

Welcome

A rectangular doormat with a gold-colored, textured surface and a black border. The word "HOME" is written in large, black, block letters. A red heart is positioned between the "H" and "M".

H  **M** **E**

**Greenwood
Early Learning Center**

BULLDOG STRONG

The Journey...where we started

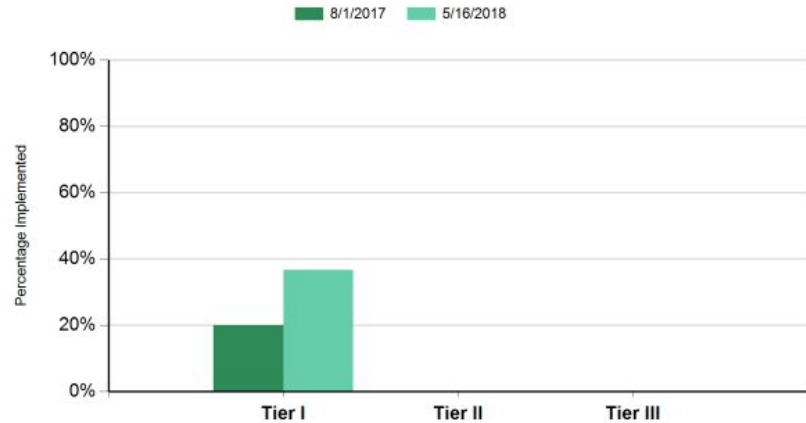
August 2017- TFI results showed we were at 20% fidelity for Tier 1 supports.

May 2018- TFI results showed we were at 37% fidelity for Tier 1 supports.

Greenwood Early Learning Center

Green, Ohio

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
Greenwood Early Learning Center
8/1/2017 - 5/16/2018



Date Completed	Tier I	Tier II	Tier III
8/1/2017	20%	0%	0%
5/16/2018	37%	0%	0%

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We meet on the first Thursday of each month at 8:00 virtually and in person!

We stick to our monthly agenda

We have a great representation of our staff on the team

https://docs.google.com/document/d/1LGqjwfjkjXii05Azu_ZSczKGxASdurSYD3-PcPEOWmg/edit

The Team



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The Expectations



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Be Bulldog Strong

Expectations → School Settings ↓	Be Safe	Be Kind	Be Responsible
Classroom	Keep hands and feet to self Use materials the right way Use walking feet	Be helpful Fill someone's bucket	Be calm and ready to learn Do your work Listen to adults the first time Clean up your area
Hallway	Finger on lip, hand on hip Walking feet Stay Quiet	Smile Quietly wave to friends	Listen to adults the first time

Be Bulldog Strong- Preschool

Expectations → School Settings ↓	Be Safe	Be Kind	Be Responsible
Classroom- Group Time	Pretzel legs Hands in lap	Listening ears Quiet mouth Raise a quiet hand	Eyes on speaker Do your work
Classroom- Centers	Walking feet Nice touches	Share/Take turns Use nice words Listen to your friends	Clean up Do your work

Be Safe



Be Kind



Be Responsible



walking feet



take turns and share



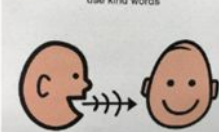
clean up your area



gentle touches



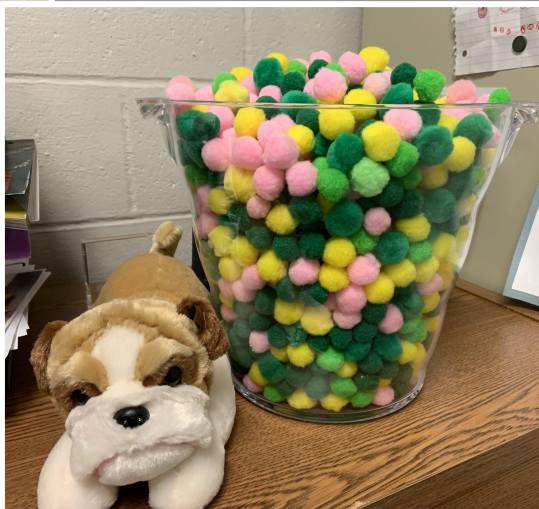
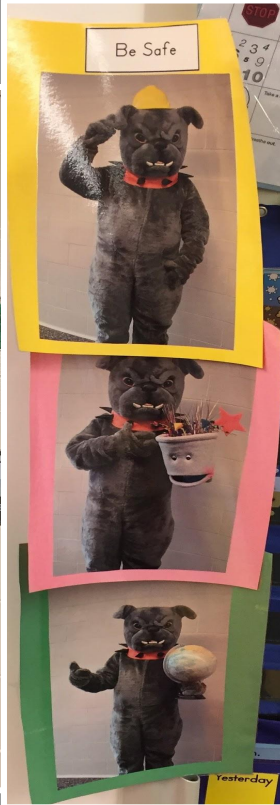
use kind words



do your work

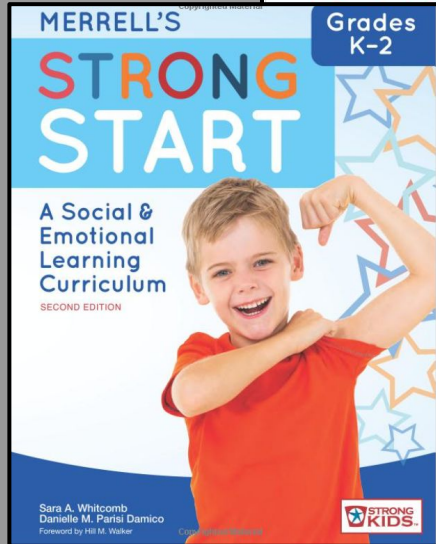


The Acknowledgement



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Social Emotional Curriculum



- The Strong Start curriculum is a brief, practical program designed for promoting social and emotional learning of young children. This curriculum is directly tied to the new Social Emotional Standards.
- Strong Start includes 10 lessons, which take approximately 35 minutes per lesson to teach, and may be conducted by a teacher or support service professional. The lessons are fun, activity-based, and utilize popular children's literature to help emphasize main concepts.

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Be Bulldog Strong....at Home

Welcome to Greenwood Early Learning Center!
Be Safe, Be Kind, Be Responsible.

The three expectations above have been adopted by grades K-12! Our team has been trained in Positive Behavior Interventions and Supports (PBIS). PBIS can be used by schools to improve school safety and to promote positive behaviors. Our PBIS framework is the introduction to what the students will see in all our buildings K-6. We are teaching the students what it means to: Be Safe, Be Kind, and Be Responsible. As you walk around our building and our classrooms, you will find visual reminders to help our students remember the expectations.

In order to encourage positive behavior, each classroom has a system to celebrate when the students are following the expectations. While earning classroom celebrations, the students are also working towards building-wide rewards. To promote consistency, the staff uses the wording outlined in our framework so that the students become familiar with the expectations in each area of the school.

We are sending home our whole school matrix so that you can see an example of what we are teaching. We are also sending home a blank matrix that can be used within your own home. Together, you can fill out the matrix and talk about what expectations and rules you have within your own home. We encourage you to post it somewhere visible that can be referenced and discussed. We have included a couple of suggested areas but feel free to make it your own!

BULLDOG STRONG	Be Safe	Be Kind	Be Responsible
In the Car	<p>*Stay in your seat</p>  <p>*Follow adult directions</p> 	<p>Use kind words</p> 	<p>*Buckle your seatbelt</p> 
Meal Time	<p>Stay in your seat</p>  <p>Follow adult directions</p> 	<p>*Stay in your seat</p>  <p>Use good table manners</p> 	<p>*Eat your meal *Try new foods!</p> 
(Create your own)			
(Create your own)			



The Parent Comments

I am so thankful to the strong start curriculum and the social-emotional learning at Greenwood! I feel it's made such a positive impact on my son, as well as helping us at home and handling situations.

Greenwood is such an AMAZING school. We are completely grateful for all of the wonderful teachers and the principal. We couldn't be happier with the school district! :)

I love the way that Greenwood places a high emphasis on social and behavioral success - other elementary schools don't do this!! This is unique, and so valuable to students and families. Thank you for teaching children to name their feelings, develop adequate coping strategies for situations with social friction, and reinforcing appropriate behavior in ways kids appreciate!



The Results

TFI Walkthrough March 2019...

100% of staff could list 100% of expectations

100% of staff reported teaching the expectations in the past year

100% of students asked could list 100% of expectations

100% of staff reported giving out poms in the last 2 months

100% of students asked reported receiving a pom, identified what they received it for and what celebration took place as a result

Of families that completed the survey...

100% were familiar with our bulldog expectations

99% see positive behavior supports happening in our school

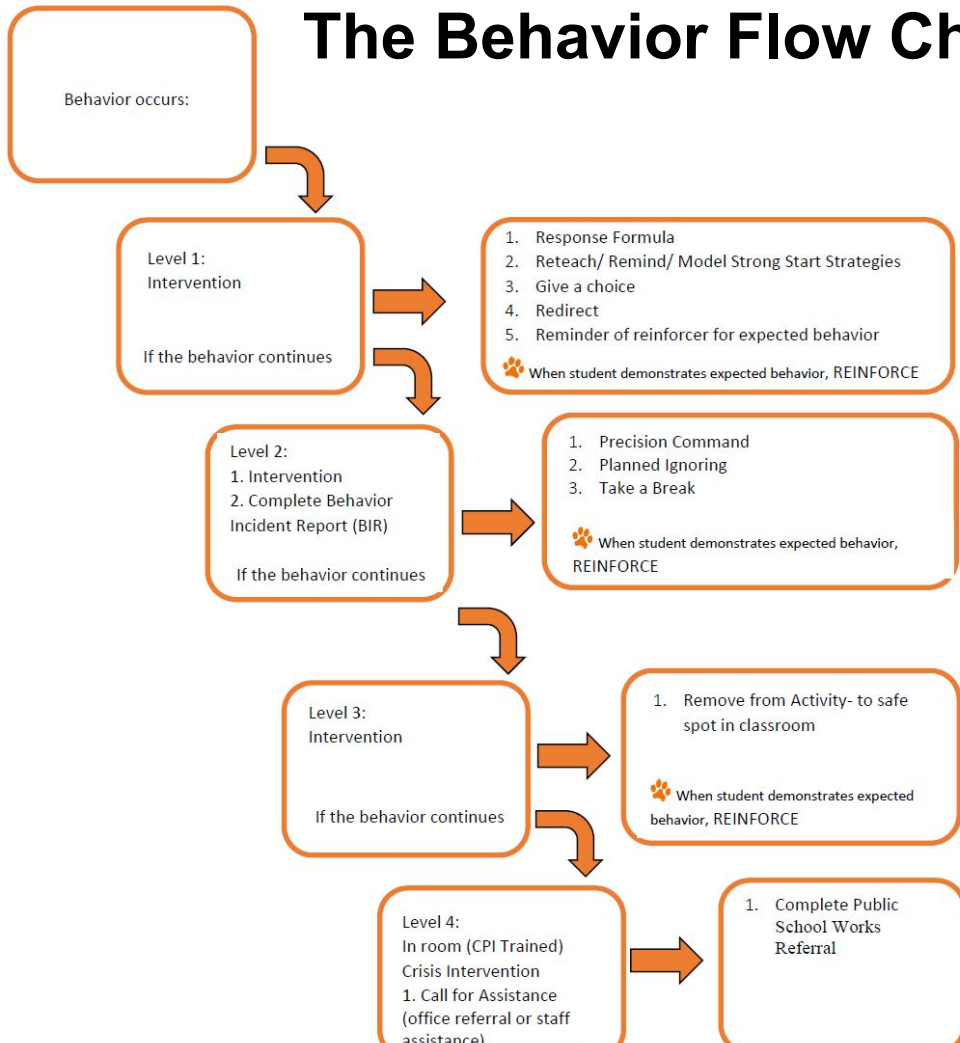
99% believe PBIS is having a positive impact

99% believe we are effectively explaining the program

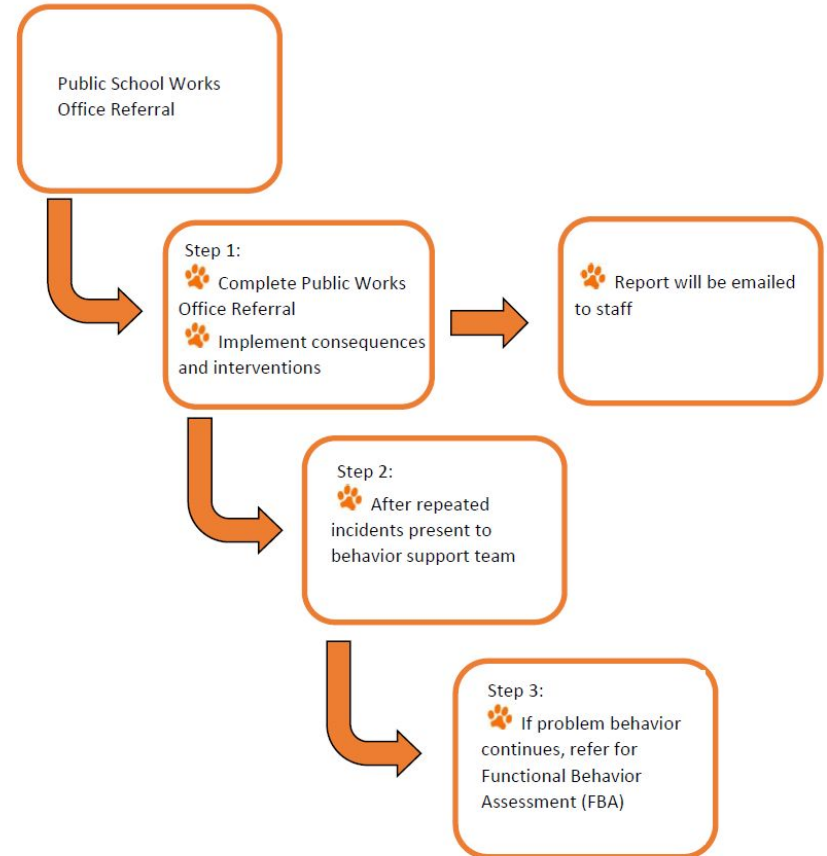
92% say they get regular information about their child's behavior ***

97% are familiar with the strong start curriculum***

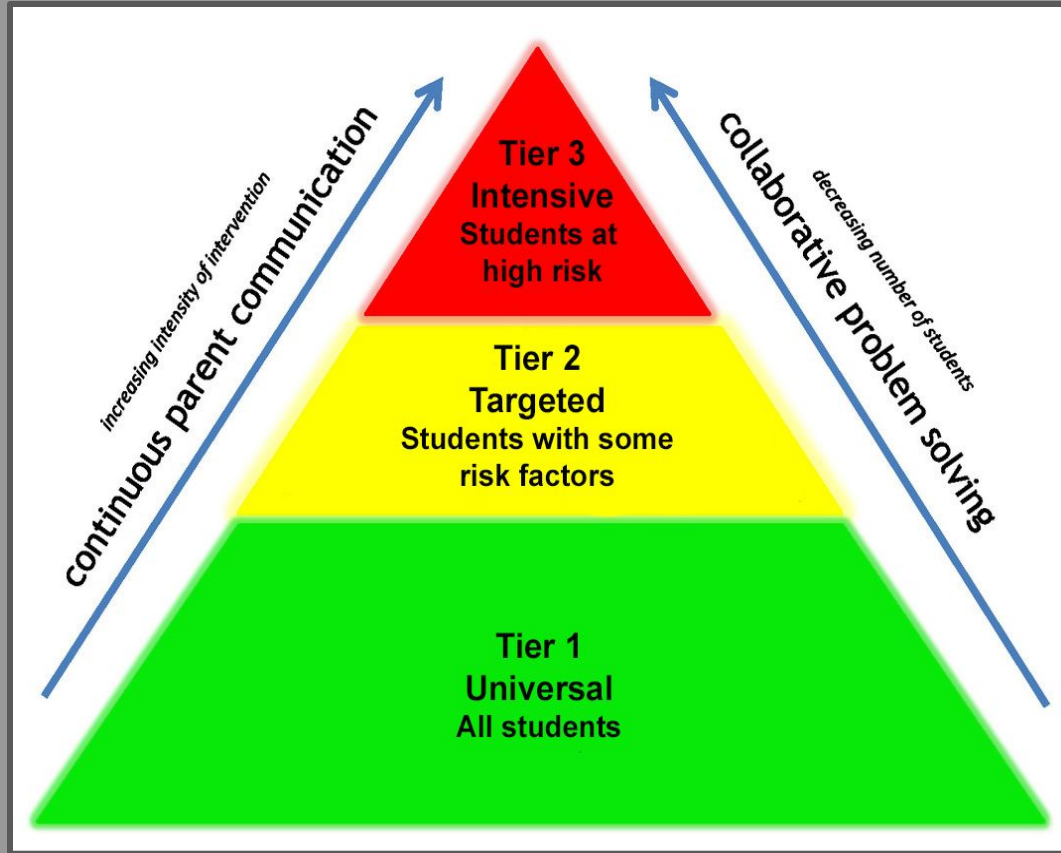
The Behavior Flow Chart



Behavior Flow Chart Public School Works Office Referral



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The Behavior Incident Report (BIR)

Google Form-All staff can access in Google Classroom.

All Staff were trained on how to access and use the form.

Follow-up meetings scheduled to answer questions after form was used for a while.

Can use their phones, computers, or other school devices

Paper form created that corresponds with electronic BIR

https://docs.google.com/forms/d/e/1FAIpQLSdJAHyaeWv5m0mD6-_pc1fgiV3k3OKV-zQFy1DroBv0nESuaw/viewform

Behavior Incident Report (BIR)

Your email address (bauererica@greenlocalschools.org) will be recorded when you submit this form. Not you? [Switch account](#)

* Required

Name of Student *

Your answer

Teacher Name *

Choose

Person Reporting *

Last Name ONLY

Your answer

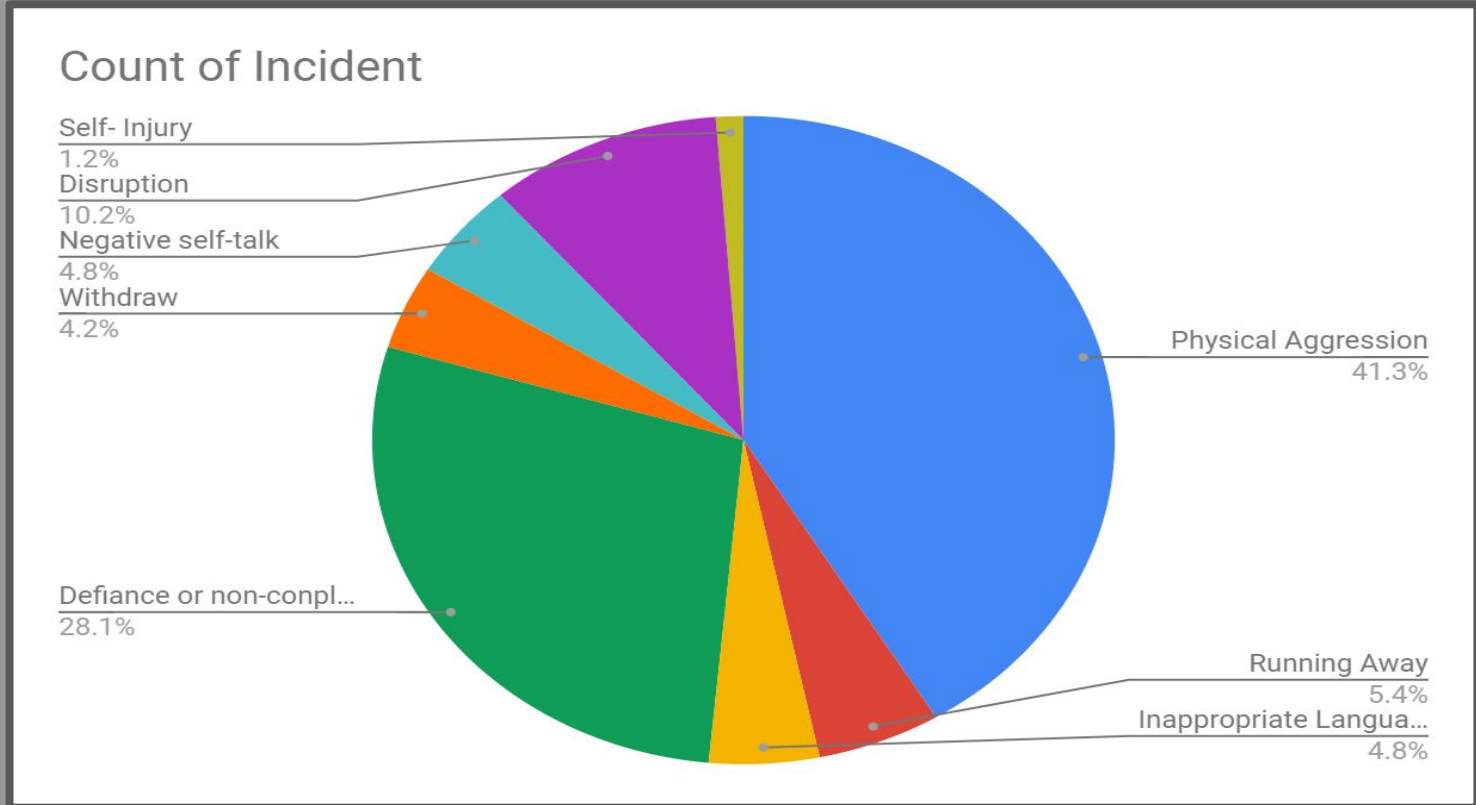
Grade *

Pre-school

Kindergarten

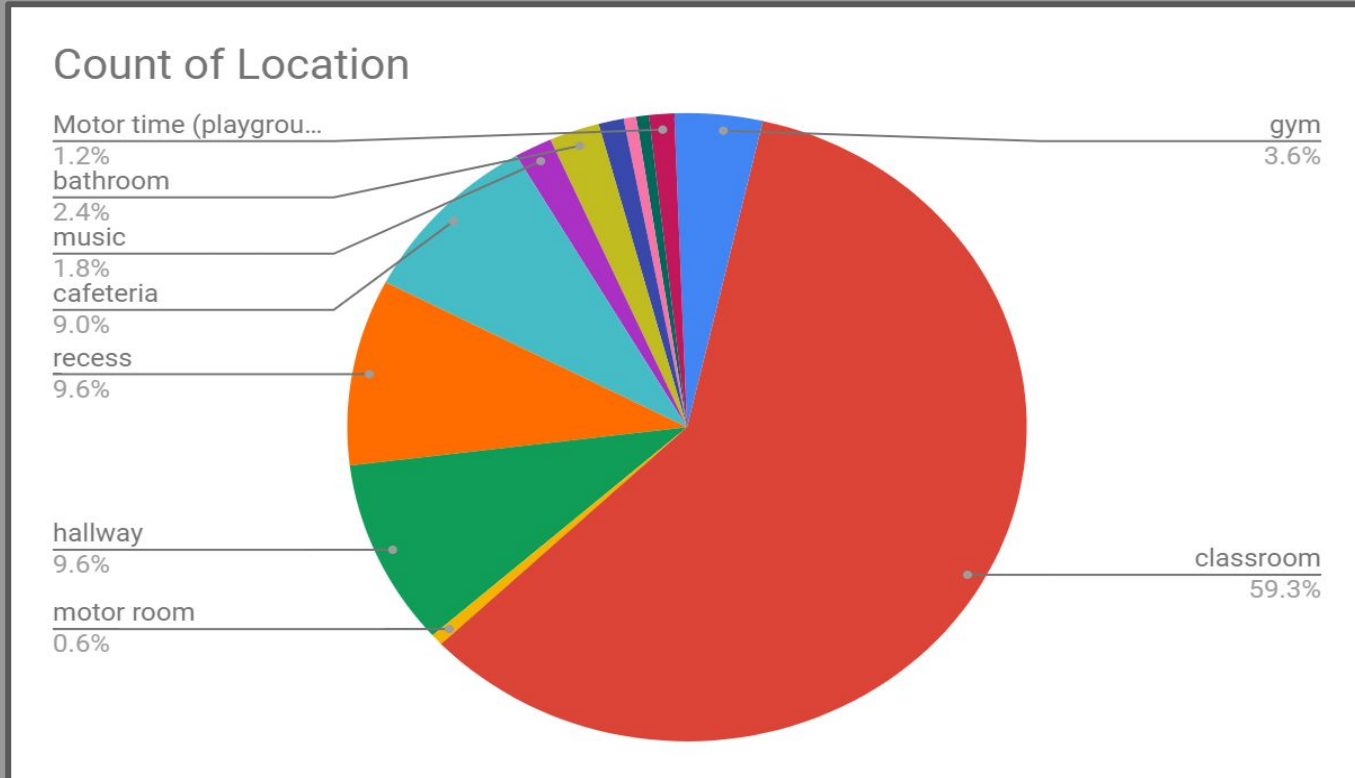
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October 2019 Data - by Incident



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October 2019 Data - by Location



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The Data

Tier 1-The data from the BIRs helps us make building wide decisions in our Tier 1 meetings. For example, in October we saw an increase in physical aggression. The team decided we needed to increase teaching of our Be Safe expectation. In November, our BIR incident reports on physical aggression decreased!

Tier 2-The BIR data is also used in our Tier 2/Rtl meetings to make decisions for individual students. This data is used to determine if Tier 2 interventions are needed.



Tiered Flow Chart-[Link to Document](#)

Tier 1- *Classroom based interventions that are in place and available for all students in all settings.*

Criteria- All Students

Supports-

1. Strong Start Curriculum
2. Acknowledgement System
3. Explicit Teaching of the Behavior Expectations

Referral Process-

1. Follow System to Respond flow chart and fill out BIRs as needed

Tier 2- *Focused interventions that target a specific behavior and are tracked by the classroom teacher and reported to the Rtl team. BIR data will continue to be collected to monitor progress.*

Criteria-

1. 3 BIRs in a week- Tier 2 team Check In
2. 6 BIRs in a month- Tier 2 Interventions

Referral Process-

1. RTI Team Meeting (5 meetings per year-every 8 weeks)
2. Contact Mary Jane Finan or Erica Bauer
3. Request Assistance at Team Check In

Potential Supports-

1. Increase Tier 1 Supports
2. Tier 2 Interventions (See file in Google Drive)
3. Small Group Instruction
4. Counseling Services
5. Referral for Care Team supports
6. Parental Involvement
7. Star Room
8. Contact Sue Brogan

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The Tier 2 Interventions



I am Bulldog Strong

Beat the Teacher

What am I looking for?

sit
 look
 listen
 do work
 raise hand

Student _____

Teacher _____

Small Group Instruction

Child Guidance (Counseling)

Support

Hunter _____ Date _____

Activity		Student Rating	Teacher Rating
	stayed in my spot <input type="checkbox"/>		
	looked at speaker		
	listened first time 1		
phonics Aa Bb Cc Dd Ee Ff	stayed in my spot <input type="checkbox"/>		
	did my work		
	listened first time 1		
reader's workshop 	stayed in my spot <input type="checkbox"/>		
	did my work		
	listened first time 1		
writer's workshop 	stayed in my spot <input type="checkbox"/>		
	did my work		
	listened first time 1		

Parent Signature

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Zones of Regulation

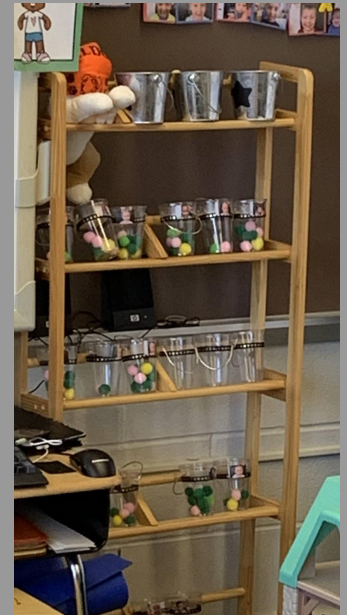


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Preschool Classroom

Adapting Tier 1 to meet Tier 2 needs:




























































- Individual buckets for poms that fill into classroom bucket
- Matrix visuals affixed with velcro to use as visual prompts
- Chart moves for whole class when had several students who needed Tier 2
- Social story for bus to reinforce safe behaviors

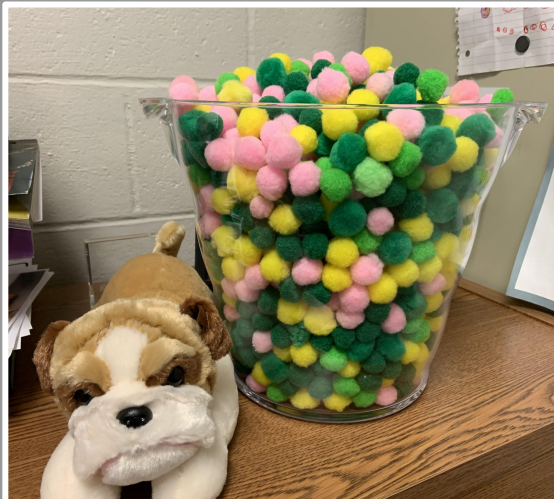


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Kindergarten Classroom

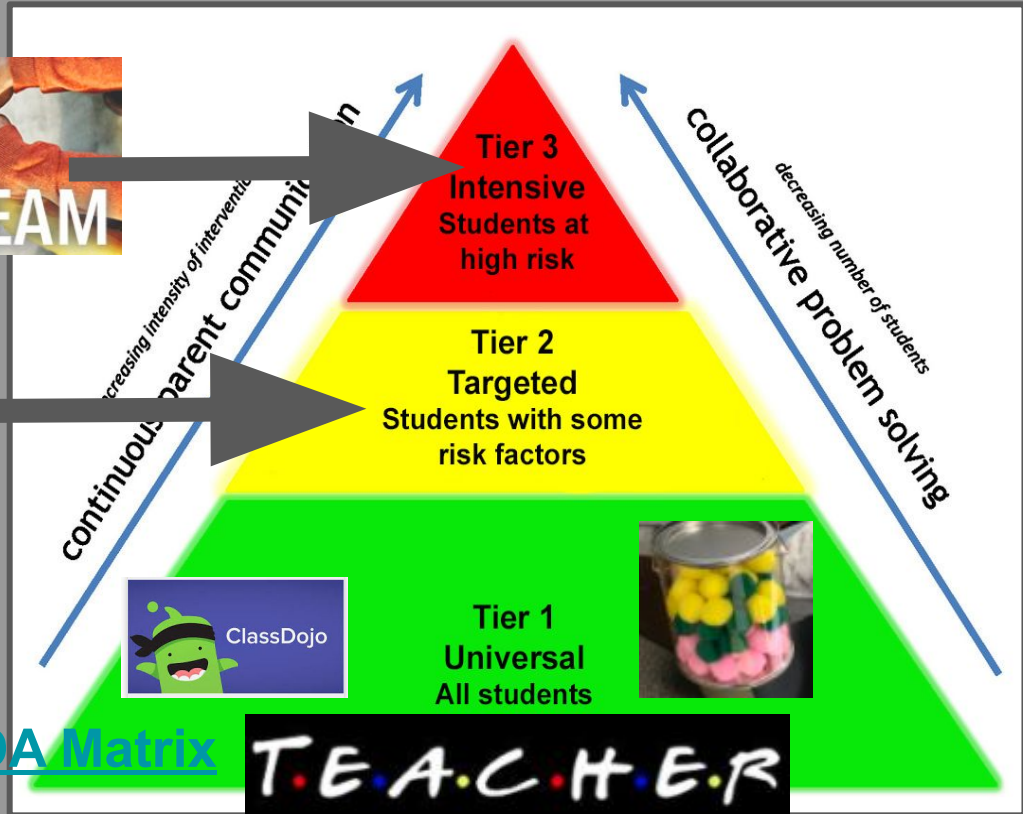
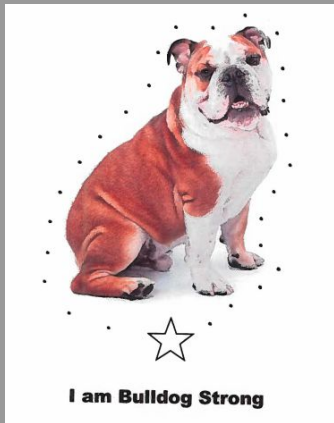
- Increased reinforcement
- Self monitoring charts- Check in check out
- Repeated teaching of social emotional skills and expectations

Hunter		Date	
Activity		Student Rating	Teacher Rating
morning meeting 	stayed in my spot <input type="checkbox"/>	 	 
	looked at speaker 	 	 
	listened first time  1	 	 
phonics Aa Bb Cc Dd Ee Ff	stayed in my spot <input type="checkbox"/>	 	 
	did my work 	 	 
	listened first time  1	 	 
reader's workshop 	stayed in my spot <input type="checkbox"/>	 	 
	did my work 	 	 
	listened first time  1	 	 
writer's workshop 	stayed in my spot <input type="checkbox"/>	 	 
	did my work 	 	 
	listened first time  1	 	 
Parent Signature _____			




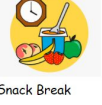


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Bulldog Digital Academy



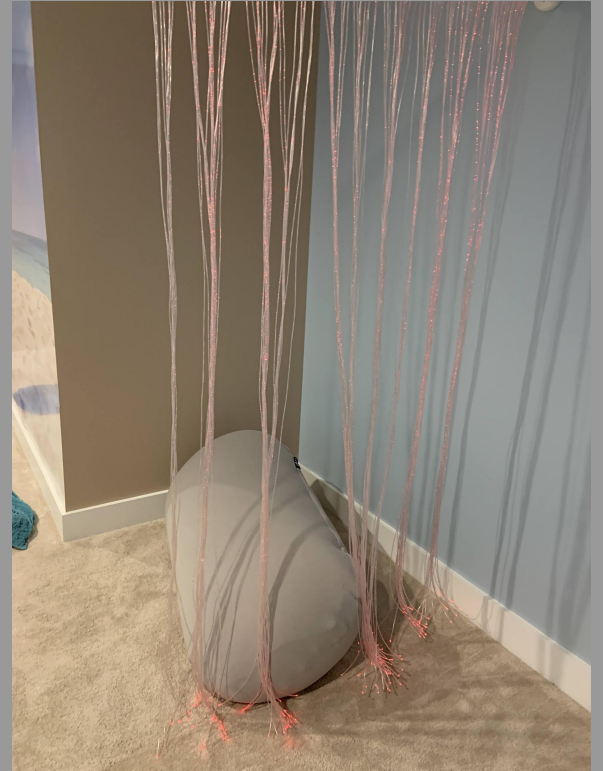
T.E.A.C.H.E.R
I'LL BE THERE FOR YOU

 Morning Meeting <input type="checkbox"/>	 Language Arts Practice <input type="checkbox"/>
 Snack Break <input type="checkbox"/>	 <input type="checkbox"/>



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Star Room



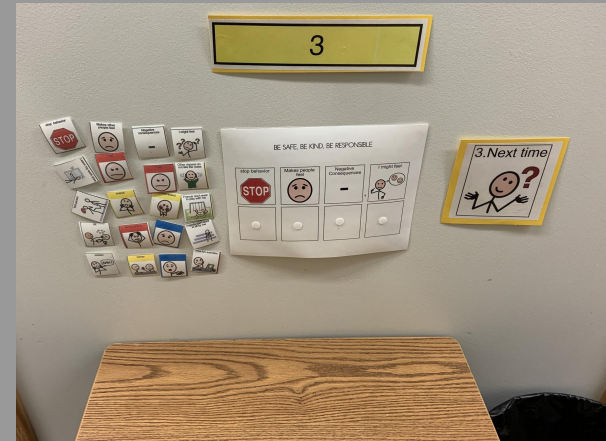
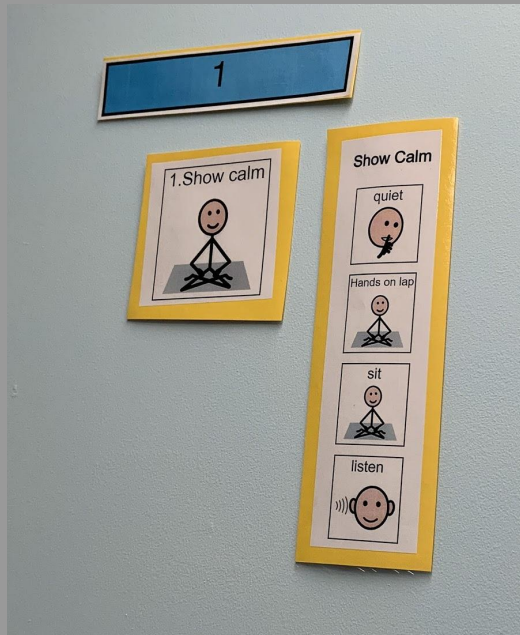
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Sensory Path



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Rest and Return



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Mr. Shank's Office

Which school/class expectation didn't you follow? (Circle the rule or rules.)

Be Safe - Be Kind - Be Responsible

Why didn't you follow the school/class rule? (Circle the reasons.)



I didn't listen to the adult.



I wanted my way.



I didn't do my work.



I didn't play safely.



I didn't think about good choices.



I was mad.



I was frustrated.



I was nervous.



I felt left out.



I needed a break.

What could you have tried instead? (Circle one or more.)



Blow out the candle



Say, "I can do this work!"



Say, "It will be OK"



Think about good choices.



Tell an adult.



Use my words.



Count to ten before acting.



Find a nice way to play.

School's Comment:

This form was given by: _____

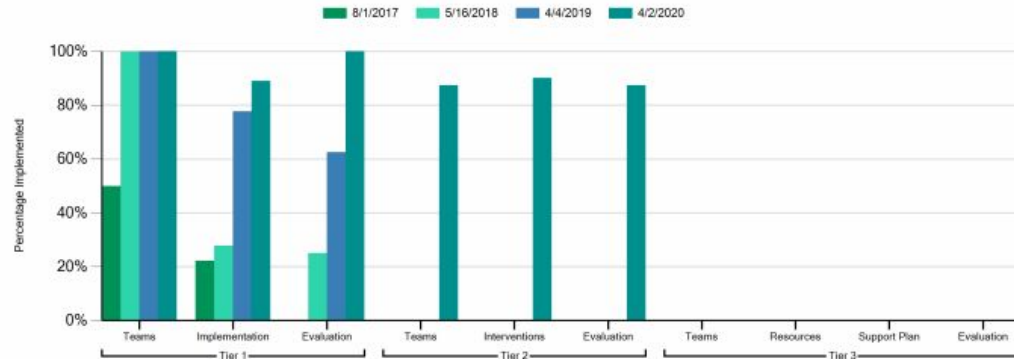


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The Progress

Greenwood Early Learning Center
Green, Ohio

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
Greenwood Early Learning Center
8/1/2017 - 4/2/2020



Date Completed	Tier 1			Tier 2			Tier 3			
	Teams	Implementation	Evaluation	Teams	Interventions	Evaluation	Teams	Resources	Support Plan	Evaluation
8/1/2017	50%	22%	0%	0%	0%	0%	0%	0%	0%	0%
5/16/2018	100%	28%	25%	0%	0%	0%	0%	0%	0%	0%
4/4/2019	100%	78%	62%	0%	0%	0%	0%	0%	0%	0%
4/2/2020	100%	89%	100%	88%	90%	88%	0%	0%	0%	0%

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Thank
You!

We are so proud of the the PBIS work we have completed so far.

We are looking forward to the road ahead!

**For more information please contact Erica Bauer at
bauererica@greenlocalschools.org**