PBIS: POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS
Matt Arthur Elementary School

2019-2020
PBIS HANDBOOK

Matt Arthur Elementary

Staff PBIS Handbook

The purpose of this handbook is to guide and support MAES's staff members as we implement PBIS in our school. Our goal is to provide all of 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 Matt Arthur Elementary School, I will be a **NOBLE KNIGHT.** A noble knight is responsible, respectful, and safe.

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.

Be a NOBLE knight
Be RESPONSIBLE, RESPECTFUL AND SAFE

	Cafeteria	Hallway	Playground	Learning Environment	Bus
Be RESPONSIBLE	Stay seated	Walk in a line	Throw away trash	Have materials ready	Stay seated
Be RESPECTFUL	Quiet when music is playing	Quiet voices	Follow directions the first time	Follow directions the first time	Follow bus driver's directions the first time
Be SAFE	Hands & feet to yourself	Hands & feet to yourself	Hands & feet to yourself	Hands & feet to yourself	Hands & feet to yourself

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 (located in the appendix)

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

System for Encouraging Desired Behavior

Section

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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	- Clip up - Talk to them - Give them time - Pay attention - Eye contact - Teacher's helper - School supplies	- Positive call home - Treasure box/Teacher rewards - Mighty Knight - Behavior Celebration

PBIS
Recognition
Teacher Reference

Good Behavior Celebration (once each month)
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.

Mighty Knight (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.

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

Scripts for Encouraging Desired Behavior – Common Language

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.

Staff Recognition

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

Any MAES 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
• 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

OBSERVE PROBLEM BEHAVIOR

What type of behavior is it?

STAFF/TEACHER MANAGED
- Inappropriate Language or behavior
- Physical Contact
- Defiance/Disrespect
- Disruption
- Property Misuse
- Technology Violation
- Not following directions

OFFICE MANAGED
- Abusive/Inappropriate Language
- Fighting or Physical Aggression
- Overt Defiance/Disrespect
- Overt Disruption
- Property Damage
- Serious Technology Violation
- Bullying
- Chronic Minor Infractions
- $\geq$6 PFIs

Are you being a Noble Knight
- ✓ Be Responsible
- ✓ Be Respectful
- ✓ Be Safe

Staff/Teacher will:
- Warning/Conference/Problem Solve with Student
- Use Behavior Clip Chart to Reteach Behavioral Expectations
- Remind of Consequences

Staff/Teacher will:
- Complete behavior referral in Infinite Campus and email ALL administrators
- If a class needs to be evacuated, call the office.

Did behavior resolve?

NO

YES
- Use Positive Reinforcement
- Document interventions
- Reinforce Expectations

ADMINISTER APPROPRIATE CONSEQUENCE
Examples:
- Loss of Privilege
- Think Time Sheet/Self-Reflection
- Parent Contact
- Conference with student

Administrator will:
- Conference with student
- Investigate if necessary
- Determine consequence
- Follow through with consequence
- Contact family
- Provide feedback to staff

IF BEHAVIOR CONTINUES:
- Administer PFI
- Conference with parent
- Conference with student
- Reinforce Expectations

Have there been 6 or more PFI's for similar behavior?

YES
- Tier 2 Behavior plan created
- Refer to Office managed behaviors

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 – **respectful, responsible, and safe.** 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 follow 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."

Section

6

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 applications 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
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

Infinite Campus Directions for Teachers entering Behavior Referrals

1. Log onto Infinite Campus (IC). Use your current district username and password.
2. Select the menu icon (three black lines) (Arrow A).
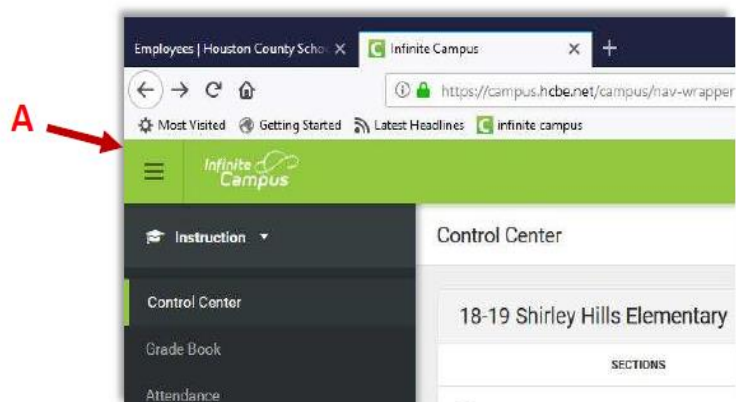
3. Select the Campus Tools icon (Wrench) to switch your view mode (Arrow B).
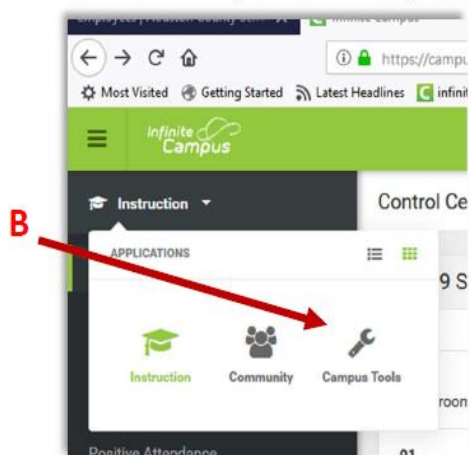
4. In the Vertical box along the left hand side...Click on Index.
5. Click on Behavior (Arrow C). NOTE: if you are unable to see it, then click on the arrow next to it to expand the sub categories. The category will expand to show **Behavior Referral**. Select Behavior Referral (Arrow D).
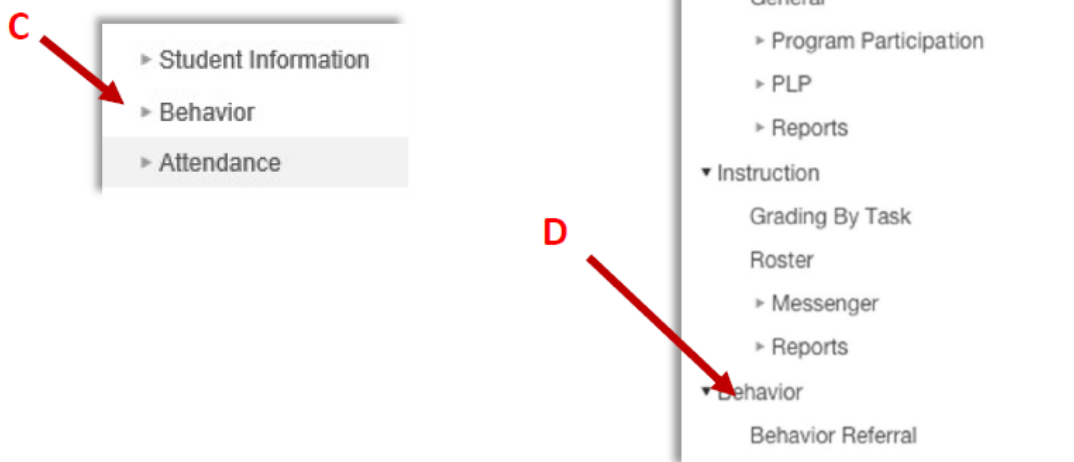
6. Click on **New** to enter in discipline referral (Arrow E).

7. Next, the incident detail information window should appear. **You will need to complete all of the boxes/sections listed below.**

Date of Incident: Click on calendar and select date of incident. (the program defaults to the current date).

Time of Incident: Type in the time of incident. Type a zero in front of a single digit number (Ex: 02:14 PM).

Notify: Select **Principal and APD** (our actual names will be there)

Title: Type in the student's first and last name (In that order).

Context: 1. School Hours. Provide class/subject in which incident occurred.

Location: 1. On Campus. Provide location in which incident occurred.

Details: Give just the facts of the incident. Refrain from using other student names (victims, and witnesses, etc.). Only use the name of the student who is receiving the office referral.
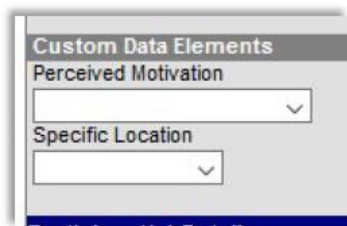
8. At the bottom of the referral, click on rectangle box labeled **Add Event/Participant** (Arrow F).
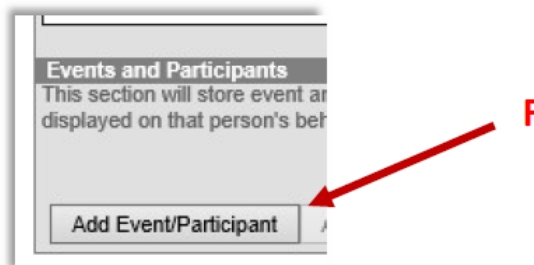
9. Next, the Event and Participant Details box will appear. Click on event details using drop down arrow. Select *Teacher Behavior Referral* , it should be the first event choice (see Arrow G on both pages). Next, beneath Participant(s) Details, type in the name of the student being referred (see Arrow H). Tip: Just type in the child's last name and hit search. I.C. will pull matching student last names. After you have located the correct child's name, select it, then click on **Save** (see Arrow I).
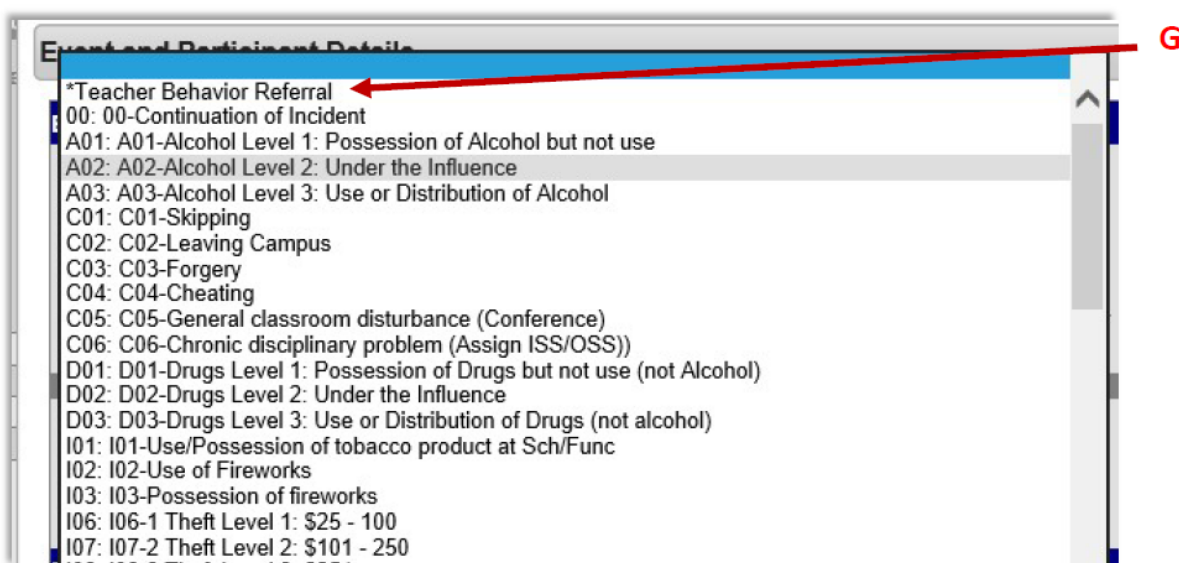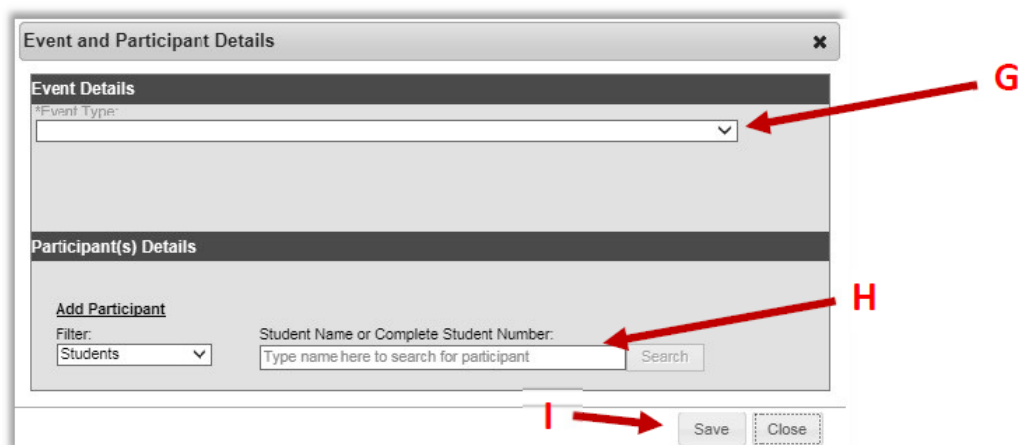
10. **PBIS SCHOOLS ONLY:** Once you have selected your Event Type, and your student(s) involved (offender, victim, participant), don't forget to complete the two drop downs for PERCEIVED MOTIVATION & SPECIFIC LOCATION.

11. Now go to the top of the Behavior management form and click on **Save Draft** AND **SUBMIT** (see Arrows J & K). You are done.
12. **Send school administrators an email informing them of the Behavior Referral.** In the email, title the message by typing your last name, office referral (Ex: DeWitt, office referral). Type any additional details pertaining to incident if needed in the email.

Action will be taken by an administrator ASAP.

-md 08.06.18

Office Referral Definitions

Problem Behavior	Definition
Abusive/Inappropriate language	Student threatens to hurt a student or uses extreme vulgarity towards a student or teacher. Remember this should be age appropriate. Some younger students should not receive a referral for comments. Instead those students should be taught what language is appropriate for school.
Fighting or Physical Aggression	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.). This is still relevant if the student was hit first and then they reciprocated the aggression.
Overt Defiance/Disrespect	Student frequently displays non-compliant behaviors or disrespect towards adults. If this behavior is chronic, a Tier 2 behavior plan should be in place. .
Overt Disruption	Student causes a class disruption that impedes the teacher's ability to continue teaching. If this behavior is chronic, a Tier 2 behavior plan should be in place.
Property Damage	Student engages in the misuse of property.
Serious Technology Violation	Student engages in inappropriate or dangerous misuse of property.
Bullying	Student demonstrates bullying behavior by threatening a student, calling names, and/or chronically bothering a student.
≥4 PFIs	If a student receives four or more PFIs in a nine week period, they can receive an office referral. However, parents should be called about each PFI and at four PFIs a conference should have taken place.

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 |
| MediaCenter | 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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List of Appendices