

APPENDIX VI – 61

Bobcat Buddies

Tier II Behavior Support

Long Term System

- * Behaviors are not changed over night. (student or teacher)
- * Professional development is helpful, but is not effective long-term without support.
- * Developing relationships is the key to changing behaviors.
- * I did not take the “Sorcery in the Principalship” class at NAU.

Purpose of the System

- * Support the teacher by reinforcing the expectations and goals on a consistent basis.
- * Guide teacher through restorative process.
- * Build positive relationships.
- * Create a positive learning environment for all.

Targeted Student (Behaviors)

- * Mid to severe behavior that might stress the relationship between the teacher and student.
- * Disruptive behavior that interferes with the learning environment.
- * I do not deal with homework issues.

How Does it Work?

- * Teachers refer students and select two behaviors to focus on.
- * The form is broken into subject area or time.
- * Teachers select the appropriate indicator and make comments.
- * Principal checks in with student daily
- * No limitations
- * Fluid system

Benefits

- * MTSS data collection.
- * Builds relationships between teacher and students by focusing on the decision, not the child personally.
- * Powerful way to model restorative conversations.
- * Reduction in classroom referrals.
- * Student achievement improved.
- * Changes teacher's approach to misbehavior.
- * Directly supports the goals of PBIS
- * Long term effect on student behavior. Down from 12-15% to around 5%

Barriers

- * Time: 2014- 30 to 35 students. This took about 30-40 minutes. 2016- 18-20 students, 20 minutes.
- * Consistency
- * More than one teacher per student. (M.S. H.S)