TAKING BACK CONTROL OF YOUR SCHOOL

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BRIEF BACKGROUND & INTRODUCTION
- Travis Lightle
  - 17 years in education
  - 13 years in the Gretna Public Schools
  - 1 year as assistant principal
  - 9 years as the principal at Gretna Elementary (GES)
- GESK-5 Student Population
  - 2012-2013: K-5= 411 students
  - 2013-2014: K-5= 498 students
  - 2014-2015: K-5= 395 students
  - 2015-2016: K-5= 415 students

BEHAVEN KIDS
- Janie Peterson
  - LMHP, in field since 1980
  - Co-founder, November 2000
  - 3 sites: Elkhorn, Omaha, Lincoln
  - Serves over 300 children per year
- FIVE Distinct Programs
  - Specialized Day Program
  - Family and Child Therapy
  - Workshops
  - Books
  - Child Behavior Coaching
    - SCHOOL CONSULTATION
DISCIPLINE REFERRALS

- Student Discipline Entries
  - 2012-2013: 46
  - 2013-2014: 54
  - 2014-2015: 60
  - 2015-2016 August 18 - October 29: 126

TIME TO MAKE CHANGES

- Placed two students in Level 3 programs
- Two more students were working very hard
- Implemented “Common Expectations of Common Areas” during assembly in September
- Referred to Janie at Behaven in October
- Staff VERY Skeptical

UPSIDE-DOWN APPROACH

- 1 child/1 teacher/1 classroom
- BK identified teacher’s strengths
- BK modeled and developed treatment plan WITH teacher
- BK developed goals WITH teacher
- Reintegrate student into classroom
- Fade BK involvement
- Focus on positives with student
- Consistent negative consequences
- Develop token systems that work
- ADAPT TO TEACHER’S STRENGTHS & PREFERENCES
WHAT DOES IT LOOK LIKE IN THE CLASSROOM?

ADAPTED TO EACH SCHOOL

- Principal decisions on which students/teachers/paraprofessionals
- Principal decisions on formal/informal trainings
  - Several 1-hour trainings
  - Optional for teachers???
- Principal decisions on intensity

GES HISTORY

- 2 students in Resource Room
- Resource teacher is primary client
- Primary teachers encouraged to observe, ask questions, learn
- BK staff modeled techniques w/ primary & resource teacher’s input
- BK staff engaging student to return to classroom
- BK staff observing primary teacher’s classroom
- Students reintegrated
- BK staff modeled in classroom
- BK staff encouraging/reinforcing teacher
- Other teachers observe student success
- Other teachers request auxiliary teachers requested information
- Decrease time in classroom
- Repeat process
TIME & COST

- Overall: 2 ½ months
- Intensive staff every day for 1 week
- Staff every day for 3 weeks
- Identify Key Staff
- Staff intermittently
- 1 staff per month "support group"

- $80.00 per hour per staff
- $200.00 per hour training

OVERALL COSTS:
- Contract with Nebraska Department of Education
- Cost of placing a student
- Cost of general school training consultation service

GES RESULTS

- Student "A"
  - Aug-Oct: 21 Referrals
  - Nov-Jan*: 1 Referral

- Student "B"
  - Aug-Oct: 16 Referrals
  - Nov-May: 2 Referrals

- Student "C"
  - Aug-Oct: 13 Referrals
  - Nov-May: 3 Referrals

School Results
- 13 of 20 sections adopted program classroom-wide
- Aug-Oct: Referrals 136
- Nov-May: Referrals 121 (22 bus)

School Results:
- 98 infractions from BC rooms with much different level of intensity

STRUGGLES & FREQUENTLY ASKED QUESTIONS

- What if teachers are not ALL in?
- How to maintain consistency?
- What about parental response?
- What about a teacher's history to have someone in their classroom?
- How do you maintain consistency through the holidays or summer break?
- How long do you stay in a classroom?
- How does the principal play in the discipline process?
- How can you impact your entire school within 2.5 months?
QUESTIONS?

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Class Behavior Plan

"One up" – positive reinforcement, use multiple words, dot moves one space towards the 10 (tally chart at the top) Once a tally mark has been marked they will receive the reward for it at 1:15ish or 2:15 'ish depending on the reward.

- Example: As an example if raising your hand is the expectation and a student works a few minutes then raises his/her hand silently for help. Staff will say “One up – great job raising your hand for help!” and the student will move up one space. Some examples I use for “one up” might be sitting in chair right, working hard, getting materials ready right away, working together, good manners, being kind or helpful, not interrupting, hand raise, etc. All one ups and one downs should be for BEHAVIOR not ACADEMIC accomplishments.

"One down" – correcting behavior, minimal words, moves one space backwards from 10 (tally chart at top) If staff move “one down” and student repeats the behavior, staff will immediately give a “floor.”

- Example: A student is asked to begin writing a story. He begins and a few seconds later gets distracted looking out the window. Staff says —“One down – off task,” and he moves his dot backwards. Then the student writes for a few seconds then becomes distracted again. Instead of repeating “One down – off task,” staff will move on to “floor.”

"Floor" – student will say “Okay Miss/Mr ______,” sit criss-cross on the floor for 30 seconds with hands on knees, and a neutral face; staff will then point to seat with an open hand and say “sit or back to work” A “floor” is used for a repeat of a behavior that has already been moved “one down” if staff gives student a “floor,” and the student completes the floor and then returns to his seat and again repeats the behavior, staff will immediately move on to “time-out.”

- Example: Student is told to raise his hand if he needs help. Child says “I don’t need your help.” Staff will say “One down — no hand raise.” Student then begins working, and says “I don’t get this.” Staff will say “floor” and point to the ground with an open hand. The “One down” step is skipped because this is a repeat behavior. After the student completes floor, staff points back to the chair and will say “sit.” If student does not do “floor” correctly, staff will immediately move on to a “time out.”
• “Time-out” – will walk to time-out space, sit criss-cross on the floor for 30 seconds with hands on knees with a neutral face. While in time-out, staff will stand near space but will give no eye contact/verbals/attention to student. All students know where this area is, but it is at the end of the bookshelf dividing the back of our classroom. It is the shelf that separates the kidney table area and the couch/carpet area. After sitting for 30 seconds or more if the students needs more time to self calm, staff will say “________ stand,” Student will say “Okay Miss/Mr ________,” staff will then ask student to touch two body parts (i.e. “_____ (name) _______ touch your nose, _____ (name) _______ touch your stomach), student will touch part and respond “okay Miss/Mr.” If student does not say “okay,” does not touch part or use a neutral voice tone/have neutral face, staff repeats “time-out” and repeats process. At this point, it is clear that the student needs more time to self-calm and be capable of returning to work.

• Example: Staff instructs student to use his words to verbally respond when asked a question. Staff asks a question and student nods his head. Staff says “One down – no words.” Staff repeats question, student gives a silent thumbs up. Staff says “floor.” Student completes floor and returns to feet. Staff asks a question and student points to what he has written. Staff immediately gives a “time-out” because student has already moved “one-down” and completed a “floor” for the same behavior. From that point forward during the activity if student does not use his words to respond, staff gives only “time-out.”

  • If student refuses to walk to time-out space immediately, shows any aggression (banging wall, hitting, flipping desk/chair, etc.), you may lightly hold onto student’s forearm and walk him/her to the doorway and have him/her do a time-out in the doorframe. You will call the office immediately (ext. 2000) and ask for Michelle LaMountain, Travis Lightle, or Nancy Allgood to come and get the behavior student.

  • If you are uncomfortable holding the student’s forearm or feel like the student will be aggressive or not follow you to the doorway then call ext2000 immediately and tell them you need LaMountain, Lightle, or Allgood immediately and start lining the other students up to leave the classroom.

Rewards are given right after Specials (1:15ish) and at the end of the day (2:45ish). I wrote the choices on the board up front. From those five choices they selected their three and wrote them at the top of their chart. They are all set to go for the week. Candy, Coloring, and Pipe Cleaners (choose 2 & can play with them during dear time but then go in cubby) would all be choices for the 1:15 reward. Legos, UNO/WAR, and the above (candy, coloring, pipe cleaners) could all be end of the day rewards.

**Remember to use praise for behaviors vs. school work completion.**
Behavior Procedure for beyond the Classroom

After time out in the classroom (loses all points on his board & goes back to zero - but he does not lose his tallies)

If the behavior persists, then he will have a time out in the office (time out in office loses all tallies AND points on chart) when he is in the office he is doing nothing but self calming. “OFFICE is the word” He will sit criss-cross, hands on knees, back straight, (just like time-out) but it will be in the doorway so once the office has been called Michelle/Travis can pick him up easily.

Then he will come back and has to do one problem of math or write a couple of sentences in writing (whatever subject area he missed). Michelle will stay and have him do the problem or do the time out in the room if he doesn’t comply. (So if he doesn’t do the required work then it is one time out in classroom.)

Then if that time out (in the classroom) isn’t successful he will then go back to the office again (2X) and self calm then Michelle/Travis will grab work from classroom and he will go to resource room.

Overall Behavior Consequences
1. one down
2. floor
3. time-out in classroom
4. office time out
5. back to classroom - time out
6. office time out (2X)
7. resource room to earn classroom time again