putting it All Together: Positive Behavior Supports,
Character Education, Anti-Bullying, etc

Michelle Carter & Troy Reehl
Grandville Public Schools

PHILOSOPHY

PBIS is a school-wide behavior plan for all students and staff. It is designed to help students know what is expected of them and to help staff deal with violations consistently and fairly. Positive Reinforcement is a key element of PBIS!

The ultimate goal is to spend less time on behavior management and more time on academics!



Dear Parents,

The goal of our Positive Behavior Support Program is to create a safe learning environment in which students can become risk takers and reach their academic potential. It will better enable us to instill in each individual an awareness of his/her importance and need for cooperation among all people in our society. Clear expectations assist students in understanding how to relate in the classrooms, hallways, on the playground, and outside of the school setting.

Your child has participated in an unacceptable behavior. Based on Central's behavior system it was categorized as:

Level 1

Horseplay
Annoying/non-aggressive behavior
No imbalance of power

Level 2

Mild aggression that would hurt the feeling/body of others. This may include: teasing, rumors, purposeful name calling, pushing, shoving, tripping, hair pulling, etc.

Level 3

Moderate aggression that would hurt the feeling/body of others. This may include: punching, slapping, kicking, threats of emotional/physical violence, directed profanity, disrespect of property, etc.

Level 4

Severe aggression that would hurt the feeling/body of others. This may include: physical contact intending severe harm, harassment, stealing, and destruction of property.

Other

Please fill out the attached 'Time to Think' form with your child and take time to discuss the situation. If the form was filled out at school, please take the time to discuss the situation. The form **must** be signed and returned tomorrow.

Sincerely,
Michelle Carter,
Principal

September 13, 2013

Dear Parents and Guardians,

Once again Central Elementary School is continuing our building wide positive behavior support program (PBS) which includes an anti-bullying component. Our entire staff continues to work together to learn strategies for positive behavior support as well as how to effectively deal with aggression and violence intervention and prevention. **As parents, you are key to the success of providing a safe, learning environment. Please let your child's teacher know if he/she is having any issues. We want to be proactive as often as possible. Your communication is extremely important!**

The PBS Program teaches students what their behavior should look like in a variety of situations and locations. Our staff created a positive behavior rubric (guide) as well as a definition of mean/aggressive behavior and its effect on other individuals. We also created a rubric (guide) for follow through and consequences when these behaviors occur. You will find our definition of mean/aggressive behavior to be quite broad. This is intentional. Often times mean/aggressive behavior begins or is masked in '*just kidding*' or '*horseplay*' words and actions. In many cases students involved do not feel the same way and, in fact, feel bullied but are afraid to confront their peers. Bullying is a form of violence that is intentional and repeated, involving an imbalance of power between the people involved. Bullying can take the form of a look, gesture, word, or action. Our staff has been trained to recognize such behaviors and made a commitment for consistent intervention. No mean behavior or forms of aggression are acceptable in a safe school environment. It is our responsibility to help students understand how actions and words can impact others, despite their intent. Some people may view this as picky or overly sensitive, but research on school bullying and violence strongly suggests that if small incidences are not addressed, they lead to more severe behavior. You will find a copy of our definition and rubrics enclosed. Please review them carefully and discuss them with your child. The ultimate goal of our program is to allow all students to feel safe all the time. Clear expectations and consistent follow through help students understand the impact of their choices.

Part of the philosophy of this approach is to recognize positive behaviors. All staff members and parent volunteers will have the opportunity to give any student at any time a 'Character Ticket.' Character tickets are given to reinforce positive behaviors that student's exhibit. Once a student collects a specified number of 'Character Tickets, they will receive a token from Mrs. Carter for the 'Treasure Tower.' The 'Treasure Tower' is filled with prizes. Students that receive a token for 'Character Tickets' will also get to put their name in a monthly drawing. At the end of the month, Mrs. Carter will draw 6 names and those students will receive a 'Lunch Party' at McDonald's with Mrs. Carter and another staff member thanks to McDonald's manager, Ron Martell!

If you have any questions, please contact your child's teacher or me, at 254-6011. Thank you for your support of this program.

Sincerely,

Michelle Carter, Principal

Warning Signs your Child is a Bully

- Often irritable and angry with others

- Believes it is OK to be mean to others if it means getting what he or she wants

- Blames others and takes no responsibility for the problem; i.e., "he made me do it"

- Shows little or no empathy for other people's problems or hardships

- Has difficulty showing remorse

- Demonstrates faulting thinking; i.e., "I am entitled to get my way no matter what."

- Positive views towards violence

- Aggressive towards adults – including teachers or parents

- Aggressive towards siblings

- Need to control and dominate others and situations

- Often test limits or break rules

- Good at talking their way out of difficult situations

- Frequent name-calling (describing others as 'wimps' or 'jerks')

PARENT COMMUNICATIONS

PBIS & Anti-Bullying

DATA

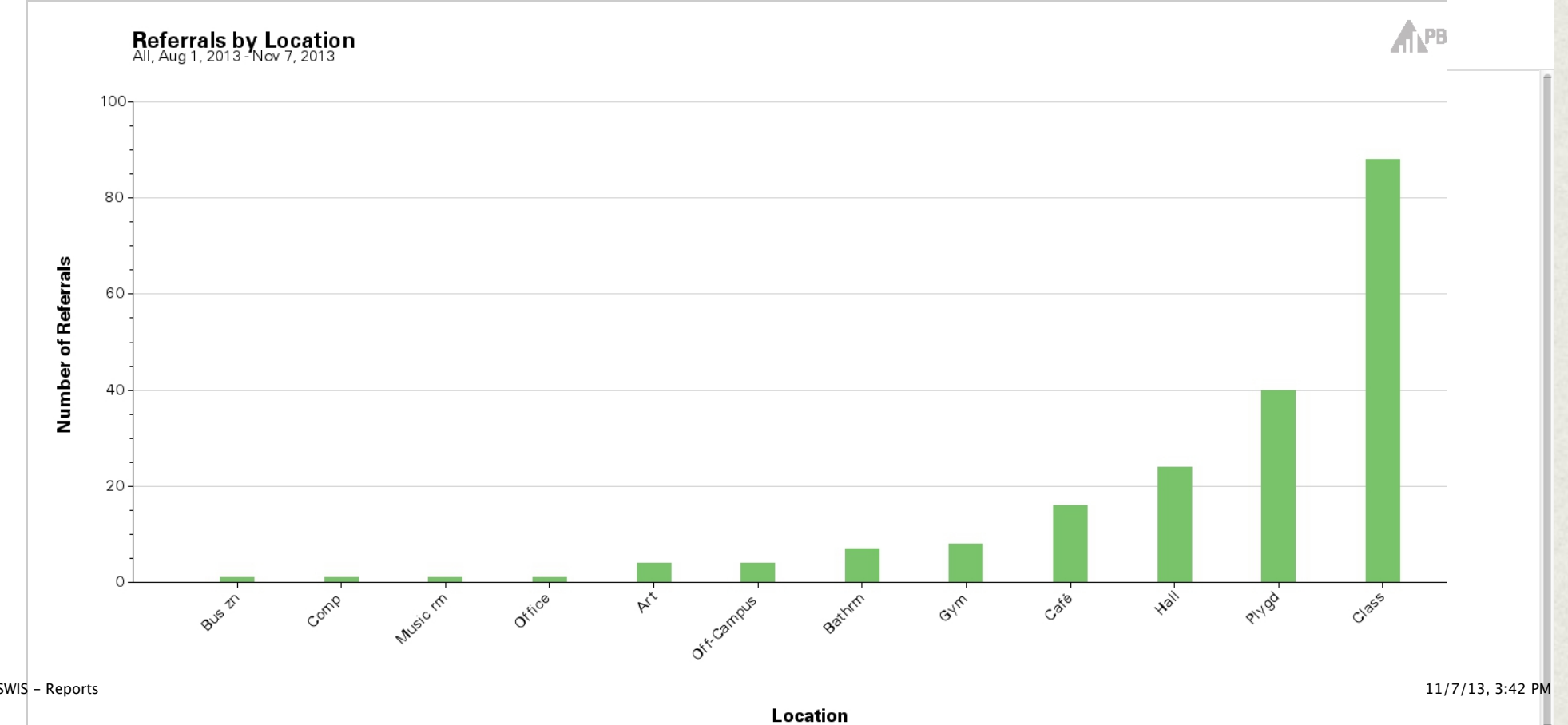
DATA IS IMPORTANT TO SCHOOL CLIMATE

*It helps you keep a pulse on your building.
It helps you trouble shoot problem area's.
Like...*

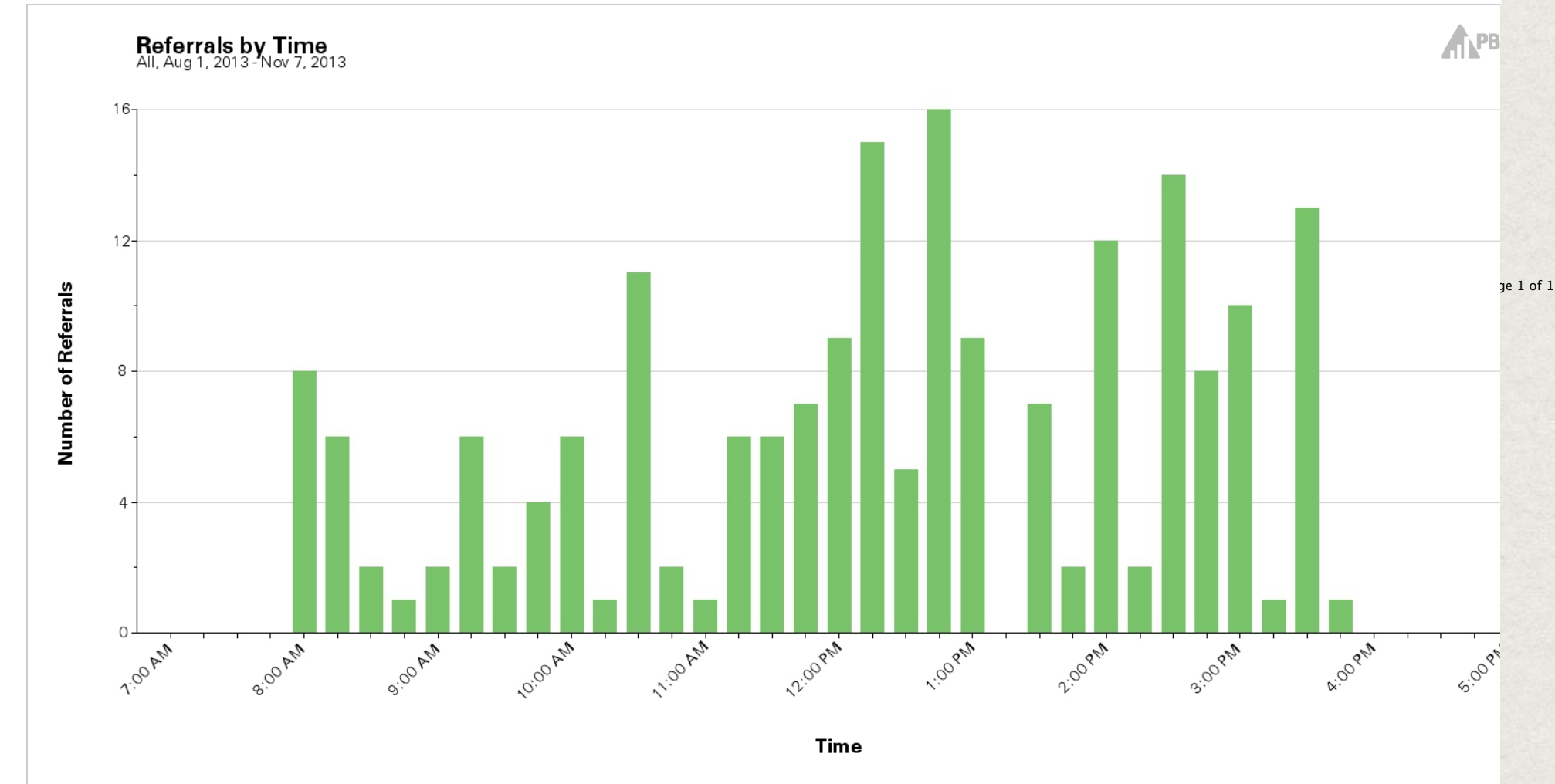
SWIS - Reports

11/7/13, 3:41 PM

Referrals By Location



Referrals By Time



POSITIVE BEHAVIOR INTERVENTION SUPPORT PLAN



We need to make it simple.



PBIS EXPECTATIONS




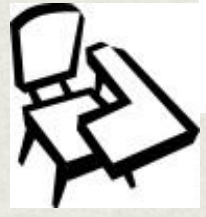


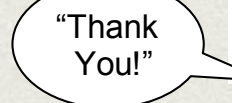




RUBRICS / MATRIX

Central Elementary - Positive Behavior Support Plan 9.3.13

	Hallway	Cafeteria	Playground	Before & After School	Computer Lab	Media Center	Classroom	Restrooms
Be Respectful	*Hands to self *Quiet voices	*Use manners -Please -Thank you -Hands to self *Inside voices	*Share *Listen to supervisors *Use manners	*Listen to supervisors *Use manners *Hands and feet to self *Backpack belongs on back	*Take care of equipment & workstation *Use headphones when appropriate	*Be a good listener during story time *Hands and feet to yourself	*Demonstrate listening skills *Hands and feet to yourself *Use manners	*Place trash in garbage can *Give privacy *Use quiet voices
Be Responsible	*Walking feet *Face front *Pick up after yourself *Belongings should be kept neat	*Eat the lunch you choose *Clean up after yourself *Eat enough to fuel your mind/body	*Dress for weather *Be safe *Line up for bell quickly *Return equipment	*Enter school only when allowed *Walk *Use sidewalks *Line up appropriately *Pick up litter	*Use inside voices *Raise hand *Follow AUP guidelines *Ask to print	*Return books on time *Take care of media center materials *Use search sticks	*Take care of own materials and use appropriately *Use problem-solving skills	*Flush toilet when finished *Wash hands with 2 squirts of soap and water. *Push paper towel dispenser 3 times and dry hands
Be Cooperative	*Do not cut in line *Use walking feet	*Listen to the lunchroom supervisors *Help others	*Take turns *Fair play *Follow directions	*Wait patiently *Include others *Play fairly *Help keep others safe	*Share equipment when needed *Help others	*Wait patiently and quietly at tables and in check out line	*Follow directions promptly *Take turns	*Wait patiently, if needed
Be Caring	*Use manners - "Excuse me" -Wait while adults are talking	*Help friends clean up/open food containers *Make conversations positive/include others	*Help others in need *Include others	*Help others *Listen to others *Use appropriate language	*Listen to teacher *Do quality work	*Help others find books or use computers	*Listen to person talking *Help friends *Allow others to work undisturbed	*Use your manners
Focus on Learning	*Be safe *Get to class in a timely manner	*Follow cafeteria rules -Put lunch boxes away -Wear proper recess clothing -Use bathroom passes -Eat from 5 food groups	*Follow and learn the rules of games and playground *Help friends learn rules	*Follow school rules *Check that you have all your things	*Follow teacher directions *Learn internet safety and computer skills	*Follow media center rules *Participate in story lesson *Know areas of media center	*Do quality work *Use time wisely *Be organized and prepared	*Return to class quickly


CLASSROOMS & CLUSTERS





Be Respectful	Raise your hand to speak Use inside voice Work together	  
Be Responsible	Be prepared Be on task Take care of materials Keep a clean locker, desk and classroom	  
Be Positive	Do your best Use kind words Be helpful	   
Be Safe	Have a calm body Use materials and equipment properly	  


Central Elementary School
Lower Elementary
'Time to Think Sheet'


I was feeling...



SAD


SILLY


MAD


EMBARRASSED


AFRAID/
WORRIED


BOSSY

I wanted...

___attention ___to have fun ___to get my own way ___to be left alone
___someone to listen to me ___I was already mad ___other

I hurt _____'s ___body ___feelings
___friendships/reputation ___property when I _____

I could have _____

Student Signature _____
Parent Signature_____ Date_____

Please Return to the School OfficeTomorrow!



Central Elementary School
Upper Elementary
'Time to Think Sheet'

Name_____ Grade_____ Date_____

What did you do? Please be specific. Start with "I." Tell me later about what the other student did?

What was wrong with my choice? Who did you hurt? How did you hurt them?

What problems were you trying to solve or what goal were you trying to reach? (Did you want attention or want to impress someone? Did you want to be left alone? Were you trying to have fun? Did you want your own way? Did you want someone to listen to you? Were you already angry about something else?)

What are other ways that you could have solved this problem or reached the goal you were trying to accomplish? Please list three ways you could have done this.

Student Signature _____
Parent Signature_____ Date_____

Please Return to School OfficeTomorrow!

TIME TO THINK SHEETS

BULLYING

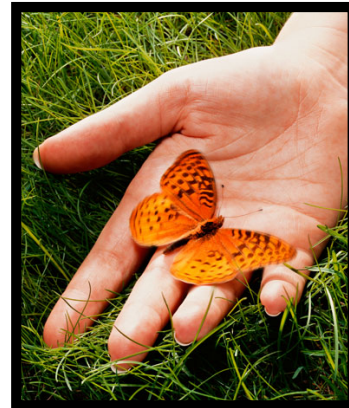
ANTI-BULLYING

http://www.michigan.gov/documents/mde/June_388257_7.pdf



State Supt Mike Flanagan about Bully Busters -- a highly-effective anti-bullying team of students at Plymouth-Canton's Farrand Elementary School. Developed by Principal Troy Reehl. Flanagan: "This program should be replicated in every school!"

<http://news.nick.com/06/2012/08/bully-busters/>

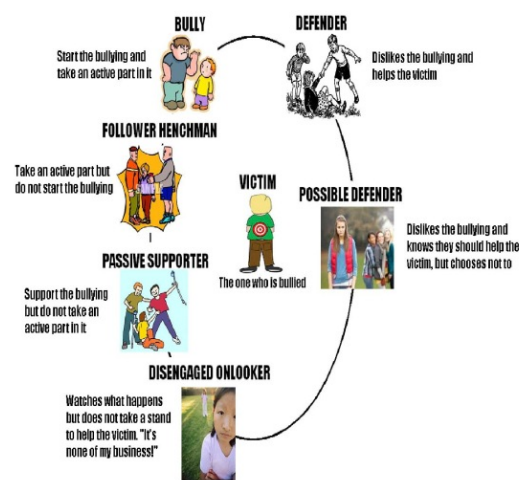


Bully Busters

For more information on our Anti-Bully approach contact

Troy Reehl.: 616.643.8108

The Bullying Circle: Which Side Are You On?



The main idea behind the Bully Busters is *prevention*. Students are trained with tools to identify bullying, but also with tools to help resolve conflicts. In conjunction with preventing bullying, students are trained Peer Mediation techniques and the use of "I messages" to help deescalate situations before they turn into a conflict and/or bullying situation. Bully Busters can help students solve issues such as, students not following the rules of the game, exclusion, teasing, having no one to play with, and other problems they may see out on the playground.

Bully Busters are not teachers. They are trained to fill out the form, try mediation techniques, and if those things are not working, then tell the teacher. All situations that they intervene in must be documented. If they see or hear of major physical aggression they are to immediately tell the staff member on duty.

The Bully Busters who are "on duty" wear a bright orange vest and have a clipboard with their forms.

Several students are trained throughout the year to be Bully Busters, with the idea that eventually all students will receive the training to not only be Bully Busters, but also to learn the mediation skills and with the goal of increasing empathy and decreasing bystander situations.

<http://www.dallassouthnews.org/2012/05/09/education-phd-v-the-bully/>



Power of Peer Mentoring



Bully Buster Checklist

Name of Bully Buster(s): _____

1. What Happened?
2. Who was involved?
3. What have you tried so far?
4. How can we help you?

Playground Problem	Check	Solutions	Check
Rules of the game not being followed		Bully Busters go to the game and clean up the rules	
Not being allowed to join in the game or play		Bully Busters go to the game and see if person can join in	
Teasing		Help the student deal with teasing by explaining	

Friendly teasing versus hurtful teasing		
Friendly Teasing		Hurtful Teasing
Equal Power; friends	vs.	Imbalance of friends power; not friends
Neutral topic	vs.	Sensitive topic
Playful Purpose	vs.	Purpose is to upset
Purpose is to include	vs.	Purpose is to exclude
Funny	vs.	Sarcastic (a put down hidden in a joke)
Most important: the person being teased makes the decision about whether the teasing is friendly or hurtful. Just because the teaser says he/she was "just kidding" does not make it okay. The person getting teased makes that decision.		

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ing, etc.)	
ting)	

Student "I" statement form

Always start with "I", not "You." "I" focuses on your feelings and needs. "You" puts the other person on the defensive.

- 1) Say **HOW** you feel.
- "I feel _____."
- 2) Clearly state **WHAT** the other person did (or is doing).
- "When you _____,"
- 3) Clearly say **WHY** you feel the way you do.
- "Because _____,"
- 4) Clearly say **WHAT** you want or need the other person to do.
- "I want/need you to _____,"
- 5) Put it all together:
- "I feel _____
- when you _____
- because _____
- and I want/need you to _____."

BULLY BUSTERS
PEER MENTORING
IT REALLY WORKS

Children’s Booklist on the Topic of Bullying

- 1. Bullies are a Pain in the Brain by Trevor Romain **Yes, DVD 302.3 BUL**
- 2. Chester Racoon and the Big Bad Bully by Audrey Penn
- 3. Don’t Laugh at Me by Steve Seskin
- 4. Enemy Pie by Derek Munson Yes, E MUN
- 5. Hey Little Ant! By Phillip and Hannah Hoose
- 6. Hooway for Wodney Wat by Helen Lester **Yes, E LES**
- 7. How to Handle Bullies, Teasers and Other Meanies by Kate Cohen-Posey
- 8. Say Something by Peggy Moss
- 9. The Ant Bully by John Nickle
- 10. The Brand New Kid by Katie Couric **Yes, E COU**
- 11. The Meanest Thing to Say by Bill Cosby
- 12. The Recess Queen by Alexis O’Neil **Yes, E ONE**

Stop picking on me : a first look at bullying / 302.3 THO
Ruby Mae has something to say. E SMA
Ben has something to say : a story about stuttering / E LEA

The Bully Blockers Club	Bateman, Teresa	E BAT 1 / 0	
Bully trouble /	Cole, Joanna.	E COL	1 / 1
Kit and Kat /	De Paola, Tomie.	E DEP	1 / 1
Trouble in the Barkers' class /	DePaola, Tomie,	E DEP	1 / 1
The knight who was afraid of the dark.	Hazen, Barbara Shook.	E HAZ	1 / 1
The knight who was afraid to fight /	Hazen, Barbara Shook.	E HAZ	1 / 1
Pinky Dinky Doo : shrinky Pinky! /	Jenkins, Jim.	E JIN	1 / 1
Hooway for Wodney Wat	Lester, Helen	E LES	2 / 2
Stand tall, Molly Lou Melon	Lovell, Patty	E LOV	1 / 1
Why a disguise? /	Numeroff, Laura Joffe.	E NUM	1 / 1
Big bad Bruce.	Peet, Bill.	E PEE	1 / 0
Amos, ahoy!	Seligson, Susan.	E SEL	1 / 1
Tyrone the Horrible	Wilhelm, Hans	E WIL	1 / 1

Central Elementary



Grandville Public Schools

4052 Prairie SW
Grandville, Michigan 49418
Phone (616) 254-6010
Fax (616) 254-6013

September 13, 2013

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If you have any questions, please contact your child’s teacher or me, at 254-6011. Thank you for your support of this program.

Sincerely,

Michelle Carter, Principal

Central Elementary Mean/Aggressive Behavior Rubric 2013-14

Behavior	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense
Level 1 Horseplay No imbalance of power but involves "goofing around" or playing that is inappropriate.	<ul style="list-style-type: none"> 15 sec. Intervention Log Behavior Report Warning 	<ul style="list-style-type: none"> 15 sec. Intervention Log Behavior Report Time to Think form sent home w/letter to parent Opportunity for apology 	<ul style="list-style-type: none"> 15 sec. Intervention Log Behavior Report 1 Silent supervised recess/Time to Think form Opportunity for apology 	<ul style="list-style-type: none"> 15 sec. Intervention Log Behavior Report 1 Silent supervised recess/Time to Think form Opportunity for apology
Level 2 Mild Aggression Verbal aggression: teasing, taunting, purposeful name calling, rumors, purposeful exclusion physical aggression pushing, shoving, purposeful tripping, hair pulling, pinching	<ul style="list-style-type: none"> 15 sec. Intervention Log Behavior Report Time to Think form sent home w/letter to parent Opportunity for apology 	<ul style="list-style-type: none"> 15 sec. Intervention Log Behavior Report Phone Call Home 1 Silent supervised recess/Time to Think form Opportunity for apology 	<ul style="list-style-type: none"> 15 sec. Intervention Log Behavior Report Phone Call Home 1 Silent supervised recess/Time to Think form Opportunity for apology 	<ul style="list-style-type: none"> 15 sec. Intervention Log Behavior Report Phone Call Home 2 Silent supervised recess/Time to Think form Opportunity for apology
Level 3 Moderate Aggression punching, slapping, kicking, threats of emotional/physical violence, directed profanity, disrespect of property	<ul style="list-style-type: none"> 15 sec. Intervention Log Behavior Report Phone Call Home 1 Silent supervised recess/Time to Think form Opportunity for apology 	<ul style="list-style-type: none"> 15 sec. Intervention Log Behavior Report Phone Call Home 1 Silent supervised recess/Time to Think form Opportunity for apology 	<ul style="list-style-type: none"> 15 sec. Intervention Log Behavior Report Phone Call Home 2 Silent supervised recess/Time to Think form Opportunity for apology 	<ul style="list-style-type: none"> 15 sec. Intervention Log Behavior Report Phone Call Home 1 Session ISS/Time to Think form Opportunity for apology
Level 4 Severe Aggression Physical contact intending severe harm, destruction of property	<ul style="list-style-type: none"> 15 sec. Intervention Log Behavior Report Phone Call Home 2 Silent supervised recess/Time to Think form Possible Restitution Opportunity for apology 	<ul style="list-style-type: none"> 15 sec. Intervention Log Behavior Report Phone Call Home 3 Silent supervised recess/Time to Think form Possible Restitution Opportunity for apology 	<ul style="list-style-type: none"> 15 sec. Intervention Log Behavior Report Phone Call Home 1 Session ISS/Time to Think form Possible Restitution Opportunity for apology 	<ul style="list-style-type: none"> 15 sec. Intervention Log Behavior Report Phone Call Home 1 Day OSS/Time to Think form Possible Restitution Opportunity for apology

Note: Administrative discretion is reserved for all infractions. Consequences assigned may be modified. Students may be placed on individual plans with additional consequences. Other 'inappropriate behaviors' will be addressed with school-wide disciplinary action. (Revised 9/3/13)

Date

Grade

Grandville Public Schools
Central Elementary School
Behavior Report

Name

Staff Member

Location Behavior Occurred:

Classroom

Hallway

Lunchroom

Playground

Bus

Other

Mean/Aggressive Behavior

Behavior Observed: Level I II III IV

Details:

Witnessed by Staff

Reported by Students

Victim

Inappropriate Behavior

Details:

Office Use Only

Offense 1st 2nd 3rd 4th

Consequences:

Time to Think Form

Opportunity for Apology

Call home student/principal

Silent-Supervised Recess 1 / 2 / 3

In-School Suspension

Out-of-School Suspension

Possible Restitution

Other

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Other



SWIS™ OFFICE DISCIPLINE REFERRAL FORM

Student(s) Referring Staff Grade Level Date Time

Location

Classroom

Cafeteria

Bus loading zone

Other

Playground

Bathroom/restroom

Parking lot

Commons/common area

Gym

On bus

Hallway/ breezeway

Library

Special event/assembly/ field trip

Problem Behaviors (check the most intrusive)

MINOR

Inappropriate lang.

Physical contact

Defiance/disrespect/ non-compliance

Disruption

Dress Code

Technology violation

Property misuse

Tardy

Other

MAJOR

Abusive lang./ inapprop. lang

Fighting/ physical aggression

Defiance/disrespect/ insubordination/non-compliant

Harassment/ tease/ taunt

Disruption

Inappropriate Display of Affection

Technology Violation

Tardy

Skip class/ truancy

Forgery/ theft

Dress code violation

Lying/cheating

Tobacco

Alcohol/drugs

Combustibles

Off School Location

Vandalism

Property damage

Bomb threat

Arson

Weapons

Other

Possible Motivation

Obtain peer attention

Avoid tasks/activities

Don't know

Obtain adult attention

Avoid peer(s)

Other

Obtain items/ activities

Avoid adult(s)

Others Involved

None

Peers

Staff

Teacher

Substitute

Unknown

Other

Administrative Decision

Time in office

Detention

Saturday School

In-school suspension

Loss of privilege

Parent contact

Individualized instruction

Out-of-school suspension

Conference with student

Other

Comments:

BEHAVIOR REPORTS

Central Elementary School
Bully & Aggression Prevention – 15 Second Intervention

Pull the student aside privately. Use a calm voice. Don't Argue.

- I saw you _____. (Repeat to them what you saw and heard exactly.)
- This behavior fits our definition of mean behavior.
- I would never let someone hurt you in that way, and it's not okay to do what you just did to _____.
- We don't do that at Central.
- This needs to stop.

If behavior falls on rubric, add the following:

- I will be documenting this, and there will be a consequence from our rubric.

Physically disengage with the student. Send student on their way if in the hallway, gym, etc. If in the classroom, physically move away from the student and resume earlier activity.

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Bully & Aggression Prevention – 15 Second Intervention

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- I would never let someone hurt you in that way, and it's not okay to do what you just did to _____.
- We don't do that at Central.
- This needs to stop.

If behavior falls on rubric, add the following:

- I will be documenting this, and there will be a consequence from our rubric.

Physically disengage with the student. Send student on their way if in the hallway, gym, etc. If in the classroom, physically move away from the student and resume earlier activity.

Central Elementary School
Bully & Aggression Prevention – 15 Second Intervention

Pull the student aside privately. Use a calm voice. Don't Argue.

- I saw you _____. (Repeat to them what you saw and heard exactly.)
- This behavior fits our definition of mean behavior.
- I would never let someone hurt you in that way, and it's not okay to do what you just did to _____.
- We don't do that at Central.
- This needs to stop.

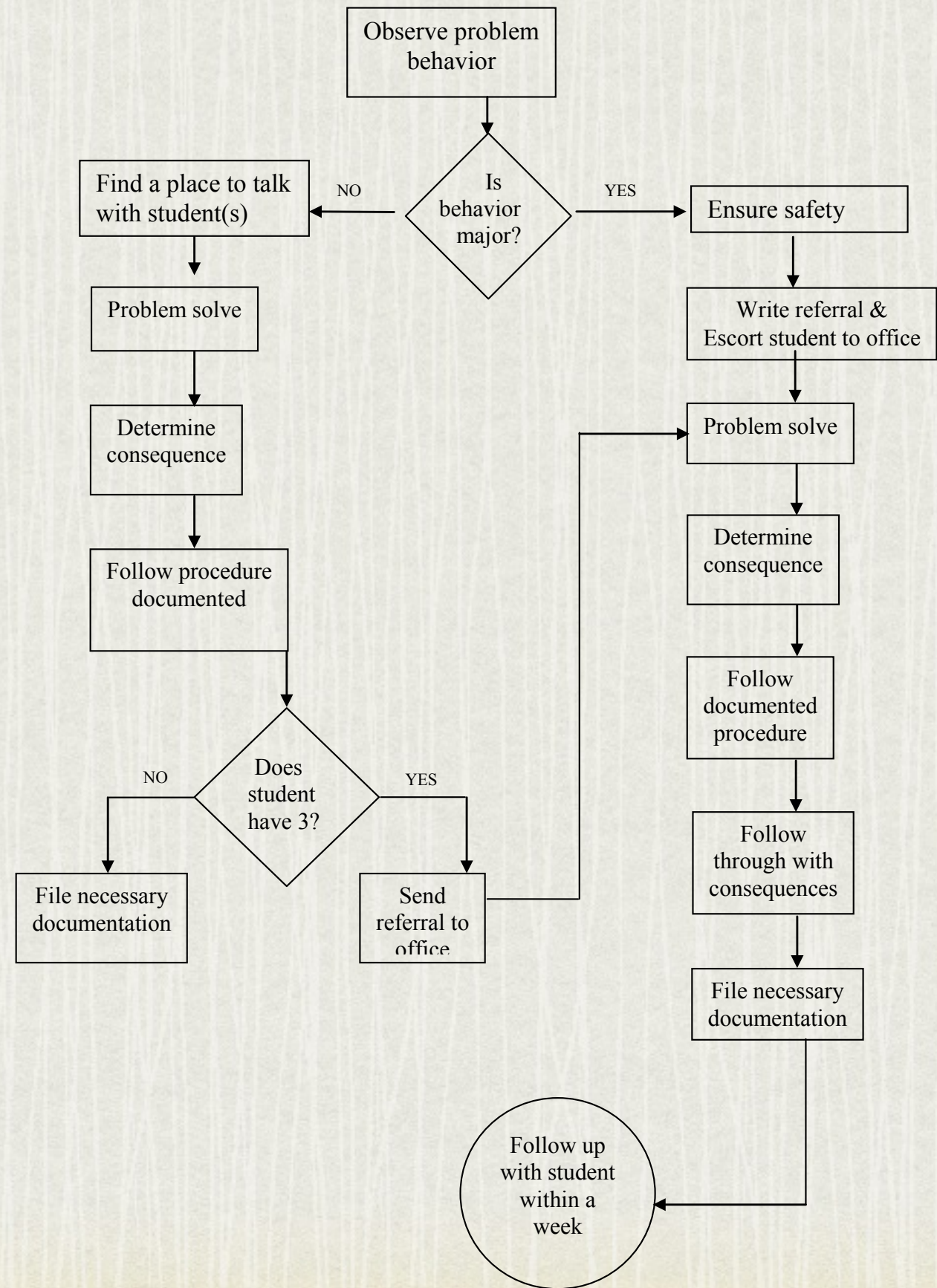
If behavior falls on rubric, add the following:

- I will be documenting this, and there will be a consequence from our rubric.

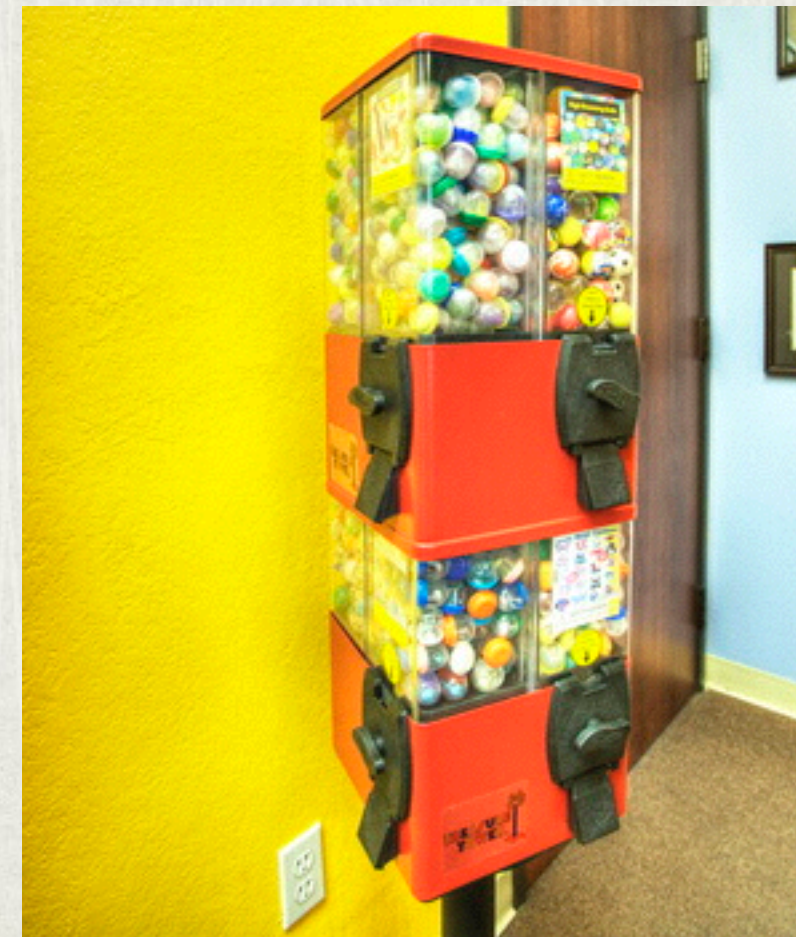
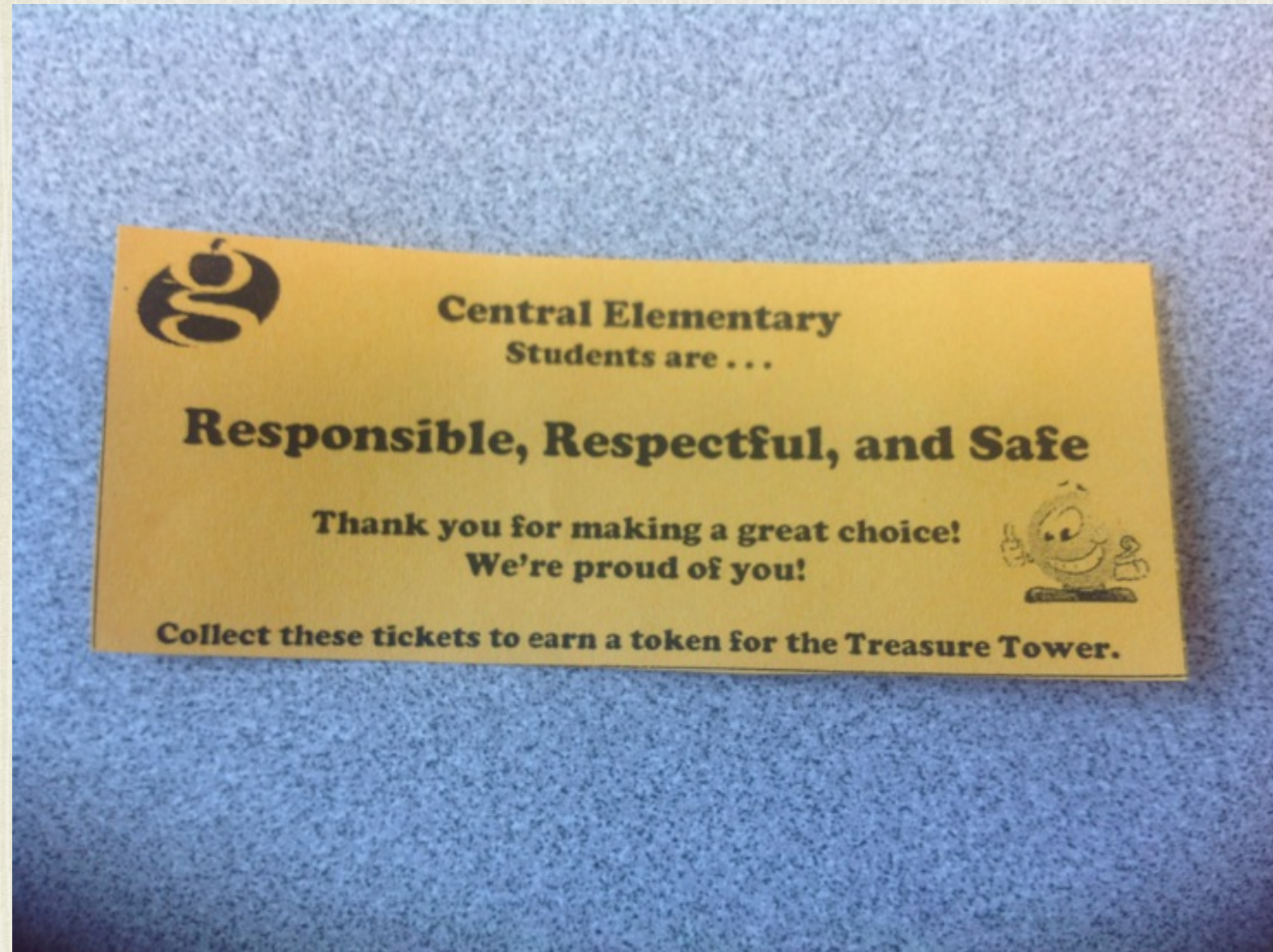
Physically disengage with the student. Send student on their way if in the hallway, gym, etc. If in the classroom, physically move away from the student and resume earlier activity.



General Procedure for Dealing with Problem Behaviors



CONSEQUENCES



REWARDS

We work for a paycheck why not the kids

https://www.youtube.com/watch?v=h7XHc9tdLpE	Bathroom
https://www.youtube.com/watch?v=vcOtKJhVp1g	Hallway
https://www.youtube.com/watch?v=AxHbpROpWgQ	Lunchroom
https://www.youtube.com/watch?v=EQXsXxo5g6I	Playground

YOU TUBE VIDEO'S

FAMILY REUNIONS

Classroom Behavior Incentives

App-Class Dojo -<http://www.classdojo.com>

Mini-Economy-Class Dollars

Character Tickets-Reinforces School-wide PBS

Treasure Tower -<http://www.treasuretower.net> (CAROL ANDERSEN)

Three Strikes Program-Earn Fun Friday

Class Marble Jar-Rewards Class Generated

Class Links-Each link equals one minute earned for 'Friday Frolic'

Abacus-Class or individual

School Website For Handout

Michelle Carter -mcarter@gpsbulldogs.org

Troy Reehl - treehl@gpsbulldogs.org

Grandville Public Schools

<http://www.grandville.k12.mi.us/?i=Central%20Home%202011>