
POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS (PBIS)

2014-2015 REPORT



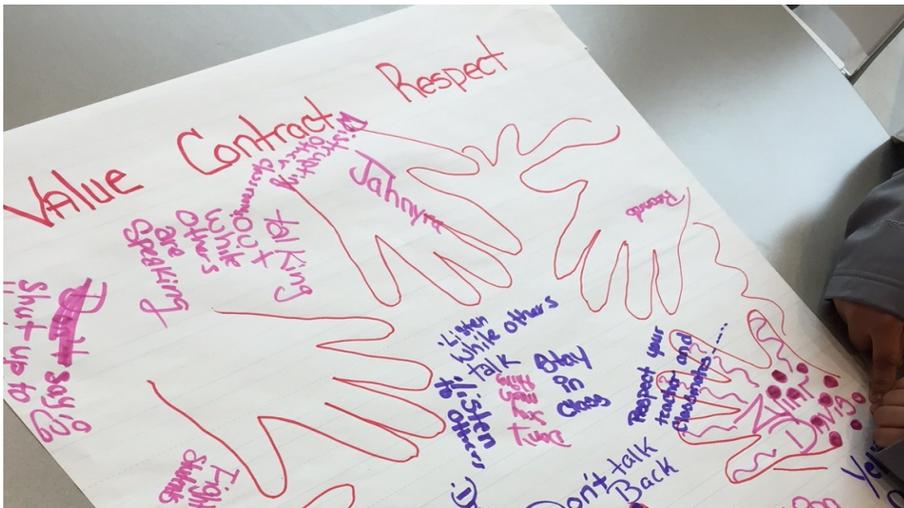
GET ACTIVE!

CHANGE THE GAME!



Husky Sport
Department of Educational Leadership
249 Glenbrook Road, Unit 3093
Storrs, Connecticut 06269

PBIS



2014-2015 REPORT	
Clark School PBIS	3
School-Wide Events	4
Program Pilot	5
K-3 Classroom Pilot	6
Testimonials	7
Wish School PBIS	8
Looking Ahead	9

*Get Active!
Change the Game!*

What is PBIS?

School-Wide Positive Behavioral Interventions and Supports (PBIS) is a framework of “support that includes proactive strategies for defining, teaching and supporting appropriate student behaviors to create positive school environments” ([What is SWPBS?](#), 2015). In an effort to proactively address issues, positive social behaviors are introduced, modeled and reinforced for all students within the school in an integrated three-tiered logic. At the primary level (Tier 1), practices are established in all classroom and non-classroom settings to introduce and reinforce expected behaviors, prevent undesirable behaviors, and increase academic achievement. At the secondary level (Tier 2), further supports are provided for small groups of students who continue to have behavioral problems even with primary supports. At the tertiary level (Tier 3), supports are specialized for students who continue to have high-risk behaviors despite primary and secondary supports (What is Positive Behavioral Intervention and Supports, 2014). Research has shown that the consistent implementation of PBIS framework leads to social and academic improvements for students, families and school communities ([Positive Behavioral Intervention & Supports](#), 2015).

Clark School PBIS

Clark School has been implementing PBIS for nearly 5 years. With the intentional focus on Husky Sport's mission to engage youth through right relationships in the following four areas of: life skills, academic enrichment, physical activity and nutrition education, this year, Husky Sport joined the PBIS Leadership Team, alongside Clark's behavior specialist, dean of students, assistant principal, curriculum specialist, and school social worker. As a team, we used school data to identify areas of need and to establish and maintain a climate in which appropriate behavior is the norm by focusing on the following four core values:

- Respect
- Responsibility
- Care
- Safety

J. C. Clark School - Panther Paw

Student Name _____

Date _____



J.C. Clark Panthers
BE

CORE VALUES

RESPONSIBLE _____ RESPECTFUL _____

CARING _____ SAFE _____

Teacher Initial _____

In focusing on these four core values, the PBIS team created social skills lessons for all values, introduced a behavior matrix for students and staff to follow, and implemented school-wide incentives and events. One of the main supports are monitored by tickets known as 'Panther Paws' that students can receive from teachers and staff; the Panther Paws identify the four core values of Clark and should be given to a student when a teacher "catches" them exhibiting a positive behavior that falls within the four core values.



School-Wide Engagement

Throughout the school year, Husky Sport led and assisted with several PBIS school-wide incentives, supports and events; students who consistently modeled the core values were acknowledged with invites to attend! Additionally, Husky Sport attended PBIS trainings and meetings, and conducted student focus groups.

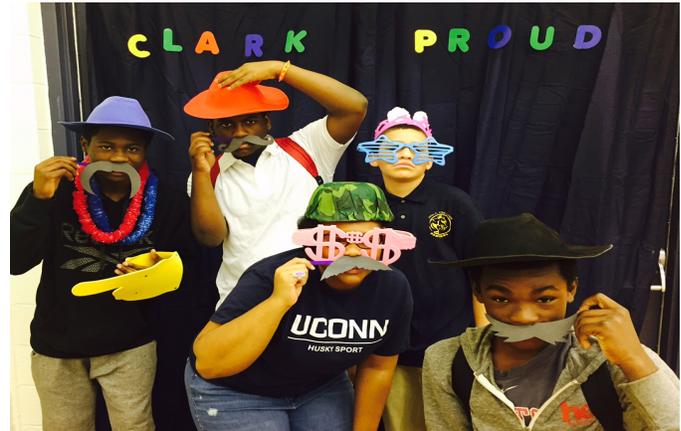
Kickoff Assemblies

ONE PIECE OF ADVICE

There is no secret to success.

You have to show up EVERYDAY ready to listen, learn, and work hard.

School Carnival



Middle School Restart

In December 2014, Husky Sport hosted Clark Middle School for a Restart event at UConn. While teachers received professional development, students engaged in strategically planned activities to support growth in teamwork, pride, transitions, relationship-building tools and application of the Clark core values.



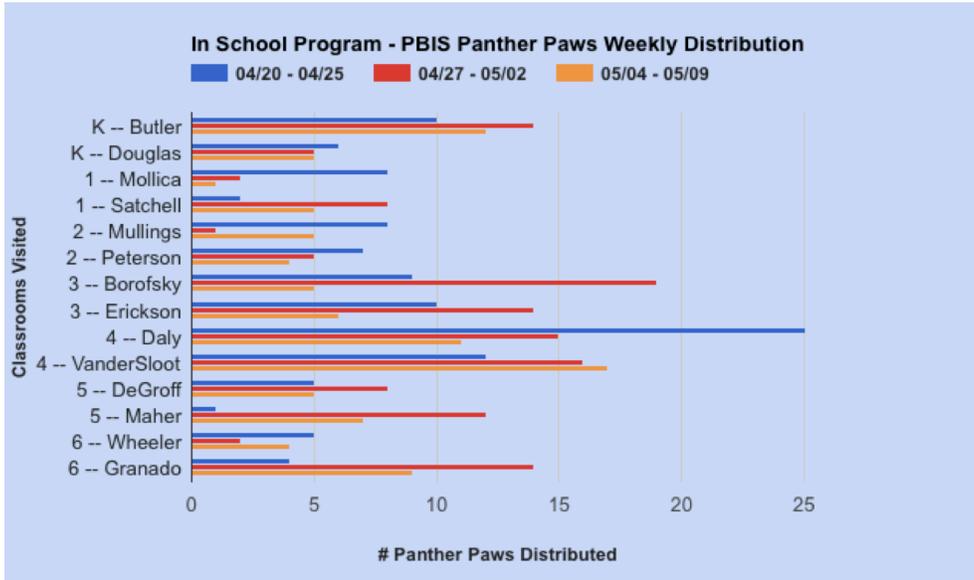
Dodgeball Tournament



Field Days

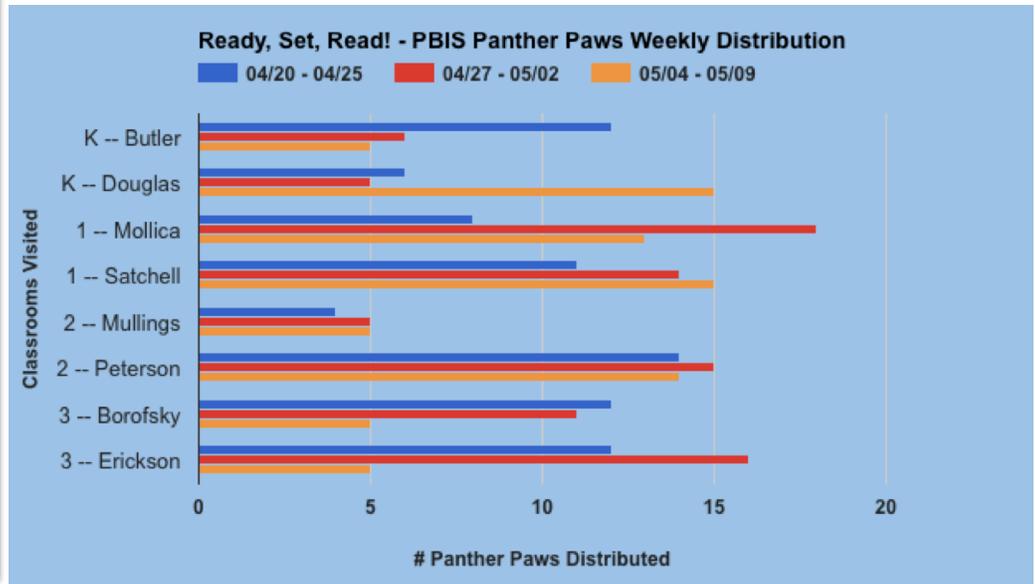
Program-Based Pilot

Husky Sport implemented a three-week program-based pilot of PBIS within our existing programs of In School & Ready, Set, Read! Within these two programs, we saw students in grades K-6 multiple times per week, allowing us to teach and model respectful, responsible, caring and safe behaviors regularly. Throughout the sessions, Panther Paws were consistently rewarded as acknowledgement and reinforcement for students who displayed positive behaviors.



“Think about it, with Husky Sport programs we have a 4 to 1 student to adult ratio. We are able to lead small group activities, teach lessons and still distribute paws with specific core value actions.”
 - Husky Sport Assistant Director

“It was helpful for me to go through PBIS trainings and workshops and then implement PBIS at Clark; knowing the language and using it to work with and reward the students was most helpful.”
 - Husky Sport Undergraduate Student



“PBIS this year was definitely a learning experience for me. Unfortunately, as adults our innate reaction when a child does something "wrong" is to give them a negative consequence. Instead, PBIS has taught me ways to deal with that. I have learned better climate management strategies...It was good to see the students want to work toward achieving something. With consistency, I can see PBIS having a lasting impact on the culture of Clark School.” - Husky Sport Program Leader

K-3 Classroom Pilot

Following the completion of the PBIS pilot through the In School & RSR! programs, Husky Sport implemented a 4-week classroom-based pilot for grades K-3. Husky Sport visited all K-3 classrooms, 2-3 times per week, supporting teacher-led lesson while also distributing Panther Paws to students. Individual and classrooms incentives delivered were directly linked to Panther Paws distributed. Panther Paws were rewarded with a focus solely on “respectful” behaviors that were pictured on a newly created ‘Respectful Panther Paw,’ then taught and encouraged by Husky Sport staff and teachers; behaviors included:

- Sitting “crisscrossed applesauce” when on the carpet
- Raising your hand and waiting to be called on
- Cleaning the space around you
- Getting quickly into a straight line
- Walking the halls quietly in a straight line
- Staying focused and on task



Teacher	# Paws Distributed	Student with the Most Paws
Butler (K)	251	Samantha Haughton
Douglas (K)	203	Vanessa Miranda
Mollica (1)	209	Karla Quinones
Satchell (1)	151	Tanoro Edwards
Mullings (2)	179	Jae'zaria Williams
Peterson (2)	170	Destiny Jimenez
Borofsky (3)	152	Abdiel Rosado
Erickson (3)	128	Nyrra Hutchinson

PBIS Testimonials

Clark School Students Said:

What is PBIS?

"In the book I'm reading, she asked the daddy, which wolf is going to win, the good one or the bad one? Then he said, it's the one that you feed."

- Grade 5

"So when teachers are giving paws, they are feeding the good?"

- HS Staff

"Yes"

- Grade 5

What would motivate you to earn Paws?

"Garden party"

"Computer time"

"Listening to music"

"Field trips"

- Grade 4

What is your favorite PBIS reward?

"Time with my favorite teacher"

- Grade 3

Clark School Teachers Said:

If you could make one change to PBIS, what would it be?

"Middle School students didn't really buy into the Paws. We have to get together as a team and figure out what would really motivate them."

Husky Sport Staff Said:

Describe your experience distributing Panther Paws.

"At first I struggled to find a balance rewarding students for every positive behavior or action. It felt somewhat redundant, but after a little bit of time in the classroom I got more comfortable with the students and realized they really benefited from the instant positive feedback the Paws provided."



Wish School – Service Learning Class Pilot



Working with another North End Hartford neighborhood partner, Fred D. Wish School, Husky Sport collaborated with Wish School’s PBIS Team and Instructional Coaches, to further the connection and immediacy between ‘Golden Tickets’ delivered by classroom teachers and the PBIS incentives received by the students.

UConn students, as part of Husky Sport’s service learning curriculum, worked in small groups alongside Wish School staff to plan 8 different, 90-minute sessions of PBIS incentives. 4th-8th grade students who consistently modeled Wish School’s PBIS “High Five Rules” were selected by teachers and staff to participate in the “physically active, nutrition education focused, small group activities” incentives delivered by UConn service learning student groups.



Wish School’s PBIS High Five Rules

1. Be Respectful
2. Be Responsible
3. Follow Directions
4. Be There, Be Ready
5. Hands & Feet to Self

Looking Ahead

Husky Sport will ...

- Maintain involvement with the Clark School PBIS Team
- Further incorporate Clark School PBIS framework into Husky Sport programs
- Increase involvement in Clark school-wide incentive delivery
- Expand upon the Wish School PBIS partnership
- Consistently provide incentives and supports to students and teachers
- Continue training and empowering Husky Sport staff and SBYD students around PBIS

Husky Sport
reward lunch in
Cafeteria

Principal Lunch
Bunch

Class Picnics &
Garden Parties

Homecoming
Parade

Field Days

Husky Sport
Recesses

Computer &
Music Time

Spirit Week

Field Trips

Family Academic
Nights

College
Awareness Trip
to UConn

Little Huskies
Reading Groups

With the input of Clark students, teachers and staff, the activities listed above can be a resource to assist the PBIS Team in creating an environment where positive culture and academic success are the norms; these activities incorporate Husky Sport's pillars of nutrition education, physical activity, life skills and academic enrichment.

HUSKYSport.UCONN.EDU