



INNOVATIVE THINKING
IN A PRIVATE
DAY SCHOOL SETTING
RAISING THE B.A.R.

+

INTRODUCTIONS

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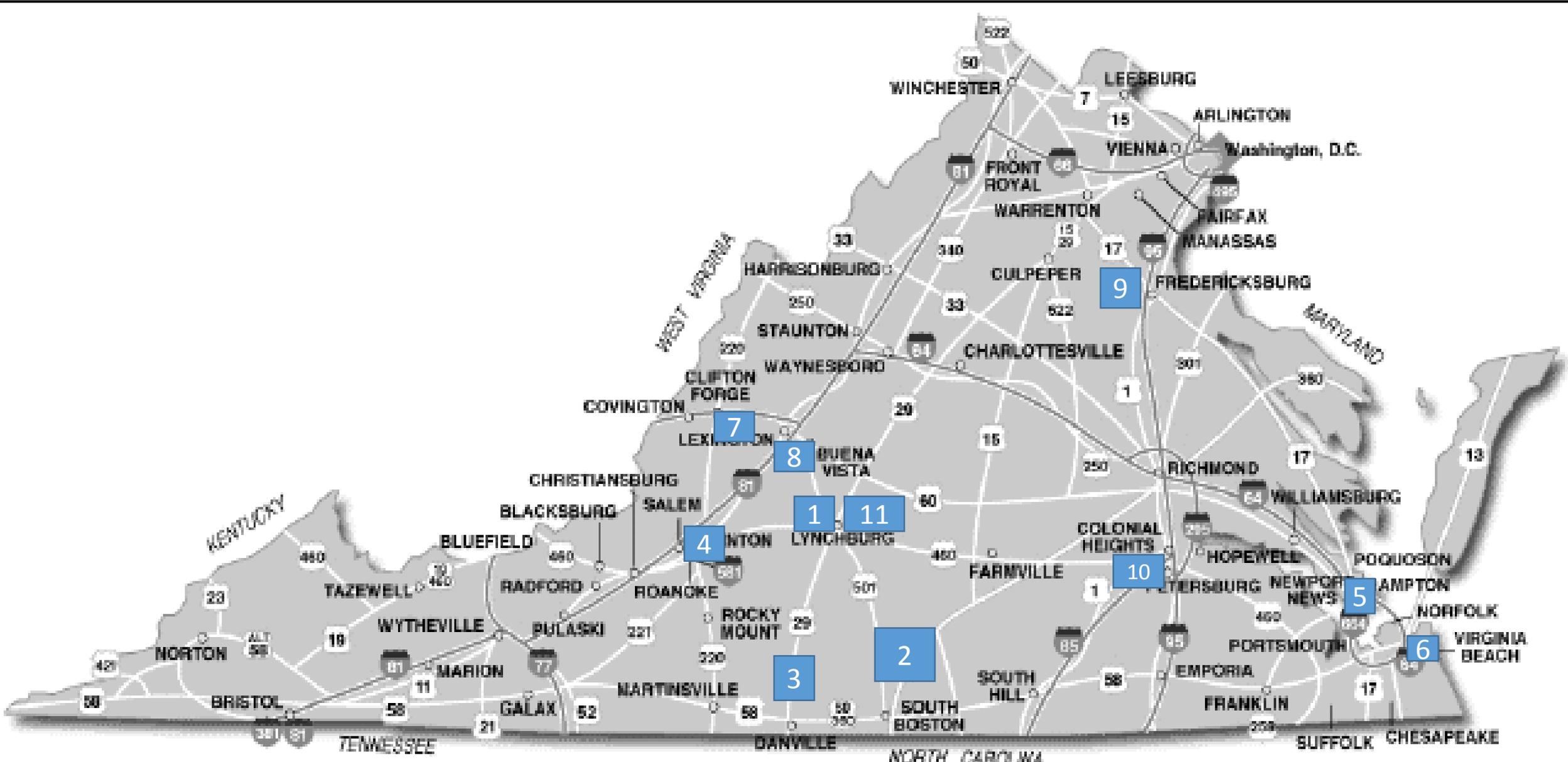
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OBJECTIVES

- What Are School-wide Positive Behavior Interventions And Supports
- Benefits Of SW-PBIS In A Private Day Setting
- Creating Supportive Learning Environments
 - Using The Data
- Supporting Positive Outcomes through Community Collaboration

Rivermont Schools: A System Across the State





A child without
education, is like a
bird without wings.
~Tibetan proverb

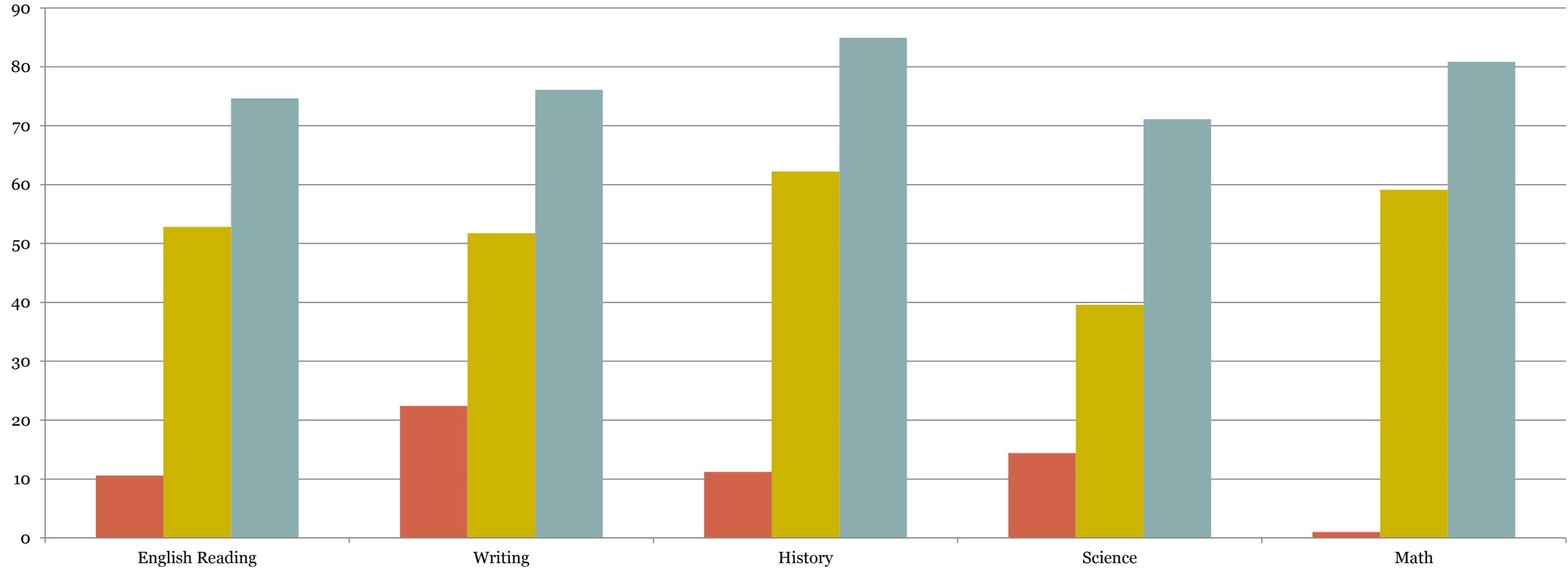


We wanted our
students to
perform as well,
if not better, than
students with
similar
disabilities in
public schools
on the SOLs



SOL Pass Rate by Content Comparison Spring 2013

■ Rivermont School's SOL Pass Rates ■ Virginia Students with ED SOL Pass Rates ■ All Virginia Student's SOL Pass Rates

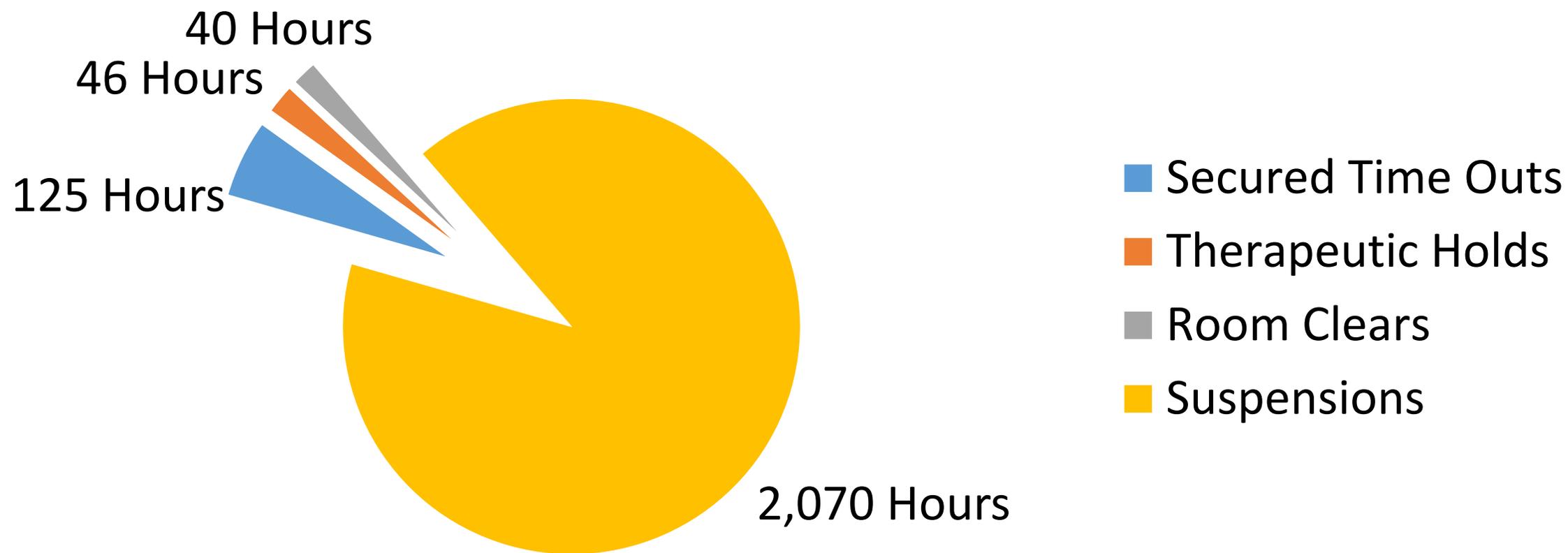




Holy cow...

*it got our
attention...*

Lost Instructional Hours by Serious Incident, 2012-2013





Number of
Lost Days of
Instruction

380





ANYWHERE
BUT
SCHOOL

Improving social behavior is central to achieving academic gains

Decrease in problem behavior = increase in academic time

Should result in greater academic success



What are
School-Wide
Positive
Behavior
Intervention
and Supports?

A systems approach for
establishing the social
climate and behavioral
supports needed for schools
to be effective learning
environments for ALL
students



SW-PBIS is not...

- A top-down approach
- A quick fix for behavior problems
- An off-the-shelf, ready-to-use program





□ SW-PBIS is...

- A team approach



- An investment of energy and time

- A way to build on existing strengths



- An adaptable process

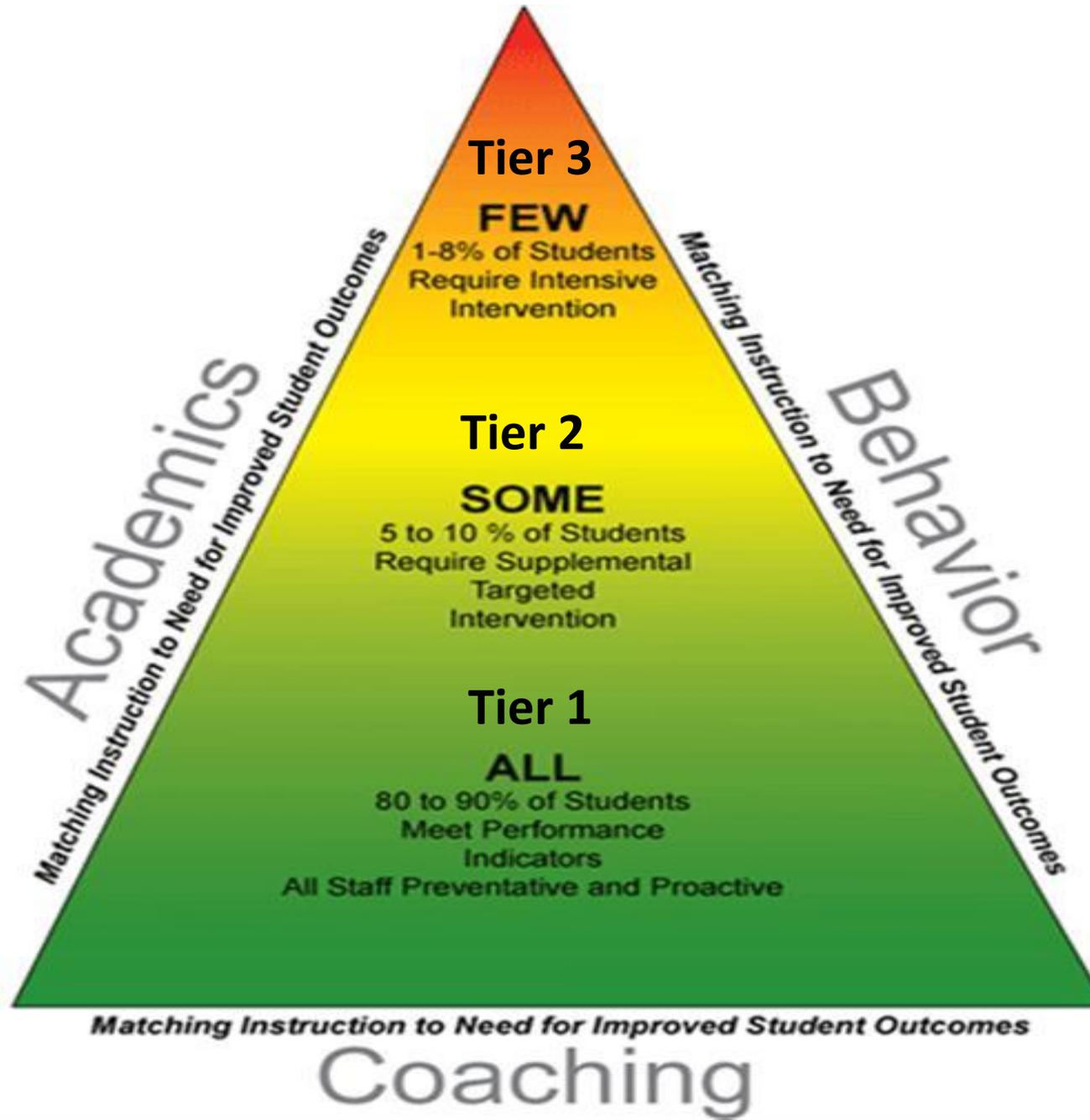
- Evidence-based

- Sustainable

How?

- Prevention
 - Teaching of expected behavior
- Consistent recognition of positive behavior
- Continuum of consistent consequences for problem behavior
 - On-going collection and use of data for decision-making
 - Multi-tiered system of support
- Team decision making and implementation





PBIS Enables Schools To...

- Establish a small number of priorities
“do less, better”
- Consolidate/integrate whenever possible
“only do it once”
- Specify what is wanted & how you’ll know when you get there
“invest in a clear outcome and assess progress”
- Give priority to what works
“research-based, evidence-based”



- Evidence-based alternative to ineffective disciplinary methods
- Decisions about discipline linked to data on student behavior



Traditional Discipline vs. PBIS

Traditional Discipline:

- Focuses on the student's problem behavior
- Goal is to stop undesirable behavior by the use of punishment



Positive Behavior Intervention & Support:

- Focuses on altering environments to promote and reward appropriate behavior
- Goal is to stop undesirable behavior by teaching replacement behavior or skill



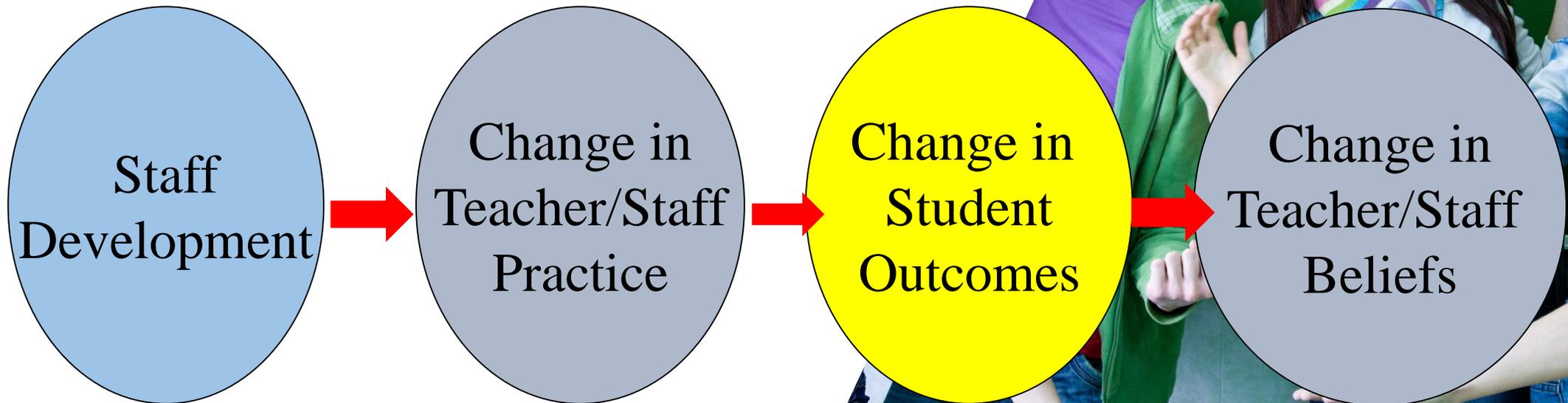
Rivermont Schools' Beginning Implementation



But.....
we already
DO
positive behavior
support!



Building Competence, Changing the Mindset



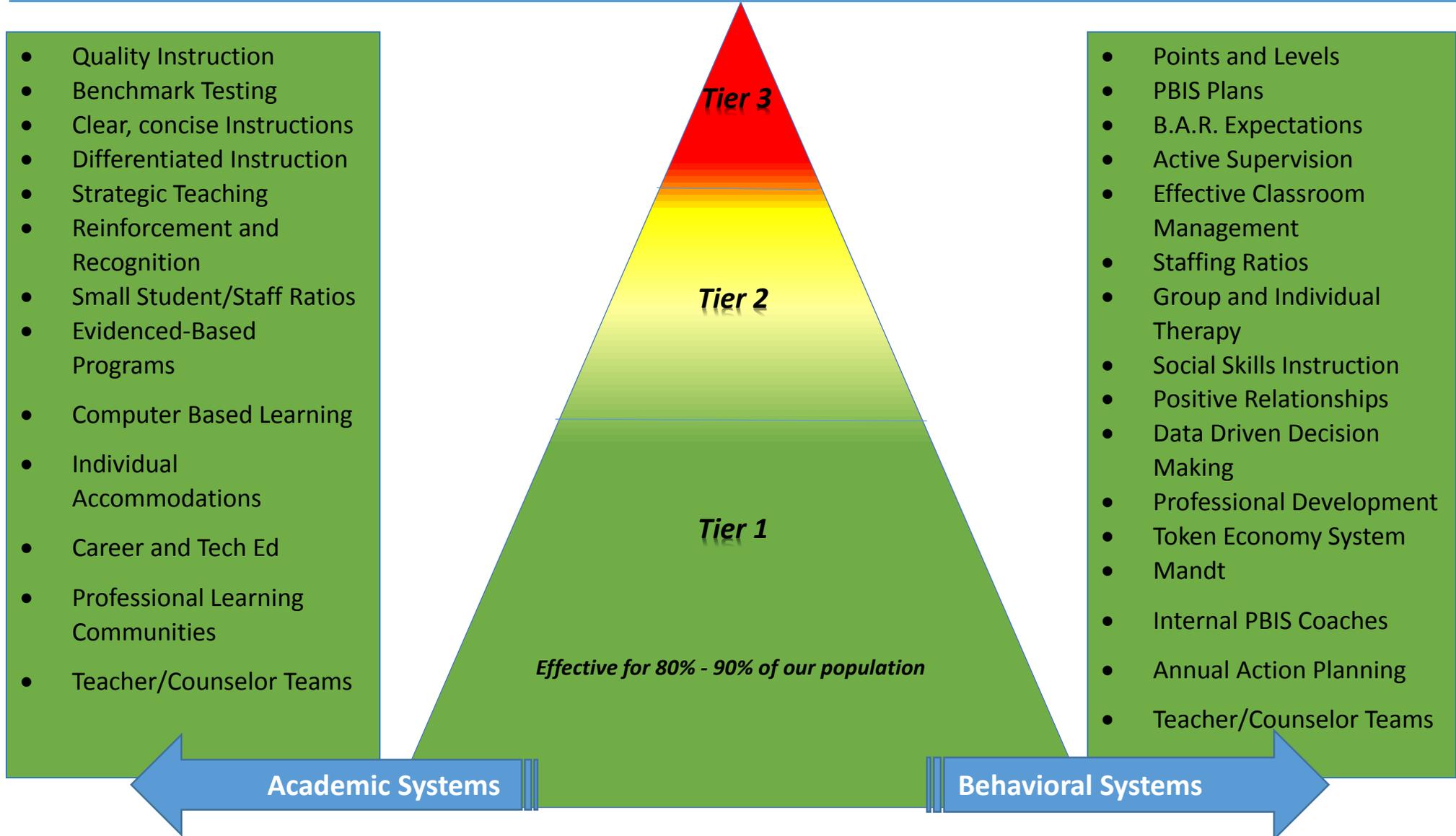
Common Vision

Common Goals

Common Language



RIVERMONT SCHOOL – UNIVERSAL INTERVENTIONS



OUR SCHOOL-WIDE EXPECTATIONS



BE THERE,
BE READY



ACCEPT
RESPONSIBILITY



RESPECT SELF,
OTHERS, AND
PROPERTY

Expectations for Conference Attendance

B e There, Be Ready	A ccept Responsibility	R espect Self and Others
Be on Time <ul style="list-style-type: none">• In the Morning• Returning from Breaks		

Matrix Expectations for Conference Attendance

Be There, Be Ready	Accept Responsibility	Respect Self and Others
<p>Be Focused and Engaged</p> <ul style="list-style-type: none">• Participate in Discussions and Activities• Be an Active Listener• Be Present for the Entire Training	<p>Use the 4 C's to Guide Learning</p> <ul style="list-style-type: none">• Contribute• Collaboration• Creativity• Critical Thinking	<p>Respect the Opinions of Others</p> <ul style="list-style-type: none">• No Idea is a Bad Idea• No Question is a Stupid Question
<p>Be on Time</p> <ul style="list-style-type: none">• In the Morning• Returning from Breaks	<p>Take Care of Your Personal Needs</p> <ul style="list-style-type: none">• Use the Restroom when Needed• Take Emergency Texts and Calls Outside• Eat when Hungry	<p>Reduce Distractions for Others by:</p> <ul style="list-style-type: none">• Limit Side Conversations• Cell Phones on Silent• Use Electronics Responsibly



Are You a Rivermont **LYNCHBURG** Top Dog?

	All Settings	Classrooms	Outside/Rec/ Field Trips	Bathroom	Computer Lab	Hallway	Exit/Enter
BE THERE, BE READY	Ears open, mind ready	Right place, Right Time, Right Stuff	Right Place, Right Time, Right Stuff	Get in, Get out	Right Place, Right Time, Right Stuff	Walk, don't talk	Coast don't speed
ACCEPT RESPONSIBILITY	Know it, own it	Ask for it, Wait for it	Mess up, clean up	Flush it, Wash 'em, Keep it clean	Right site is dynamite	Stay in your lane	Proceed directly to destination
RESPECT SELF AND OTHERS	Speak Kind, Live Kind	Mess up, clean up	Good sports show support	MYOB while doing your business	Use it, don't abuse it	Stay in your lane	Meet and Greet

Student: _____

Date: _____

Arrival Time: _____

Rivermont High School Point Sheet

Level/Day _____

Left early at: _____

Behavioral Goals	Per. 1 Soc. Skills 7:45-8:35	Per. 2 Math 8:36-9:26	Per. 3 English 9:27-10:17	Per. 4 Science 10:18-11:08	Per. 5 History 11:09-11:59	Per. 6 Elective 12:21-1:11	Per. 7 PE/Elective 1:12-2:02	Expectation Key: 2 Meets Expectations the ENTIRE Period 1 Close to Meeting Expectations MOST of the Period 0 Below Expectations MOST of the Period Lunch Points (0-2) <input type="text"/> Do not add lunch points into Daily Points
1. Be There, Be Ready								
2. Accept Responsibility								
3. Be Respectful								
4. Keep it Positive								
5. Strive for learning								
Total Points								<u>Total Daily Points</u>
Missed Instructional Time								<u>Total Time Missed</u>

Celebrations:



PAWS-itive Behavior Acknowledgement System

The 165 and higher club!!

Rivermont Hampton TOP DOGS

	All Settings	Classroom	Hallway	Bathroom	Gym	Computer Lab
BE THERE, BE READY	Follow staff directions promptly	Seated with materials	Three S's	Communicate needs appropriately	Wear gym shoes and appropriate clothing	Have materials ready
ACCEPT RESPONSIBILITY	Move better the better	Accept responsibility	Respond to redirection promptly	Wash hands	Follow the rules of the activities	Stay on assigned sites
RESPECT SELF	Do not be called on before speaking	Respect volume and personal space	Respect volume and personal space	Clean up after yourself	Be a good sport	Take care of equipment
RESPECT OTHERS	Use respectful words	Show sensitivity to the feelings of others	Use manners <ul style="list-style-type: none">• Please• Thank you• Excuse me	Get in, get out	Encourage others	Ask for help appropriately
BE WILLING TO LEARN	Be willing to try	Have a working attitude	Be a good role model	Follow directions	Be open to new activities	Complete all assigned work

Bus Room

Be There, Be Ready



Accept Responsibility

Respect All

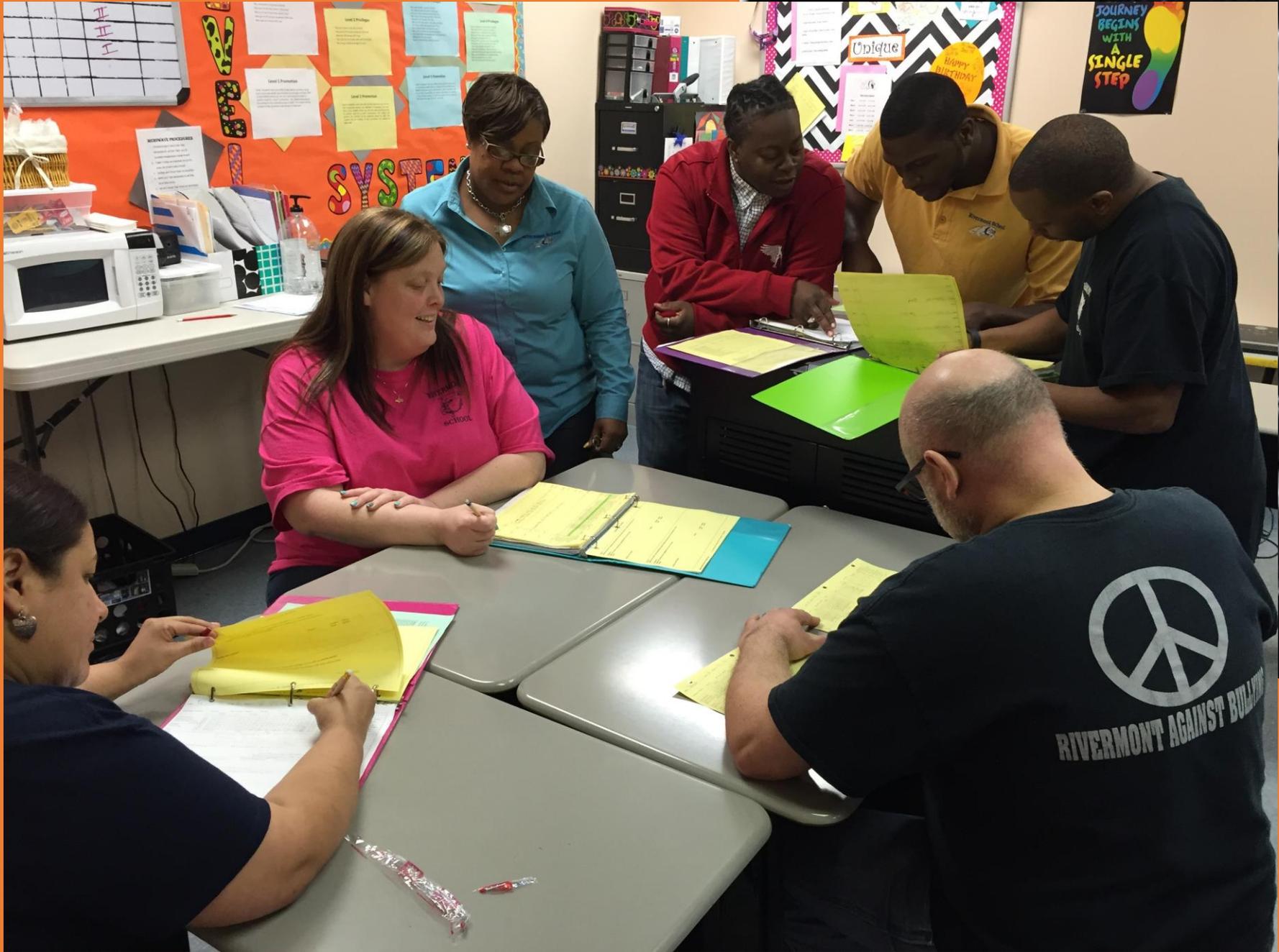


Keep Positive



Strive For Learning





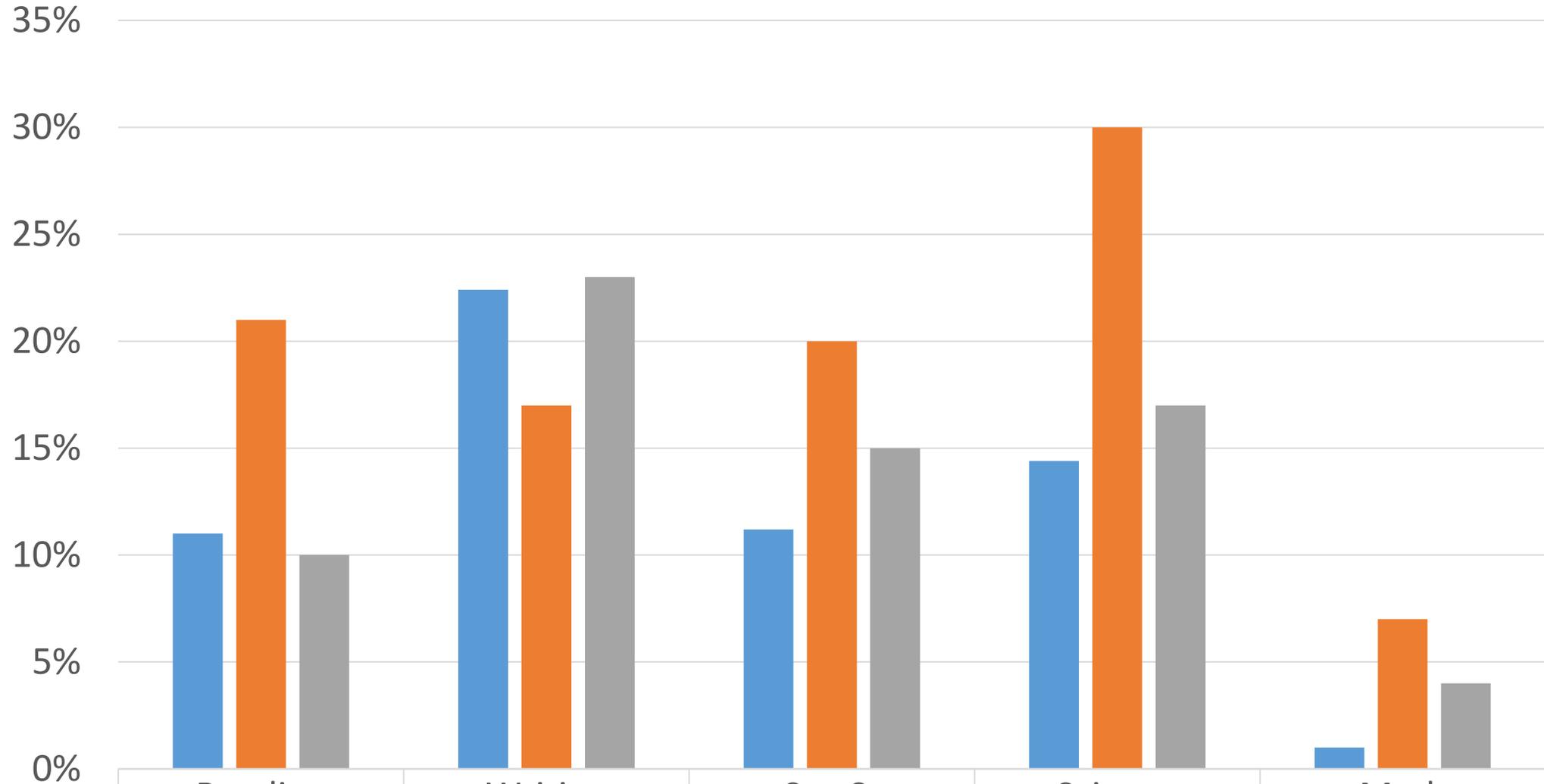


Quality Indicator Data Points

- SOLS
- Goal mastery
- Points and Levels
- Serious Behavior Incidents
- Average length of stay
- Transitions
- Graduation rates
- 1:1 usage/staffing ratios
- Satisfaction Survey results
- PBIS Team Implementation Checklists



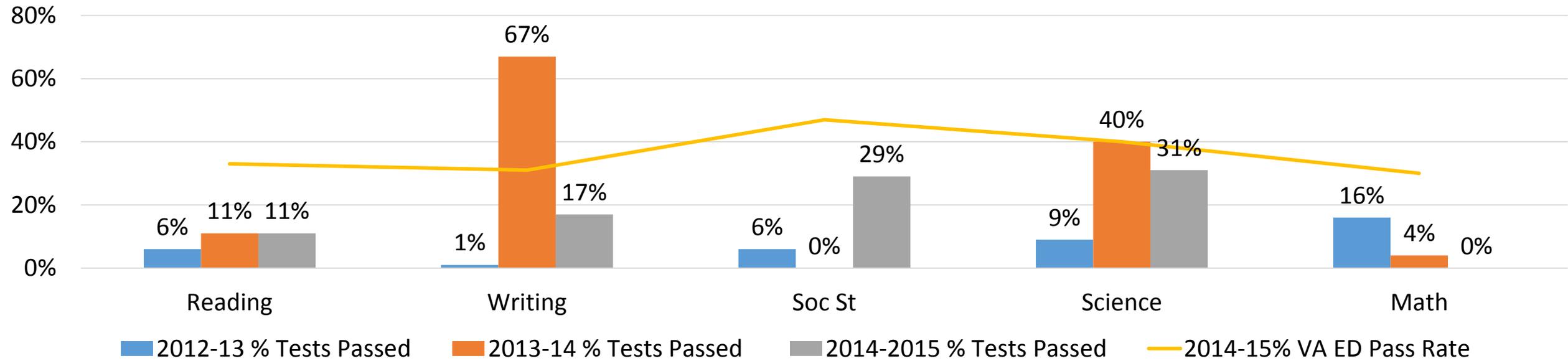
Rivermont Schools SOL Content Area Pass Rate



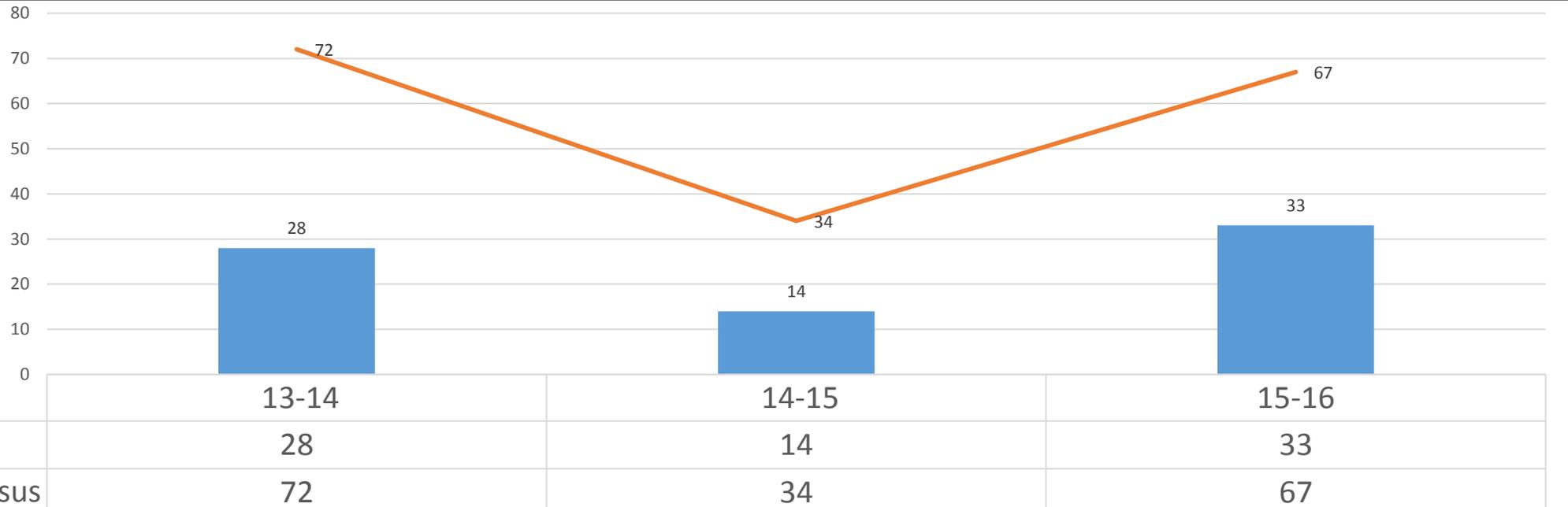
■ 2012-13 % Tests Passed
■ 2013-14 % Tests Passed
■ 2014-15 % Tests Passed

Reading	Writing	Soc St	Science	Math
11%	22%	11%	14%	1%
21%	17%	20%	30%	7%
10%	23%	15%	17%	4%

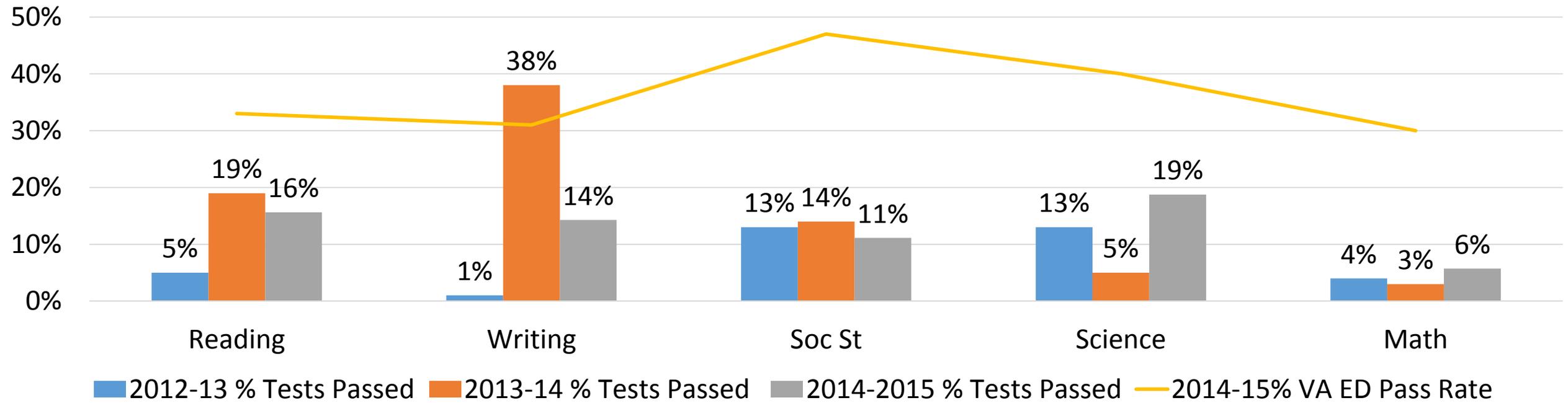
School C SOL Content Pass Rates 2013-14-15



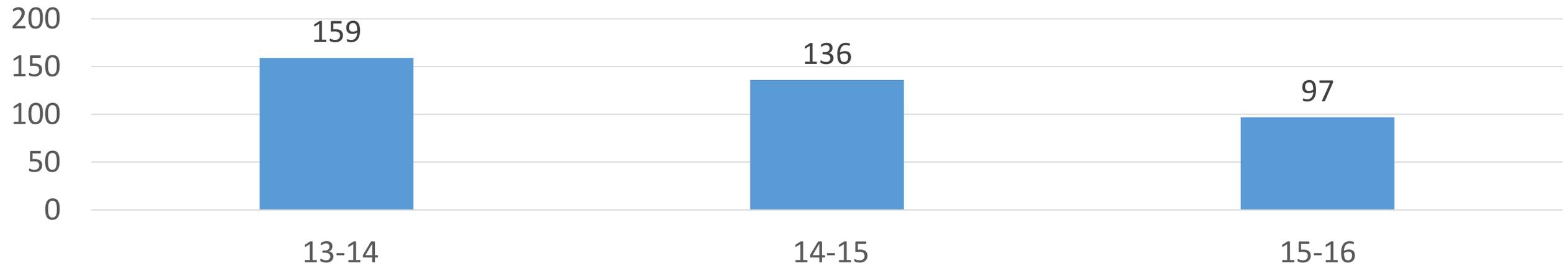
School C Serious Incident Totals



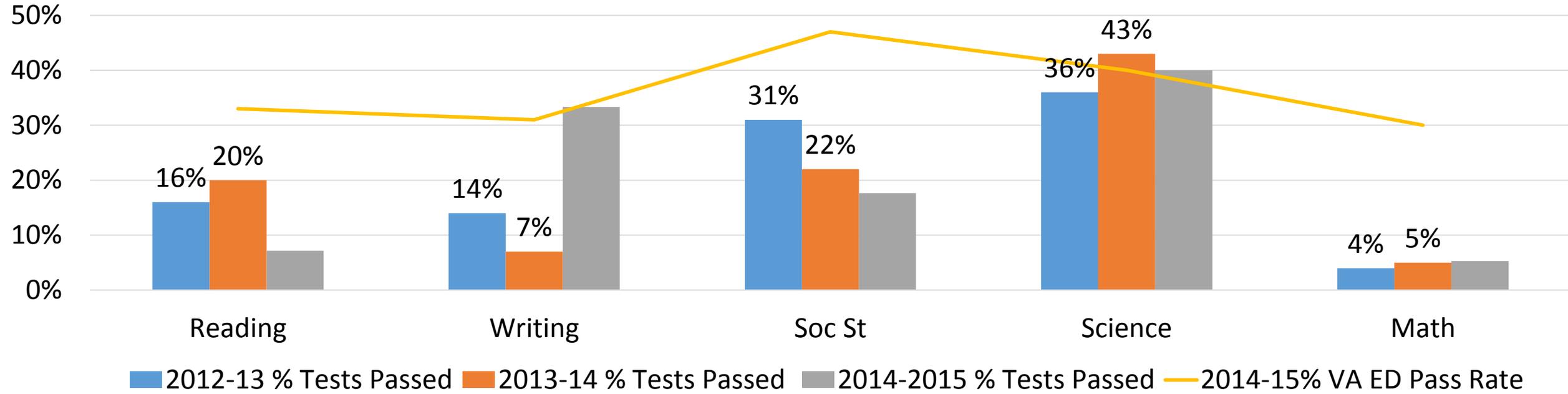
School A SOL Content Pass Rates 2013-14-15



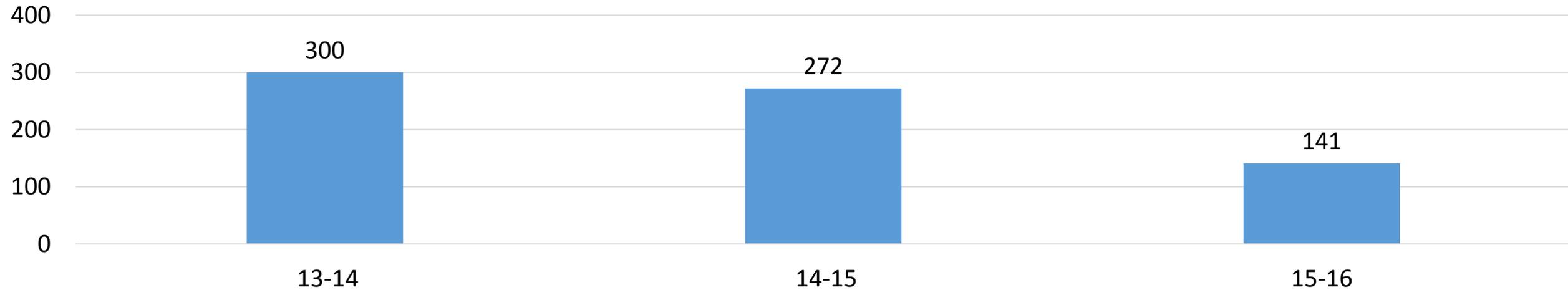
School A Serious Incident Totals



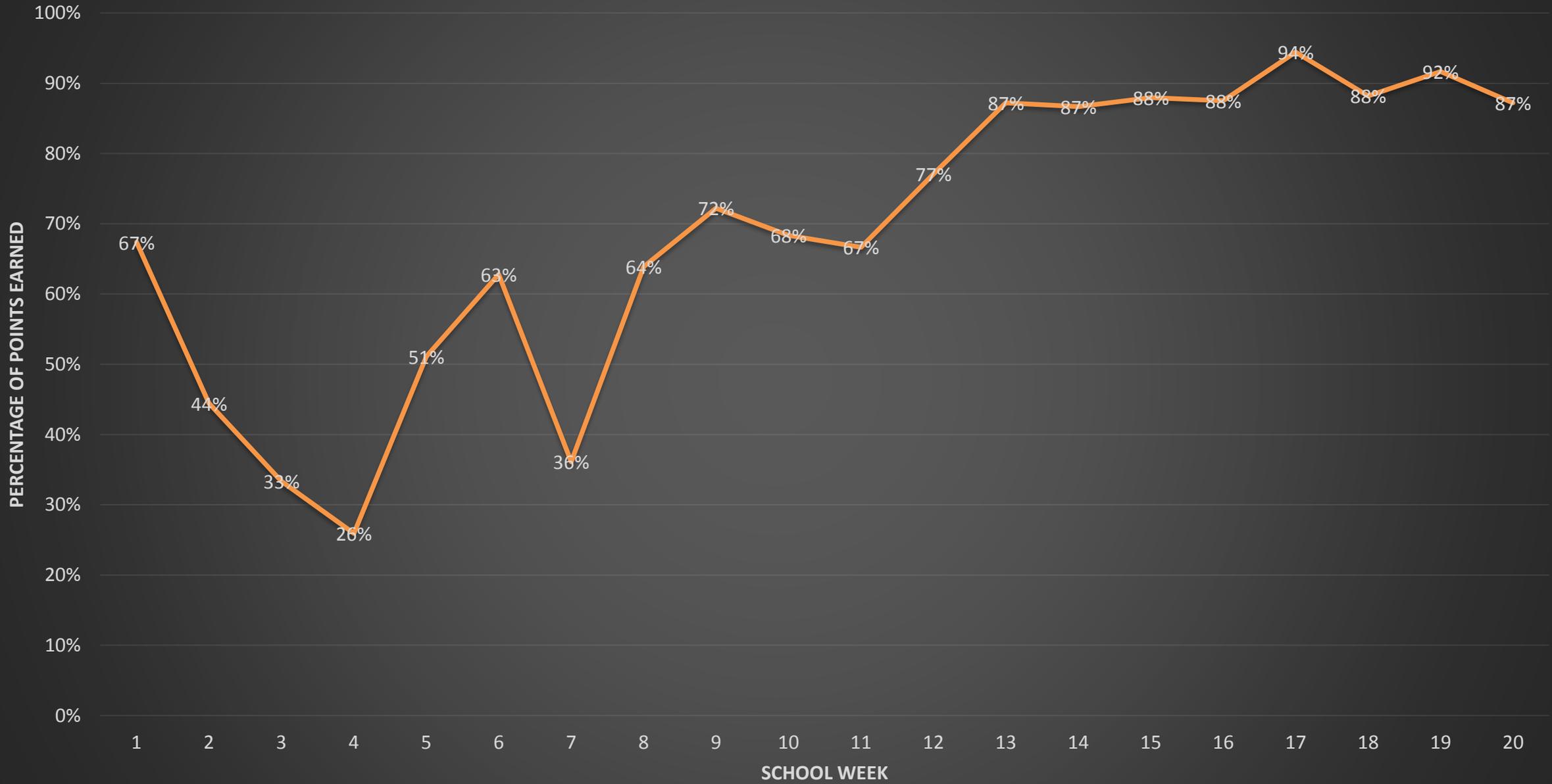
School B SOL Content Pass Rates 2013-14-15



School B Serious Incident Totals

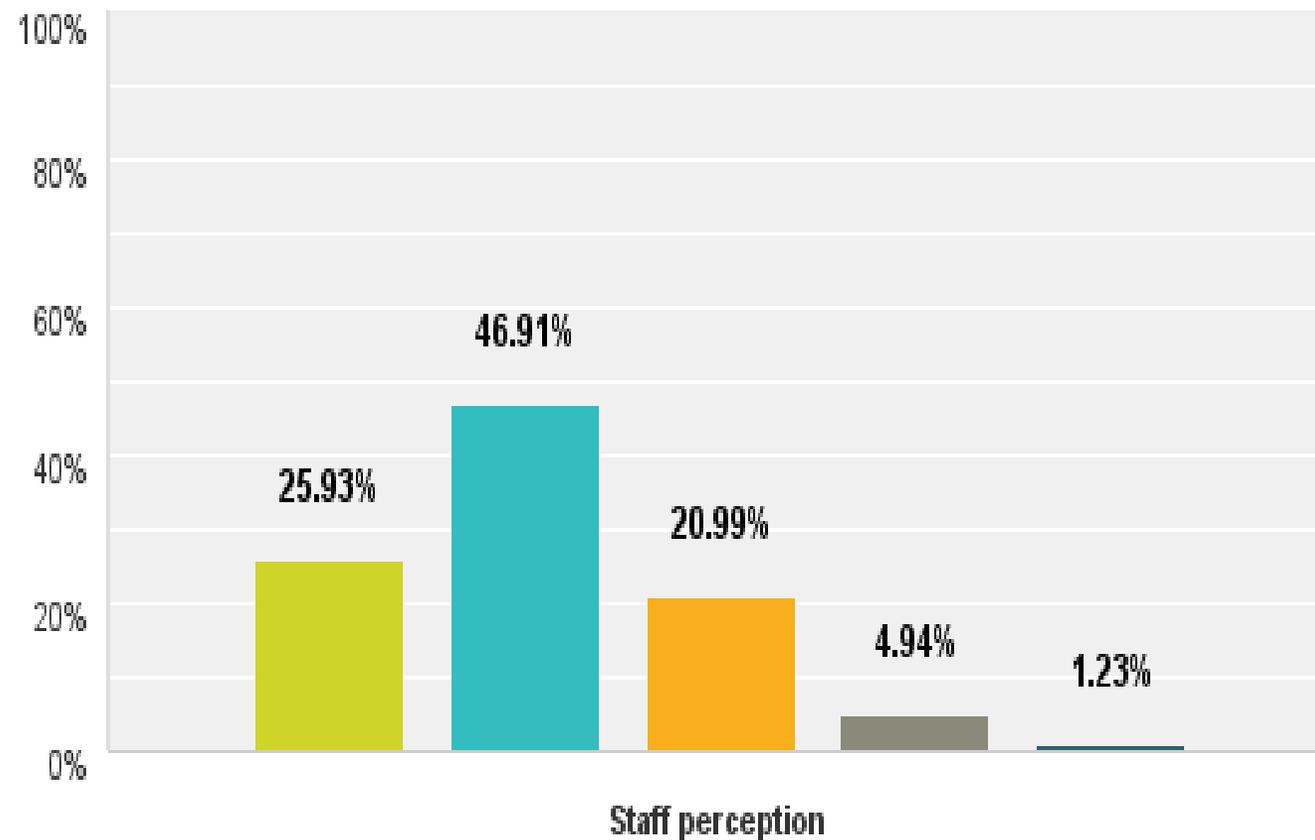


M Points and Level Data



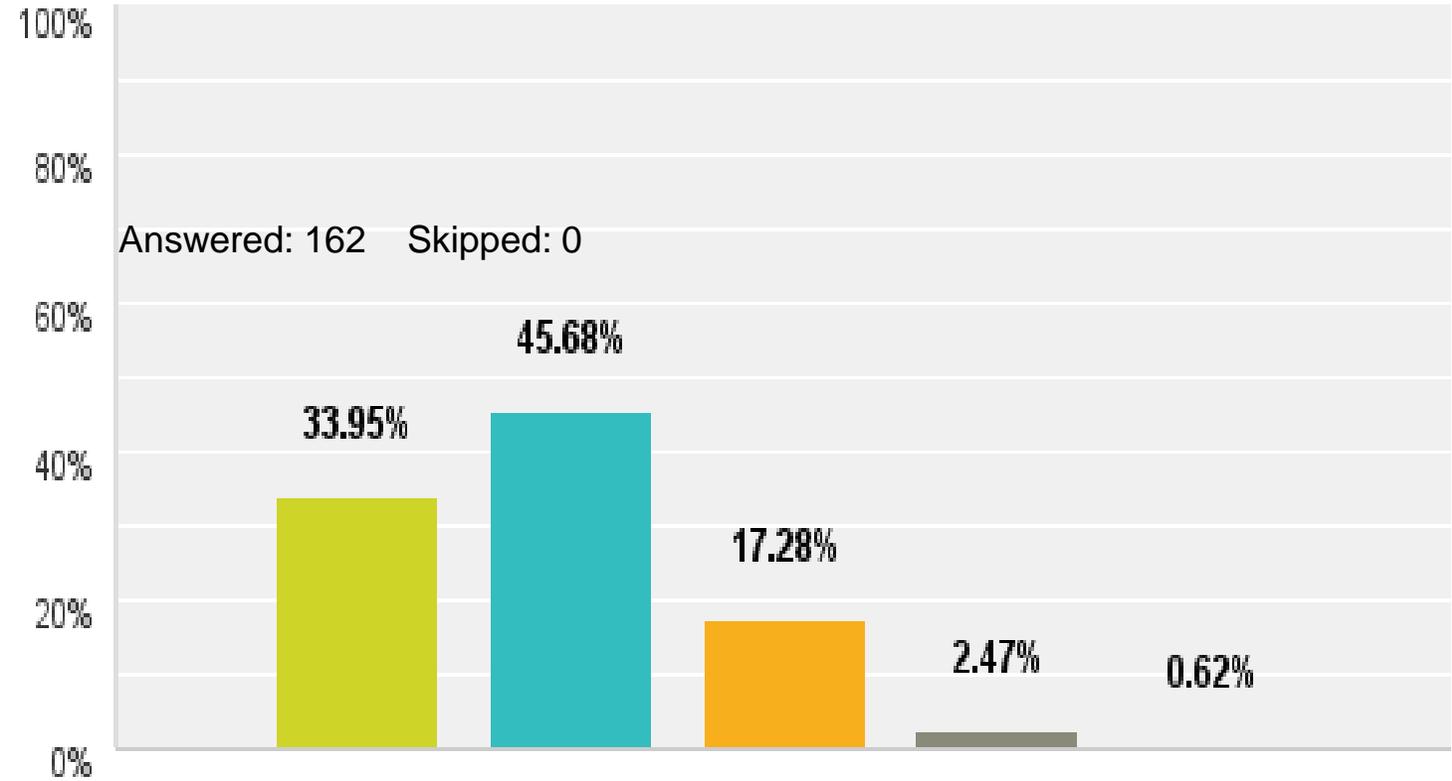
Answered: 162 Skipped: 0

Q15: Overall, I feel the PBIS initiative has had a positive impact on teacher/staff behavior.



Strongly Agree Agree Neutral Disagree Strongly Disagree

Q14: Overall, I feel the PBIS initiative has had a positive impact on student behavior.



Strongly Agree Agree Neutral Disagree Strongly Disagree

Positive Outcomes Enhanced by SW-PBIS

Community Collaboration

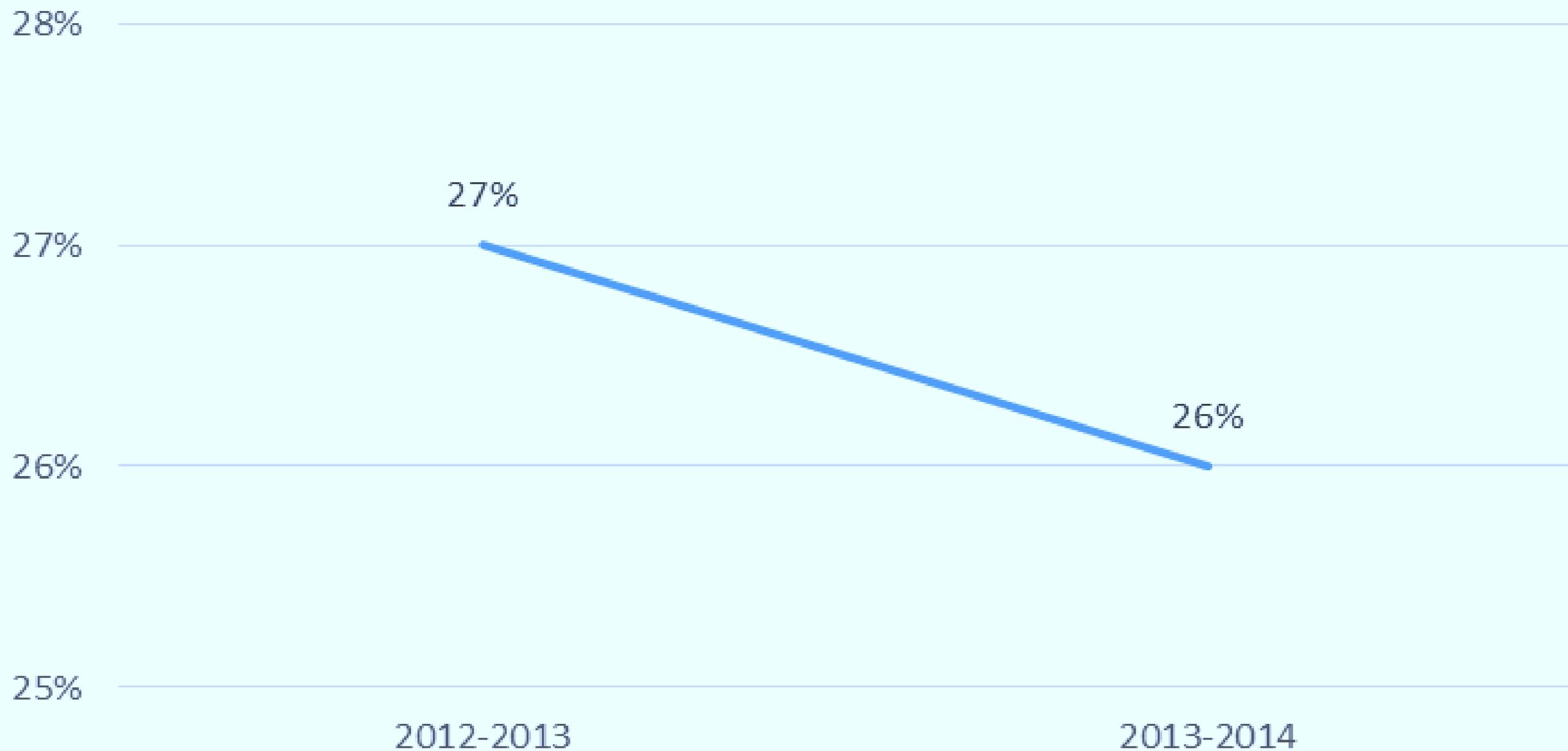
- Family Partnerships
- Public School Partnerships
- Community College Partnerships
- Community Stakeholders



Family Involvement



Transitions to LRE as % of Total Transitions

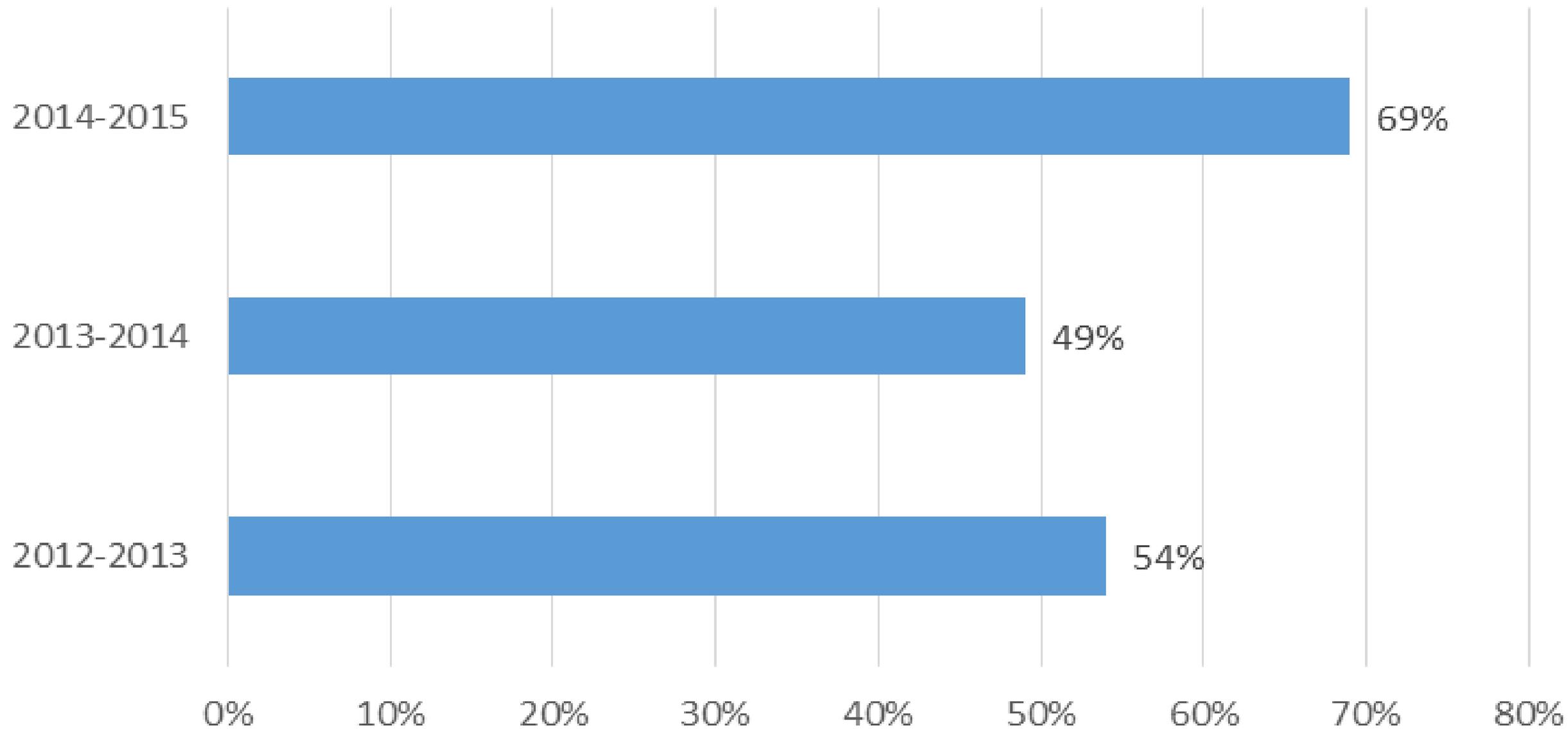


Graduation, Credentials and Transitions 2014-2015

	Graduates	Standard	Modified Standard	IEP diploma	Certificate	Supported Employment	Two year college	Competitive Employment	Vocational Rehab	DRS	Other	UNK	Drop out	Transitions	Personal Finance & Economics	Credentials
Totals	43	17	13	12	1	2	13	7	1	3	4	7	14	67	41	22

- Our Graduation Rate was 69% if you count Standard, Modified diplomas.
- National average for students with disabilities is 62%. (2012-2013)
- Our Drop out rate was 25%.
- National average for students with disabilities is 25%.

Graduation Rates for Eligible Students



Identified Critical Service Need Gap



Community Career and Technical Education Partnerships

Community Colleges

- Central Virginia
- Virginia Western
- Dabney S. Lancaster
- Germanna
- Southside
- John Tyler

Vocational Training

- Workforce Development Center
- Versability
- New Horizons

Supported Work Experiences

- Non-paid
- Paid





> 80% of students can tell you what is expected of them and give behavioral examples because they have been taught, actively supervised, practiced, and acknowledged

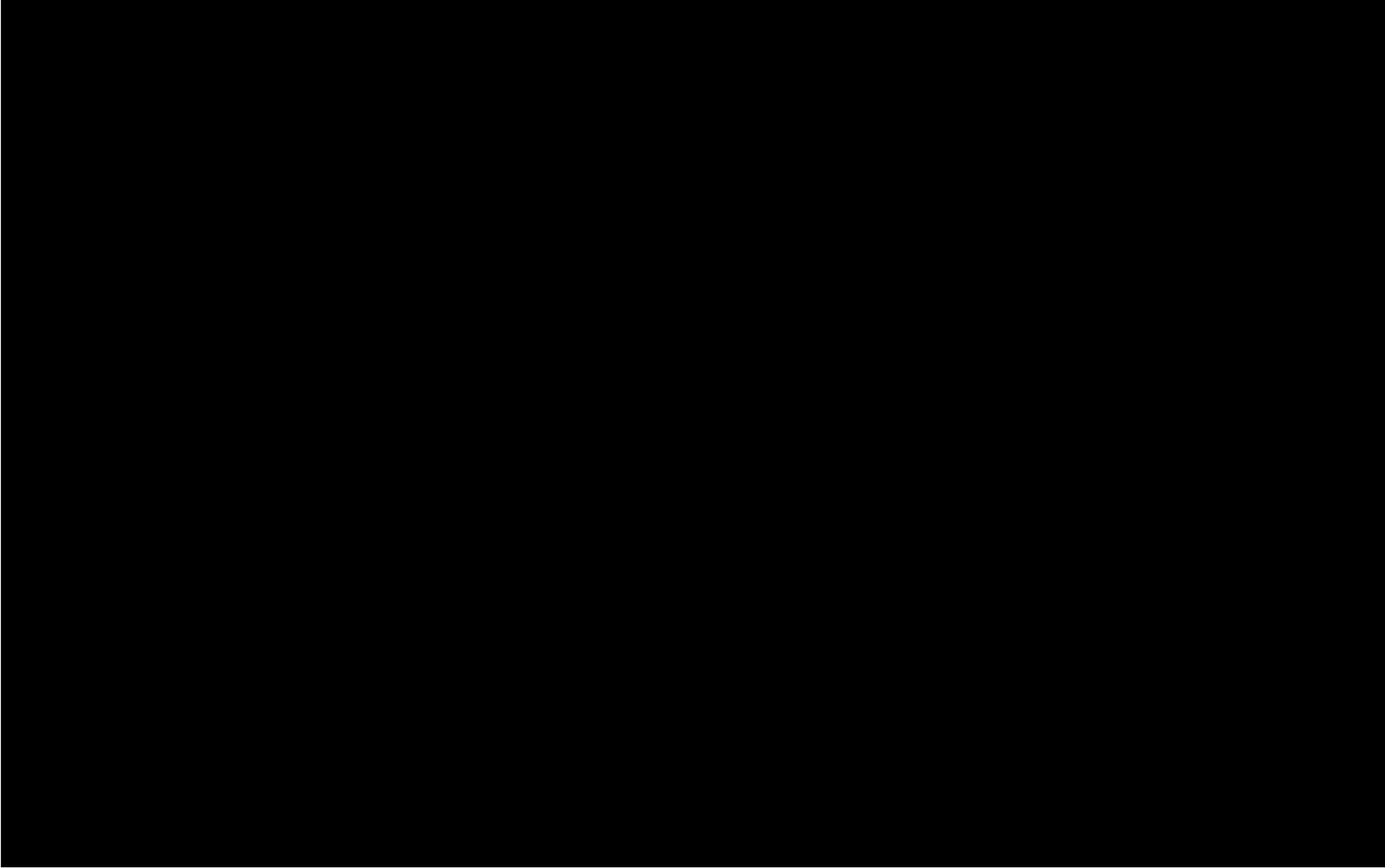
Positive adult-to-student interactions far exceed negative

Function based behavior support is the foundation for addressing problem behavior

Data based action planning and implementation are operating

A full continuum of behavior support is available to ALL students

Or, maybe it will look like this....





**There is no final destination on
your improvement journey.**

WHEN? HOW? WHERE? WHO?
WHAT? WHEN? WHERE? WHAT? When?
When? WHERE? ANY WHAT? WHERE? HOW? WHEN? What? Where?
QUESTION? What? When?
Why? WHEN? When? Where? WHAT? When? Why?
HOW? WHAT? Why? Where? HOW? What? WHEN? Why? WHERE? When? HOW? When? Why?

SUPERHEROES are real.

You're one of them.

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