The Way of the Panther
Positive School Culture through INCLUSIVE PRACTICES
Keeping Kids in School and Out of Court Summit.

Dec. 3rd 2013: 4-5pm

California School Discipline Innovators Panel

Mr. Billy Aydlett, Principal,
Leataata Floyd Elementary School,
Sacramento City Unified School District
The Way of the Panther

Positive School Culture through INCLUSIVE PRACTICES

Leataata Floyd Elementary

Responsible
Respectful
Hardworking

The Panther Way

PBEIS - Positive Behavioral Supports and Interventions
Moving Beyond Management to Inclusion

Social & Emotional Learning Core Competencies

Class Meetings

Second Step Curriculum

Every Space

Every Time

Weaving our Story

Personal Assessment and Reflection

For More Info:
SCUSD
Priority School

Demographics:
Approx - 300 students
65% African-American
Highest EL Population - Marshallese
100% low SES
30 students with IEPs
Weaving our Story

Supporting Social Competence &
Academic Achievement

4 PBS Elements

Supporting Staff Behavior

Supporting Student Behavior

OUTCOMES

SYSTEMS

DATA

PRACTICES

Social Competence
- Deinstitutionalization
- Relationship Building
- Teaching and skill Building
- Support Systems
- Group processes
- Staff training

Academic Achievement
- Effective instruction
- Info involved and
  Practised in Guiding
- Content to be
  Understanding
- Teacher decision making

Decision Making
- Data Management
- Staff involvement
- Positive experience

Staff Behavior
- Staff training
- Staff support
- Staff development
- Positive experience

Student Behavior
- Positive experience
- Staff support
- Staff training
- Positive experience
Supporting Student Behavior

SEL
- Explicit Skill Instruction
- Skills Modeled and Practiced by ALL staff
Inclusive Practices

- UDL
- Co-Teaching
- Daily 5
- Guided Reading
PBIS+

- Setting Expectations
- Modeling and Practicing Expectations
- Rewarding and Recognizing Students
- Analyzing Data
- Providing Appropriate Supports
PBIS - Positive Behavioral Supports and Interventions
Moving Beyond Management and Discipline
What is The Panther Way?

The Panther Way is about creating a school environment that is:

- Positive
- Safe
- Consistent
- Predictable

The Panther Way
<table>
<thead>
<tr>
<th>Be Responsible</th>
<th>Be Respectful</th>
<th>Be Hardworking</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Follow directions first time asked.</td>
<td>• Say and do only kind things to others.</td>
<td>• Begin work immediately.</td>
</tr>
<tr>
<td>• Follow classroom procedures.</td>
<td>• Be an active listener.</td>
<td>• Be on task during work times.</td>
</tr>
<tr>
<td>• Accept responsibility for your choices or actions.</td>
<td>• Allow others to work without interruption.</td>
<td>• Keep your voice at an appropriate level.</td>
</tr>
</tbody>
</table>
Positive and Negative Examples
Voice Level = 1
- Whisper -
Panther Way Tickets

How to Earn:
follow the expectations and procedures

Name ____________________________

☐ Be Responsible
☐ Be Respectful
☐ Be Hardworking

The Panther Way!

<table>
<thead>
<tr>
<th>Ticket Color</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>Classroom</td>
</tr>
<tr>
<td>Green</td>
<td>Recess/Bathrooms/Halls/Arrival/Dismissal</td>
</tr>
<tr>
<td>Orange</td>
<td>Cafeteria</td>
</tr>
<tr>
<td>Blue</td>
<td>P.E.</td>
</tr>
<tr>
<td>Lavender</td>
<td>Library/Computer Lab</td>
</tr>
<tr>
<td>Bright Green</td>
<td>Office</td>
</tr>
<tr>
<td></td>
<td>Special Tickets</td>
</tr>
<tr>
<td>Pink</td>
<td>Attendance (Recognition Reward)</td>
</tr>
<tr>
<td>Red</td>
<td>Cafeteria - Zero Waste</td>
</tr>
<tr>
<td>Teal</td>
<td>Boys and Girls Club (to be placed in BGC bucket)</td>
</tr>
<tr>
<td>Yellow</td>
<td>Substitute worth double (to be matched with a white ticket)</td>
</tr>
</tbody>
</table>
Panther Way Tickets

What should I earn Panther Way Tickets?

- Weekly classroom drawing
  - 3 winners
- Weekly school-wide drawing
  - 3 winners

Earn Privileges!

- Be Responsible
- Be Respectful
- Be Hardworking

The Panther Way!
Here's a CHALLENGE!

For every 15,000 tickets earned, we will have a school-wide celebration!

Start earning NOW!

Name ________________________
☐ Be Responsible
☐ Be Respectful
☐ Be Hardworking

The Panther Way!
# Panther Way Drawing Privileges

<table>
<thead>
<tr>
<th>Go Straight to the Head of the Lunch Line</th>
<th>Sit in the Teacher’s Chair for a Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eat Lunch with a Staff Member of your Choice</td>
<td>Receive a Positive Note Home from Teacher or Principal</td>
</tr>
<tr>
<td>Dine at a Special Table during Lunch with a Friend</td>
<td>Help in the Classroom during Recess</td>
</tr>
<tr>
<td>10 Minutes of Computer/iPad Time</td>
<td>Be the Teacher’s Helper for a Day</td>
</tr>
</tbody>
</table>

**School-wide Drawing Options**

<table>
<thead>
<tr>
<th>Help sort and count Panther Way tickets</th>
<th>Announce the winners of next week’s school-wide drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assist Mrs. Blanton during recess or lunch</td>
<td></td>
</tr>
<tr>
<td>Minor Behavior – managed in classroom</td>
<td>Major Behavior – may require administrator action</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td><strong>Behavior</strong></td>
<td><strong>Definition</strong></td>
</tr>
<tr>
<td>Inappropriate Language</td>
<td>Inappropriate verbal or non-verbal language not directed toward an individual or group. <em>Low-intensity instance, which could be managed through reminder of code-switching or discussion about appropriate language for school.</em></td>
</tr>
<tr>
<td>Physical Contact</td>
<td>Engaging in non-serious, but inappropriate physical contact. (Rough play)</td>
</tr>
<tr>
<td>Defiance/Disrespect</td>
<td>Engaging in brief low-intensity failure to respond to adult requests. Low-intensity instance of verbal/non-verbal socially rude interaction. May include: talking back, interrupting, eye rolling, teasing, laughing at others.</td>
</tr>
<tr>
<td>Disruption</td>
<td>Inappropriate behavior causing a disruption of a class or activity.</td>
</tr>
<tr>
<td>Property Misuse</td>
<td>Inappropriate use of property.</td>
</tr>
<tr>
<td>Technology Violation</td>
<td>Non-serious, but inappropriate use of cell phone, music/video player, camera or computer.</td>
</tr>
<tr>
<td>Other</td>
<td>Engaging in any other minor problem behaviors that do not fall within the above categories. Could include minor offenses or lying, cheating, or theft.</td>
</tr>
</tbody>
</table>
# BEHAVIOR REFERRAL FORM

**Student:**

**Teacher:**

**Grade:**

**Date:**

**Time:**

**Referred By:**

**Staff Members Present:**

### LOCATION (check one)
- □ Classroom
- □ Playground
- □ Cafeteria
- □ Outside, dismissal or arrival

### OTHERS INVOLVED: (check one)
- □ Substitute
- □ Unknown
- □ Other

### STUDENT (check one)
- □ Was asked to do something
- □ Resisted transition
- □ Could not get desired item/activity
- □ Was emotional or upset
- □ Was provoked by another student
- □ Other

### MOTIVATION (check one)
- □ Obtain peer attention
- □ Obtain teacher attention
- □ Obtain item or activity
- □ Avoid task or activity
- □ Avoid peers
- □ Avoid adult
- □ Unclear/don’t know
- □ Other

### MINOR BEHAVIOR
- □ Inappropriate language
- □ Physical Contact
- □ Defiance/Disrespect
- □ Disruption
- □ Property Misuse
- □ Technology Misuse
- □ Technology Violation
- □ Other

### MAJOR BEHAVIOR
- □ Abusive/Inappropriate language
- □ Fighting/Physical Aggression
- □ Overt Defiance/Disrespect
- □ Overt Disruption
- □ Property Damage
- □ Harassment/Bullying
- □ Other

### DESCRIPTION OF INCIDENT

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### ACTIONS/DECISIONS

<table>
<thead>
<tr>
<th>PREVIOUS INTERVENTIONS</th>
<th>Attach any Relevant Documentation</th>
<th>Teacher/Administrator Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ NOT APPLICABLE</td>
<td>□ Loss access to items</td>
<td>□ Documentation Only</td>
</tr>
<tr>
<td>□ Reminder of Expected Behavior</td>
<td>□ Time-out in room (duration______)</td>
<td>□ Loss of Privilege</td>
</tr>
<tr>
<td>□ Redirection</td>
<td>□ Time out/another room (duration______)</td>
<td>□ Personal Reflection</td>
</tr>
<tr>
<td>□ Reteach Expected Behavior</td>
<td>□ Parent phone call</td>
<td>□ Reteach of Appropriate Behavior</td>
</tr>
<tr>
<td>□ Personal Reflection</td>
<td>□ Behavior Contract</td>
<td>□ Restitution (Apology or Compensation)</td>
</tr>
<tr>
<td>□ Separation of students</td>
<td>□ Parent conference</td>
<td>□ Time in Another Location</td>
</tr>
<tr>
<td>□ Additional task/assignment given</td>
<td>□ SST</td>
<td>□ Parent/Guardian Signature:</td>
</tr>
<tr>
<td>□ Loss time on recess/activity</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**FAMILY CONTACTED (regarding referral):** Y  N

**COMMENTS/RESULTS OF CONTACT:**

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**COMMENTS REGARDING DECISION/CONSEQUENCE:**

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SEL

- Explicit Skill Instruction
- Skills Modeled and Practiced by ALL staff
- Constant Reflection
- Embedded into Academics
Social & Emotional Learning Core Competencies

- **Self-Management**: Managing emotions and behaviors to achieve one's goals.
- **Self-Awareness**: Recognizing one's emotions and values as well as one's strengths and limitations.
- **Social Awareness**: Showing understanding and empathy for others.
- **Responsible Decision-Making**: Making ethical, constructive choices about personal and social behavior.
- **Relationship Skills**: Forming positive relationships, working in teams, dealing effectively with conflict.
Adult SEL
Competence & Learning

Adults who have the ability to recognize, understand, label, express, and regulate emotions are more likely to demonstrate patience and empathy, encourage healthy communication, and create safe learning environments. (Brackett, Katella, Kremenitzer, Alster, and Caruso, 2008)

Emotional skills of teachers influence student conduct, engagement, attachment to school, and academic performance. (Baker, 1999; Hawkins, 1999; Schaps, Battistich, & Solomon, 1997; Sutton & Wheatley, 2003; Wentzel, 2002)

Teachers skilled at regulating their emotions report less burnout and more positive affect while teaching. (Brackett, Mojsa, Palomera, Reyes, & Salovey, 2008)

School leaders with strong SEL competencies build and maintain positive and trusting relationships among members of the school community. (Patti and Tobin, 2006)
Targeted Intervention

- Based on Data
- Small Groups
- Student Centered
- Flexible/Fluid
Changing Adult Behavior

Students Liking School

Tier 1 Supports:
- Teach, Model, Reinforce SEL Competencies
- Second Step - Social Skills Curriculum
- Rules and Expectations Taught and Reinforced
- Strong PBIS Team - Staff Buy-in
- Restorative Circles

Tier 2 Supports:
- Social Skills Groups
- Check-In, Check-Out
- SST Process
- Use of Data
- Restorative Mediation

Tier 3 Supports:
- Individual Supports
- Access Referral

POSITIVE Focus

Consistency
Ongoing Collaboration

- Staff Meetings
- Grade Level Meetings
- Committees/Teams
- Specific Skill Support-Professional Learning
- Informal Communication
School-wide, Every Time, Every Space!

Explode the Practices!
• Create a committee or team
• Forum for Discussion
• Model for Others

• Teach Social/Emotional Skills Explicitly
• Create a Common Vocabulary
• Forum for Discussion
For More Info:

Leataata Floyd Elementary School
401 McClatchy Way
Sacramento, CA  95818

contacts:  
Billy Aydlett  
Principal  
billy-aydlett@scusd.edu

Michelle Blanton  
SEL Training Specialist  
michelle-blanton@scusd.edu