



Reducing Disruptive Behaviors to Increase Learning

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DMCS Audience

- PBIS Team
- 1 Representative for each grade level
- 2 SPED specialists, 1 Extra curricular

- 9 people (including us) out of a staff of 50
- The goal is to train and empower our PBIS team. They will bring this PowerPoint to their teams one week after our presentation.

Reducing Disruptive Behaviors to Increase Learning: Strategies that Work

Tentative Schedule

Feb 1 (12:15-1:00)

- PBIS Team Only
- Intro/Roll out
 - 5-5-5 Class Plan
 - 5-5-5 School Plan
 - Behavior Log introduction and training

Feb 8 (Feb 8- Use of Practice problems in the Classroom/ Expectations)

- CPT Groups
- Intro/ Roll out
 - Class Plan
 - School Plan
 - Behavior Log

Turn in logs on Feb 17th

Feb 22 (Feb. 22- Brainstorm for a Parent CAASPP info night)

- 20 minutes
- Teacher-Para split
- Strategies for frequent flyers
 - Paras in Rm 6
 - Teachers in MPR

March 15

- PBIS Team Meeting
- Break out CPT groups
 - Teachers troubleshoot frequent flyers with new strategies

March 29

- 20 Minutes
- MPR
- Amp up positive
- Spring Break prep
- Bigger rewards for average kids

April 26

- Whole school
- May Fair Behavior Training
- Use DVDs

May __

- End of year town hall

What We're Doing Well



Expectations

- Everyone Knows the MERIT Pledge
- Rules based on Being Safe, Respectful, and Responsible
- Schoolwide Expectation Lessons

Encouragement

- Kickboard
- Caught Being Good Tickets
- Individual Classroom Rewards to support positivity

Enforcement

- Referral System Introduced
- Hired a Dean of Students
- ISS Room

Kickboard

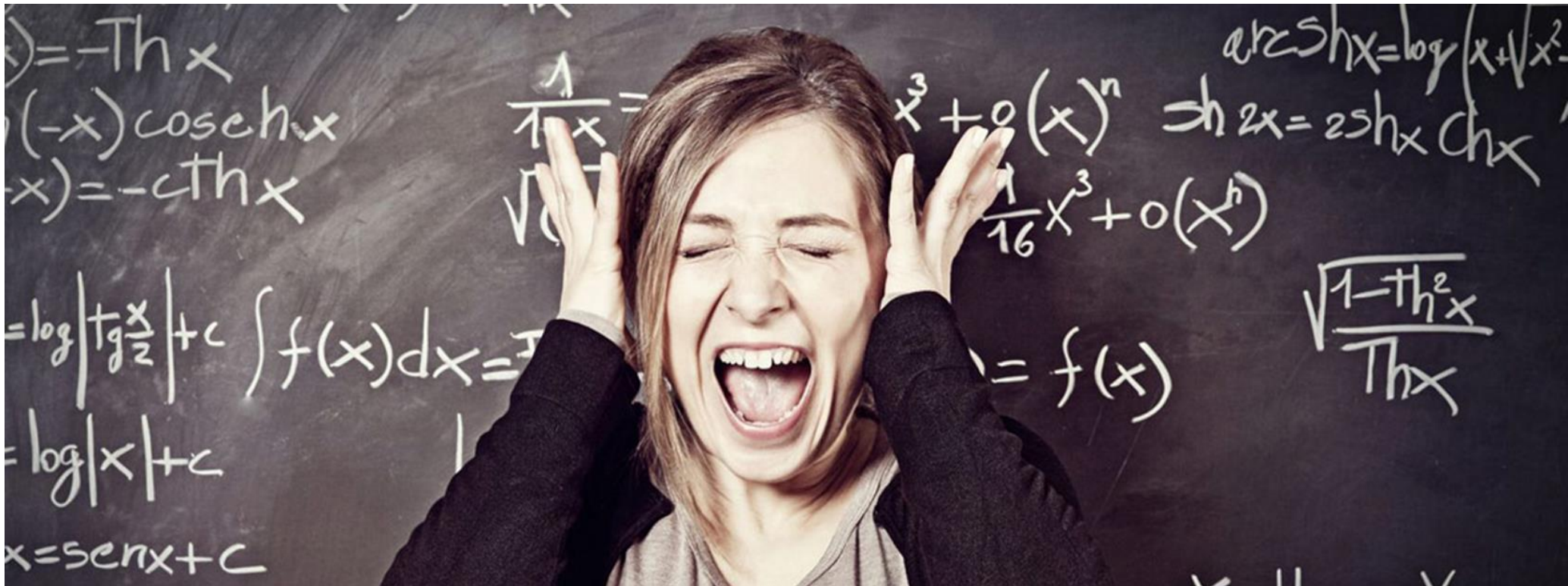


- Approaching 100,000 positive points!
- MERIT Rallies
- MERIT Bucks
- MERIT Store

“I teach music or PE with 100-400 students a week! It’s hard to keep track of the behaviors happening in my classroom!”



How many warnings have I already given "Seth" today?



An assistant walks into a room...
and doesn't know that "Seth" has already had two
classroom consequences today!



An administrator walks in after receiving a frantic text. There is no data collected, just a “Beth” with big eyes.



The Missing Piece

TERTIARY PREVENTION

- Specialized
- Individualized
- Systems for Students with High-Risk

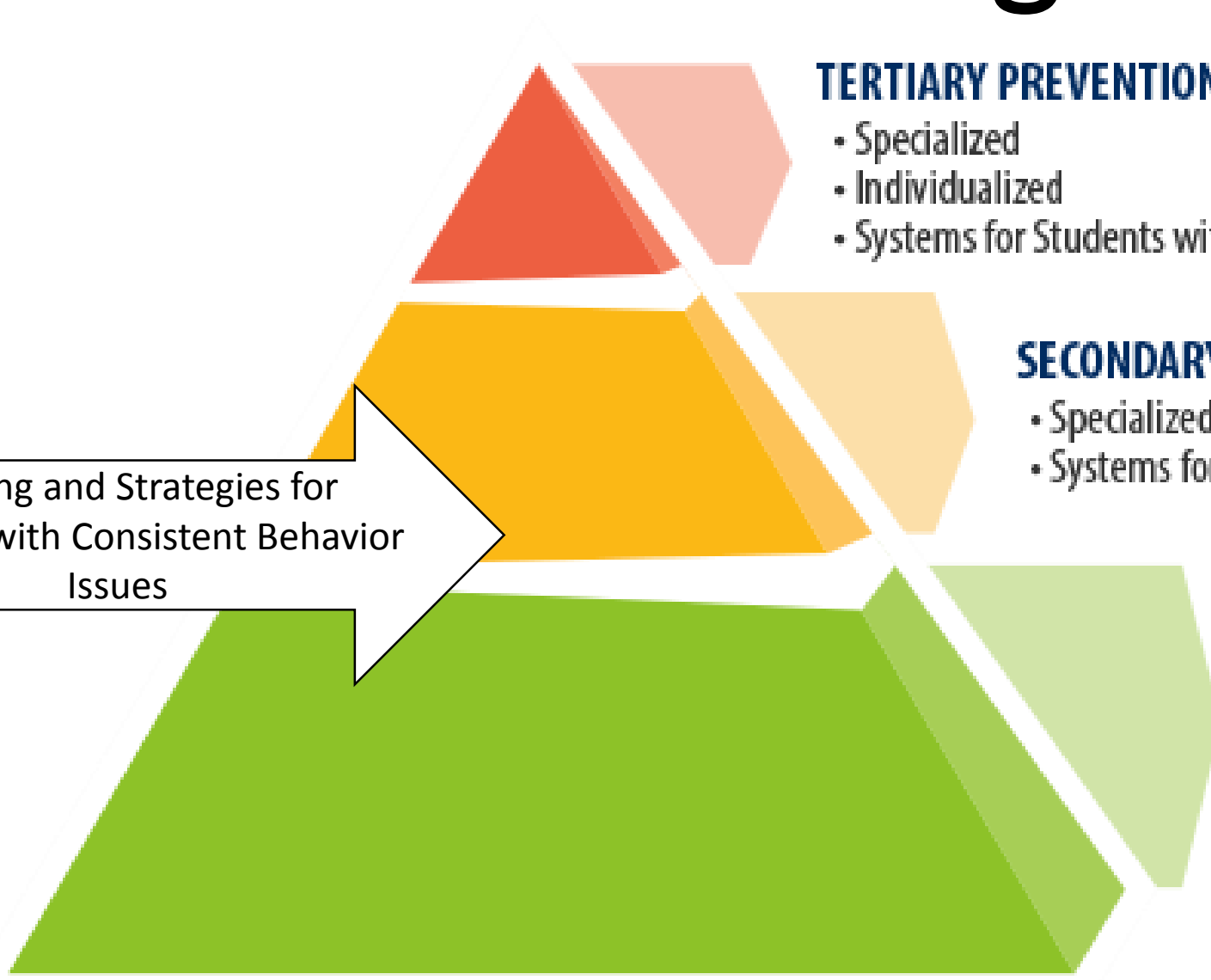
SECONDARY PREVENTION

- Specialized Group
- Systems for Students with High-Risk Behavior

PRIMARY PREVENTION

- School-/Classroom-Wide Systems for All Students, Staff, & Settings

Tracking and Strategies for
Students with Consistent Behavior
Issues





Schoolwide Expectations

1. Follow directions the first time they are given (Be Responsible)
2. Keep your hands, feet, and objects to yourself (Be Safe)
3. Use kind language (Be Respectful)

Think Slip

Dixon Montessori Charter School

Reasons for my Behavior

How was I feeling before my choice?

What was going on around me?

Why did I make this choice?

Name _____

Date _____

Description of my behavior

Consequences

How do I feel now?

How did my behavior affect others?

Other consequences:

Plan for Improvement:

Student _____

Teacher _____

Parent _____

Referral

Step 1

Attach a note (optional)

"Beth" was unable to follow classroom rules multiple times today.

Select a Behavior...

Assign Multiple Behaviors

Kindness	Tech Skill
Respect	Disrespect
Responsible	No Homework
Safe	Off Task
Communicator	Tardy
Innovative	Uniform
Motivated	Unsafe

Step 2

Select a Behavior...

Office Referral

Out of School Suspension

Major Deductions

Abusive Language (-5)

Chronic Violation of Teacher Managed Behaviors (-5)

Class Referral (-5)

Cyber Bullying (-5)

Fighting/Physical Aggression (-5)

Harassment/Bullying (-5)

Lying/Cheating (-5)

Overt Bullying (-5)

Profanity (-5)

Innovative

Uniform

Motivated

Unsafe

Step 3



YOU'VE GOT THIS!!!

- Questions??
- Practice this in your classroom over the next week
- Our next meeting is February 8th
- Be prepared to train your team