**Agenda for today 4/15/15**

Grounding

Expectations

Progress update

Teaching expected behavior

Cool tools

Coaching for organization change

Date for decision making

SWIS—demo site

PBIS assessment

Prep for Tier II

**Consider these grounding questions:**

Where is my school with PBIS implementation?

What is my energy level with PBIS?

What do I hope to learn?

What will I do with that I learn?

**Billy Mitchell:**

**Teaching**

* Creating our team/ members
* Matrix
* Having PD’s/ Planning Meeting at least once a month
	+ Understanding students of color: cultural sensitivity
	+ Workshops: sign up classroom management/ and culture plan
* Regroup from last staff meeting: finalize expected behaviors (restroom, halls, etc.) How will this be disseminated to staff, students and parents?
* 2x10 matching tier 2 students with adults.
* **Implementation of SOAR TICKETS**
* Collecting data, reduction of ODR’s, suspensions, parent calls
* How can we include noon aids, parents, RAP
* Creating a parent Brochure/ workshops example RK Lloyd continuation high School example
* Creative tools: videos, etc.
* Tool Kits: matrixes, staff binder/ faculty binder: PBIS, provided to teacher, but also shown through trainings on how to use the information.
* Implementation Days (All staff participate) Teach Expected Behavior to teachers first!
* **Cool Tools**: Make time/ add PBIS time into staff meeting agenda and teach the tools to the teachers. Meet as a PBIS team at least once a month. It is a requirement by LCAP, it is a district priority. ADD IT IN THE CALENDAR!
	+ Provide teachers with Data of why cool tools are necessary. Helping them identify what are some of the needs, and how to address needs through cool tools.
	+ Ex: in the morning having teachers line up along entrance, band playing, choir teachers welcome students setting a positive tone for the day.
* Logging information on PowerSchool—Keeping track of interventions used with clt. While respecting FERPA
* Mentoring program: Dominguez Hills (Male Success Alliance) w/ high school students
* Jeff Duncan Andrade TED video
* Teacher Buy In: raffles for teachers/PBIS incentives Rewarding teachers that are compliant gift cards, Disneyland tickets.
* Conflict Resolution/ Peace Makers program example “Buddy Bench at Recess”
* Increasing School Spirit
* School Announcements
* Mindset by Carol Dweck Book Study
* The Four Agreements

Coaching:

Reactive Management:

* How you react to a student’s behavior

Immediate and seductive solution” getting tough

* Clamp down and increase monitoring
* Re re re review rules

Reactive Responses are predictable:

* Remove student
* Remove ourselves
* Remove objects
* Modify physical environments

Matchbook Response:

Rick Maurer:

* I don’t get it -intellectual
* I don’t like it -emotional
* I don’t like you –personal
* The Energy Bar:

**Evaluation**:

Two types of evaluation used in PBIS: (have to do both, not one or the other)

1. SWIS captures ODR data (costs money)
	1. Identify a possible problem
	2. Build a precise problem statement
	3. Select solutions/interventions
	4. Assess if a solutions is a) being implemented, and b) is it being effective

Data: don’t overdo example average referrals per day per month chart: average referrals per day the most 2.8

Data: does not tell us inferences it gives us actual results

Data: will tell you if cool tools are working

Data: some collect it, but don’t use it

Data: should be shared with all staff

Data: look at what is working instead of what isn’t.

Data point toward asking the right questions

 If many referrals in class:

 Which classes

 Which Students

Data: When looking at Data shift from Primary Statements vs Precision Statements. Primary statements are more of reactive discipline reaction.

Components of precision statement: What Where Who When Why

You need to come up with a statement that answers all these questions.

ODR: is it done to obtain or take enthusiasm

Components do not always come in order

2) PBIS assessments: SAS, TIC, SET, BoQ (FREE)