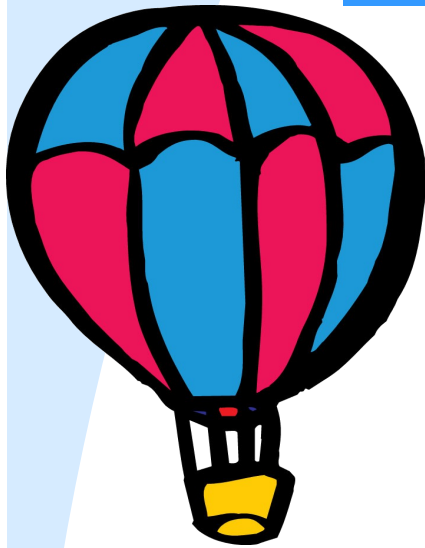


# NJPBSIS Connections



*“Putting it all together”*

Spring 2011

## The PBSIS Network Keeps Growing! Welcome to our newest cohort of schools:

### Elementary Schools:

- Daniel F. Ryan School #19—Passaic
- Mario Drago School #3—Passaic
- Grandview Elementary—Piscataway
- Linden School #1—Linden
- Linden School #5—Linden
- Central Jersey Arts Charter School – Plainfield
- Dr. John Greico Elementary—Englewood
- Dr. Leroy McCloud Elementary—Englewood
- Berkeley Terrace School-Irvington
- Thurgood Marshall School—Irvington

### Middle Schools:

- Maxson Middle School—Plainfield
- Westwood Regional Middle School—Westwood
- Linwood Middle School—North Brunswick
- Colonia Middle School—Woodbridge
- Burnet Middle School—Union
- Lakewood Middle School—Lakewood

### High Schools:

- North Brunswick Township High School—North Brunswick
- H.O.P.E. Academy—Bridgeton

### Director

Sharon Lohrmann, Ph.D.

### Training & Consultation Specialists

- William Davis, M.Ed.
- Scott McMahon, MSW.
- Kate Handville, Ed. S.
- Blair Rosenthal, Ph.D.
- Paula Raigoza, M.Ed.

### New Jersey Department of Education PBSIS

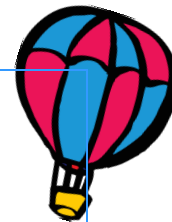
### State Coordinator

Perkie Cannon

Sponsored by the New Jersey Department of Education, Office of Special Education Programs in collaboration with the Elizabeth M. Boggs Center on Developmental Disabilities at UMDNJ-RWJMS. This initiative is funded through the I.D.E.A. 2004, Part B Funds and is administered by the New Jersey Department of Education, Office of Special Education Programs

In this issue of *“Connections”*:

Our New Schools	1
Build School Climate Through Instructional Events	2
Getting Major Stakeholders Involved	5
Upcoming Trainings/Events & Resources	6



## Building a Positive School Climate Through Instructional Events for Teaching & Celebrating Expected Social Behaviors

One of the best ways to foster a positive school environment and to support all students, including students with disabilities, is to define clear social behaviors for all students and staff. Having articulated expectations helps to establish a pattern for the type of interactions you would like to see among students and staff. School-Wide Positive Behavior Support offers one framework for establishing and articulating school-wide expectations. Typically schools identify three-four school-wide themes that reflect the core social behaviors expected from students and staff. For example, *Respect*, *Responsibility*, and *Preparedness* are common themes seen in schools throughout New Jersey.

Once school-wide expectations are identified the next step is to define those expectations for each area of the building. Figure 1 provides an example of behavior expectations for Fords Middle School in Woodbridge where students are Falcon Ready by being *Respectful*, *Prepared*, *Successful* and *Safe*. The example from Fords Middle School illustrates how expectations are defined operationally using positive and action oriented language to provide students with clear guidance about what they *should be* doing in the cafeteria. Arriving at articulated expectations does involve a process which includes getting input from students and staff. Surveys, samples and resources to support defining behavioral expectations can be found at [www.njpbs.org](http://www.njpbs.org) by selecting the resources tab.

Defining expectations is only one part of promoting a positive social climate. A second important feature is dedicating time throughout the year to provide students with ongoing instruction and reminders about expected social behaviors. Instructional boosters provide an opportunity to ensure that students receive explicit guidance and practice for the types of behaviors expected of them. Most schools conduct an initial instructional event in September or early October. Schools use a number of different formats and options for conducting their instructional events. Figures 2a and 2b provide samples of instructional event agendas for Folsom Elementary School and Bordentown High School illustrating how schools take student age and developmental needs into consideration.

In addition to articulation of expected social behaviors, instructional events also provide an opportunity for school spirit and celebration activities. New Providence Middle School incorporated team building activities into their beginning of the year instructional event. Through interactive teaming activities, students at New Providence Middle School learned the principals of *Readiness*, *Responsibility* and *Respect* in ways that had them working together to achieve a common goal. Showcasing student talents, inviting community helpers, motivational speeches, and cultural sharing are all examples of fun spirit and celebration activities that schools incorporate into their instructional events.

The spring is a perfect time to begin planning a fall instructional event to articulate positive student behaviors. The planning checklist provided in this newsletter organizes considerations for planning an instructional event. Whether you are planning for a school-wide or class-wide instructional event to promote positive social behaviors here are a few key principals to keep in mind:

1. Have an overarching framework that sets the tone for how you would like students and staff to conduct themselves (e.g., *Respect* and *Responsibility*). Keep your framework focused and limited to three or four core expectations.
2. Clearly define your framework *by building location or routine* into positively stated and action oriented discrete behaviors that provide students with guidance about how to act in a given setting (e.g., Figure 1 Fords Falcon Ready in the Cafeteria). Keep your list of expectations behavior short and easy to remember.
3. Set aside a specific time at the beginning of the year to provide students with high quality instruction and practice opportunities to learn the expectations. Instruction should be about *positive intentions*, not a lecture on all the things 'not to do' during the school year. Students will be more responsive to a positive message.
4. Incorporate celebration and affirmation activities to build spirit and a sense of community.
5. Throughout the year provide booster instruction and celebration for positive behaviors.



# FMS Fords Falcon Ready

Be Respectful • Be Prepared • Be Successful • Be Safe

- . Use a polite, quite voice
- . Clean up your area at teacher direction
- . Keep hands, feet, and objects to yourself
- . Listen and follow adult direction
- . Stay in assigned area until dismissed

**Cafeteria**

**Figure 1: Fords Middle School Students are Falcon Ready. An example of how to define school-wide expectations by location.**

## Figure 2a: Sample from Folsom Elementary School's Instructional Event

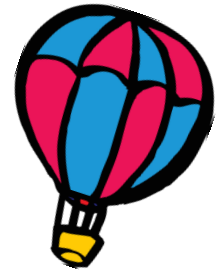
9 – 9:30: Entire school reports to multi-purpose room for opening ceremony with our Falcon, Band, Chorus, Rap/Cheer

9:30 -12:00: Students rotate through 30 minute lessons on key locations \*\*follow schedule & assignments

12:00: Special celebration lunch menu

1 – 2 Team building games \*\*\* follow schedule & assignments

2 – 2:45: Closing ceremonies: all meet in the multi-purpose room for speakers and to draw Falcon Feathers for prizes



## Figure 2b: Sample from Bordentown High School's On Point Instructional Event

Tuesday	Lesson One 7:30-8:00	Lesson Two 8:04-8:28	Lesson Three 8:34-8:58	Lesson Four 9:02-9:26
Team A	Study Hall Meet in Library	Cafeteria	Halls Meet in Gym	Stairs Auxiliary Gym
Team B	Cafeteria	Study Hall Meet in Library	Stairs Auxiliary Gym	Halls Meet in Gym
Team C	Halls Meet in Gym	Stairs Auxiliary Gym	Study Hall Meet in Library	Cafeteria
Team D	Stairs Auxiliary Gym	Halls – Meet in Gym	Cafeteria	Study Hall Meet in Library
Team E	PAC	Guidance Meet in Room 180	Classroom Meet in Room 266	Restrooms Meet in Room 252
Team F	Guidance Meet in Room 180	PAC	Restrooms Meet in Room 252	Classroom Meet in Room 266
Team G	Classroom Meet in Room 266	Restrooms Meet in Room 252	PAC	Guidance Meet in Room 180
Team H	Restrooms Meet in Room 252	Classroom Meet in Room 266	Guidance Meet in Room 180	PAC

## Figure 3: Checklist for Planning an Instructional Event

Remember to visit [www.njpbs.org](http://www.njpbs.org) and select the *Resources* tab for tools, samples, and resources for planning your next instructional event.

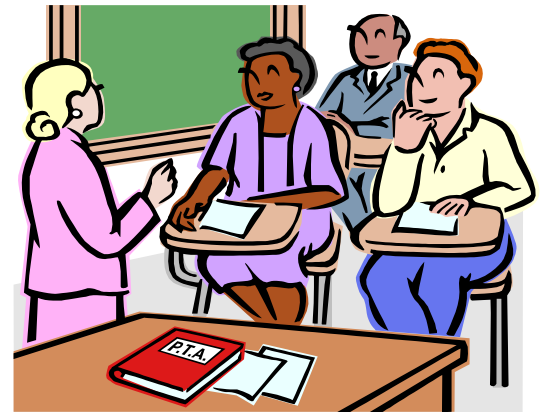
	Establish school-wide expectations and define by locations. Guidelines and samples are available at <a href="http://www.njpbs.org">www.njpbs.org</a> .
	Determine a plan for your opening and closing events.
	Develop a detailed schedule that allows all students to receive instruction on each of the lesson plans and includes the introduction and closing activities. (see samples in Figures 2a and b).
	<p>Once a schedule is complete, determine who will take on key and supportive roles during the instructional event:</p> <ul style="list-style-type: none"> <li>• Who will teach the lessons: will these people be the same all day (e.g., the same teaching teams remain in the cafeteria all day) or will they rotate each time a new group of students comes to the cafeteria?</li> <li>• Who will monitor students when they are in each of the areas (e.g., will students stay with one teacher all day or will they rotate to their typical classes first)?</li> <li>• What will administrators and professional staff be doing; consider how they can be visible and involved during this event?</li> </ul>
	Determine what resources may be needed on the day of the instructional event. (e.g., Will you need a bus to be present to teach students the bus expectations? Who will prepare tickets/coupons to distribute to staff to give out to students?)
	Determine what areas of the building will be the focus of the instructional event. (note: in order to develop the instructional lessons, behavioral expectations must have been developed and finalized) and who will be responsible for developing that area’s lesson & instructional materials. Lesson samples are on <a href="http://www.njpbs.org">www.njpbs.org</a> .
	Determine how students will be involved in instructional event. (e.g., ambassadors on the day of the event, role play model, older students teaching younger students)
	Determine how you will ensure that accommodations and supports will be available during the instructional event so that students with disabilities can fully participate.
	Determine your needs for students who need alternate formats (e.g., instruction & materials translated into Spanish).
	Determine what members of the community and district you want to invite and how they will be invited.
	Determine if you will be delivering special awards or recognitions on this day (e.g., recognition of service to school volunteers or public officials; achievement award to former students, etc.).
	Determine how you will document your event (e.g., video, pictures).



# *Getting Major Stakeholders Involved in the PBSIS Process*

## *Staff*

- Share data about student behavior through staff meetings, emails, bulletin boards
- Recruit staff to join different PBSIS committees
- Select a “PBSIS Teacher of the Month”
- Have a “PBSIS Teacher Appreciation” meal (breakfast or lunch)
- Survey staff about their concerns/needs

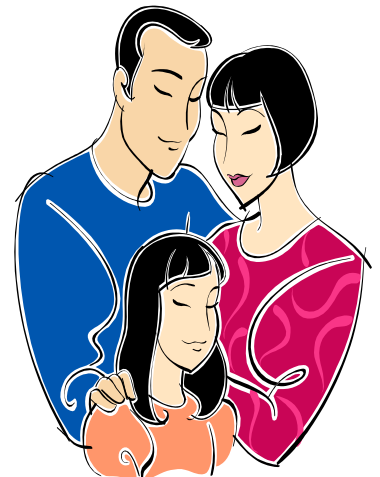


## *Students*

- Allow students to help plan instructional events
- Create a student PBSIS group/club
- Add students to the universal team (especially at the high school level)
- Survey students about high interest recognition items
- Have a “reverse day” where students give tickets to staff

## *Parents*

- Invite parents to plan and participate in the instructional event
- Create a PBSIS newsletter with updates and upcoming events
- Create PBSIS parent tickets to be distributed at home
- Conduct a parent group to share PBSIS strategies that parents can use at home
- Invite a couple of parents to join the universal team
- Plan an event in conjunction with the school’s parent organization (fundraiser, workshop, parent breakfast)
- Establish a PBSIS parent advisory group



## Looking for more Information about PBS and Inclusive Education? Check out these other useful resources!

Websites	Books and Journals
<ul style="list-style-type: none"> <li>• <a href="http://www.pbis.org">www.pbis.org</a></li> <li>• <a href="http://www.apbs.org">www.apbs.org</a></li> <li>• <a href="http://www.swis.org">www.swis.org</a></li> <li>• <a href="http://www.tash.org">www.tash.org</a></li> <li>• <a href="http://www.cast.org">www.cast.org</a></li> <li>• <a href="http://www.urbanschools.org">www.urbanschools.org</a></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Journal of Positive Behavioral Interventions</i> (<a href="http://pbi.sagepub.org">http://pbi.sagepub.org</a>)</li> <li>• Wells, C.. (2011). <i>Smarter clicking: School technology policies that work</i>. Corwin Press.</li> <li>• Villa, R., Thousand, J.S., &amp; Nevin, A (2011). <i>Collaborating with students in instructional and decision making: The Untapped Resource</i>. Corwin Press.</li> <li>• Stone, R. (2011) <i>More best practices for high school classrooms: What award-winning secondary teachers do</i>. Corwin Press.</li> </ul>

## Training and Conference Opportunities

### Training at the Learning Resource Centers

Visit <http://www.state.nj.us/education/lrc/pd/> for a current workshop schedule

- Northern Region (East Orange): 973-414-4491
- Northern Region (Morris Plains): 973-631-6345
- Central Region (Trenton): 609-633-8893
- Southern Region (Mullica Hill): 856-256-4271



### Conferences on the Horizon

**TASH**—Atlanta, GA November 30-December 3, 2011. Visit [www.tash.org](http://www.tash.org) for more details

**APBS**—Atlanta, GA March 15-17, 2012. Visit [www.apbs.org](http://www.apbs.org) for details.

**PBIS Leadership Forum**—Rosemont, IL October 27-28, 2011. Visit [www.pbis.org](http://www.pbis.org)

**Visit [www.njpbs.org](http://www.njpbs.org) for Information  
and Resources on  
Positive Behavior Support in New Jersey**

### Stay in Touch

Please share your success stories, questions and comments via email:  
[paula.raigoza@umdnj.edu](mailto:paula.raigoza@umdnj.edu)