

# **PBIS: POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS**

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**Thomson Middle School**



**2019-2020  
PBIS HANDBOOK**

## **Thomson Middle School**

### **Staff PBIS Handbook**

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The purpose of this handbook is to guide and support TMS's staff members as we implement PBIS in our school. Our goal is to provide all our students with a safe and effective school environment where they can experience academic and behavioral success.

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# PBIS: Background Information

*The goal of PBIS is to prevent the development and the intensifying of problem behavior and maximize academic success for all students.*

**W**hat is PBIS?

PBIS is an acronym for Positive Behavior Interventions and Support. It is a school-wide integration of:

- A systems approach for building capacity
- A continuum of behavioral supports
- Prevention focused efforts
- Instructionally focused behaviors
- Empirically sound practices
- Data information analyzed and utilized on a frequent basis

## PBIS has 5 Critical Components

1. **Clear Expectations**
  - ◆ As defined in the matrix
2. **Explicitly taught**
  - ◆ Each area in the matrix is accompanied by a lesson plan.
  - ◆ A schedule for teaching and re-teaching behaviors is used.
3. **A system for encouraging appropriate behavior**
  - ◆ Recognition system, including a Reinforcement Menu for encouraging positive and appropriate behaviors.
4. **A system for discouraging inappropriate behavior**
  - ◆ A Correction Menu for how to respond to and correct inappropriate behaviors.
5. **A data collection system**
  - ◆ Answering two important questions. Are we...?
    - 1) Doing what we said we would do?
    - 2) Achieving the student outcomes we said we would achieve?



## Five Big Ideas

1. **All children can learn and are always learning!**
  - ◆ Children are learning all the time. If you work around children, you are a teacher.

*“There is nothing so esteem building as consistent success, Nothing so demoralizing as chronic failure.” – Dale R. Myers*
2. **School is responsible for preparing students for life.**
  - ◆ Schools should teach important life lessons.
3. **School expectations must be explicit and taught to *all* students.**
4. **The only way to change student behavior is to change *adult* behavior.**
  - ◆ We create the environments in which behaviors arise.
5. **Things aren’t always as they appear!**
  - ◆ Human perception is often flawed. It is important to use data.

## CLEAR EXPECTATIONS

*If you want it, teach it.  
Teach it where you want it.  
If you want to see it, look for it.  
If you see it, recognize and reward it.*

– Dale R. Myers

**A**

s a student at Thomson Middle School, I will ROAR.

Respect  
Organization  
Attitude  
Responsibility

### Good Rules are Important

- They reveal the values of the school or district.
- They provide guidelines for success. We teach students the desired behavior, rather than telling students what not to do.
- They are critical lower order social skills. They are the basic building blocks of successful relationships and communities.
- They can increase staff consistency.
- They can reduce problem behavior.
- They can increase school safety.

## What Makes Good Rules

- ◆ Simple and easy to remember.
- ◆ Positively stated: What we want.
- ◆ Applicable to everyone- staff and students.
- ◆ Monitored and enforced by all.
- ◆ Consistently applied.



## MATRIX of School Rules and Expectations

Our matrix serves two purposes

1. Helps the school community “get on the same page”.
2. Serves as the basis for writing school rule lesson plans.

# Expectations of Students

## Tigers **R.O.A.R**

**R**espect, **O**rganization, **A**ttitude, **R**esponsibility

	<b>Hall</b>	<b>Cafeteria</b>	<b>Restroom</b>	<b>Bus</b>	<b>Activity/ Assembly</b>
<b>Respect</b> (Act Respectfully)	<ul style="list-style-type: none"> <li>✓ Follow instructions</li> <li>✓ Keep hands, feet, and objects to self</li> </ul>	<ul style="list-style-type: none"> <li>✓ Follow instructions</li> <li>✓ Keep hands, feet, and objects to self</li> </ul>	<ul style="list-style-type: none"> <li>✓ Honor other’s privacy</li> <li>✓ Follow instructions</li> <li>✓ Keep hands, feet, and objects to self</li> </ul>	<ul style="list-style-type: none"> <li>✓ Follow instructions</li> <li>✓ Be quiet and attentive</li> <li>✓ Keep hands, feet, and objects to self</li> </ul>	<ul style="list-style-type: none"> <li>✓ Follow instructions</li> <li>✓ Keep hands, feet, and objects to self</li> </ul>
<b>Organization</b> (Plan for Success)	<ul style="list-style-type: none"> <li>✓ Walk on the right directly to next location</li> <li>✓ Have a pass</li> </ul>	<ul style="list-style-type: none"> <li>✓ Walk directly to location</li> <li>✓ Get necessary items before sitting</li> </ul>	<ul style="list-style-type: none"> <li>✓ Walk directly to location</li> </ul>	<ul style="list-style-type: none"> <li>✓ Walk directly to location</li> <li>✓ Get necessary items before sitting</li> </ul>	<ul style="list-style-type: none"> <li>✓ Walk directly to location</li> <li>✓ Get necessary items before sitting</li> </ul>
<b>Attitude</b> (Have a Positive Attitude)	<ul style="list-style-type: none"> <li>✓ Choose Kindness</li> <li>✓ Be Positive</li> <li>✓ Be Polite</li> <li>✓ Be Honest</li> </ul>	<ul style="list-style-type: none"> <li>✓ Choose Kindness</li> <li>✓ Be Positive</li> <li>✓ Be Polite</li> <li>✓ Be Honest</li> </ul>	<ul style="list-style-type: none"> <li>✓ Choose Kindness</li> <li>✓ Be Positive</li> <li>✓ Be Polite</li> <li>✓ Be Honest</li> </ul>	<ul style="list-style-type: none"> <li>✓ Choose Kindness</li> <li>✓ Be Positive</li> <li>✓ Be Polite</li> <li>✓ Be Honest</li> </ul>	<ul style="list-style-type: none"> <li>✓ Choose Kindness</li> <li>✓ Be Positive</li> <li>✓ Be Polite</li> <li>✓ Be Honest</li> </ul>
<b>Responsibility</b> (Own your Actions)	<ul style="list-style-type: none"> <li>✓ Obey traffic rules</li> <li>✓ Refrain from horse play</li> <li>✓ Use your inside voice</li> </ul>	<ul style="list-style-type: none"> <li>✓ Clean your area</li> <li>✓ Refrain from horse play</li> </ul>	<ul style="list-style-type: none"> <li>✓ Clean your area</li> <li>✓ Be timely</li> <li>✓ Hush, Flush, &amp; Wash</li> <li>✓ Refrain from horse play</li> </ul>	<ul style="list-style-type: none"> <li>✓ Clean your area</li> <li>✓ Refrain from horse play</li> </ul>	<ul style="list-style-type: none"> <li>✓ Clean your area</li> <li>✓ Refrain from horse play</li> </ul>

## Explicitly Taught Expectations

### PBIS: Teaching Behaviors

**T**

Two main rules around behavior:

1. If you want it, teach it.
2. You get more of what you pay attention to.

### How do we teach social behavior?

You teach behavior the same way you teach academics.

1. Create clear behavioral expectations.
2. Communicate clearly to students what we want.
3. Explicitly model desired behavior and provide practice opportunities.
4. Monitor student behavior.
5. Provide frequent and specific feedback.

### When do we teach behavior?

- ◆ At the beginning of school year.
- ◆ Often enough to achieve and maintain fluency.
- ◆ Before times when problem behaviors tend to increase.
- ◆ On-going throughout the year. (refresher lessons)
- ◆ At teachable moments.

## **Where do we teach behavior?**

- ◆ Specific lessons are taught Mondays during homeroom
- ◆ Everywhere in the school
- ◆ Embedded in other school activities

## **Why do we teach behavior?**

- ◆ They are necessary skills for success in life.
- ◆ Many students arrive at school without these important skills
- ◆ They are the basis for a positive and safe climate.
- ◆ Doing so increases opportunities to teach other skills.

## **PBIS: Lesson Plans (Second Step)**

1. Respect
2. Organization
3. Attitude
4. Responsibility
5. Second Step

## System for Encouraging Desired Behavior

### Reinforcement Menu

**R**

Research by Rath and Clifton (2004) indicates that individuals who receive regular recognition and praise

- Increase their individual productivity.
- Are more likely to stay with their organization.
- Receive higher loyalty and satisfaction.
- Have better safety records.

Refer to this Reinforcement Menu for ideas of how to recognize and reward students for following the rules on the matrix with small, medium, and large rewards.

Small	Medium	Large
<ul style="list-style-type: none"> <li>• Say "Thank you"</li> <li>• Verbal</li> <li>• Pat on shoulder</li> <li>• Smile</li> <li>• Praise</li> <li>• Use humor (not sarcasm)</li> <li>• Listen to them</li> <li>• Notice them</li> <li>• Small school supply items</li> </ul>	<ul style="list-style-type: none"> <li>• Talk to them</li> <li>• Give them time</li> <li>• Pay attention</li> <li>• Eye contact</li> <li>• Teacher's helper</li> </ul>	<ul style="list-style-type: none"> <li>• Positive call home</li> <li>• Raffle Prizes</li> <li>• PBIS Store</li> <li>• 9 Week Celebration</li> <li>• Student of the Month</li> </ul>

## **PBIS Recognition Teacher Reference**

### **PBIS 9 Weeks Celebration (once each Nine Weeks)**

Description: This is an opportunity for students to participate in activities or free time.

Students may participate in this 9-week event if they have not received In School Suspension or Team In School Suspension.

### **PBIS Store (once each nine weeks)**

Description: Students that received “Tiger Strips” may spend their earned stripes in a store setting.

### **Big Ticket Lotto (end of each semester)**

Description: This is an opportunity for eligible students to be entered into a drawing. Prizes may include big ticket items.

Students must meet all of following criteria to be considered eligible: zero tardies to school, zero tardies to class, zero referrals, zero absences, and must pass 6 out of 6 classes.

### **Suckers for Six**

Description: Eligible students must obtain passing grades in all 6 subjects on their progress reports. These students will also be recognized during morning announcements.

### **Attendance Shout Out**

Description: This is an opportunity for students to get a shout out via morning announcements and have their names scrolling on the screens throughout the building. Students are recognized by faculty members and the principal.

### **Merit Awards day**

Description: Eligible students will receive merit awards at the end of each semester exhibiting following outstanding behavior.

- Kindness Award – Demonstrating Random acts of kindness expecting nothing in return.
- Eye of the Tiger Award – Outstanding student, exhibiting no behavioral issues.
- Leader of the Pack Award – Peer leader that exhibits a “go get it” attitude.

- Mathematics, Science, Language Arts, Reading, Author Awards – In each content area, the student exhibits ROAR behavior.
- Stem-tastic Awards – The student is strong in mathematics, science, and technology. He/ she has a positive attitude and is most likely to work in the STEM field.

### **Scripts for Encouraging Desired Behavior – Common Language**

1. Thank you for \_\_\_\_\_(specific behavior). It shows that you have been \_\_\_\_\_(Courteous/ Honorable/Accountable/ Motivated/ Prepared).
2. Thank you for \_\_\_\_\_(specific behavior). That's a great example of being \_\_\_\_\_(Courteous/ Honorable/Accountable/ Motivated/ Prepared).
3. I really appreciate how you \_\_\_\_\_. That's a wonderful example of being \_\_\_\_\_(Courteous/ Honorable/Accountable/ Motivated/ Prepared).
4. By being \_\_\_\_\_(specific behavior) in the library you show a good example of being \_\_\_\_\_(Courteous/ Honorable/Accountable/ Motivated/ Prepared).
5. Thank you, \_\_\_\_\_(name) for \_\_\_\_\_(specific behavior). That's showing \_\_\_\_\_(Courteous/ Honorable/Accountable/ Motivated/ Prepared).
6. Thank you, \_\_\_\_\_(name) for \_\_\_\_\_(specific behavior). You're showing a good example of being \_\_\_\_\_(Courteous/ Honorable/Accountable/ Motivated/ Prepared).

### **We never reward kids, we reward behaviors:**

- ◆ Bribery is an inducement to do something illegal, unethical and immoral.
  
- ◆ Reinforcement is appropriate at school when it helps kids become successful at school, so they can be successful outside of school.

## **Staff Recognition**

### **Teacher of the Month**

Description: Teachers who exhibit extraordinary performance in and out of the classroom may be nominated for this award by their peers.

Any TMS certified teacher is eligible for this recognition.

### **Eye of the Tiger Award**

Description: Faculty and Staff members who clearly exhibit implementation of PBIS or Instructional Best Practices are eligible for this recognition.

Any TMS staff member is eligible for this recognition.

## System for Discouraging Undesired Behavior

**O**ur goal is to use positive feedback and acknowledgement when students follow the rules, and corrective feedback and consequences when they are not following the rules. We want to use rule violations as an opportunity to teach correct behavior and increase students' repertoire of possible appropriate responses.

### Correction Menu

Refer to the Correction Menu for suggestions on how to respond to different levels of misbehavior.

Level One	Level Two	Level Three
<ul style="list-style-type: none"> <li>• Restate direction</li> <li>• Redirect to task</li> <li>• Reteach</li> <li>• Differential Reinforcement (ignoring negative behavior while paying attention to what you want)</li> <li>• Nonverbal cue to task</li> <li>• Notice</li> <li>• Proximity</li> <li>• Thank you to nearby student who is doing desired behavior</li> <li>• "The Look"</li> <li>• Clearly state choices/options</li> </ul>	<ul style="list-style-type: none"> <li>• Time-out from positive reinforcement</li> <li>• Conference with student</li> <li>• Reteach with overcorrection</li> <li>• Problem-solving worksheet</li> <li>• Restate direction and mild consequences</li> <li>• Change seating</li> <li>• Call home</li> <li>• Conference with parent/guardian</li> </ul>	<ul style="list-style-type: none"> <li>• Office referral</li> </ul>

## Procedures for Correcting Rule Violations-Flowchart

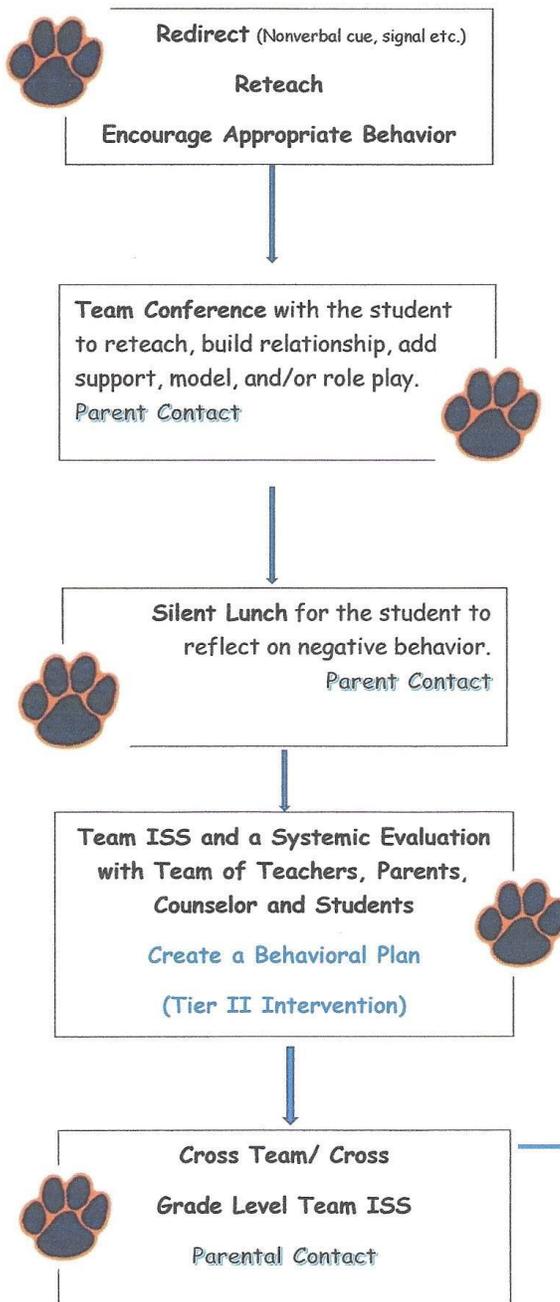
### Thomson Middle School Behavior Flow Chart



Ongoing Teaching and Encouraging of Expectations and Building Relationships

#### Minor Classroom Behavior

#### Major Classroom Behavior



- Teacher completes Office Referral

**Administrator's Actions**

- Administrator assess the problem by reviewing the steps taken
- Contact and engage the parents
  - Administrative Intervention

**\*Additional infractions may result in a MDR or SRC**

Staff Managed (Minor)	Administration Managed (Major)
<ul style="list-style-type: none"> <li>• Disruption of the classroom learning environment</li> <li>• Profanity</li> <li>• Failure to follow directions</li> <li>• Dress Code Violation</li> <li>• Late to class</li> <li>• Misuse of Hall Pass/Privilege</li> <li>• Horseplay</li> <li>• Malicious Remarks</li> <li>• Misrepresenting Facts</li> <li>• Arguing/talking back/inappropriate body language towards adults</li> <li>• Misuse of Technology</li> <li>• Cutting Class</li> </ul>	<ul style="list-style-type: none"> <li>• Open Defiance</li> <li>• Leaving the Classroom without permission</li> <li>• Disruptive behavior that interrupts or disrupt school environment</li> <li>• Vandalism</li> <li>• Misuse of School Equipment</li> <li>• Reckless Horseplay</li> <li>• Peer Harassment</li> <li>• Cell Phone Violation</li> <li>• Fighting</li> <li>• Verbal Altercation between students</li> <li>• Infraction of school/board policy</li> </ul>

## PBIS Common Language

Using common language is an effective way to ensure that all students understand our PBIS expectations.

When redirecting student's behavior use our five PBIS expectations – **Courteous, Honorable, Accountable, Motivated and Prepared**. Also say **Please** and **Thank you**.

### Classroom: Examples

You see a student with his head down while you are teaching.

Redirection: "I expect you to be **Motivated** by being an active participant in my class. Keep your head off the desk, please."

### Hallway: Examples

You see several students who are standing in a large crowd in the middle of the hallway.

Redirection: "Let's be **Courteous** and keep it moving! Thanks, folks!"

### Commons Area: Examples

Several students are yelling and laughing too loudly.

Redirection: "Be **Courteous** and use your indoor voice. Thanks!"

### Cafeteria: Examples

A student has forgotten her ID. You observe her pleading her case to the cashier.

Redirection: Remember, in order to be **Prepared** for lunch, you need to have your ID. Please go to the office to get a temporary ID.

## Data-Based Decision Making

### What is SWIS™?

**T**

The School-Wide Information System (SWIS) is a web-based information system designed to help school personnel to use Behavior Tracking Form data to design school-wide and individual student interventions. The three primary elements of SWIS™ are:

- An efficient system for *gathering information*
- A web-based computer application for data entry and *report generation*
- A practical process for using information for *decision making*

These three elements give school personnel the capability to evaluate individual student behavior, the behavior of groups of students, behaviors occurring in specific settings, and behaviors occurring during specific time periods of the school date. SWIS™ reports indicate times and/or locations prone to elicit problem behaviors and allow teachers and administrators to shape school-wide environments to maximize students' academic and social achievements.

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#### EVERY MONTH WE LOOK AT THE BIG 5

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1. Average Referrals per day per month
2. Referrals by Problem Behavior Report
3. Referrals by Location Report
4. Referrals by Time Report
5. Referrals by Student Report

**Office Referral Definitions**

<b>Problem Behavior</b>	<b>Definition</b>
<b>Cheating/Lying</b>	Student performs an act of lying, deception, fraud, or imitation used to create an unfair advantage.
<b>Insubordination</b>	Student refuses to comply.
<b>Continued Class Disruption</b>	Student frequently engages in low intensity, but inappropriate disruption.
<b>Dress Code Violation</b>	Student wears clothing that is near but not within, the dress code guidelines by the school/district.
<b>Inappropriate Display of Affection</b>	Student engages in inappropriate, consensual (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult.
<b>Profanity</b>	Student uses inappropriate language.
<b>No Show for Assigned Discipline</b>	Student did not attend an assigned office/teacher detention.
<b>Other</b>	Student engages in any other minor problem behaviors that do not fall within the above categories.
<b>Physical contact/Physical aggression</b>	Student engages in non-serious, but inappropriate physical contact.
<b>Property Misuse</b>	Student engages in low-intensity misuse of property.
<b>Excessive Tardies</b>	Student excessively arrives at class after the bell (or signal that class has started)
<b>Cell Phone Violation</b>	Student engages in non-serious but inappropriate (as defined by school) use of cell phone, pager, music/video players, and camera.
<b>Inciting others to violence/disruption</b>	Student causes others to be violent/disruptive
<b>Arson</b>	Student plans and/or participates in malicious burning of property.
<b>Physical attack and/or threat</b>	Student performs or threatens to perform a physical attack upon another person.

<b>Problem Behavior</b>	<b>Definition</b>
<b>Disrespect/Insubordination</b>	Student engages in refusal to follow directions, talks back and/or delivers socially rude interactions
<b>Fighting</b>	Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).
<b>Forgery/Theft</b>	Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without that person's permission.
<b>Harassment/Bullying</b>	Student delivers disrespectful messages* (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. <i>*Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.</i>
<b>Out of Assigned Area</b>	Student is in an area that is outside of assigned area.
<b>Other</b>	Student engages in problem behavior not listed.
<b>Vandalism/Destruction of Property</b>	Student participates in an activity that results in destruction or disfigurement of property.
<b>Skipping Class/School</b>	Student leaves or misses class without permission.
<b>Threat</b>	Student declares an intention or determination to inflict punishment, injury, etc. on or towards another person.
<b>Technology Violation</b>	Student engages in inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.
<b>Possession, use or distribution of a dangerous substance or alcohol.</b>	Student is in possession of or is using a dangerous substance/ alcohol.
<b>No Show for Assigned Discipline</b>	Student did not show up for assigned discipline (i.e. detention, etc.)
<b>Use/Possession of Drugs</b>	Student is in possession of or is using illegal drugs/substances or imitations.
<b>Possession Of Tobacco products/smoking</b>	Student is in possession of or is using tobacco.
<b>Possession of Weapon</b>	Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm.
<b>Argument</b>	Student challenges/responds to the challenge which leads to conflict or inappropriate behavior occurs.

### On-Site PBIS Walkthrough

Purpose: This tool is meant for use as a quick glance when visiting a school to see if School-Wide PBIS is evident. It will allow the observer to provide feedback to the PBIS team and administration.

Observer

School:

Date:

Product Book Review:

#### School Expectations:

##### Visibility

Circle the following locations where Expectation Posters were visible:

Hallways	Main Office	Classrooms	Cafeteria
Media Center	Gym/Playground	Computer Lab	Other

Circle the following locations where Rules Posters were visible:

Hallways	Main Office	Classrooms	Cafeteria
Media Center	Gym/Playground	Computer Lab	Other

##### Students (Ask 5 students from a variety of classes/grades)

Ask 5 students if they know the Expectations. *Circle how many students were able to tell you the expectations.*

1      2      3      4      5

##### Staff (Ask 5 staff members the following questions)

Do you have a school-wide team to address behavior/discipline across campus? *Circle how many staff knew about the team.*

1      2      3      4      5

Can you name the School-wide Expectations? *Circle how many staff could tell you the expectations.*

1      2      3      4      5

Have you taught the School-wide Expectations? *Circle how many staff has taught the expectations.*

1      2      3      4      5

Have you seen the schools discipline data this year? *Circle how many staff has seen the data.*

1      2      3      4      5

#### Additional Comments:

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