PBIS: POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS
Hilltop Elementary School

2020-2021
PBIS STUDENT/PARENT HANDBOOK

Hilltop Elementary

Staff PBIS Handbook

The purpose of this handbook is to guide and support HES'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.

What 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
- Data information analyzed and utilized on a frequent basis

PBIS has 5 Critical Components

1. <u>**Clear Expectations**</u>
   ♦ As defined in the matrix

2. <u>**Explicitly taught**</u>
   ♦Each area in the matrix is accompanied by a lesson plan.
   ♦ A schedule for teaching and re-teaching behaviors is used.

3. <u>**A system for encouraging appropriate behavior**</u>
   ♦ Recognition system for encouraging positive and appropriate behaviors is used.

4. <u>**A system for discouraging inappropriate behavior**</u>
   ♦ A Correction Flowchart for how to respond to and correct inappropriate behaviors.

5. <u>**A data collection system**</u>
   ♦ 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.

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 Hilltop Elementary School, I will be a **SOARing HAWK.** A soaring hawk ensures safety first, on task, always responsible, and respectful.

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.

BEHAVIOR EXPECTATIONS
Routine / Setting

Expectations		Classroom	Cafeteria	Hallway	Playground	Computer Lab	Media Center	Transportation	Restroom
	Safety First	Keep your hands, feet, and objects to yourself Use materials as directed by the teacher	Always walk Keep hands, feet, and objects to self Carry tray with two hands Sit upright at the table	Walk two on blue on the right side of the hall with eyes facing forward Hands by your side, feet on the floor	Use playground equipment properly and safely	Stay seated in your chair	Always walk Use library resources properly	Walk to your destination or vehicle Approach your destination or vehicle with caution and adult supervision	Use restroom equipment properly
	On Task	Follow directions the first time Complete assignments in a timely manner	Voices off when the music is on Talk with an inside voice when the music is off	Go directly to designated area(s)	Listen for teacher's signal to line up and exit the playground	Complete assigned task(s) on the site instructed by your teacher	Check out books in a timely manner Read quietly while waiting for others to finish checking out books	Be packed up and ready for dismissal	Use the restroom and promptly return to class Wait your turn Knock on stall door
	Always Respectful	Raise a quiet hand to speak and wait patiently for a teacher to respond Listen when others are speaking	Raise your hand if you need assistance/help in the cafeteria Use table manners when eating	Walk quietly in the hallway Stand tall, off the wall	Allow everyone to play games/activities Take turns on playground equipment Show sportsmanship	Leave computer equipment and settings how you found them	Listen and be attentive during lessons Keep books clean and in good condition	Follow directions given by school staff during arrival and dismissal	Give other students privacy Keep stalls free from drawings
	Responsible	Be prepared with supplies, materials, and assignments Ask for help when needed	Get all items needed before sitting down Provide space for others to sit (6 per table) Clean your area before leaving	Follow directions given by your teacher and school staff	Gather all belongings before coming inside Place all trash in the trash can	Follow internet safety procedures Ask for help with pop-ups or websites that require teacher approval	Return books to media center Remember your student ID for check out	Watch silent dismissal for your name Backpacks should remain packed	Clean up after yourself Wash your hands before returning to class

Explicitly Taught Expectations

PBIS: Teaching Behaviors

T wo main rules around behavior:

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

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 taught in class
- ♦ 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.
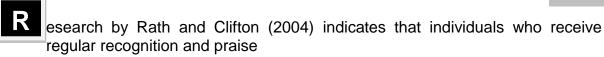- ♦ Doing so increases opportunities to teach other skills.

PBIS: Lesson Plans

1. Cafeteria
2. Hallway
3. Playground
4. Learning environment
5. Bus

System for Encouraging Desired Behavior

Reinforcement Menu

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
- Say "Thank you" - Verbal - Pat on shoulder - Smile - Praise - Use humor (not sarcasm) - Listen to them - Notice them - Small school supply items - Daily SOAR points on Class Dojo	- Clip up - Talk to them - Give them time - Pay attention - Eye contact - Teacher's helper - School supplies - Shout out on morning or afternoon announcement	- Positive call or note home - Treasure box/Teacher rewards - Behavior SOAR Celebration (every 9 weeks)

PBIS
Recognition

Good Behavior SOAR Celebration (once every nine weeks)
Description: This is an opportunity for students to participate in activities or free time.

Students must earn the allotted number of behavior points determined by the grade level on Class Dojo.

SOARing Hawk (once a week)
Description: This is an opportunity for students to be recognized for displaying the character trait for that week.

Treasure Box (teacher discretion)
Description: This is an opportunity for students to be recognized for making good choices and clipping up on the behavior chart or earning points on Class Dojo.

Treasure boxes are not required; however, many teachers utilize a classroom rewards system for student recognition. The treasure box can contain coupons to help save on costs.

Scripts for Parents to Encouraging Desired Behavior

1. Thank you for _____(specific behavior). It shows that you have been _____(respectful, responsible, or safe).

2. Thank you for _____(specific behavior). That's a great example of being _____(respectful, responsible, or safe).

3. I really appreciate how you _____. That's a wonderful example of being _____(respectful, responsible, or safe).

4. By being _____(specific behavior) in the library you show a good example of being _____(respectful, responsible, or safe).

5. Thank you, _____(name) for _____(specific behavior). That's showing _____(respectful, responsible, or safe).

6. Thank you, _____(name) for _____(specific behavior). You're showing a good example of being _____(respectful, responsible, or safe).

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.

Section

5

System for Discouraging Undesired Behavior

Our 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
• Restate direction • Redirect to task • Reteach • Differential Reinforcement (ignoring negative behavior while paying attention to what you want) • Nonverbal cue to task • Notice • Proximity • Thank you to nearby student who is doing desired behavior • "The Look" • Clearly state choices/options	• Time-out from positive reinforcement • Conference with student • Reteach with overcorrection • Restate direction and mild consequences • Change seating • Call home • Conference with parent/guardian • PFI • Tier 2 plan if behavior is chronic	• Office referral

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 three PBIS expectations – **safety first**, **on task, always respectful, and responsible.** Also say **Please** and **Thank you.**

Learning Environment: Examples

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

Redirection: "I expect you to be **responsible** by following directions. You are supposed to be listening to the lesson and participating. Please, keep your head off the desk, please."

Hallway: Examples

You see several students running down the hall.

Redirection: "Let's be **safe** and use walking feet! Thank you!"

Cafeteria: Examples

Several students are yelling and laughing too loudly.

Redirection: "Be **respectful** and use quiet voices. Thanks!"

Playground: Examples

A student throws their trash on the ground.

Redirection: "Please be **responsible** and throw your trash in the trash can. Thank you."

Data-Based Decision Making

What is SWIS™?

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:

- o An efficient system for *gathering information*
- o A web-based computer application for data entry and *report generation*
- o 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.

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

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