

# School-Wide Positive Behavior Support - “Feel the Heat”

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## And Then There Were Thirteen...

During the 2004-2005 school year, four pilot School-Wide Positive Behavior Support (SW-PBS) programs began their initial implementation process: Palm Springs Middle, Robert Renick Educational Center, Jose De Diego Middle, and Campbell Drive Middle. The District engaged in strong campaign efforts to promote the SW-PBS program. During a presentation to principals on February 2005, four pilot programs highlighted the successes experienced by their schools. Many schools submitted applications to join this district-wide initiative. The review process resulted in the selection of nine new schools. The current list of PBS schools are:

- Robert Renick Educational Center
- Jose de Diego Middle
- Campbell Drive Middle

- Palm Springs Middle
- Redland Middle
- Parkway Middle
- Westview Middle
- Ponce De Leon Middle
- Homestead Middle
- Leisure City K-8
- MacArthur South
- JRE Lee Opportunity
- Howard Doolin Middle

School core team members attended a four-day training on PBS during the Summer of 2005.

We are all so excited about our growing numbers!



*All Aboard the PBS Express*

## SPECIAL POINTS OF INTEREST:

- Meet your district coaches
- See how our neighborhood Marlins group is helping our schools
- Feel the S-WPBS Rhythm
- PBS Tips

## Stress Management

We all experience stress in our lives. Many people report that life tends to become more stressful rather than less. As we go along in our lives attempting to meet our various goals, obligations, and commitments, it is crucial for all of us to actually set aside time to care for ourselves. The following are some stress manage-

ment techniques that may help minimize your stress levels:

- Exercise
- Practice Deep Breathing
- Meditate
- Feed your body healthy foods
- Drink lots of water
- Stretch
- Schedule Fun Time
- Take Hot Baths
- Get a massage
- Use Visualization Techniques
- Listen to Music

# The Florida Marlins Hit it Out of the Park at Palm Springs North

by Ivette Diaz-Rubio

The beginning of the 2005-2006 school year started with a hit. A baseball hit that is. Thanks to the Florida Marlins Baseball Team, we were able to give away 500 Marlin Baseball tickets to our students and staff. We had the eleven interdisciplinary faculty teams nominate five of their top students who have demonstrated good academics and have not received any infractions. Those students were then announced on the morning announcements and given two free tickets to watch the two-time World Champion Florida Marlins. For the faculty and staff, we placed all of their names in a box and drew names at a faculty meeting. Twenty-five faculty and staff members received 2 tickets each.

During the weeks that followed, we organized grade level dances for those students who had not received any infractions. We provided a DJ and refreshments for over twelve hundred students during the course of three days. We grouped the dances by grade level in order to accommodate all of the students.

During the dances, we asked S-WPBS trivia questions and gave out more Marlins tickets as rewards.

We have much more in store for our school this year. The next item on our agenda was Pacer

*Hit it out of the park*

Pride week. We dedicated the week of Thanksgiving to dress out days, dances, pep rallies and a football game, all while collecting canned goods for the poor. It has become a tradition in our school. We will continue to keep you informed of our events. Good luck and remain positive.



## Let's Go Marlins!



## PBS Tip of the Day

- The following information has been excerpted from JKM Training, Inc. 2001, a training program that focuses on the positive management and prevention of aggressive behavior.
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- How can you correct problem behavior in a positive manner?
- Positive Correction
- It involves following the following steps:
  - 1. Before confronting the inappropriate behavior, the staff member, teacher begins with a positive comment that recognizes the student's ability or effort. ("Yesterday you were able to stay on task and you completed all of your assignments. I felt very good about that.")
  - 2. In an objective manner, the staff member states the nature of the present behavior problem. ("Right now; however, you are off task and moving around the room disturbing others.")
  - 3. The staff member clearly states their expectation. ("Right now, I need you to return to your seat and get on with your assignment. If you need help just raise your hand.")
  - 4. The staff member then asks the student to repeat the expectation ("What do I need you to do?") After the student repeats what he needs him to do, wait for the next move.
  - 5. Immediate recognition is given for any positive response consistent with the expectations.



*Remember the true power of a smile, both for the one receiving and giving it.*

## Hear Leisure City K-8 PBS Rap

These original rap lyrics were written by Mr. Pete Headley, ESE Math Teacher. He performed his rap song at the summer PBS training and at the beginning of the school year for the entire faculty. This rap was used as a method to gather staff "buy in" to the PBS program.

*Four years of training trying to learn how to teach  
To change lives inspire minds teaching children to read  
but reality in the classroom is pathetic to see  
That's why I'm tired and frustrated can't even use my degree  
As you can see I'm just a teacher trying to teach without luck  
Look around what do I see but some kids showing their butts*

*I'm tired of seeing that, don't want to see no more what I need to see is kids following the school's dress code  
You see, I'm tired of the absences, tardies, and students' lies  
I'm tired of kids coming to school without supplies  
Tired of teaching lessons, diving to realms real deep  
Only to look around and find some children going to sleep  
You see I'm tired of teaching kids to work cooperatively  
I'm using CRISS strategies - They're using profanity  
I'm tired of the graffiti the writing on the walls  
Tired of the skipping and hanging out in the halls  
Tired of teaching lessons then having to go berserk  
when none of them bothered to even*

*do the homework  
That's what I'm dealing with it's getting real hectic  
Agree with me the situation's pathetic  
That's why I'm tired, are you tired and really frustrated  
When we got into teaching is this what we expected  
I expected a class in which kids knew how to read  
where everybody has the opportunity to achieve  
I expected a class with kids following the right path  
Where they welcome the challenge of writing and doing math  
I expected a class without behavior problems  
but if some did arise I had a method to solve 'em  
  
I need assistance with these children before I end up in court  
I need a program that's respected that won't take any shorts  
To meet these expectations and stay strong as a fact  
I'm implementing Positive Behavior Support*



## Calling All Coaches....

We are so proud to have such a motivated and caring group of coaches on our district team. Coaches have volunteered to actively participate in this project as an extension of their regular duties. We sincerely thank them all for their dedication and hard work.

### District Coaches:

Kara Penfield, Naylet LaRochelle, Rona Brandell, Annette Barrett, Isabel Toyos, Tanya Carey Hender-

son, Charles Ochipa, Pamela Perez, Hank Sterner, Tony Valido, Opal Duren, Gail Kofsky, Peter Carbazon, Harris Himot, Barbara Cicilia, Marianna Lopez, and Martine Phanord.

### Be kind to your coaches.



**Coaches during the June 2005 Summer Training**



For additional information regarding School-Wide Positive Behavior Support, (S-WPBS), please contact:  
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## MIAMI-DADE COUNTY PUBLIC SCHOOLS

[www2.dadeschools.net!](http://www2.dadeschools.net)

# “Language Learning”

## • Discipline by Definition:

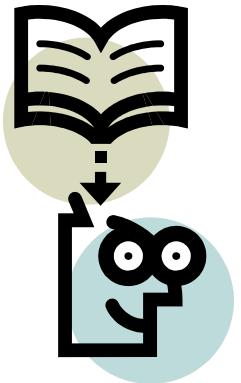
• <http://www.m-w.com/dictionary.htm>

## • 1. **PUNISHMENT**

## • 2. obsolete: **INSTRUCTION**

## • 3. *a field of study*

## • 4. *training that corrects or molds*



## Core Team Corner—Effective Team Functioning

### What is the difference between a group and a team?

- A group comes together for a common purpose.
- Group members may not be sure of their role.
- Some groups are in a continual cycle to organize-reorganize.
- A team knows why it exists.
- Teams create an environment in which issues can be resolved and tasks can be accomplished.
- There are acceptable ways to make decisions.
- Each member makes contributions to the function and purpose of the team.
- Team members effectively communicate with each other and others outside the team.
- Conflict and disagreements are managed and serve as a source for problem-solving.
- Teams assess function and progress on a regular basis.

### A group becomes a team when...

- A team defines its purpose.
- A team defines its membership and accommodates membership changes.
- A team defines how members interact—including ground rules, roles and responsibilities, conflict and conflict resolution.
- A team functions as a team outside of “official meetings”.
- A team defines how decisions are made.
- A team defines a structure—including regularly scheduled meetings, and meeting agendas that are time limited.
- Team members are equal and share team leadership.
- Team members discuss shared values and beliefs.
- A team focuses on both task and group process

### What is the purpose of the school team? Our “mission”

- Who are we... identify members.
- What do we do... overall goal.
- For whom... all students, staff, parents—school wide



What do your meetings look like?