Houston Lower
Elementary School

PBIS Model Site

2010-Present
Welcome to “Ocean Odyssey”

- We are located in Northeast Mississippi in Chickasaw County in the town of Houston.
- Our school consists of grades kindergarten – second grade.
- We have about 470 students enrolled.
  - 49% Black
  - 44% White
  - 7% Hispanic
Establishing a SWPBIS Team

Our journey to becoming a model site began in Spring 2009 when our principal realized PBIS was the perfect solution to meeting the state mandate for each school to implement a Tier I (school wide) behavioral program.
Establishing a SWPBIS Team

• Our principal selected a group of teachers in Spring 2009 who were already modeling PBIS in their own classrooms to serve on the first team.

• Our first team captain was our music teacher, who had worked at a PBIS school in Louisiana.

• Ms. Patty Gautier and Ms. Selina Merrell from REACH-MS came to our school and trained our team.
One of our first challenges as a new team was identifying school-wide expectations. We must have done a great job. Throughout our 3-year run as a PBIS school, our original expectations have remained in place!
Identifying School-Wide Expectations

Each morning, we remind our students of our three expectations as we recite our school chant over the intercom.

“In the sea, in the sea, In the deep blue sea. At home, at school, or wherever you would be, Be Respectful Be Responsible Be Re-a-dy! Glub! Glub! Glub!”
Specific Rules for Specific Settings

One of the best things about PBIS is having a set of unified school rules. Students and staff alike know what is expected at each setting at school. The rules for those places are the same each day regardless who is on duty. Over the course of our three years, we have revamped our school rules to best fit our needs.
Specific Rules for Specific Settings

BATHROOM RULES
1. RESPECT PRIVACY
2. CLEAN UP AFTER YOURSELF
3. REPORT ANY PROBLEMS

CAFETERIA RULES
1. USE A WHISPER VOICE
2. USE PROPER MANNERS
3. CLEAN UP AFTER YOURSELF
4. EAT IN A TIMELY MANNER
Specific Rules for Specific Settings

CAR RIDER RULES
1. Stay seated and watch for your car
2. Use a whisper voice
3. Leave materials in bags

GYM - MORNING RULES
1. Enter and exit quietly
2. Sit in assigned area
3. Follow directions of duty teacher
Specific Rules for Specific Settings

CLASSROOM RULES

• Raise your hand to speak or leave your seat.

• Follow directions the first time they are given.

• Be a good listener.

• Do what is true, good, and right.
Specific Rules for Specific Settings

SPECIAL CLASS RULES

• Enter and exit quietly.
• Take care of equipment and supplies.
• Do what is true, good, and right.
Specific Rules for Specific Settings

HALLWAY RULES
1. HALLWAYS ARE QUIET ZONES
2. KEEP HANDS BY YOUR SIDES AND EYES FORWARD
3. WALK ON THE LINE AT ALL TIMES

QUIET ZONE!
Specific Rules for Specific Settings

**Afternoon Bus Riders**
1. Heads down
2. Mouths closed
3. Leave materials in bags

**Playground Rules**
1. Follow directions of the duty teacher
2. Show integrity
3. Use equipment properly
4. Leave dirt and rocks on the ground
During August professional development, the PBIS team goes over school rules and trains our staff for each duty position. Then, we dedicate the first two weeks of school to training our students by taking them to each setting and teaching students our rules and expectations. We also re-teach rules after holidays and breaks. In addition, we go over appropriate behavior during PBIS time in the classroom and during our morning meetings.
Developing a System
for Teaching Appropriate Behavior

Team members train staff what appropriate cafeteria behavior looks like and doesn’t look like!
Developing a System for Teaching Appropriate Behavior

Team members go over bathroom rules with staff during August professional development.
Developing a System for Teaching Appropriate Behavior

Teachers go to different settings at our school and teach the rules to our students.
Developing a System for Teaching Appropriate Behavior

Our school counselor created “Treasure Island Theatre” to teach students about integrity and appropriate behavior. She has students act out scenes about different integrity traits during morning meetings.
Our principal created a set of monthly lessons on “life rules,” which teaches students appropriate behavior.
Developing a System for Teaching Appropriate Behavior

Teachers go over these lessons during PBIS time each morning.
Developing a Reinforcement System

Our reinforcement system has changed somewhat over the course of our three years as a PBIS school, but one constant has been our use of tokens to reward students for appropriate behavior.
Developing a Reinforcement System

- Students begin each day on the Respectful, Responsible, and Ready step. Students whose clips remain on this step or move up, receive one token at the end of the day.

- Students who go above and beyond move their clips up.
  - Super – prize out of mystery box.
  - Awesome – extra token.
  - Golden Book – student gets to sign the Golden Book.
Developing a Reinforcement System

Students who remain on Respectful, Responsible, and Ready all week also get to sign the Golden Book.
Developing a Reinforcement System

At the end of each semester, the student who signs the Golden Book the most times gets to be principal for the day.

At the end of the year, the names of students who signed the book a significant number of times get put into a drawing for cool door prizes.
Developing a Reinforcement System

Students get “Privilege Time” at the end of each day in their homeroom for good behavior. This particular class is getting to play duck-duck-goose for their privilege.
Developing a Reinforcement System

Tokens alone wouldn’t mean much, so each week, students get to purchase items off the cart during special class with their tokens.
One item on the cart is the Fun Friday ticket. Each Friday at 2:15 p.m. HLES holds Fun Friday for students who purchased a Fun Friday ticket. In the picture above, students enjoy a sprinkler race during a hot Mississippi summer day!
Developing a Reinforcement System

We also reward students with zero office discipline referrals each nine weeks. These students toured the county court house, watched a mock court session, and enjoyed lunch on the town square lawn.
Developing a Reinforcement System

When we hold monthly assemblies in our gym, we have secret judges select the quietest and best behaved homeroom during the assembly. That homeroom gets our PBS flag to hang in their room and an extra recess.
Developing a Reinforcement System

In addition to reinforcing students for good behavior, we also recognize our outstanding staff members.
Developing a Reinforcement System

Our weekly “Treasured Teachers” are nominated by co-workers. We write our nominee’s name and our reason for choosing them as the “Treasured Teacher” on a piece of paper and place them in our “Treasured Teachers” Compliment Box.
Developing a Reinforcement System

These weekly “Treasured Teachers” get a special parking place and their names get put in a drawing for a monthly prize of $20 (for non-certified) or G.O.O.S.E. (for certified).
Developing a Reinforcement System

Core PBIS team members give out blue jean stars to teachers and staff for demonstrating characteristics of PBIS. We recognize their outstanding attitude or service on our “Treasured Teachers” bulletin board. These teachers get to wear jeans to work one day that week.
Developing a Reinforcement System

The PBIS core team also selects a teacher each month who shows a certain integrity trait and showcases this teacher near the front office as shown across. This teacher gets $20 (non-certified) or G.O.O.S.E (certified). G.O.O.S.E. stands for Get Out Of School Early.
Developing a Reinforcement System

In addition we try to do something special for the entire staff each month at one of our weekly staff meetings to let them know they are appreciated. One month we gave staff Payday candy bars.
Office Discipline Referral Process

Students who disobey the school rules move down the consequence ladder.

1. Time-Out
2. Recess Time-Out
3. Loss of Privilege
4. Parent Contact
5. Office
Office Discipline Referral Process

MINOR OFFENCES are those that go through the consequence ladder before going to the office as a discipline referral.

MAJOR OFFENCES are those that go straight to the office as a discipline referral.

Teachers are given a copy of the minor/major infraction definitions in their PBIS handbook.
ABCs of Behavior, Interventions and Consequences

Behavior at Tier 2

Students who get three or more ODRs per nine weeks are reviewed by the Response to Intervention (RTI) team for behavioral interventions.
Students at Tier 2 may receive a behavioral plan, individual or small group counseling, a teacher to check & connect with, etc.
Evaluation procedures are put into place to measure the effectiveness of these interventions.
If Tier 2 interventions are unsuccessful, students are referred to Tier 3 for an Functional Behavioral Assessment (FBA).
Building Faculty, Staff and Family Involvement
Building Faculty, Staff and Family Involvement

We couldn’t think of a better way than a SPA to introduce PBIS to our staff in the Spring of 2009. SPA stood for Setting Positive Attitudes. Our PTO helped us set up the spa and pamper our staff.
Building Faculty, Staff and Family Involvement

Before HLES was “Ocean Odyssey,” we were known as the “Triple R Ranch.” During professional development in August, before students started back, the PBIS team explained what PBIS was all about to our staff and how we would incorporate it at HLES.
Building Faculty, Staff and Family Involvement

...and then we had some fun!

We had had a square dancing party at the “Triple R Ranch” to show that while PBIS meant change, it meant positive change!
Building Faculty, Staff and Family Involvement

Another way we build faculty and staff involvement is by changing out our PBIS grade reps each year.
Building Faculty, Staff and Family Involvement

We build family involvement in a number of ways!

1. PBIS Family Night
2. PBIS Monthly Newsletter
3. News Articles
4. PTO
In late August or early September, we hold a **PBIS Family Night** for parents and grandparents. Our staff is introduced and then special announcements are made, such as upcoming fundraisers for PBIS. Then parents and grandparents are able to visit their child’s teacher in the classroom. The teacher goes over homework, ODR process, and other important matters to increase parent involvement.
Building Faculty, Staff and Family Involvement

Each month we send home a PBIS newsletter, called “The LightHouse,” to give parents updates on upcoming events, inform parents of monthly “life rules,” and offer tips to help their children succeed at school.
Building Faculty, Staff and Family Involvement

We also use our local newspaper, *The Chickasaw County Journal*, to build family involvement.

They publish news articles for us throughout the year, detailing the good things going on at HLES through PBIS.
Building Faculty, Staff and Family Involvement

We have also updated parents about PBIS at PTO meetings. We are most proud when we can show them with data that PBIS is working!
Using Data for Long-Term Change

Which leads us to our next area....we use data for long-term change.
Using Data for Long-Term Change

1. We run ODR reports to show when, where, why, who, and how often ODRs occur. If we see a reoccurring problem, we address it.
Using Data for Long-Term Change

For example, disrespect in the classroom is our number one ODR. Since respect is one of our expectations, it is covered extensively during PBIS time and addressed in morning meeting. Our data shows a small decrease from Fall 2010 to Fall 2011. Our data lets us know we have made some progress but still need to work on this area.
Using Data for Long-Term Change

2. We give surveys to our staff to determine what is working with PBIS and what we need to change.

For example, we learned through these surveys that the volume in our cafeteria needed to be controlled and our teachers needed a break. We aimed to solve this problem with cafeteria duty and a pelican! Look at the far left and you can see the pelican the teacher is holding. We used the pelican to “fly” to the quietest table. The homeroom that receives the pelican the most times in one week during each lunch shift has a special table decorated on Friday at lunchtime along with cookies or other treats....
Using Data for Long-Term Change

...In addition, instead of our teachers eating lunch with their classrooms everyday, they go 2-3 times per week. While they now walk around and monitor the cafeteria volume, they get to eat lunch 2-3 days on their own or with other teachers who are not on duty.

Well, we didn’t quite see the results we had hoped for. During a PBIS meeting, the team decided to change the pelican to a beach ball to make it more visible, and we saw notable results!
3. We also look at attendance data because we know attendance affects school success.

In addition to sending out letters to specific parents, we also put Tier 2 interventions into place for some students with major truancy. If you look closely at the newsletter to the left, you can see we also addressed attendance in our monthly newsletter.
We hoped you enjoyed our journey to becoming and maintaining PBIS model-site status!
Houston Lower Elementary School
PBIS Model Site

The End