

Salina Public Schools USD#305 Positive Behavior Systems of Support District Newsletter

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Unified School District #305

“What does Stang Pride mean to you?”

“It strives people to do better, when your name is recognized because you get a free thing at lunch, and who doesn’t love free food.”

Barkley, 8th Grader, Lakewood

“I think it’s good, more people are trying to do better to get a “super stang.”

Justin, 8th Grader, Lakewood

“I think it’s awesome because it shows people who are being good in school.”

Desiree, 8th Grader, Lakewood



Coronado fifth grade students demonstrate for younger students what lining up after lunch looks like. The picture is hanging in the lunch room where all students line up to wait for their teacher.

PBS District-Wide Team Meeting

The PBS District Leadership Team consisting of: Linda Benjamin, Michele Forney, Betty Amos, Vicki Bonilla (for Kim Stoeber), Kathleen Lowman, Dr. Corbin Witt, Nancy Kiltz, Pam Irwin and Mary Beth George met with Rachel Freeman from the University of Kansas Wednesday, Oct. 8, at the BOE office. This meeting was held in conjunction with the PBS Coaches Training and PBS Team Training.

Discussion centered around where the district was in the implementation process. The district initiatives were discussed in regard to the Ruby Payne training and how each building is incorporating this into its PBS program. Also discussed were the buildings using Character Ed and how that fit nicely with PBS.

The team also reviewed the Three Year District Action Plan and completed a Self-Assessment and Planning Tool. It was suggested that a PBS District Website be created for visibility and to keep the buildings informed of any items that might be of interest.

Also discussed were ideas to promote community-school activities that would involve various groups or individuals within the community to assist with and/or reinforce the PBS program.

The team will also be contacting individuals within the district to complete KIPBS training .

Teacher Tip of the Month

Cost Free Reward

When you teach a zillion kids, it is impossible to give a reward without reaching very deep into your pockets. The following no-cost reward was discovered by accident, and kids loved it. Set your computer screensaver to scrolling marquee. As a reward, type in a student's name in a quick "brag." Kids will even compete for their classes to be on the teacher's computer. Make sure to turn your computer monitor toward the kids and set it to come on after only one minute, so they can all enjoy the messages. It's fun -- and free!

School-Wide USD#305 PBS Training

October 8th and 9th were the dates selected for the Year 1 PBS Coaches and Team Follow-Up Training at the BOE SEC Room.

Each day opened with a review and progress update on where each building stood in regards to PBS implementation.

Lakewood and South Middle presented informative power-points on their buildings' progress. These will be shared at the monthly BOE meeting.

The two days continued with

a review of, and discussion of how to summarize, each building's data, along with annual planning and action planning activities. The discussion also centered around targeting specific setting interventions and classroom management.

Schools participating in the Year 1 Follow-up Training included: Meadowlark, Cottonwood, Oakdale, Lakewood, Coronado, Heusner, Stewart, South High, South Middle, Schilling, and Sunset.

Years 2-3 Training was conducted on October 21-22 in

Lawrence for Central High School and other schools through out the state of Kansas.

The CHS team reviewed their annual action plan and discussed major targeted content interventions. The team discussed reviewing their SWIS data to determine what actions needed to be taken and where the emphasis should be within the building.

Team members attending the training included: Rick Johnson, Becky Patrick, Shelda Burger, Linda Benjamin and Reuben Montoy. Mary Beth

“Human behavior flows from three main sources: desire, emotion, and knowledge.”
Plato

15 Free or Inexpensive Rewards for Individual Secondary Students

1. A job recommendation written by adult volunteers
2. getting to do a Power-Point for the class on a particular subject of interest
3. Getting to choose the assignment the class does for homework
4. Dressing as the school mascot during a game
5. Eating lunch with a preferred adult
6. Free entrance to a dance

7. Free entrance to a football, basketball, or other game
8. Free library pass to research a topic of interest
9. Getting to scoop food at the cafeteria for a lunch period (social opportunity)
10. Getting to shoot a video about the school's expectations to show on CC TV
11. Hall pass to leave class 5 minutes early and go

- by the coldest water fountain
12. Getting to make a bulletin board in the front hall highlighting an event of choice
13. Making the morning announcements
14. Getting to be an office aide for a period
15. Opportunity to be part of a brainstorming adult team at the school

Website Resources:

<http://www.characterinaction.com/catalog-ccs.htm>

This is a website that sells books specially targeted to social skills.

<http://www.modelmekids.com>

This site sells videos designed to teach children social skills.

<http://home.att.net/~cnetwork/socialsk.htm>

This site gives tips on teaching social skills.

<http://www.thesacredsite.com/children.htm>

This site has free downloads of stories in pdf format and free songs available to download.

www.songsforteaching.com/store/hopme.php

This website sells CDs. They are organized by social skill. Some skills listed include etiquette, friendship, safety, and values.

Gotcha: Compliment Poster Idea

Each teacher will have a compliment poster hanging on the door to his or her classroom. Students can earn compliments from any staff member for following the rules. When a compliment is given, the class gets to place one sticker on their compliment poster (teachers will be given special stickers for this poster). It is important that the giver identify the reason for the compliment specific to matching the behavioral expectations.

Three secret compliment givers will be chosen

each week. Those staff members will turn in names to the office of the classes that have demonstrated an understanding of the rules for that day. These classes will be announced on the intercom at the end of the day and be allowed to put two stickers on their compliment posters.

A school-wide goal will be set to reach a certain number of compliments by the end of each three weeks. Post and/or graph the compliments. At the end of the three weeks, all classes that

reach the goal will receive a party after the grade-level awards assembly. New compliment posters will be given out for the next three weeks and a new school-wide goal will be set. Also, at the end of each three weeks the total number of compliments received in the school for the three weeks will be announced along with the year-to-date total of compliments given school-wide.

(www.caughtyoubeinggood.com)

15 Free Rewards for Individual Elementary Students

1. Getting to assist the custodian
2. Being a helper in another classroom
3. Being featured on a photo recognition board
4. Being recognized during announcements
5. Getting to be the first one in the lunch line
6. Getting to be the leader of a class game
7. Getting to be the line

8. Being the teacher's helper for the day
9. Getting to choose a book for the teacher to read aloud to the class
10. Getting to choose any class job for the week
11. Getting to choose music for the class to hear
12. Getting to choose the game during physical education

13. Getting to choose which homework problem the teacher will give the answer to for a freebie
14. Being allowed to dance to favorite music in the classroom
15. Designing a class/school bulletin board

(www.caughtyoubeinggood.com)

The fact we must remember is that we are educating students for a wonderful world that will not be ours but will be theirs. Give them a chance to be heard.

Dr. Carlos P. Romulo

How to Have a Calm and Happy Lunchroom

Lunchtime is not free time, but a time to relax and engage in pro-social behaviors, within the context of school.

The staff in the lunchroom should take this time to teach and model these behaviors, as well as reinforce students who engage in positive behaviors.

Lunchroom expectations should be actively taught by classroom teachers just prior to moving to the lunchroom. This should be done every day for

the first two weeks of school, the week before and the week after each break during the school year.

Typical expectations include: move in a quiet line to your table and go to the lunch line only when called or by convention if appropriate in a given school, such as at high school. Other expectations include: be physically appropriate, use a quiet voice, display common courtesies, and after

selecting food and passing through the lunch line, move directly to your lunch table.

Lower grades generally have more formal rules than high schools.

Support staff should not sit or stand and wait for problems to occur. Effective management requires support staff to move around the lunchroom, catching kids being good.

(continued on page 4)



Oakdale's Character Education program assemblies for August and September have been very successful.

The August assembly was filled with fun and surprises. An Auto Be Good video segment was shown for Respect, which was the word of the month. 40 students were recognized with cars, and their pictures were placed on the RESPECT HIGHWAY.

A September Auto Be Good video was shown in the assembly for the word of the new month, which was Responsibility. Students have been showing acts of being respectful and responsible to get a car and their picture on the Respect Roadway and the Responsibility Freeway. The music teacher has taught the Respect song to all students. They enjoyed singing the song they learned during the September assembly. Now they are learning a song about Responsibility for this month.

Come check out the Respect Highway and the Responsibility Freeway in the main hallways of Oakdale.

"If a child doesn't know how to read, we teach.

If a child doesn't know how to swim, we teach.

If a child doesn't know how to multiply, we teach.

If a child doesn't know how to drive, we teach.

If a child doesn't know how to behave, we..... teach? (or)punish?"

John Herner, Counterpoint (1998, p.2)

How to Have a Calm and Happy Lunchroom (continued from page 3)



For older students, staff may move around the room, engaging well-behaved students in brief, positive conversations, or moving to wayward youth and quietly redirecting them to task.

Staff should not sit in one place and yell at students who are misbehaving, use a bullhorn to shout directives, or similar forms of communication. If a student is problematic, move to the student and quietly redirect to task, send to timeout, or move from the lunchroom if necessary.

For problem behavior, redirecting to appropriate, expected behavior may be useful for most minor incidents of misbehavior. For any aggression, theft of food, or noncompliance with adult directives, brief timeout away from the table may be effective. Students have a right to lunch, but not an enjoyable social lunch if they misbehave.

Wear washable clothing in case of an emergency or food fight. In case of a serious fight, send younger staff in first, saving elders for their wisdom.

In case of an altercation, remove the disputants from the area immediately. Do not simply reprimand the students and return them to the lunchroom, hoping for calm. It is important for some staff to always remain in the lunchroom to observe and support other students who remain in the lunchroom.

(Minneapolis, MN Public Schools)