



Midwest Symposium Pre-Conference Workshop

Overcoming the Challenges of
Establishing Multi-Tiered Systems of
Support (MTSS) within the Public
School Middle School

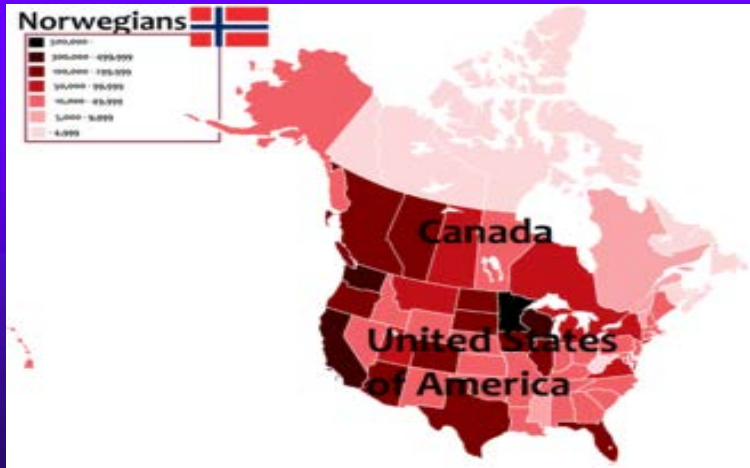


Welcome

- ◆ Trish Gates, Principal
- ◆ River Bluff Middle School
- ◆ Stoughton, Wisconsin




Stoughton, Wisconsin



Purpose


- ◆ Assist in providing a framework for thinking about and supporting implementation of PBIS/RTI/MLSS systems at the middle school level.





Is your middle school in need of
a new way of looking at and
thinking about student behavior?

[Backwards Bicycle](#)



“Once you start the journey, it’s
hard to go back to the “old” way
of seeing things and doing
things”

Trish Gates

Getting Started/Overcoming the Challenges: A Story



Jacqueline S. Thousand & Richard A. Villa
Managing Complex Change; 2001

Dimensions of change



Starting with the Vision





Why Improve Student Climate?

- ◆ Well Established Research Base:

“Improvements in behavior management correlate strongly with gains in academic achievement” Sprick 2006



At River Bluff Middle School Staff...



- ◆ Are Proactive
- ◆ Are Positive
- ◆ Teach responsible behavior
- ◆ Implement simple corrections before using intensive ones



Why Use A Positive Behavior Management Approach?

- ◆ Behavior is influenced by experience.
- ◆ Educators do create experiences that encourage responsible behavior.
- ◆ Use of commands and corrections are among the least effective strategies.
- ◆ Ultimately, neither a teacher nor a principal has the power to **make** a student behave.



Core Beliefs Are the Source of a Teacher's Greatest Power to Motivate:

- ◆ School is important to success in life.
- ◆ All students should be treated with respect and dignity.
- ◆ Student misbehavior represents a learning opportunity.



Add Skills

*Jacqueline S. Thousand & Richard A. Villa
Managing Complex Change; 2001*

Dimensions of change

Vision	Skills	Incentives	Resources	Action Plans	Success
	Skills	Incentives	Resources	Action Plans	Confusion
Vision		Incentives	Resources	Action Plans	Anxiety
Vision	Skills		Resources	Action Plans	Slow Change
Vision	Skills	Incentives		Action Plans	Frustration
Vision	Skills	Incentives	Resources		False Starts

What Strategies/Skills Supported A Positive Behavior Management Approach?



Strategy #1: Teach Responsible Behavior




- ◆ Choose to be:
- ◆ Respectful to All,
- ◆ Engaged in Safety, and
- ◆ Willing to accept Responsibility.



Strategy # 2: Be Proactive and Change Structures

- ◆ Warning Bell
- ◆ After School Supervision
- ◆ Eliminate Lunch Lines
- ◆ To the extent possible building resources were shifted to resource rooms that are staffed by teachers and student enrollment is limited.






Strategy # 3: Be Positive and Model Core Beliefs

All staff are expected to stand at classrooms doors during passing periods and;

- Welcome students personally as they enter the classroom
- While at the door supervise hallway outside of classroom and supervise inside of classroom
- Close door when tardy bell sounds
- No passes from class for first 10 minutes
- Engage students immediately after the bell with important instruction



Other Ways of Teaching Expectations, Modifying Structures or Interacting Positively:




- ◆ Teams
- ◆ Departments
- ◆ Building
- ◆ Office
- ◆ Lunchroom
- ◆ Curriculum
- ◆ W.E.B. 2010




Ultimately, both PBIS/RTI (MLSS):

- ◆ Move teachers away from the “parking lot” being the only thing they have in common, to
- ◆ Development of meaningful adult interactions about students, student work and purposes and processes of schooling
- ◆ Dialogue, discussion, planning and problem solving

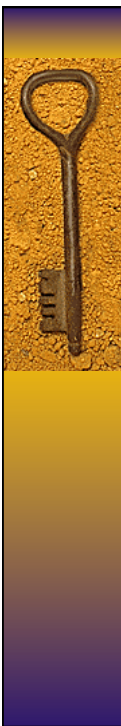


Where to Start with PBIS?



PBIS Features


Feature	Description
Common Vision/Values	A mission, purpose, or goal that is embraced by the majority of members of the organization, reflects shared needs, and serves as the basis for decision-making and action planning.
Common Language	The terminology, phrases, and concepts that describe the organization's vision, actions, and operations so that communications are understood, informative, efficient, effective, and relevant to members of the organization.
Common Experience	A set of actions, routines, procedures, or operations that are practiced and experienced by all members of the organization and include data feedback systems or loops to assess the quality of implementation and link activities to outcomes.
Quality Leadership	Personnel, policies, structures, and processes that are organized and distributed to achieve and sustain the organization's vision, language, and experience.



CREW: Common Vision/Values

River Bluff Middle School

GLOBAL EXPECTATIONS



Choose to be...

Respectful of all,

Engaged in safety,

Willing to accept responsibility

Are you part of the **CREW**?

Common Language

You Are Here to Learn!

You are always welcome to learn at River Bluff Middle School. We will help you learn. We will protect your learning. We will correct you when your behavior disrupts the learning of others. We are all about learning!

Drama Free Zone

We are here to learn. Leave the drama at the door. If you get tangled up in "he said/she said," rumors, insults, threats, manipulations, text messages, emails, and other disrupting gossip – talk with an adult to complete a harassment form and we will help you make it stop.

Appropriate Language

Language is the key to learning. When you choose to use inappropriate words and phrases, it disrupts your learning and the learning of others.

Trash the Trash

Clean up after yourself. Clean up after others around you. Pick up trash when you see it lying around. Take pride in your appearance and the appearance of your school.

Time, Place, and Manner

When you are frustrated or upset and want to talk with an adult about it, remember that you are one of many students here to learn and you may have to wait patiently for the right time. Ask an adult, "When is a good time and place for us to talk about this?" When you have agreed on a time and place, remember that the manner in which you talk should be cool, calm, and collected. In other words, be polite.

Follow Adult Direction

Every adult in this school is your teacher. Listen politely when they talk with you. Follow their directions. If you disagree with them, ask "When is a good time and place for us to talk about this?" You may talk with another adult if you would like, but you must always follow the directions you have been given first. Adults will listen to you when you listen to them.

Be Where You Need to Be When You Need to Be There

Know your schedule. Watch the clocks. Adults will give you clear directions where to go and will allow you a fair time frame to get there when you need to use the hallways. Take the right path. Take care of your own business. Get it done quickly and get back to learning.

Be Safe – Walk Safely – Play Safely – Sit Safely

Keep yourself safe and help others stay safe. If we do not feel safe, we cannot focus on our best learning.

No, Not Here, Not Ever

There are some words, actions, and behaviors that are NEVER appropriate because of their offensive or disrespectful manner. Those types of behaviors are unacceptable. You may hear an adult tell you, "No. That's not OK here at River Bluff, and it is not OK ever." We want you to be the best version of you!

Common Experiences

Choose to Be....	Arrival/Departure	Classroom	Hallway	Locker	Cafeteria	Recess	Restrooms	Group Activities
Respectful of All	<ul style="list-style-type: none"> *Keep hands and feet to self *Remove hats, hood, and other head coverings *Check Your Volume 	<ul style="list-style-type: none"> *Keep hands and feet to self *Respect rights, personal space and property of others *Time, Place, and Manner *Check Your Volume *Off and Away 	<ul style="list-style-type: none"> *Keep hands, feet, and materials to self *Use Appropriate Language *Check Your Volume *Off and Away 	<ul style="list-style-type: none"> *Open and close locker carefully *Check Your Volume *Off and Away 	<ul style="list-style-type: none"> *Remain seated until dismissed *Share food by choice *Check Your Volume 	<ul style="list-style-type: none"> *Respect all learning environments *Use Appropriate Language 	<ul style="list-style-type: none"> *Keep hands and feet to self *Remember to flush *Check Your Volume *Off and Away 	<ul style="list-style-type: none"> *Field Trips *Assemblies *Athletics *Keep hands and feet to self *Be an active listener *Participate appropriately *Sit still *Check Your Volume *Off and Away
Engaged in Safety	<ul style="list-style-type: none"> *Follow Adult Directions *Stay in designated areas *Keep bags, backpacks, and outdoor wear in lockers *Walk and move safely 	<ul style="list-style-type: none"> *Follow Adult Directions *Use furniture and supplies safely 	<ul style="list-style-type: none"> *Follow Adult Directions *Use hallway Passes *Walk safely, including appropriate side and direction 	<ul style="list-style-type: none"> *Lock your locker 	<ul style="list-style-type: none"> *Follow Adult Directions *Respect everyone's place in line *Walk 	<ul style="list-style-type: none"> *Follow Adult Directions *Play safely in an approved location *Use equipment safely 	<ul style="list-style-type: none"> *Use facilities appropriately 	<ul style="list-style-type: none"> *Follow Adult Directions *Arrive, sit, and dismiss with your teacher
Willing to Accept Responsibility	<ul style="list-style-type: none"> *Be on time *Drama Free Zone *Trash the Trash 	<ul style="list-style-type: none"> *Report disrespectful behavior, bullying, or harassment *Be prepared *Drama Free Zone *Trash the Trash 	<ul style="list-style-type: none"> *Be Where You Need to Be When You Need to Be There *Trash the Trash 	<ul style="list-style-type: none"> *Your locker is just for you *Use your Lock *Report broken or damaged lockers or locks to staff 	<ul style="list-style-type: none"> *Food stays in cafeteria *All table members are responsible for cleanliness of table *Drama free Zone 	<ul style="list-style-type: none"> *Be prepared with outside gear *Be Where You Need to Be When You Need to Be There *Drama Free Zone 	<ul style="list-style-type: none"> *No loitering *Have hallway pass *Report unclean or unsafe areas *Trash the Trash 	<ul style="list-style-type: none"> *Represent River Bluff with pride. *Drama Free Zone *Trash the Trash

Quality Leadership	
 <p>Week 1: Astro Blue</p>	<p>•Team time: Behavior Data</p> <p>Wednesday Full faculty PD: Committee Work (RTI/Advisory/Homeroom/PBIS) Educational Assistant Meeting</p>
<p>Week 2: Astro Yellow</p>	<p>•Team time: Literacy/Math Data</p> <p>Wednesday Full faculty PD: Reader's Workshop: Teachers of Reading 6-8 Math CPM: Teachers of Math 6-8 .6-12 Related Arts teachers meet at high school October 11, December 14, February 8, April 12to discuss literacy in content area</p>
<p>Week 3: Astro Green</p>	<p>•Team time: Behavior Data</p> <p>•</p> <p>Wednesday Full faculty PD: Disciplinary Literacy Universal Strategies for Instruction : All Teachers</p>
<p>Week 4: Astro Pink</p>	<p>•Team time: Literacy/Math Data</p> <p>•</p> <p>Wednesday Full faculty PD: Department Meetings</p>



How Are We Doing?

Student Climate Data

Student and Staff Outcomes:



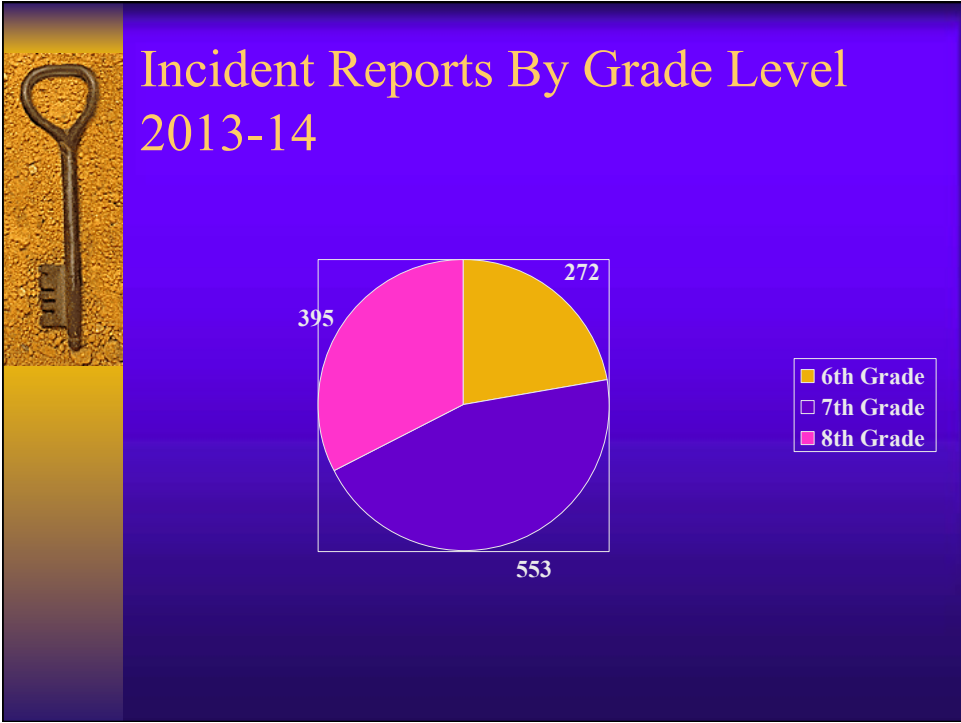
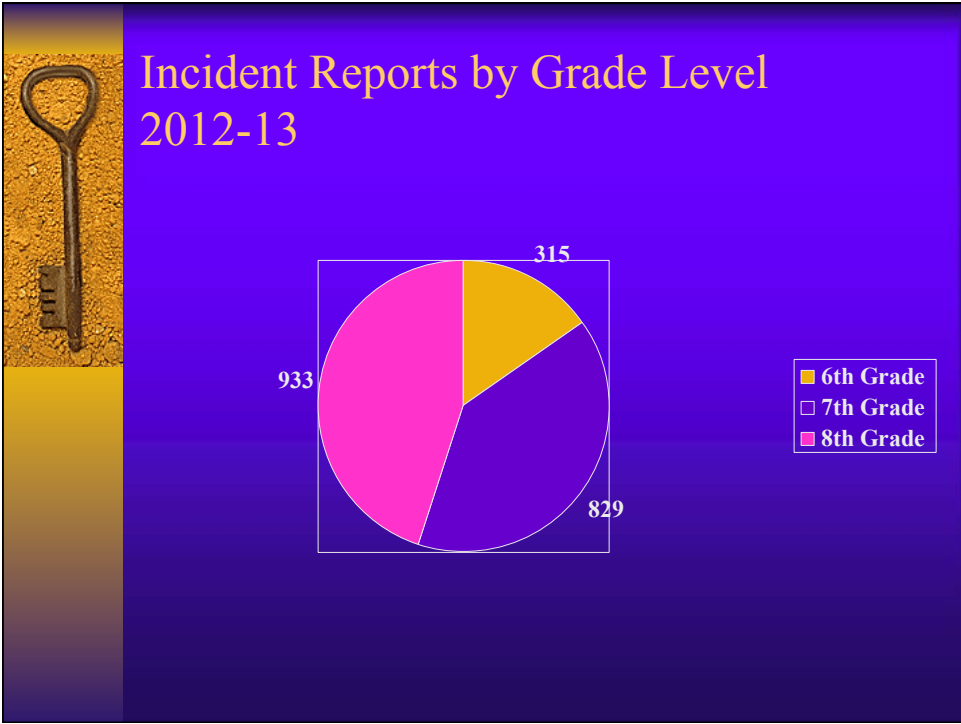
- ◆ Improved school climate
- ◆ Enhanced school safety

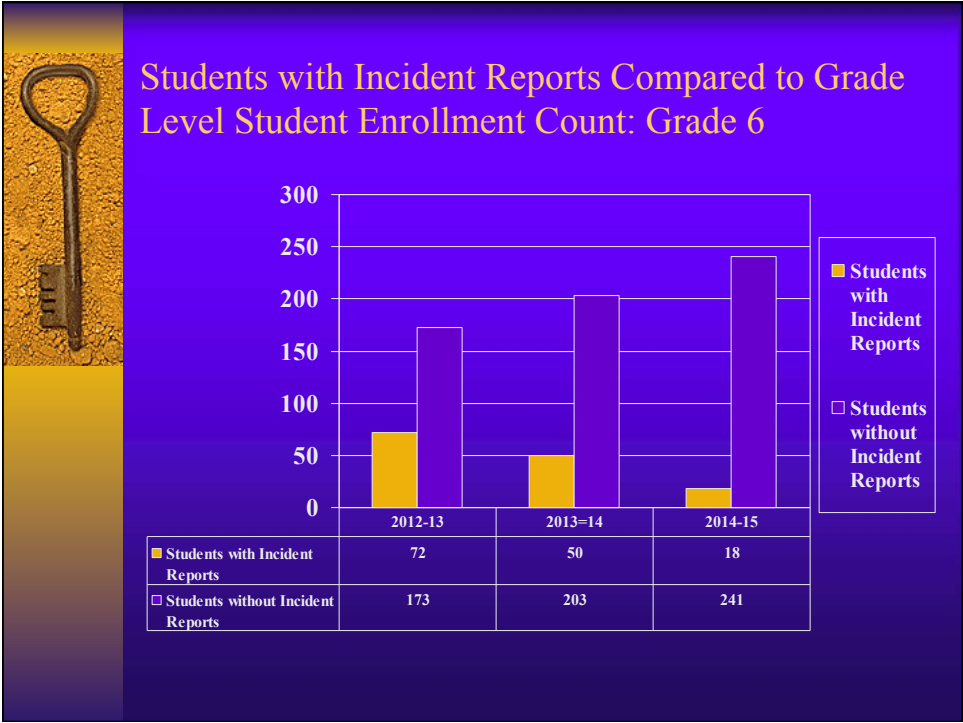
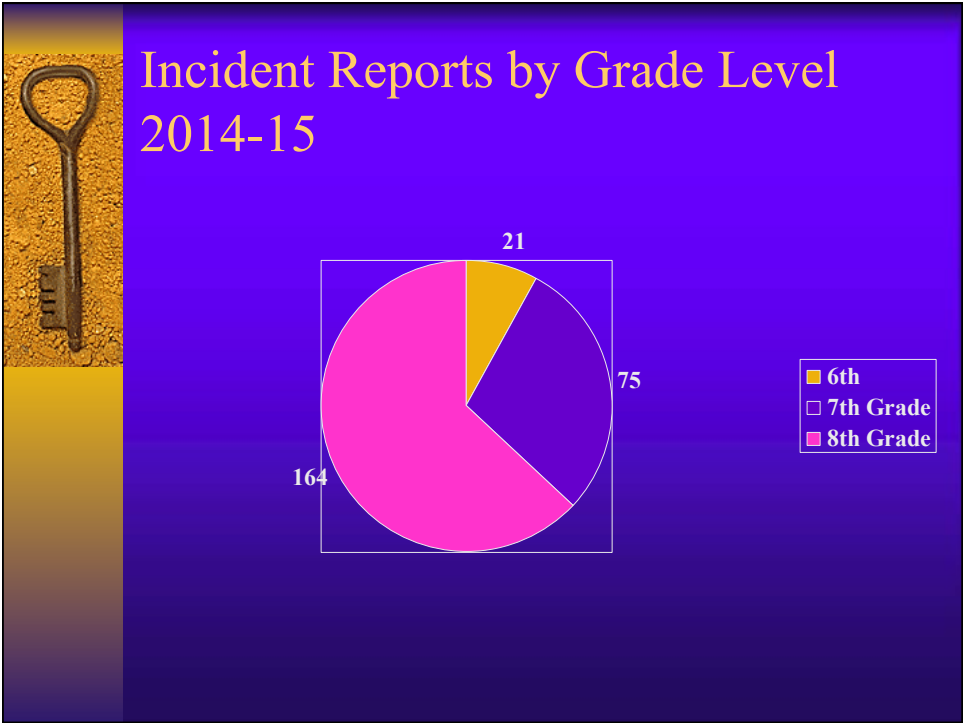
Incentives....the Data!

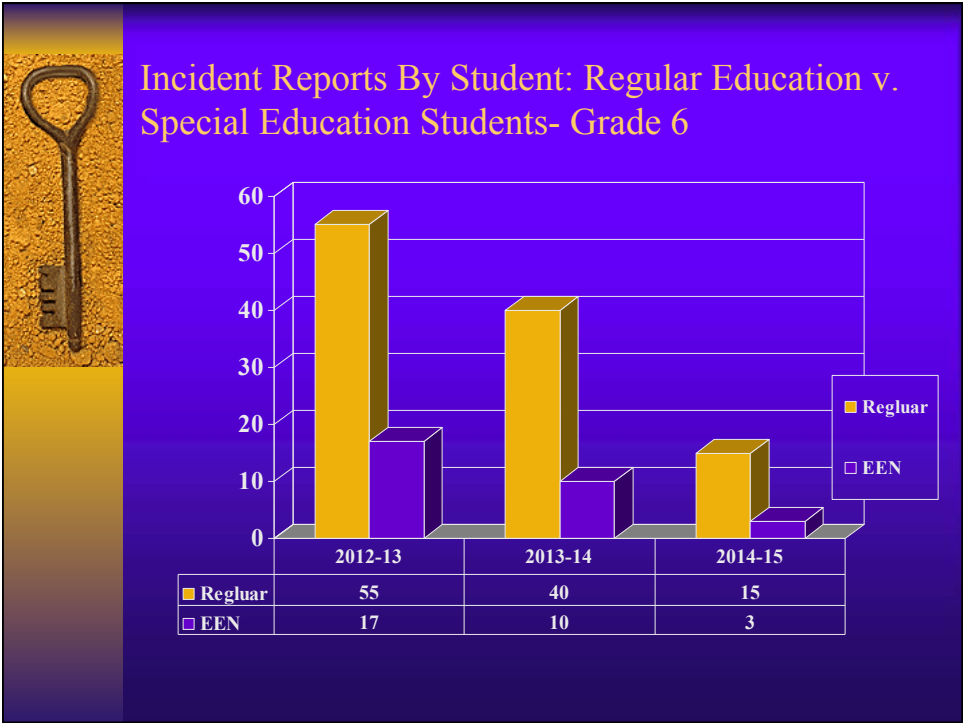
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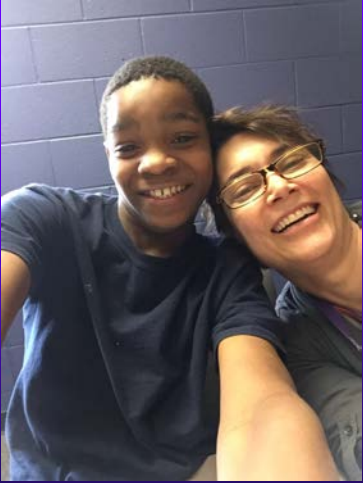
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Next Steps

- ◆ Structures- Continue to review current structures and modify to positively influence student behavior.
- ◆ Teach expectations- Students should know what skills and behaviors will result in success...
Positive Reinforcement
- ◆ Observe- Make decisions based on objective data rather than relying on assumptions. Is it working? Classrooms, hallways, lunch room, before school, after school.... Three minute walk-through, and data collection.

You Are the Super Hero!



- ◆ Interact positively: Model core beliefs that all students must be treated with dignity and respect.
- ◆ React to misbehavior calmly, briefly, consistently and immediately.