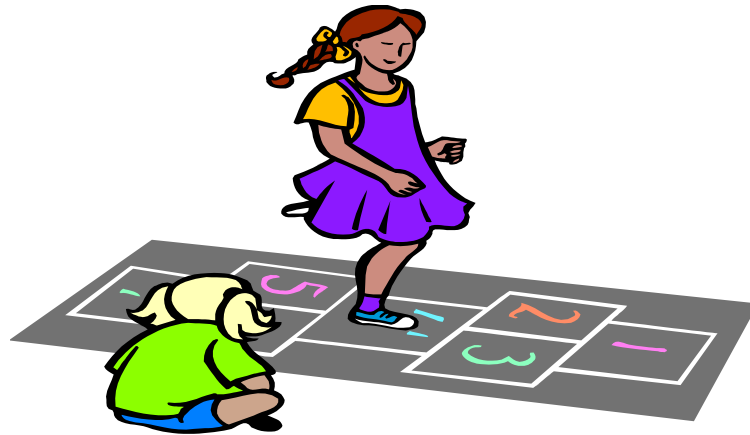


# MESA ELEMENTARY

## Positive Behavior Support



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# Today's Topics

- **What is PBS?**
- **The Mesa Values**
- **Student Behavior**
- **Discipline at Mesa**
- **Bullying vs. Normal Peer Conflict**
- **Pro-Active Steps**
- **What is Mesa Doing to support SEL?**



# What is PBS?

- PBS is a systemic approach to help parents and staff create and maintain a safe, supportive, learning environment to promote positive life skills, and reduce negative behaviors so that all children can succeed in school.

Candice Cartwright Dee, Ph.D, NCSP & John Boyle, EdS, NCSP - NASP [PBS: Tips for Parents and Educators](#)

- Levels of PBS:
  1. **School Wide (Primary)** - Preventative approach
  2. **Classroom (Secondary)** - intervention that focuses on a more targeted approach for student whom might not respond to the Primary Intervention
  3. **Individual (Tertiary)** - intervention that a few students may required due to the intensity of need. This may be mandated under an IEP.

# Mesa Values

RESPECT

RESPONSIBILITY

SAFETY

KINDNESS

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- Developed in 2006 through BVSD and CDE guidelines/expectations
- Used specific, easily understood common language so all students K-5 can demonstrate these values
- All areas of school were targeted, including classroom, hallway, lunchroom, playground, restrooms, auditorium, with clearly defined positive behaviors
- Connected Values to Mesa's positive recognition program, Caught Being Good Cards (CBG)

# What's Mesa doing with PBS?

Mesa promotes Social Emotional Learning (SEL) by:

- **School Wide**
  - Mesa Values – common language and expectations
  - Caught Being Good Cards
- **Classroom**
  - Community Meetings
  - Classroom Compliments (connected to CBG in the classroom)
  - Social Skill Building – Grades 1 through 5
  - Peer Mediation Training
- **Individual**
  - Support from School Psychologist (Consultation, Counseling)
  - Positive Behavior Support Plans
  - ICAN Program

# Thoughts on Student Behavior

- No student wants to be “bad,” which leads to discipline and alienation from peers
- All kids will “make mistakes” in behavior– that’s part of being a kid
- When students make a mistake, there are several considerations:
  - Context (when, where, what– is this a repeat?)
  - Age and Development
  - Impulsivity vs. thoughtful action
  - Harm Done (and repair needed)
  - Motivation for behavior

# More Thoughts on Student Behavior

- Our Goals in Addressing Behavior Mistakes
  - Extinguish the undesirable behavior
  - Prevention (follow-up and monitoring)
  - Learn from mistakes
  - Consequences (there are actions that happen as a result of the behavior- cause and effect)
  - Repair the harm

# DISCIPLINE AT MESA

## OFFICE REFERRALS

- **Mesa Elementary**

### *Office Discipline Form*

•

• Date \_\_\_\_\_ Time \_\_\_\_\_  
\_\_\_\_\_

•

• First and Last Name of Student \_\_\_\_\_  
\_\_\_\_\_

•

• Name of Staff Person \_\_\_\_\_  
\_\_\_\_\_

•

*Please check the reason for this office visit*

•

\_\_\_\_\_ Disrespectful Behavior (to student or staff member)  
*not listening, not using manners, not respecting property*

•

\_\_\_\_\_ Dangerous/Unsafe Behavior  
*not keeping hands/feet to self, not using playground equip. properly,  
running in hallway, not following arrival/dismissal rules, wandering*

•

\_\_\_\_\_ Conflict  
*unkind, disagreement with other students, upset about something*

•

\_\_\_\_\_ Brief Separation  
*student needs to be in a different space for a time*

•

# Decisions about Discipline

**We use traditional consequences and situational consequences**

***Same Boundaries, Different Strategies***

Goal: Teach Alternative Behaviors

- Traditional Consequences: punishment, timeout/missed recess, apologies, phone call to parents (works for most students)
- Situational Consequences: using different strategies, because traditional won't work (for a few students)
- We use all the tools available to us

# Bullying vs. Normal Peer Conflict

## *from Bully-Proofing Your School*

### Normal Peer Conflict

- Equal power or friends
- Happens occasionally
- Accidental
- Not serious
- Equal emotional reaction
- Not seeking power or attention
- Not trying to get something
- Remorse- takes responsibility
- Effort to solve the problem

### Bullying

- Imbalance of power
- Repeated negative actions
- Purposeful
- Serious, possible harm
- Unequal emotional reaction
- Seeking power, control
- Attempt to gain things or pwr
- No remorse- blames victim
- No effort to solve problem

**HA**

**HA**

**SO**

- Help
- Assert Yourself
- Humor
- Avoid
- Self-Talk
- Own It

# Our Pro-Active Efforts

**We can address it, if we know it's happening!**

- Teaching of Bully-Proofing Curriculum
- Classroom Meetings
- Our October Student Survey
- Opportunities for Students to Write about Concerns