PBIS SEEDS
POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS:
SEEING EXCELLENCE EMERGE IN OUR DISTRICTS AND SCHOOLS

REACH MS
Realizing Excellence for ALL Children in Mississippi

MISSISSIPPI’S STATE PERSONNEL DEVELOPMENT GRANT
THE UNIVERSITY OF SOUTHERN MISSISSIPPI
VOLUME 2, SPRING 2012
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VOLUME 2, SPRING 2012
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ABOUT PBIS SEEDS

It is with great pleasure that we bring you the second volume of *PBIS: Seeing Excellence Emerge in our Districts and Schools* (PBIS SEEDS). Implementing Positive Behavioral Interventions and Supports (PBIS) is a process of program improvement that takes time and effort to put into practice effectively. While there are common critical elements that must be addressed, each site must decide how they will address that element in a way that is based on their unique needs and strengths. PBIS SEEDS is designed to illustrate the many ways the critical elements of School-wide Positive Behavioral Interventions and Supports (SWPBIS) can be implemented. We hope this publication sparks ideas for you and your school.

As with most good ideas, the idea to begin this publication grew from the grassroots of Mississippi’s efforts to implement SWPBIS. During the early years of REACH MS, we worked with a small group of hand-selected districts representative of the state as a whole. We were so inspired by the ideas and collaboration of such different kinds of schools all striving for a common purpose – to support all children in reaching their full potential. While REACH MS planted the seeds, the teachers, administrators, parents and children of Mississippi cultivated and nurtured those seeds and produced a bumper crop of positive practices! Now, we are pleased to see SWPBIS has taken hold and is spreading throughout the state because of the hard work and dedication of all of you. We are proud to showcase the efforts of schools all around our state that are making great strides toward full implementation of SWPBIS.

This issue of PBIS SEEDS features a variety of strategies schools in our state have used to address several of the critical elements of SWPBIS. The diversity of approaches highlighted demonstrates that SWPBIS is a very individualized approach which is implemented well in many different settings. These exemplars show creativity in designing and implementing approaches based on the unique needs of each setting.

We encourage you to consider sharing your good ideas and examples in our next issue of PBIS SEEDS. We also encourage you to take advantage of the many opportunities for professional development offered by REACH MS. Finally, we hope you will consider visiting a REACH MS SWPBIS Model Site to see how a school looks when all critical elements are carried out over time.

Sincerely,

Hollie Gabler Filce, Ph.D.
Director, REACH MS
ABOUT REACH MS

Realizing Excellence for ALL Children in Mississippi (REACH MS) is Mississippi’s State Personnel Development Grant, which is funded by the U.S. Department of Education’s Office of Special Education Programs. REACH MS focuses primarily on supporting school-wide and district-wide implementation of Positive Behavioral Interventions and Supports (PBIS) at the elementary, middle and high school levels. Awarded to the Mississippi Department of Education in 2005, the grant is operated by The University of Southern Mississippi’s Department of Curriculum, Instruction and Special Education. The goals of the grant are as follows:

• Provide high-quality professional development opportunities meeting the needs of educators, related service providers, families and children of our state.

• Increase the engagement of stakeholders within and beyond the Mississippi Department of Education to support a more unified, sustainable structure of professional development processes, products and opportunities for both pre-service and in-service educators.

• Engage and support local education agencies, institutes of higher learning, families and other stakeholders to increase Mississippi’s capacity to meet state goals relevant to PBIS through program improvement.

ABOUT SWPBIS

Improving student academic and behavioral outcomes is about ensuring all students have access to the most effective instructional and behavioral practices and interventions possible. PBIS provides an operational framework for achieving these outcomes. This approach can be school-wide, classroom, in a specific setting or with an individual student. More importantly, PBIS is not a curriculum, intervention or practice, but is a decision-making framework that guides selection, integration and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.

As schools move through this decision-making framework, they create, adjust or integrate behavioral systems designed to support faculty/staff, students and families.
WHAT ARE THE CRITICAL ELEMENTS?

Critical elements provide the structure by which schools and districts can think about their local needs and plan comprehensively to address those needs. These critical elements address processes, routines, working structures and administrative supports necessary to implementation of school-wide positive behavioral interventions and supports (SWPBIS). When implemented with fidelity, these elements promote a data-driven, research-validated approach that ensures valued outcomes are attained, making the school environment productive and educative. Each of the following critical elements must be in place for a school to be fully implementing SWPBIS:

**Using Data for Long-Term Change**

- Link SWPBIS to Mississippi’s Response to Intervention recommendations.
- Prioritize areas of need on action plan, continuously problem-solve and evaluate progress.
- Inform stakeholders and motivate staff.

**ABC’s of Behavior Interventions and Consequences**

- Identify the basic principles of behavior.
- Describe the components of the behavior cycle.
- List behavior management techniques.
- Identify the five interventions.
- Demonstrate the Life Space Interview.
- Develop a Continuum of Consequences.

**Expectations**

- Generate expectations in alignment with Mississippi’s Response to Intervention recommendations.
- Create a school motto.
- Identify your top three to five school-wide expectations.
- Define expectations in easily understood language.

**Rules for Specific Settings**

- Differentiate between rules and expectations.
- State why rules and routines are important.
- Define and develop rules for specific settings in your school.
**Teaching**

- Identify why and how to teach rules and expectations.
- Develop creative activities for teaching school-wide expectations and rules.
- Identify how to embed expectations in the curriculum.

**Reinforcement**

- Increase the likelihood that desired behaviors will be repeated.
- Focus staff and student attention on desired behaviors.
- Foster a positive school climate.
- Increase instructional time.

**Office Discipline Referrals**

- Discuss effectiveness and meaningfulness of current discipline referral process.
- Clarify classroom- versus office-managed behaviors (minor and major).
- Develop a discipline ladder.
- Develop form for minor incidents and make modifications to major incident referral form (ODR).

**SWPBIS Team**

- Identify the characteristics of an effective team.
- Identify critical team roles and responsibilities.
- Identify components of an effective team meeting.
- Provide monthly reports of discipline data.
- Gain participation of family representatives.
- Document SWPBIS as one of the top-three school improvement goals of the School Improvement Plan.

**Faculty and Family Involvement**

- Identify strategies to enhance communication, motivation and meaningful involvement of faculty and family members.
WHY IT WAS DEVELOPED

Newton County High School’s PBIS team reviews data monthly to identify areas of need and to determine if interventions implemented are being successful in reducing the number of office discipline referrals (ODRs), in-school suspensions and out-of-school suspensions. The data indicated a large number of students arriving to school tardy in the morning. This not only greatly contributed to the number of ODRs but also to students missing instructional time during first period. After further investigation, it was determined that many of the students arriving to school late were students who were brought to school by family members.

DESCRIPTION OF PRODUCT

The “Appreciation of Family Members for Bringing Students to School on Time!” initiative was created by several PBIS team members, the Student Council and the student library assistants. At 7:15 a.m., team members gather in front of Newton County High School and Newton County Middle School armed with candy bars and bottles of water, which are wrapped with a note of appreciation from the team for delivering the student to school on time. These are distributed to family members as they dropped the student off for school. The participating students and team members stress the importance of students arriving on time, reinforce the school-wide expectation of “Being Responsible,” and thank the family member(s) for supporting the school in their efforts.

IMPACT

As this initiative has only been recently initiated, hard data is not yet available to evaluate its effectiveness in decreasing the number of students arriving to school tardy. The PBIS team will review ODR data specific to tardiness to determine if the intervention is producing the desired effect. However, we have received emails from family members expressing their gratitude for the school’s efforts and their commitment to continue to support the students and school by ensuring that their sons/daughters arrive to school on time and ready to learn!
WHY IT WAS DEVELOPED

After attending the new team training on SWPBIS by REACH MS, an administrator at Southeast Elementary School was intrigued by the module presented on Using Data for Long-Term Change. Upon returning to school, the administrator worked with the school secretary to compile the office discipline data from the previous year to the current year. When it showed that ODRs continued to increase each month, the administrator knew that keeping a closer eye on the data and using the results was critical to Southeast Elementary School – and to fully implement SWPBIS.

DESCRIPTION OF PRODUCT

The first step in the process was to identify staff members to become PBIS team members. In order to ensure broad representation, representatives from each grade level were included. Once the team members were identified and trained, the team did a self-assessment using the Benchmarks of Quality, and used those results to create an action plan to address all of the critical elements necessary to implement PBIS with fidelity. With the expectations, rules, reinforcement system and discipline ladder developed, faculty, staff, students and family members were trained on the new processes for addressing discipline. Reviewing data monthly with faculty and staff not only demonstrates the successes, but also allows the team to brainstorm interventions and reinforcement ideas for areas of need.

IMPACT

Since the beginning of implementation of SWPBIS, just over one year, Southeast Elementary School has had a 20% decrease in office discipline referrals. The school culture has changed from being reactive and focusing on punitive measures, to being proactive and recognizing the positive behavior of students. Administrators have more time to be instructional leaders and focus on instruction, and students are spending more time in the classroom receiving instruction.
Comparison of Months

Months (Implemented PBIS In January)

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<td>August</td>
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WHY IT WAS DEVELOPED

Alcorn Central High School’s PBIS team understands the importance of starting the year off with all faculty, staff, family members and students knowing and understanding the school-wide expectations. We realize the challenge of capturing the attention of high school students and needed to have fun, memorable activities to teach expectations and rules to the school community at large. Therefore, the PBIS Team created a schedule of fun (and funny) activities to address this need.

DESCRIPTION OF PRODUCT

Alcorn Central High School is the home of the Bears! Our school-wide expectations are as follows:

B – Believe
E – Effort
A – Attitude
R – Respect
S – Success

During the first week of school, ACHS had a beginning of the day assembly focusing on one of the expectations. After describing the expectation, a staff member performed a song representing that expectation. For example, “Believe” was represented by the song “I Believe I Can Fly,” performed by the school principal. Skits were also presented by the school Drama Club introducing the specific rules for specific settings, i.e. bathroom, hallway, cafeteria, etc.

After the assembly each morning, students returned to their classrooms where teachers and students discussed the meaning of the expectation using a poem, creed or other type of literature to reinforce the concept.

IMPACT

One of the biggest challenges at the high school level of implementing PBIS is generating faculty and student “buy-in” to the process. Using faculty and students, instead of just the PBIS team members, to introduce the school-wide expectations and rules creates excitement and ownership from the very beginning of implementation. Each year Alcorn Central High School is evaluated using the School Evaluation Tool to determine Model Site status, and each year they have scored 100% on the section “Expectations Defined.” Taking the time to really teach it at the beginning of the year and reinforcing it throughout the school year has been the key to success!
KICK-OFF WEEK

Monday: Believe
“"I Believe I Can Fly”"
Tuesday: Effort “All-Star”

Wednesday: Attitude “A New Attitude”
Thursday: Respect “R-E-S-P-E-C-T”

Friday: Success “Rocky VI”
PRODUCT: MORNING MEETINGS

WHY IT WAS DEVELOPED

Houston Elementary School recognized the need for a school-wide ongoing system to teach expected behaviors in a systematic way throughout the whole school year. The *Morning Meeting* was developed to promote consistency in teaching expected behaviors to all students.

DESCRIPTION OF PRODUCT

In addition to typical beginning of school activities such as the Pledge of Allegiance and announcements, students actively participate in learning activities relating to behavioral expectations, are recognized for positive behaviors shown, and participate in discussions about areas of improvement needed. This time is also used to announce reinforcement activities as an incentive for students to demonstrate expected behaviors. The *Morning Meeting* agenda contains the following components:

1. Pledge of Allegiance/Star Spangled Banner
2. Treasure Island Theater – an activity for teaching school – wide expectations with students performing skits of the do’s and don’ts of the expectation.
3. Announcements – (birthdays, weather, lunch report, Fun Friday Activity etc…)
4. Praise/Problems Addressed
5. School Song

WHO DEVELOPED

The idea of a *Morning Meeting* was presented to the PBIS team by the school’s music teacher. The PBIS team developed the format and taught it to faculty as a way to address the Critical Element of Teaching. The area of focus is determined by review of school level data. (i.e. ODR’s attendance, tardiness etc…)

IMPACT

Since implementing *Morning Meeting*, Houston Lower Elementary has seen the following outcomes:

1. School – wide issues are resolved in a timelier manner, i.e., the level of noise in the cafeteria, issues at recess etc…
2. Student’s self esteem and public speaking skills have increased and;
3. An overall decrease in Office Discipline Referrals.
Newton County High School constantly strives to keep our Expectations in the forefront of all school-wide activities. Each year during October, our library celebrates *Teen Read Week*. This year’s theme was “Picture it @ Your Library.” Because we strive to embed PBIS into all school-wide activities, our team decided to fine-tune the theme for our school to “Picture This”. We then used graphic novels as our featured reading materials for the week. We then developed a graphic novel competition with our three school-wide expectations as the required theme.

**DESCRIPTION OF PRODUCT**

As a part of *Teen Read Week*, our school hosted a graphic novel competition focusing on our school-wide expectations. Students and evaluators had access to the following guidelines and to copies of the grading rubric.

- The novel must be the student’s original work.
- The novel must be written and designed on 8 1/2 x 11” paper.
- The novel must include at least one school-wide expectation: Respect, Responsibility or Self Control.
- The novel must be no more than 10 pages.
- The cover must be on a sheet separate from the rest of the book.

**IMPACT**

The full impact of this product, though not fully realized, has already reached many members in the community. Teachers, students, family members and the community have an opportunity to learn more about Newton County High School’s PBIS process and the importance the school places on promoting positive behavior. It also, provides teachers with new ideas of how to incorporate PBIS into their daily lessons and activities.

A hardbound copy of the winning novel will remain in the library for all to read. As “Paws”, the character in the winning novel exclaims, “Always remember your Cougar pledge: We will respect others and ourselves, be responsible for our actions and have self control in everything that we do.”
OFFICE DISCIPLINE REFERRALS
NORTH PONTOTOC UPPER ELEMENTARY

PRODUCT: MINOR BEHAVIOR TRACKING FORM

WHY IT WAS DEVELOPED

After participating in the two-day PBIS New Team Workshop, the PBIS team (consisting of administrators, teachers, school staff, students and family members) began to create the North Pontotoc Upper Elementary system to address behavior on a school-wide level (Tier 1). One of the tasks was to generate an exhaustive list that clarified which behaviors should be addressed at the classroom level (minor) and the administrative level (major). At first, the team focused on major behaviors, revising the Office Discipline Referral (ODR) Form to capture the necessary information to make data-based decisions regarding teaching and interventions. They soon realized the level of problem behaviors being handled at the classroom level also had a negative impact on instructional time.

DESCRIPTION OF PRODUCT

The Minor Behavior Infraction Form was created to provide a consistent, objective response to minor inappropriate student behavior with the emphasis on re-teaching expected behavior. The document contains a list of minor classroom behaviors that have been defined and agreed upon by faculty and staff. It also includes the school’s discipline ladder showing a hierarchy of interventions used at the school, beginning with the least intrusive intervention (restate/re-teach expectation) and culminating with the most intrusive (office discipline referral). The Minor Tracking Form also provides documentation of minor classroom behaviors, as well as the specific intervention the teacher implemented to replace those undesirable behaviors.

IMPACT

According to school administrators, creating an efficient and effective office discipline referral process has impacted the school in the following areas:

- Increase in consistency and structure when addressing disciplinary infractions (minor and major)
- Decrease in inappropriate student behavior (ODRs)
- Increase in instructional time
- Increase in meaningful family involvement
- Increase in positive student – family – faculty interactions
### North Pontotoc Upper Elementary Office Discipline Referral Form

**Student Name:** | **Grade:** | **Incident Date:** | **Incident Time:**
---|---|---|---

#### Major Infraction (Check Incident Type):
- ✗ Inappropriate Language / Obscene Picture
- ❌ Defiance
- ❌ Disrespect
- ❌ Disruption
- ❌ Physical Contact / Horseplay
- ❌ Property Damage
- ❌ Theft / Forgery
- ❌ Harassment / Threats
- ❌ Inappropriate Location / Out of Assigned Area
- ❌ Technology Violation
- ❌ Ammon
- ❌ Use / Possess a controlled dangerous substance
- ❌ Over the counter drug misuse
- ❌ Use / Possess weapons (weapons, firearms, knives)
- ❌ Bomb Threat
- ❌ Violation of Safety Procedures
- ❌ Failure to attend Saturday Detention
- ❌ 4th Minor Infraction: Explain

#### Incident Location (Check One):
- ✗ Bus #
- ❌ Cafeteria
- ❌ Hallway
- ❌ Restroom
- ❌ Special Event
- ❌ Field Trip
- ✗ Bus Loading Zone

#### Possible Motivation (Check One):
- ❌ Avoid Peer(s)
- ❌ Avoid Adults
- ❌ Obtain Adult Attention
- ❌ Obtain Items / Activities
- ❌ Avoid Tasks / Activities
- ❌ Obtain Peer Attention
- ❌ Other

#### Others Involved:
- ❌ Peers
- ❌ Support Staff
- ❌ Teacher
- ❌ Substitute
- ❌ None

**Teacher Comments / Remarks:**

**Teacher Signature:** ____________________ **Date:** ___________

**Teacher Intervention:**
- ❌ Related minor infraction forms attached
- ❌ Parental Contact form

**Administrator Action:**
- ✗ Conference with Student
- ✗ Conference with Parent
- ✗ Saturday Detention
- ✗ Alternative School
- ✗ Expulsion
- ❌ In School Suspension
- ❌ Out of School Suspension
- ❌ Bus Suspension

**Administrator Comments:**

**Administrator Signature:** ____________________ **Date:** ___________

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### North Pontotoc Upper Elementary Minor Infraction Form

**Student Name:** | **Grade:** | **Incident Date:** | **Incident Time:**
---|---|---|---

#### Minor Infraction (Check Incident Type):
- ✗ Inappropriate Language
- ❌ Defiance
- ❌ Disrespect
- ❌ Disruption
- ❌ Physical Contact / Horseplay
- ❌ Property Damage
- ❌ Theft / Forgery
- ❌ Dress Code Violation
- ❌ Verbal Harassment / Bullying
- ❌ Inappropriate Location / Out of Assigned Area
- ❌ Technology Violation
- ❌ Lying / Cheating
- ❌ Truancy

**Teacher Intervention:**
- ✗ Conference with Student - re-teach behavioral expectations (warning)
- ✗ Loss of Privilege: (specify)
- ✗ Alternative Assignment
- ✗ Contact Parent / Guardian

**Teacher Comments / Remarks:**

**Teacher Signature:** ____________________ **Student Signature:** ____________________ **Date:** ___________

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### REACH MS: Mississippi’s State Personnel Development Grant

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WHY IT WAS DEVELOPED

Before Thomas Street Elementary School began to implement PBIS, our teachers utilized a school-wide behavior system focusing only on negative behavior. Students would begin the day on top of the board, but with any infraction, they would move down – with attention only given for inappropriate behavior. Our school-wide PBIS team felt we were putting too much emphasis on the wrong behaviors, and not recognizing the behaviors we wanted to see. The PBIS team developed a Behavior Booster Board with the approval of all teachers.

DESCRIPTION OF PRODUCT

All students begin the day at the board in the gray “neutral” zone. By dividing their day into four blocks of time, which includes attendance and tardiness, teachers provide students with the opportunity to advance four color levels by the day’s end. Teachers announce who gets to move up without calling attention to those who do not move on the board. The teachers explain, confidentially, to the students who do not move up what they could do during the next time period for them to advance, so there is always a chance to improve. At the end of the day, students receive Paw Bucks that correspond to the day’s color: pink - $2, green - $3, blue $4 and purple $5. Students also have calendars on which they mark the day’s ending color. The calendar goes home daily as a form of communication with family members, who are asked to sign and return the next day.

IMPACT

Ending the day on purple (the highest level for positive behavior) is a big deal at Thomas Street Elementary. As we are loading the vehicles at the end of the day you can hear students saying, “I ended the day on purple.” In the mornings you can hear family members saying, “Bring home a purple today.” Thomas Street Elementary is creating a culture where students are taking pride in making good choices. In the three months we have been implementing the Behavior Booster Board, we have increased our attendance by 3%. Children are more excited about coming to school and working toward purple!
Welcome to the Purple Party

Every teacher has a behavior board. We used metal cookie sheets and painted them. We use magnets to assign a number to each child in the classroom.
WHY IT WAS DEVELOPED

Alcorn Central Middle School is in its sixth year of implementing SWPBIS. In the early years, when the process was new, everyone was energized about PBIS. Faculty/staff and students were excited about giving and getting Bear Bucks. However, over time the PBIS team has had to be creative in keeping the reinforcement system fresh and in the forefront of everyone’s minds!

DESCRIPTION OF PRODUCT

The PBIS Wall is titled, “PBIS is Raising Our….” Under the title are a giant thermometer with the date and grade level. Prior to the last Friday of the month, students are given the opportunity to redeem their Bear Bucks by grade level for items such as wearing a cap for a day, exchanging their homeroom for a day, or becoming principal for the day. After all of the students have had the opportunity to “spend” their bucks, the PBIS team calculates the total number of Bear Bucks spent by each grade. The total number of bucks spent is posted on the thermometer for that month. The previous months’ totals are kept posted so there is a running total for the school year.

IMPACT

Initially one might think posting the number of Bear Bucks spent by grade level is about reinforcement; in some ways it is. Recognizing students, by giving a Bear Buck when they demonstrate a desirable behavior, increases the likelihood of students repeating that desirable behavior again. However, the public posting of the number of Bear Bucks spent by grade level has brought a new sense of “oomph” and ownership of the process to all stakeholders, allowing a little bit of friendly competition among students. Faculty/staff and students are once again enthusiastic about the process. The PBIS team reports the following:

- Decrease in minor classroom behaviors
- Decrease in ODRs
- Increase in faculty/staff and student motivation regarding PBIS
WHY IT WAS DEVELOPED

Purvis Middle School understands that building family involvement and buy-in for PBIS is critical for success. In order to reach this goal, a communication system that would reach a large number of family members needed to be created. In the past, family members were unsure of what PBIS stood for, what expectations at Purvis Middle School were, or how students were being reinforced. The brochure and website give a brief overview of the process and terms family members would encounter throughout the school year.

DESCRIPTION OF PRODUCT

Both the brochure and website are designed to give families a basic understanding of PBIS in general and Purvis Middle School’s specific features. Terminology used, an overview of our SWPBIS system, school-wide expectations and reinforcement systems are all included in the brochure, which is available both in print and on the website. The website further provides an avenue for up-to-date information regarding upcoming events and activities that are PBIS-focused. In addition, the website contains a link to a student survey that can be utilized to gain student input about ideas for incentives and reinforcement days.

IMPACT

The website and brochure have opened communication systems between the school and home that are easily accessible for both students and family members. By providing the information both in print and online, we can reach students and family members who have computer access and those students and family members who do not have computer access. Since the dissemination of these two products, Purvis Middle School has had numerous family members volunteer for various activities regarding PBIS. The Purvis Middle School Parent Organization has also become involved offering to arrange fundraisers to provide monetary support for the school’s PBIS processes.
Positive Behavior Intervention & Support
@ Purvis Middle School

Purvis Middle School’s school-wide expectations are:
BE RESPECTFUL!
BE RESPONSIBLE!
BE SAFE!

To view expectations for specific areas of the school, click on:

To view our PBIS Terminology Brochure, click on:

Students, to take the PBIS Student Survey, click on:

PBIS Nader Notables

“Nader Notables” are students who are nominated by teachers or administrators for demonstrating behavior that goes above-and-beyond our school-wide expectations.
FACULTY AND FAMILY INVOLVEMENT
PURVIS MIDDLE SCHOOL

WHY?

Students are, without a doubt, the top priority of Purvis Middle School faculty and staff. We are here to provide the best education that we possibly can. An added responsibility that we consider fundamental is helping each and every student attain certain valuable life skills.

SUCCESS is our goal for each and every student. This means consistently meeting all of the school-wide expectations.

In doing so, we hope to see students gain an autonomy that will pour over into all areas of their lives.

AUTONOMY is a person’s independence; also, a person’s ability to govern or to control his/her own actions. (Random House Webster’s Unabridged Dictionary)

Another hope is that while striving to meet these expectations each student’s SOCIAL SKILLS, his/her ability to interact with others, will reach their full potential.

HELPFUL TERMS

PBIS
EXPECTATIONS
RESPECTFUL
RESPONSIBLE
SAFE
TORNADO TICKETS
NADER NOTABLE
SUCCESS
AUTONOMY
SOCIAL SKILLS

Additional terms you may encounter:
MINOR INFRACTION: a violation of a school-wide expectation which results in some mild disciplinary action (verbal reprimand, loss of privilege, short form, etc.).
MAJOR INFRACTION: a more serious violation of a school-wide expectation which results in a more firm disciplinary action (long form, referral to office, etc.)

Purvis Middle School

PBIS
Positive
Behavioral
Interventions
and Support

Helpful Terms

PMS 2011
What is PBIS?

**PBIS** - "Positive Behavioral Interventions and Support"

**PBIS** is simply a system of recognizing, encouraging, and rewarding the positive behavior of Purvis Middle School students. Students who follow a set of school-wide expectations for all areas of the school (classrooms, hallways, cafeteria, restrooms, etc.) receive recognition in the form of various rewards throughout the school year.

What are EXPECTATIONS?

**EXPECTATIONS** are behaviors that are expected from all students. For example, we are expected to throw trash into a trash can, so that is what we do.

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**Purvis Middle School's Three School-wide EXPECTATIONS:**

Be Respectful!
Be Responsible!
Be Safe!

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Being **RESPECTFUL** means behaving in ways that show consideration for people and for property.

Being **RESPONSIBLE** means choosing to do what you know is the right thing to do.

Being **SAFE** means making decisions that never put anyone at risk for harm or injury.

REWARDS!

**REWARDS!**

Rewards are intended to encourage positive behaviors and ultimately to decrease negative behaviors. Teachers give daily and weekly rewards in the form of verbal praise, homework or restroom passes, Tornado Tickets, small prizes, etc. Larger rewards are given monthly (popcorn party, movie, etc.) and by the semester (field trips) on a school-wide basis.

**TORNADO TICKETS** are small tickets awarded by teachers when students meet classroom expectations for the week. The tickets are collected for a weekly school-wide drawing giving students a chance at additional small prizes.

**A NADER NOTABLE** is a student who, not only meets the expectations, but also goes the extra mile to make a difference. These students are selected by teachers and given recognition over the intercom, in addition to having their names displayed on the "NADER NOTABLES" wall in the hallway outside the office.
School Wide Positive Behavior Intervention and Support (SWPBIS) Two Day New Team Training

- This training provides the participant the opportunity to learn all of the necessary Critical Elements of SWPBIS in order to implement systems change regarding Tier 1 of the Response to Intervention initiative. It is highly recommended that a school based team attend the training. The team should include, but is not limited to, school administrators, general education teachers, special education teachers, behavioral specialists, and family members.

Beyond SWPBIS

- This training provides the participant the opportunity to learn the Essential Elements of Mississippi’s Response to Intervention initiative regarding Tier 2 interventions, data collection and progress monitoring. It is highly recommended that a school based team attend the training. The team should include, but is not limited to, school administrators, general education teachers, special education teachers, behavioral specialists, and family members.

Data Day

- This training provides the participant the opportunity to learn how to use data in order to make data driven decisions on a school-wide (Tier 1) and secondary (Tier 2 level). Participants will learn what school based data to collect in order to implement evidence-based interventions and progress monitor the intervention to determine its effectiveness.

Webinars

- The webinars are an opportunity to revisit the Critical Elements of SWPBIS and provide the participants a platform to brainstorm solutions to obstacles impeding progress of implementation.

How to Create Meaningful Family Involvement

- These trainings provide family members the opportunity to develop skills that will assist them in being effective team members at the school level and in reinforcing the PBIS process at home.
  - Introduction to SWPBIS
  - How to Be an Effective Team Member
  - Parenting with PBIS
  - Team Building
  - Webinars in partnership with the Mississippi Parent Training Information Center

For more information please visit our website www.usm.edu/reachms for training dates and locations.
PBIS SEEDS CALL FOR SUBMISSIONS

REACH MS is excited to announce another opportunity for schools and districts implementing Positive Behavioral Interventions and Supports in Mississippi. We are looking for outstanding examples of your PBIS efforts to share with others via our website and in PBIS SEEDS: Seeing Excellence Emerge in our Districts and Schools. Products submitted must clearly demonstrate one or more of the critical elements for implementation of PBIS listed below.

Up to ten (10) products will be selected by a review panel including REACH MS staff and other stakeholders. Products demonstrating exemplary practices relating to the critical elements of “Teaching” and “Using Data for Long Term Change” are particularly sought.

A $250 stipend will be provided for each of the ten selected entries.

<table>
<thead>
<tr>
<th>Critical Elements</th>
<th>Example of Products</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expectations and Rules</td>
<td>Clearly and positively stated expectations and/or rules, pictures of creative ways to post expectations, rules and mission statements throughout your school and/or district, newsletter articles you’ve sent out with the expectations/rules in them, student planners with the expectations/rules described, etc.</td>
</tr>
<tr>
<td>Teaching</td>
<td>Lesson plans used for teaching the expectations/rules with pictures (if you have them), lesson plans where the expectation and/or rules have been imbedded into the content with pictures (if you have them), video clips (less than 5 minutes) of the teaching, etc.</td>
</tr>
<tr>
<td>Reinforcers</td>
<td>Pictures and plans from staff reinforcers, pictures and plans from student reinforcers, etc.</td>
</tr>
<tr>
<td>Referral Process</td>
<td>Referral process in narrative or visual form, definitions of problem behaviors, continuum of consequences, office discipline referral form, ODR graphs (by month, location, type of behavior, time of day), etc.</td>
</tr>
<tr>
<td>Using Data for Long Term Change</td>
<td>Your process for sharing data with stakeholders. Any complete data packages (graphs, charts etc...) showing a decrease in Office Discipline Referrals for a school year. Your process for using data for decision making.</td>
</tr>
<tr>
<td>Building faculty and family involvement</td>
<td>Examples of strategies used to enhance communication, motivation and meaningful involvement of faculty and family members. Please provide outcome data resulting from these efforts.</td>
</tr>
</tbody>
</table>

Submissions must be sent electronically by September 14, 2012. Please carefully follow all directions and review the scoring rubric prior to compiling your submission. You will be notified of our selections via e-mail by November 1, 2012. There is no limit on the number of submissions, but each product must be submitted using a separate application.

By submitting your products and examples, you are certifying that you have the authority to disseminate all materials submitted (including permission to publish photos, video, etc. of any persons identifiable) and are giving REACH-MS, the MS Department of Education, and/or the U.S. Department of Education permission to use these products in products, trainings, and materials without further compensation.
PBIS SEEDS Application Cover Sheet

School District: ___________________________  School: ___________________________

Team Leader: ___________________________  Address: ___________________________

Email: ___________________________  Phone: ___________________________

How many years has your school been implementing PBIS? ___________________________

Submission Process:

1. Submit the following documents electronically (no paper copies will be accepted) to
REACHMS@usm.edu:

☐ Written description of product being submitted (no more than 1 typed page, double spaced/12 point font). You MUST include the following: 1) which critical element(s) the product addresses; 2) a title for your product; 3) a brief description of the product, 4) why it was developed (what unmet need did it address at your school, 5) who developed the product (i.e., administrator, teachers, family, students, etc.), and 6) what impact it has had on your school and/or district as you implement PBIS (we are looking for data to support impact, not just anecdotal information). Please review the evaluation rubric for more information on how submissions will be rated.

☐ The product you are nominating in electronic format. Please be aware that we will be publishing the selected products both in print and on our website. Therefore, products of poor visual quality cannot be accepted. Please make every effort to submit high quality electronic products that will do justice to your school and district!

☐ Date and time documents submitted via email: ___________________________

2. Fully complete this cover sheet, including all required information and signatures, and fax to 601-266-4691 no later than 5:00 p.m. on September 14, 2012. Only fully complete applications will be accepted (both electronic documents in step 1 and this cover sheet).

By submitting your products and examples, you are certifying that you have the authority to disseminate all materials submitted (including permission to publish photos, video, etc. of any persons identifiable) and are giving REACH MS, the MS Department of Education, and/or the U.S. Department of Education permission to use these products in products, trainings, and materials without further compensation.

______________________________  ___________________________
Signature  Date
**PBIS SEEDS** Evaluation Rubric

**CHECK THE CRITICAL ELEMENT REPRESENTED:**
- Basic Behavioral Principles
- School-wide expectations
- Rules for specific settings
- Teaching appropriate behaviors
- Reinforcement system
- Interventions and consequences
- Office discipline referral process
- Teaming
- Building faculty & family involvement
- Using data for long-term change

**Rate the QUALITY of the product.**

<table>
<thead>
<tr>
<th>Poor/None</th>
<th>Average</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>5</td>
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<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td></td>
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</tbody>
</table>

The product demonstrates quality practices relating to the critical element it represents.

The rationale for developing the product/process is based on data or other supporting factors that are well described.

The quality of the evidence (quantitative or qualitative) submitted demonstrates the impact of implementation. Anecdotal reports of benefits will not be rated higher than "5".

The submission includes a description of a development and/or implementation that is team based.

The product is inclusive of the needs of all students, including those with disabilities.

The product demonstrates family engagement (development, implementation, and/or evaluation).

The suitability of Product for Print and Web Distribution

**TOTAL SCORE** (total of above):

**Comments:**
### REACH MS SWPBIS MODEL SITES

<table>
<thead>
<tr>
<th>District</th>
<th>School Type</th>
<th>Grades</th>
<th>Contact Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. ALCORN COUNTY SCHOOL DISTRICT</strong>&lt;br&gt; (GLEN, MS - CORINTH AREA)</td>
<td>Alcorn Central Elementary</td>
<td>grades K-4</td>
<td>Tammy Johnson, Assistant Principal&lt;br&gt;662.286.6899; <a href="mailto:tjohnson@alcornschools.org">tjohnson@alcornschools.org</a></td>
</tr>
<tr>
<td></td>
<td>Alcorn Central Middle School</td>
<td>grades 5-8</td>
<td>Ginger Lancaster, Team Leader&lt;br&gt;662.286.3674; <a href="mailto:glancaster@alcornschools.org">glancaster@alcornschools.org</a></td>
</tr>
<tr>
<td></td>
<td>Alcorn Central High School</td>
<td>grades 9-12</td>
<td>Twila Bridges, Team Leader&lt;br&gt;662.286.8720; <a href="mailto:tbridges@alcornschools.org">tbridges@alcornschools.org</a></td>
</tr>
<tr>
<td><strong>2. PONTOTOC COUNTY SCHOOL DISTRICT</strong>&lt;br&gt; (TUPELO AREA)</td>
<td>North Pontotoc Upper Elementary</td>
<td>grades 5-6</td>
<td>Libby Young, Principal&lt;br&gt;662.489.2295; <a href="mailto:lyoung@pcsd.k12.ms.us">lyoung@pcsd.k12.ms.us</a></td>
</tr>
<tr>
<td></td>
<td>South Pontotoc Elementary School</td>
<td>grades K-5</td>
<td>Jimmy Flake, Principal&lt;br&gt;662.489.3476; <a href="mailto:jflake@pcsd.k12.ms.us">jflake@pcsd.k12.ms.us</a></td>
</tr>
<tr>
<td></td>
<td>South Pontotoc Middle School</td>
<td>grades 6-8</td>
<td>Lisa Williamson, Team Leader&lt;br&gt;662.489.2479; <a href="mailto:lwilliamson@pcsd.k12.ms.us">lwilliamson@pcsd.k12.ms.us</a></td>
</tr>
<tr>
<td><strong>3. HOUSTON SCHOOL DISTRICT</strong>&lt;br&gt; (HOUSTON, MISSISSIPPI - TUPELO AREA)</td>
<td>Houston Lower Elementary</td>
<td>grades K-2</td>
<td>Emily Speck, Principal&lt;br&gt;662.456.3323; <a href="mailto:especk@houston.k12.ms.us">especk@houston.k12.ms.us</a></td>
</tr>
<tr>
<td><strong>4. RANKIN COUNTY SCHOOL DISTRICT</strong>&lt;br&gt; (FLOWOOD, MCLAURIN, PELAHATCHEE, MS - JACKSON AREA)</td>
<td>Flowood Elementary</td>
<td>grades K-5</td>
<td>Dr. Kathy Martin, Principal&lt;br&gt;601.992.6277; <a href="mailto:kmartin@rcsd.ms">kmartin@rcsd.ms</a></td>
</tr>
<tr>
<td></td>
<td>McLaurin Elementary</td>
<td>grades Pre-K-6</td>
<td>Michelle Nowlin, Principal&lt;br&gt;601.845.2127; <a href="mailto:mnowlin@rcsd.k12.ms.us">mnowlin@rcsd.k12.ms.us</a></td>
</tr>
<tr>
<td></td>
<td>Northwest Rankin Elementary</td>
<td>grades K-5</td>
<td>Kara Killough, Principal&lt;br&gt;601.992.0924; <a href="mailto:kara.killough@rcsd.ms">kara.killough@rcsd.ms</a></td>
</tr>
<tr>
<td><strong>5. NEWTON COUNTY SCHOOL DISTRICT</strong>&lt;br&gt; (DECATUR, MS - MERIDIAN AREA)</td>
<td>Newton County Elementary</td>
<td>grades K-4</td>
<td>Suzanne Ross, Assistant Principal&lt;br&gt;601.635.2956; <a href="mailto:sross@newton.k12.ms.us">sross@newton.k12.ms.us</a></td>
</tr>
<tr>
<td></td>
<td>Newton County Middle School</td>
<td>grades 5-8</td>
<td>Teresa McDill, Principal&lt;br&gt;601.635.4261; <a href="mailto:tmcdill@newton.k12.ms.us">tmcdill@newton.k12.ms.us</a></td>
</tr>
<tr>
<td></td>
<td>Newton County High School</td>
<td>grades 9-12</td>
<td>Sue Geter, Team Leader&lt;br&gt;601.635.3347; <a href="mailto:sgeter@newton.k12.ms.us">sgeter@newton.k12.ms.us</a></td>
</tr>
<tr>
<td><strong>6. LAUDERDALE COUNTY</strong></td>
<td>Southeast Elementary School</td>
<td>grades Pre-K-4</td>
<td>Steven Holifield, Assistant Principal&lt;br&gt;601.486.2500; <a href="mailto:sholifield@lauderdale.k12.ms.us">sholifield@lauderdale.k12.ms.us</a></td>
</tr>
</tbody>
</table>
7.  FORREST COUNTY SCHOOL DISTRICT
   (HATTIESBURG AREA)

   Dixie Attendance Center (grades K-8)
   Contact: Karen Vines, Assistant Principal
   601.582.4890; kvines@forrest.k12.ms.us

   North Forrest High School (grades 7-12)
   Contact: Larry Johnson, Principal
   601.545.9304; ljohnson@forrest.k12.ms.us

   South Forrest Attendance Center (grades K-8)
   Contact: Kelly Lambert, Principal
   601.545.7714; klambert@forrest.k12.ms.us

   Rawls Springs Attendance Center (grades K-6)
   Contact: Jennifer Riels, Principal
   601.268.2217; jriels@forrest.k12.ms.us

   Earl Travillion Attendance Center (grades K-6)
   Contact: Dr. Pearl Haynes, Principal
   601.584.9303; phaynes@forrest.k12.ms.us

   North Forrest Elementary (grades K-6)
   Contact: Jon Greer, Principal
   601.584.6466; jgreer@forrest.k12.ms.us

8.  LAMAR COUNTY

   Purvis Middle School (grades 6-8)
   Contact: Jennifer Carr, Team Leader
   601.794.1068; jennifer.carr@lamarcountyschools.org

9.  BILOXI SCHOOL DISTRICT

   North Bay Elementary (grades K-5)
   Contact: Dr. Laurie Pitre, Principal
   228.435.6166; laurie.pitre@biloxischools.net

If you would like to visit a school that is implementing school-wide positive behavioral interventions and supports, please contact one of these model sites. Each school listed has passed an external evaluation verifying implementation of PBIS, including all critical elements, with fidelity. More schools are being added to our list all the time, so visit www.usm.edu/reachms for the most up-to-date list of model sites.

If your school is implementing SWPBIS and would like to be included as a model site, please contact us to schedule an on-site evaluation.