

# Behavior Support Systems Model

Principals' Meeting  
February 8, 2017



# Objectives

Focus, align, and integrate Behavior Support Systems

## 3 Primary Foci

- Restorative Practices
- Positive Behavior Interventions and Supports
- Danielson Framework





If the children aren't learning, we're not teaching.

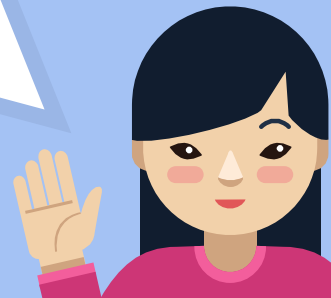
*Siegfried Engelman*

It's all about probability—some things work better than others – **Practices Matter!**

All behavior change is an instructional process –  
**Instruction Matters!**

Student behavior won't change until adult behavior changes – **Teachers Matter!**

*Terry Scott*



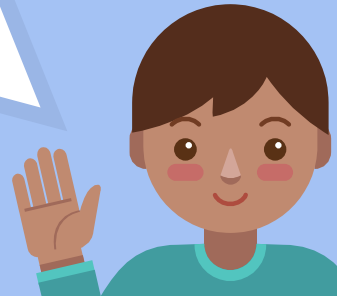
# FUNDAMENTAL HYPOTHESIS OF RESTORATIVE PRACTICES

The fundamental hypothesis of restorative practices is that human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things *with* them, rather than *to* them or *for* them.

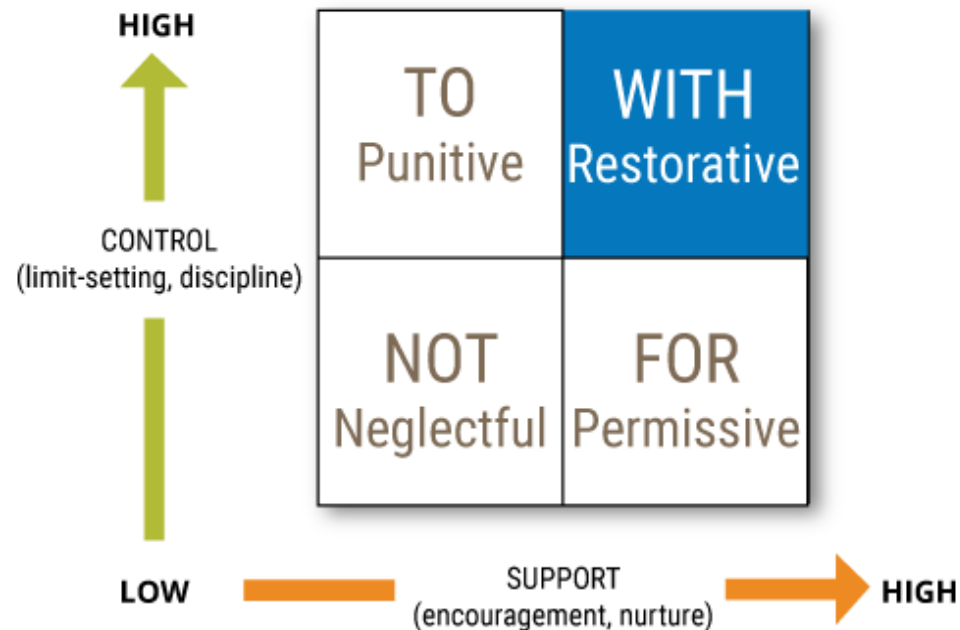
TED WACHTEL

## AIM OF RESTORATIVE PRACTICES

To develop community and to manage conflict and tensions by repairing harm and restoring relationships.

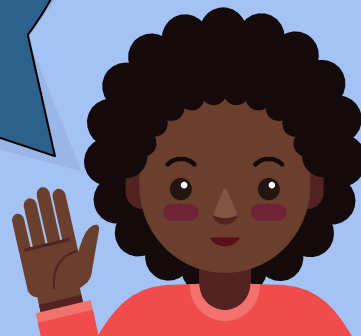


# Social Discipline Window



Adapted by Paul McCold and Ted Wachtel

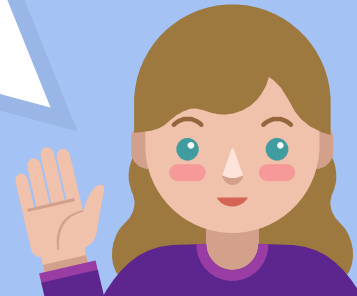
Behavior Support Systems Integration helps teachers and administrators move to the "with" box.



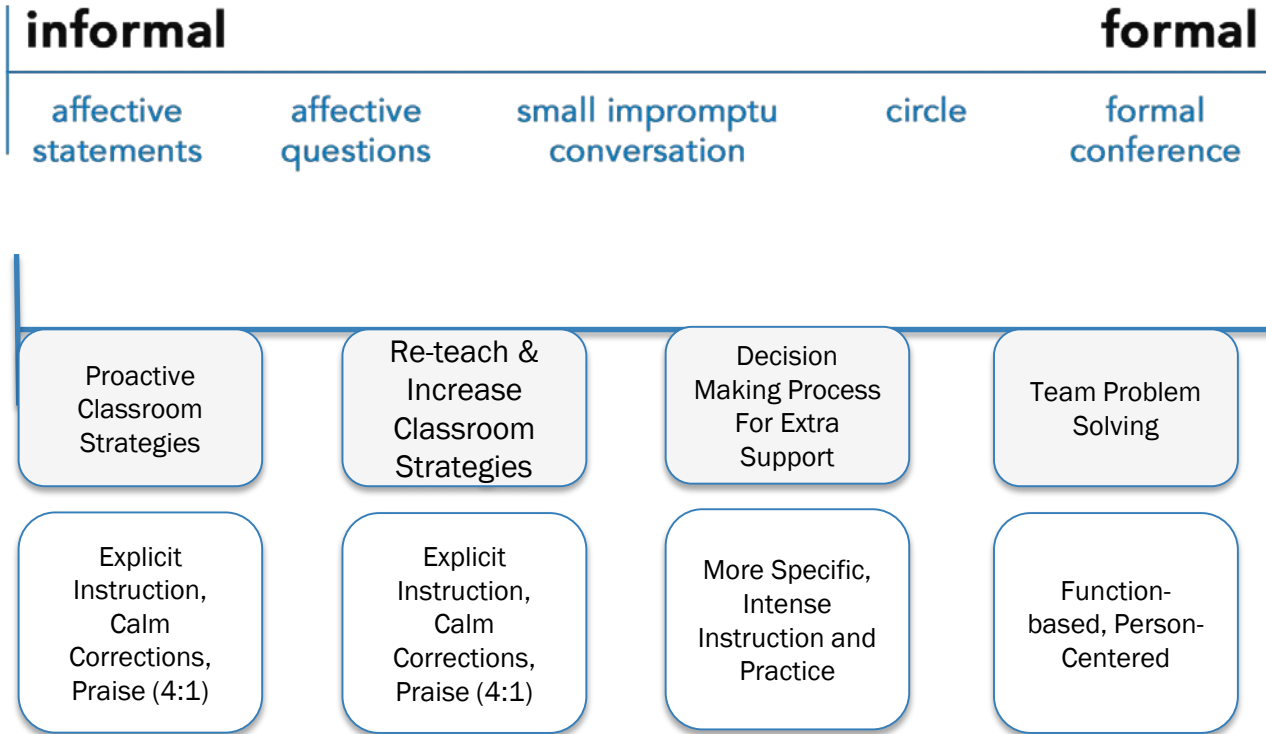
# Positive Behavior Interventions and Supports

What is PBIS? Positive Behavior Interventions and Supports (PBIS) is a **proactive approach** to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success.

- Framework that is foundational for all behavior work
- Builds community
- Creates overall positive culture and climate
- Incorporates:
  - ✓ School- wide expectation
  - ✓ Student and staff acknowledgement systems
  - ✓ Data- driven decision- making
  - ✓ Tier levels of supports and interventions



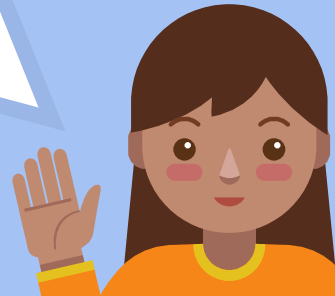
# RP and PBIS Informal to Formal Practices



# NATIONAL SCHOOL CLIMATE COUNCIL

*School climate refers to the quality and character of school life.*

- ✓ *Norms, values and expectations that support people feeling socially, emotionally and physically safe.*
- ✓ *People are engaged and respected.*
- ✓ *Students, families and educators work together to develop, live and contribute to a shared school vision.*
- ✓ *Educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning.*
- ✓ *Each person contributes to the operations of the school and the care of the physical environment.*







## WHOLE-SCHOOL CHANGE OVERVIEW

Comprehensive two-year school implementation program with a high level of IIRP support and explicit focus on the Eleven Essential Elements of restorative practices. When systematically employed, restorative practices transforms negative school environments by engaging students in taking responsibility for making the school better.



# Connection Between Academics and Behavior

Students receiving effective academic instruction are less likely to exhibit problem behavior (Rivkin, Hanuskek, & Kain, 2005) and more likely to experience academic success (McIntosh, Chard, Boland, & Horner, 2006).



# Danielson Framework

Domain 1	Domain 2	Domain 3	Domain 4
<ul style="list-style-type: none"><li>• Knowledge of students</li><li>• Designing instruction</li></ul>	<ul style="list-style-type: none"><li>• Environment of respect and rapport</li><li>• Culture of learning</li><li>• Classroom procedures</li><li>• Managing student behavior</li><li>• Physical space</li></ul>	<ul style="list-style-type: none"><li>• Communicating with students</li><li>• Engaging students in learning</li><li>• Flexibility and responsiveness</li></ul>	<ul style="list-style-type: none"><li>• Communicating with families</li><li>• Growing and developing</li><li>• Participating in a professional community</li></ul>

# IMPACT

## **Increases**

- Instructional Time
- Safety
- Sense of Community
- Teacher and Staff Engagement

## **Improves Relationships Among**

- Students
- Staff
- Administrators
- Parents



# JCPS Progress Report

District Behavior Support Leadership Team Assembled  
Leadership Training Started:

- ✓ Restorative Leadership Training/Orientation
- ✓ 2- Day Basic School Climate
- ✓ 4- Day Basic Restorative Practices (Intro, Circles, and Conferencing)

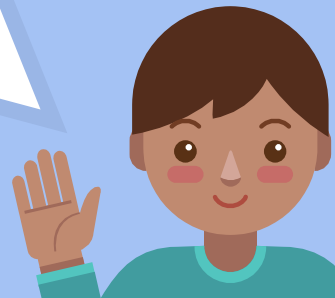
3 Pre- selected Demonstration Schools

- ✓ Shacklette Elementary
- ✓ Knight Middle School
- ✓ Waggener High School

14 Schools – Application Process

Demonstration School Program Launch Begins March 2017

Whole School Trainings Begin May 2017



# Next Steps – School Identification by Application Process

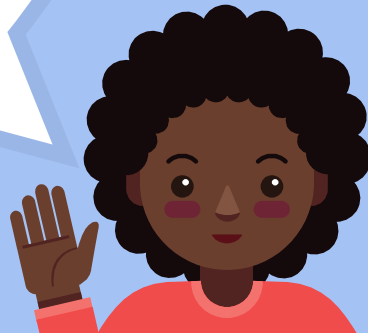
## 3 Demonstration Schools - Identified

- ❖ 1 Elementary – Shacklette
- ❖ 1 Middle – Knight
- ❖ 1 High - Waggener

## 14 Additional Schools – Accepting Applications

- ☐ 2 previously determined schools
- ☐ 6 Elementary
- ☐ 3 Middle
- ☐ 3 High

**17 Total Schools**



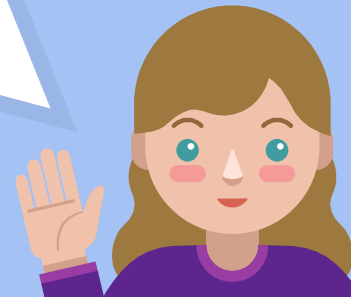
# School Opportunity

## Commitment Form

- ✓ Whole school training
- ✓ School-based behavior support team
- ✓ Integrated model of PBIS/ RP/ Danielson Framework
- ✓ SBDM Approval

## District Support

- ✓ Training & Professional Development
- ✓ Behavior Support Resource Teachers



# Continued Supports

- ✓ All previously trained PBIS schools will continue to receive district level supports (coaching, training, etc.)
- ✓ Supports will be structured differently for the 2017- 18 school year.
- ✓ Monthly trainings for school- based leads and co- leads (or team members) should continue for next year.





# Important Dates

- Commitment Form – Due to Dr. Naomi Brahim by **February 24, 2017**
- Notification to be made by **March 7, 2017**
- Basic School Climate Training (For School Behavior Teams) – **March 23 and 24, 2017**
- Whole School Trainings – **TBD** in Collaboration with School Administration, IIRP, and District Behavior Support Team

# THANKS! Questions? Please contact us!

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