

The Elkhart Way

ELKHART COMMUNITY SCHOOLS

DOES YOUR BUILDING NEED A PBIS/O BOOSTER?

DID YOU KNOW?

The Olweus Bullying Prevention Program has been implemented in thousands of U.S. schools and in more than a dozen countries.

Class meetings can be led by students as well as by the teacher. This is a great way to develop leadership skills and provides an opportunity for student voice in program implementation.

The Olweus Bullying Prevention Program incorporates what researchers and practitioners have identified as best practices in bullying prevention and intervention.

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It is natural that staff and students need PBIS/O boosters to continue efforts around the systems and practices in place. The first question to ask is if it is your staff or your students that need a booster? How do you know? Once you have determined that, here are a few recommendations.

1. If you think your students need a booster, look at your data and determine if it is certain students, certain locations, certain times of day, certain behaviors. Then use that data to build a solution to **Prevent - Teach - Reinforce**.

Prevention: How can we avoid the problem context?

- Who, When, Where
- Schedule change, curriculum change, etc

Teaching: How can we define, teach, and monitor what we want?

- Teach appropriate behavior
- Use problem behavior as negative example

Reinforcement: How can we build in systematic reward for desired behavior?

2. If you feel your staff need a booster determine why it feels that way.

- **Training:** Do staff need additional or supplemental training for them to better understand the decisions being made and the work being done? How could your PBIS/O team do some training boosters?

- **Coaching:** Do staff need coaching to be able to follow through and complete the task/activities/strategies effectively? How could your PBIS/O team incorporate some coaching?

- **Evaluation:** Do staff need more data to show what has been accomplished by your PBIS/O team and the outcomes or data trends? How and when could your PBIS/O team report back more data to staff?

3. Sometimes there is just a lull in energy or increase of stress and the school needs to have a shared activity that increases opportunities to build rapport and provide positive feedback to students. Examples include creating a game of Jeopardy or BINGO around PBIS/O basic principles, making a film about what PBIS/O looks/sounds/feels like in your building, or making a sign or poster about what PBIS/O means in your school and having everyone sign it.

Adapted from pbisMN.org

ACTIVE SUPERVISION

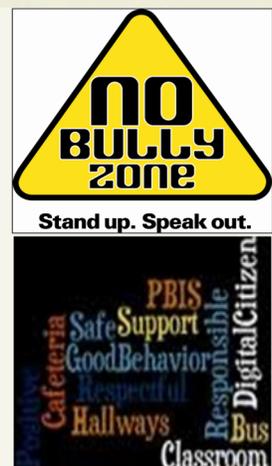
Active supervision is a method of behavior support that can help decrease problem behavior, promote pro-social behavior, and increase positive adult/student interactions. Active supervision is an evidence-based practice that is effective in both classroom and non-classroom settings (Playground, cafeteria, hallways, etc.).

Active supervision consists of three key adult behaviors.

1. **Move** around.
2. **Scan** - look around
3. **Interact** - frequently with students.

Access a great resource on active supervision at:

<http://youtube/LNNu81faisQ>



**T H E B A M B O O S T O R Y A N D
T H E E L K H A R T P R O M I S E**

Often it takes a long time for children with challenging behaviors to demonstrate skills of regulating their own behavior, resolving conflict or problem-solving. As we continue our commitment to educating and preparing all students for the future, remember *The Bamboo Story*. Once upon a time there was a farmer who planted some bamboo seeds in the hope that he would see the fruits of his labor in wonderful

bamboo growth. The first year passed with daily care, yet nothing happened. No bamboo sprout. He continued his daily watering, weeding and care of his bamboo seeds. The second year passed and nothing happened. At this point the farmer was beginning to feel discouraged. He had consistently worked; nurturing and caring for his bamboo seeds, and he saw no growth. The third year passed and sud-

denly his bamboo was growing a foot each month. By the end of the year his bamboo was over 12 feet tall! Finally, the farmer had evidence of his growth. So the question is, did the bamboo grow 12 feet in that final year when the growth was evident and measured? Or did the bamboo grow 12 feet in 3 years through the daily care? It is said that during the first two years the bamboo **IS** growing. It is said that the

bamboo is growing roots below the ground that are a foundation strong enough to support the future growth spurt. It is said that growth was occurring as the farmer was caring for the seeds, the farmer just couldn't see it. So, as we continue our journey to teach all students, we must persist as the farmer did.

From: michellespecialeducation.blogspot.com



S U C C E S S F U L S C H O O L S

Research finds that successful schools invest in the following activities:

1. School-wide curriculum that emphasizes targeted social skills instruction.
2. Positive school and classroom social cultures where teaching and learning are emphasized.
3. Challenging and en-

- gaging instructional practices that effectively maximize academic success for all students.
4. Continuous, positive and active supervision and monitoring of student behavior and learning.
5. Regular, frequent and positive acknowledgement and reinforcement for student displays of academic and social

behavior success.

6. Active involvement of all students and family, faculty, and community members.
7. Multi-year and multi-component approaches to implementation.
8. Adults who model the same positive social behaviors and values expected of students.

Taken from: pbis.org

I F I C O U L D T E A C H Y O U , T E A C H E R

If I could teach you, teacher,
I'd teach you how much more
you have accomplished
than you think you have.
I'd show you the seeds
you planted years ago
that are now coming into bloom.
I'd reveal to you the young minds
that have expanded under your care,
the hearts that are serving others

because they had you as a role model.

If I could teach you, teacher,
I'd show you the positive effect
you have had on me and my life.

Your homework is
to know your value to the world,
to acknowledge it, to believe it.

Thank you, teacher.

By Joanna Fuchs



ECS TEAM PRESENTS AT INTERNATIONAL CONFERENCE!

The first weekend of November found a team of Elkhart Community School personnel in New Orleans at the International Bullying Prevention Association annual conference. The conference offered opportunity to network with other school personnel, community agencies, and researchers all interested in helping our students learn in a safe and supportive school climate. The team was made up of Tony England, Jean Milfort (Central High School), Mary Wisniewski (North Side Middle School), Jill Balcom (Bristol Elementary School), and Mary Yoder Holsopple.



In addition to hearing about the importance of compassion from Michelle Borba and current recommended cyberbullying intervention strategies

from Sameer Hinduja, they also attended breakout sessions on themes of PBIS, Restorative Practices, cultural intelligence, and various student-led sessions. They presented at a workshop entitled "Ten Year's Later: One School District's Journey in Bullying Prevention" in which they described how we braid multiple initiatives in Elkhart to enhance our school climate. The presentation was

well received by the participants, many asking how-to questions that the team was well prepared to answer. They represented Elkhart Community Schools well!

FOR MORE INFORMATION

Unselfie: Why Empathetic Kids Succeed in an All About Me World, Michelle Borba, Touchstone, 2016. This book helps parents cultivate empathy in children, from birth to young adulthood—and explains why developing a healthy sense of empathy is a key predictor of which kids will thrive and succeed in the future.

Bullying Today: Bullet Points and Best Practices, by Justin Patchin and Sameer Hinduja, Corwin Press, 2016. Fifteen years of research distilled into bite sized chapters. They delve into how to distinguish bullying from other hurtful behaviors; the connection between cyberbullying and in-person bullying; Responses that work—and ones that don't; and Prevention strategies to put in place now.

Beautiful Hands by Bret Baumgarten and Kathryn Otsoshi, Blue Dot Press, 2015. Based on co-author Bret Baumgarten's experience of holding his daughter's hands every morning and asking her, "What will your beautiful hands do today?," this book was created to inspire children everywhere to use their power to help themselves and others achieve their dreams.

"It is not what is poured into a student that counts but what is planted."
Linda Conway

D A T E S

January 5-March 1, 2017 Traveling Anne Frank Exhibit at Central High School

January 16-20, 2017 No Name Calling Week

February 6-10, 2017, Random Acts of Kindness Week

February 23, 2017 Conversation with Eva Kor, Lerner Theater, 6:30 p.m.

March, 2017 National Disabilities Awareness Month

March 21, 2017 The Elkhart Way spring planning session 7:30-11:00 secondary, 12:00-3:30 elementary

March 27-30, 2017 Trudy Ludwig visit to ECS

April, 2017 National Child Abuse Prevention Month

April 21, 2017, Day of Silence

April 27, 2017 Pay it Forward Day

May 2017, Mental Health Awareness Month

May 5, 2017, Million T-Shirt March



WE'RE ON THE WEB AT
WWW.ELKHART.K12.IN.US



ELKHART
COMMUNITY SCHOOLS

Report Bullying
and
Safety Concerns



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It matters how we treat people!

Debra Beehler has joined the ranks of retired educators. We wish her well. As a final gift to us, she contributed a great deal to the writing of this particular newsletter—and the many others throughout the years. We wish you well in retirement, Deb!

Behavior continues because it works!

The Elkhart Community Schools is committed to providing a caring and safe environment for all our students. The Olweus Bullying Prevention Program and Positive Behavior Interventions and Supports are two initiatives to help us accomplish this goal. We are working hard on planning and implementing these initiatives so well they are embedded in the fabric of our life together—they are no longer initiatives but rather just the way we do things in our schools.

If other area agencies, schools, or individuals are interested in working with us on these initiatives feel free to call Mary or Deb to learn more about how to be involved.



NEWS FROM A CLASSROOM



Look what the Move2Stand club at Central did—they put these files on a bulletin board easily accessed by students. In the files were sticky notes with positive and encouraging messages. Messages of hope and assurance that someone cares.

M2S members sat in front of this board during lunch. Students and staff members told the M2S students how they were feeling. The M2S student took a note from the selected feeling folder for that student or staff member to read. After reading the messages, faces lit up. An administrator told the M2S student that she was feeling stressed. When she read the message on the card she was given, she smiled and said, "oh yeah! This helps! Nice job!"

Along with the carefully written, premade messages, there were blank cards and colorful markers available for students to write their own messages of kindness. These new messages were put in the "Add to the Kindness" folder. The board was up during the week before finals since this is a time when students tend to feel stress, anxiety and frustration.

In the future, they plan to continue to add to the messages and set up the board multiple times a year so that students become familiar with it's purpose.

